

Marshalltown Community School District

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

(2016-2017)



Required Lau Leadership Team Members:

District Administrator(s), Building Administrator(s), Equity Coordinator (public only), EL Teacher(s),
Classroom/Content Teacher(s) (Include names and positions of all Team members.)

Dr. Lisa Stevenson, Director of Curriculum & Instruction
Anthony Spurgetis, Director of Human Resources/Director of Equity
Matt Cretsinger, Director of Special Services
Ronnie Manis, Anson Elementary Principal
Vicki Vopava, Fisher Elementary Principal
Mick Jurgensen, Rogers Elementary Principal
Anel Garza, Woodbury Elementary Principal
Kyle Young, Lenihan Intermediate Principal
Deb Holsapple, Marshalltown High School Associate Principal
Rachel Inks, English Learner and Migrant Program Coordinator
Shauna Smith, PK-6 Curriculum and Professional Development Leader
Pam Brewer Michael, 7-12 Curriculum and Professional Development Leader
Erica Finders, Lenihan Intermediate Instructional Coach
Adrian McLaughlin, ELL Teacher, Hoglan Elementary
Ashley Verdinez Ramires, ELL Teacher Rogers Elementary
Kelly Finnicum Chua, ELL Teacher Lenihan Intermediate
Pam McDowell, ELL Teacher Marshalltown High School

Jessica Althaus, Classroom Teacher at Anson Elementary
Blair Struble, Classroom Teacher at Franklin Elementary
Megan Spear, Classroom teacher at Hoglan Elementary
Melanie Knoll, Classroom Teacher at Rogers Elementary
Gladis Gonzalez, Classroom Teacher at Woodbury Elementary
Julie Finch, Classroom Teacher at Lenihan Intermediate
Christian Carrazco, Classroom Teacher at Lenihan Intermediate
Bianca Hernandez, Classroom Teacher at Lenihan Intermediate
Lynne Bradley, Biology Teacher Marshalltown High School
Aaron Benscoter; Social Studies Teacher Marshalltown High School

Suggested Additional Lau Leadership Team Members:

School Counselor(s), Title III Subgrantee EL Consultant(s), Native Language Interpreter(s), EL Parent(s), School Board Member(s), Community Member(s) (Include names and positions of all additional Team members.)

Janelle Carter, MCSD School Board Member
Kendall Derby, MCSD School Board Member

Lau Plan

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan must be collaboratively written by the K-12 team identified above. (See Appendix A for guidance around Lau requirements and critical elements.)

I. Lau Plan Guiding Principles

- A. **English language development:** By participating in the MCSD Language Instruction Education Program we will prepare our English Language Learners, through an unparalleled culture of excellence, to read, write, listen and speak fluently in English to be productive and engaged citizens in a diverse world.
- B. **Academic achievement:** By attending MCSD schools and participating in the MCSD Language Instruction Education Program, our English Language Learners will have equal access to Iowa Core to become informed, creative, collaborative, critically thinking, and technologically-adept learners who are prepared for college or career training after high school.
- C. **Cross-cultural:** By attending MCSD schools and participating in the MCSD Language Instruction Education Program, our English Language Learners will value their own cultural backgrounds as well as learn to see the world from different cultural vantage points, beliefs, and values to become better situated to work and live across cultures.

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

A. The district uses “Home Language Survey-IA” (www.TransACT.com)

- 1. including student race and ethnicity reporting beginning 16-17**
- 2. shares process for reviewing and referring students for screening**
- 3. stores HLS-IA in students’ cumulative files**

Each family of a new student entering the district completes a Home Language Survey (HLS) “Home Language Survey-IA” (www.TransACT.com) during registration. The 2 page HLS is completed in full including student race and ethnicity reporting for the 16-17 SY.

The district is prepared to conduct oral or native language interviews in the student’s home language with those adults who may not have sufficient English or literacy skills to complete the survey. Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support.

The ELL Coordinator reviews HLS responses and routes the HLS to the building ELL teacher(s) for review of responses. If language other than English identified on the HLS, building ELL teacher(s) will refer and screen for services.

All HLSs are permanently stored in each student’s cumulative file.

B. State-approved English language proficiency placement assessment

- 1. TELPA screener**
- 2. certified screener administrator**
- 3. specifies where certificates of completion are filed**

The building ELL teachers administer the state-approved English language proficiency placement assessment, TELPA (Tennessee English Language Placement Assessment) screener, to support identification of potential ELs and for and placement into LIEP. Individual TELPA results are stored in a student's cumulative file.

All TELPA administrators complete annual state TELPA Administration Certification on the AEA PD Online’s Training System. Copies of annual certificates of completion are maintained with the office of the ELL Coordinator.

A summary of all TELPA results are stored in student’s cumulative file.

C. Process to place student in appropriate LIEPs and content courses

- 1. team collection of academic and other pertinent data**
- 2. team-based data review and recommendations for LIEP program**
- 3. team-based data review and recommendations for content courses**
- 4. age appropriate placement**

The district maintains a team-based approach to place a student appropriate LIEPs and content courses. The team of ELL teachers, with support from classroom teachers, as needed, review content proficiency results in the areas of math and reading. Classroom teachers or other building staff can assess academic skills in relation to age or grade level. To determine appropriate LIEP and level of support designed to meet students' English Language Development needs, the team of ELL teachers may review multiple sources of data, such as: TELPA, prior student records, teacher interviews, parent information, teacher observation, referral, student grades, or informal assessments to assist in determining the academic skills, literacy, and instructional levels of students. Existing academic skills in native language are determined when possible.

The following situations will result in student recommended for LIEP inclusion:

1. Limited English Proficient (LEP) results on TELPA
2. transferring LEP results on current annual language assessment or a current language screener
3. Fluent English Proficient (FEP) results on TELPA without balanced proficiency scores across language domains (speaking, listening, reading, and writing) and/or without evidence of content proficiency results in the areas of math and reading

At Kinder-Grade 4, the parent will self-elect LIEP participation:

1. *Dual Language* - by enrolling at Woodbury Elementary (if space allows)
 - a. any ELs in grade K&1 may enroll
 - b. ELs in grades 2-4 may enroll if newcomer and of Spanish language background
2. *English as a Second Language (ESL)* - by enrolling in any other district elementary

At Grades 5&6, the team of ELL teacher will recommend LIEP participation:

1. *Dual Language* - if student is newcomer and of Spanish language background
2. *English as a Second Language (ESL)*
 - a. if student of Spanish language background and no longer a newcomer
 - b. if student is of a language background other than Spanish

At Grades 7-12, the team of ELL teacher will recommend LIEP participation:

1. *English as a Second Language (ESL) & with Sheltered English* - if student is at the beginning and early intermediate stages of proficiency in English.
2. *Sheltered English (only)* - if child is at/above intermediate stages of proficiency

At K-6 ELs are fully included and assigned to a mainstream classroom with students of the same chronological age, or rarely and if absolutely necessary, with an age group no more than two years differential. Classroom teachers deliver lesson planned through sheltered instruction and regularly consult and or co-teach with building ELL teachers.

In grades 7-12, the EL is assigned to the same content courses as all other learners as well. ELs at beginning to early intermediate levels of English proficiency are scheduled into ESL-specific coursework and sheltered courses to support content attainment with specific attention placed on meeting the linguistic needs of the learners. Sheltered courses in Math, Science and Social

Studies are co-taught between a content certified teacher and sheltered English is taught by a dual-certified English and ESL endorsed teacher. ELs at/above intermediate levels of English proficiency are scheduled into one or more courses of Math, Science or Social Studies co-taught by a content certified teacher and ESL endorsed teacher.

D. Parental forms distributed in a language most easily understood (TransACT) within 30 days at the beginning of the year and two weeks later in the school year

- 1. “Determination of Student Eligibility, English Language Development Program Placement” (sent once upon placement) from TransACT**
- 2. “NCLB - Notification of English Language Development Program Placement - Version A”, initially and annually from TransACT**
- 3. Within required timelines**
- 4. signed copies placed in students’ cumulative files**

Parental forms (www.TransACT.com) are completed by the office of the ELL Coordinator in the language most easily understood (by parents). Forms are relayed to the team of ELL teachers for distribution to parents in order to notify of initial placement or continued eligibility into LIEP within the first thirty days at the beginning of the school year and two weeks if enrolling later in the school year.

Parental form is sent once upon initial placement to communicate initiation of LIEP services:

- “Determination of Student Eligibility, English Language Development Program Placement” and
- “NCLB - Notification of English Language Development Program Placement - Version A”

Parental form is sent on an annual basis to communicate continuation of LIEP services.

- “NCLB - Notification of English Language Development Program Placement - Version A”

Completed copies of all parental forms are stored in student’s cumulative file.

E. Process for waiving students from LIEP

- 1. meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s)**
- 2. “Waiver-Refusal of ESL-Bilingual program”- signed copy to document the parents’ decision is placed in student’s cumulative file**
- 3. describe the process by which the district provides support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP**

Each parent ‘Notification of English language development Program Placement’ form offers an explanation on parents’ right to waive services for only the current school year or only on an annual basis even though the child continues to be identified LEP as eligible for a LIEP. The form indicates that the parent must contact the building ELL teacher listed on the form request a service waiver.

If the ELL teacher is contacted the ELL teacher must have meaningful consultation with the parent. Another district staff member cannot substitute for meaningful consultation. Meaningful consultation between ELL teacher and parent must include these three child-centered discussion points:

1. Student Performance - Current English Proficiency, Recommendations for Programming & Expected Outcomes
2. Parent's Concern/s
3. Process to ensure child's mastery of English and academic achievement (as required by law without enrollment in LIEP).
 - a. Child will remain identified as LEP and eligible for a LIEP;
 - b. Child will continue to be supported by classroom teacher through delivery of lessons planned through sheltered instruction, and with consultation of building ELL teachers;
 - c. Child will participate in state-approved annual English Language Proficiency Assessment (ELPA21)
 - d. Child will not receive direct instructional services from ELL teacher

Meaningful consultation concludes with confirmation of parent decision to either waive services or remain LIEP served. If parent waives services, parent signs two copies of the 'Waiver of Services' form (www.TransACT.com). One copy is retained by parent. The other copy is routed to ELL coordinator for review. Documentation of parent waiver is entered into Student Information System by ELL Coordinator. The original form is returned to building ELL teacher for storage in student's cumulative file.

III. Description of the LIEP

A. LIEP goals (measureable goals tied to data and LIEP evaluation)

District LIEP goals:

1. Making sufficient progress in acquisition of the English language as measured state-approved annual English language proficiency assessment - ELPA21
2. Attaining or reaching full English proficiency as measured by the state-approved annual English language proficiency assessment - ELPA21
3. Making Adequate Yearly Progress (AYP) as measured by state-approved annual content proficiency assessment - Iowa Assessments (according to targets established by Title I)

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
- b. English as a Second Language (ESL)
- c. Sheltered Instruction
- d. Dual Language Program

- e. Other Bilingual Program
- 2. Description of frequency and intensity or services by grade level/span and/or current English proficiency level
 - a. English language development
 - b. LIEP support to access district core curriculum
- 3. Addresses that identified Non Parental Waiver ELs at all proficiency levels receive direct LIEP instruction

The district provides, for **ALL** non-parental waiver ELs, LIEPs at **ALL** grade levels:

- Elementary (K-4):
 - English as a Second Language (ESL)
 - Anson Elementary
 - Fisher Elementary
 - Franklin Elementary
 - Hoglan Elementary
 - Rogers Elementary
 - Dual Language: Woodbury Elementary
- Intermediate (5 & 6) @ Lenihan Intermediate School
 - English as a Second Language (ESL)
 - *Dual Language (students in DL are provided LIEP through ESL)
- Secondary (7-12) @ Miller Middle School (7-8) & Marshalltown High School (9-12)
 - English as a Second Language (ESL)
 - Sheltered Instruction

Elementary (K-1st): English as a Second Language (ESL) @ Anson, Fisher, Franklin, Hoglan & Rogers Elementary Schools				
Language Proficiency Levels Frequency Intensity of Services	Grade	Beginners - Early Intermed	Intermed - Adv	Service Description
20-30 min; daily or every other day; pull out; small group; 2-8 students	K	X		<u>English Language Development</u> : BICS or oral language discussions on vocabulary; use of mentor texts or other books from LLI or A-Z to gain access to basic vocabulary; reinforce beginning phonics and phonemic awareness <u>Connections to General Education Setting</u> : instruction of and additional practice in skills & strategies covered in same gen ed themes/concepts; reinforce or pre-teach at a differentiated and scaffolded levels; school readiness or kindergarten skills (as needed); use of sentence prompts, word banks, etc., to reinforce oral language development
30 min. daily push in gen ed classroom (literacy)	K	X	X	<u>English Language Development</u> : bolster oral language development; monitoring of comprehension skills; use of sentence stems to prompt rich/academic language and vocabulary use <u>Connections to General Education Setting</u> : instruction of and additional small group or individual practice of skills & strategies; focus on monitoring comprehension of skills and reinforcement of oral language development and vocabulary use
20-30 min; daily or every other day; pull out; small group; 3-8 students	1st	X	when pre-literate and/or significantly discrepant on FAST	<u>English Language Development</u> : advance BICS and oral language development through vocab discussions; use of mentor texts, graphic organizers or other books from LLI or A-Z to gain access to basic vocabulary and concepts; reinforce beginning literacy and comprehension skills through oral retells, interactive and shared writing experiences <u>Connections to General Education Setting</u> : instruction of and additional practice in skills & strategies covered in same gen ed themes/concepts; reinforce or pre-teach at a differentiated and scaffolded levels; use of sentence prompts, pictures, word banks, etc., to reinforce vocabulary

30 min. daily push in gen ed classroom (literacy)	1st	X	X	<p><u>English Language Development</u>: bolster oral language development; monitoring of comprehension skills; use of sentence stems to prompt rich/academic language and vocabulary use; support writing with focus on phonics, sight words and story structure; teacher conferencing on individual skills</p> <p><u>Connections to General Education Setting</u>: -instruction of and additional small group or individual practice of skills & strategies; focus on monitoring comprehension of skills and reinforcement of skill application, oral language development and vocabulary use</p>
---------------------------------------------------	-----	---	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Elementary (2nd-4th): English as a Second Language (ESL) @ Anson, Fisher, Franklin, Hoglan & Rogers Elementary Schools

Language Proficiency Levels Frequency Intensity of Services	Grade	Newcomers	Beginners - Early Intermed	Intermed - Adv	Service Description
20-30 min; daily or every other day; pull out; small group; 3-10 students or 1-3 if newcomers	2nd	X	X	when significantly discrepant on FAST	<p><u>English Language Development</u>: BICS when necessary and oral language development through vocab discussions; use of mentor texts, graphic organizers or other books from LLI or A-Z to gain access to vocabulary and concepts; reinforce early literacy and comprehension skills through oral retells, interactive and shared writing experiences; use of leveled texts to practice oral fluency, reading comprehension and response to text</p> <p><u>Connections to General Education Setting</u>: instruction of and additional practice in skills & strategies covered in same gen ed themes/concepts; reinforce or pre-teach at a differentiated and scaffolded levels; use of sentence prompts, pictures, word banks, etc. to reinforce vocabulary</p>
30 min. daily push in gen ed classroom (literacy)	2nd	X	X	X	<p><u>English Language Development</u>: bolster oral language development; monitoring of comprehension skills; use of sentence stems to prompt rich/academic language and vocabulary use when writing; support writing with focus on phonics, sight words and story structure; teacher conferencing on individual skills</p> <p><u>Connections to General Education Setting</u>: instruction of and additional small group or individual practice of skills & strategies; focus on monitoring comprehension of skills and reinforcement of skill application, oral language development and vocabulary use; focus written language to meet content objective</p>
20-30 min; daily or every other day; pull out; small group; 3-10 students or 1-3 if newcomers	3rd 4th	X	X	when significantly discrepant on FAST	<p><u>English Language Development</u>: BICS & oral language development when necessary through vocab discussions; use of mentor texts, graphic organizers or other books from LLI or A-Z to gain access to vocabulary and concepts; reinforce early literacy and comprehension skills through oral retells, interactive and shared writing experiences; use of leveled texts to practice oral fluency, reading comprehension and response to text</p> <p><u>Connections to General Education Setting</u>: instruction of and additional practice in skills & strategies covered in same gen ed themes/concepts; reinforce or pre-teach at a differentiated and scaffolded levels; use of sentence prompts, pictures, word banks, etc. to reinforce vocabulary</p>
30 min. daily push in gen ed classroom (literacy)	3rd 4th	X	X	X	<p><u>English Language Development</u>: bolster oral language development; monitoring of comprehension skills; use of sentence stems to prompt rich/academic language and vocabulary use when writing; support writing with focus on phonics, sight words and story structure; teacher conferencing on individual skills</p> <p><u>Connections to General Education Setting</u>: instruction of and additional small group or individual practice of skills & strategies; focus on monitoring comprehension of skills and reinforcement of skill application, oral language development and vocabulary use; focus written language to meet content objective</p>

Elementary (K-2nd): Dual Language Program (DLP) @ Woodbury Elementary School

Language Proficiency Levels Frequency Intensity of Services	Grade	Service Description
Push in daily all 3 gen ed bilingual classrooms DeJong, Hilby, Montiel Spanish literacy 30 min & math in Spanish 45 min	All Kinder ELs	<p><u>Math</u>: bolster oral language development and concept attainment; monitoring of comprehension skills; sentence stems to prompt rich/academic language and vocabulary use</p> <p><u>Spanish Literacy</u>: small group work focuses on BICS or oral language discussions on vocabulary (as needed); use of mentor texts or other books from or A-Z or Spanish leveled texts to gain access to basic vocabulary; reinforce beginning phonics and phonemic awareness; sentence stems to prompt rich/academic language and vocabulary use</p>

		<u>Connections to General Education Setting</u> : in class support - naturally connected; follows same content/standards as all gen ed peers
<p>Push in daily in Spanish classroom Nevarez - Grade 1 & Munoz - Grade 2 Spanish literacy 30 min & math in Spanish 45 min</p> <p><i>LIEP services naturally embedded within bilingual classrooms as gen ed. teachers have ESL endorsement</i> Estrada - Grade 1 & Romero - Grade 2</p>	<p>All 1st ELs</p> <p>&</p> <p>All 2nd ELs</p>	<p><u>Math</u>: co-taught delivery of math; bolster oral language development and concept attainment; monitoring of comprehension skills; sentence stems to prompt rich/academic language and vocabulary use; written explanations</p> <p><u>Spanish Literacy</u>: small group work focuses on BICS or oral language discussions on vocabulary (as needed); use of mentor texts or other books from or A-Z or Spanish leveled texts to gain access to basic vocabulary; reinforce phonemic awareness and growing literacy skills/strategies; sentence stems to prompt rich/academic language and vocabulary use</p> <p><u>Connections to General Education Setting</u>: in class support - naturally connected; follows same content/standards as all gen ed peers</p>

Elementary (3rd&4th): Dual Language Program (DLP) @ Woodbury Elementary School

Language Proficiency Levels Frequency Intensity of Services	Grade	Service Description
<p>Push in daily in Spanish classroom Ewing Spanish literacy 30 min & math in Spanish 30 min</p> <p>Push in daily in English classroom Byers Literacy (English) 45-60 min</p> <p>Push in daily in bilingual classroom Stanton Spanish literacy 30 min & math LIEP services naturally embedded within classroom as Stanton is ESL endorsed</p>	All 3rd ELs	<p><u>Math</u>: bolster oral language development and concept attainment; monitoring of comprehension skills; sentence stems to prompt rich/academic language and vocabulary use; written explanations</p> <p><u>Literacy in English or Spanish Literacy</u>: small group work focuses on BICS or oral language discussions on vocabulary (as needed); use of mentor texts or English/Spanish leveled texts to gain access to basic vocabulary; reinforce skills, strategies, language growth and fluency; sentence stems to prompt rich/academic language and vocabulary use</p> <p><u>Connections to General Education Setting</u>: in class support - naturally connected; follows same content/standards as all gen ed peers</p> <p><u>English Language Development in Literacy (English)</u>: BICS & oral language development when necessary through vocab discussions; use of mentor texts, graphic organizers or other books from LLI, A-Z or leveled texts to gain access to vocabulary and concepts; reinforce early literacy and comprehension skills through oral retells, interactive and shared writing experiences; use of leveled texts to practice oral fluency, reading comprehension and response to text</p>
<p>Push in daily in Spanish & bilingual classroom Placencia & Gonzalez Spanish literacy 30 min</p>	All 4th ELs	<p><u>Spanish Literacy</u>: small group work focuses on BICS or oral language discussions on vocabulary (as needed); use of mentor texts or English/Spanish leveled texts to gain access to basic vocabulary; reinforce skills, strategies, language growth and fluency; sentence stems to prompt rich/academic language and vocabulary use</p> <p><u>Connections to General Education Setting</u>: in class support - naturally connected; follows same content/standards as all gen ed peers</p>
<p>15-20 min daily; pull out; small group; 1-2 newcomers</p>	3rd & 4th Newcomers	<p><u>English Language Development</u>: BICS & oral language development through vocab discussions; direct phonic instruction or phonemic awareness if necessary or use of books from LLI or A-Z to gain access to vocabulary and concepts; reinforce early literacy and comprehension skills through oral retells, interactive and shared writing experiences; practice oral fluency, reading comprehension</p> <p><u>Connections to General Education Setting</u>: instruction of and additional practice in skills & strategies covered in same gen ed themes/concepts; reinforce or pre-teach at a differentiated and scaffolded levels; use of sentence prompts, pictures, word banks, etc. to reinforce vocabulary</p>

Intermediate (5th & 6th): English as a Second Language (ESL) @ Lenihan Intermediate School (LIS)

**Note: A cross-section of ESL participants - newcomers & those joining LIS from Woodbury Elementary with continued LEP status - are also participants of the district DLP. At LIS, students in DLP learn science & math in Spanish while reading & social studies are learned in English. While some DLP core teachers are ESL endorsed, they are not considered as having direct LIEP responsibility.*

Language Proficiency Levels Frequency/Intensity of Services	Service Description
<p>Newcomers 30 min. daily; pull out support;</p>	<p><u>Reading</u>: LLI books and gain access to basic vocabulary</p> <p><u>Writing</u>: apply knowledge of vocabulary using wordless books from Reading A-Z website and write a book</p>

<p>small group (3-6 students)</p>	<p><u>Speaking and Listening</u>: record themselves using screencastify to track growth in oral communication; greet others using common phrases; practice speaking to their classmates and recording what they say (birthday, favorite colors, etc.) <u>Connections to General Education Setting</u>: In-depth instruction of and additional practice in skills & strategies covered in the general education setting - either at the same time as, to pre-teach, or to review skill/strategy or vocab if not mastered in classroom and always at a differentiated and scaffolded level; use of sentence prompts, word banks, etc., for them to be successful with the skill and strategies</p>
<p>Beginners 30 min. daily; pull out support; small group (4-8 students)</p>	<p><u>Reading/Writing</u>: Conference with ELL teacher on reading and writing development; read texts aligned to the genre in the general education setting done through literature discussions; extra support on gen ed writing projects <u>Speaking and Listening</u>: Discussions relate to reading; practice sharing of ideas, active listening, and responding to others' ideas through the use of literature discussion groups <u>Connections to General Education Setting</u>: In-depth instruction of and additional practice in skills & strategies covered in the general education setting - either at the same time as, to pre-teach, or to review skill/strategy or vocab if not mastered in classroom</p>
<p>Intermediates 30 min. daily; pull out support; small group (10-14 students)</p>	<p><u>Reading</u>: read and analyze texts in a group at a similar reading level or one on one with teacher; reading conferences, especially with students on IEPs, often focus on choosing a Just Right book. ELL teacher helps students find a JR book if needed; all reading instruction focuses on reading strategies <u>Writing</u>: write for an authentic purpose; repeated writings of the same type to foster independence and internalize the writing process; models, anchor charts and checklists are provided to use as scaffolds <u>Listening and Speaking</u>: Practice speaking more clearly and powerfully (with details and organization); use of anchor charts and word banks to help; discuss text with teacher and peers to share ideas, listen to each other, and respond to others' ideas. <u>Connections to General Education Setting</u>: skills, strategies, and resources that reinforce core objectives <u>Reading, Listening and Speaking</u>: practice listening, reading and speaking in a low affective filter environment; opportunity to apply skills and strategies in a heterogeneous setting, the gen ed classroom; reading strategies we study will be applied in the general education setting as well as in ELL; unknown word strategies are listed in a document students can access during their Independent reading time in the gen ed room <u>Writing</u>: explicit instruction to review/reinforce writing skills, strategies, and processes to utilize in gen ed classrooms, such as: (following the writing process, elaboration of ideas and providing supporting evidence, correct elements of grammar and usage, self-evaluation of writing, etc.)</p>
<p>Advanced 30 min. daily; pull out support; small group (13-17 students)</p>	<p><u>English Language Development</u>: opportunity to read texts at their reading level, write for authentic purposes, listen for key information, and speak to communicate clearly to others <u>Reading</u>: reads material at students' reading levels; analyze these texts in groups at a similar reading level; receive in-depth instruction in reading strategies currently applying in gen ed classrooms; conference with the ELL teacher about their reading; receive significant support and practice in vocabulary acquisition strategies <u>Writing</u>: write in response to reading; evaluate writing; conference with teacher about writing; creative writing projects that integrate technology use both to increase their competence with technology and to provide motivation through electronic publication of their work for an authentic audience; evaluate their writing and conference with teacher about their writing; project-based writing gives ELs a definitive connection between writing and its purpose as a means for self-expression, enjoyment, and communication with others; receive grammar instruction within the context of their writing practice to give authentic opportunities to acquire and apply grammar knowledge <u>Listening and Speaking</u>: work in team at similar reading level and engage in discussions about their reading; practice sharing ideas, listening to other students, and responding to other students' ideas; utilize websites such as voki.com and padlet.com to record presentations of their projects; listen to others' recordings and provide feedback to each other, both spoken and written <u>Connections to General Education Setting</u>: skills, strategies, and resources that reinforce core objectives to transfer the skills and concepts to utilize in gen ed classrooms to support their success and access to the core. <u>Reading</u>: read texts that align to the genres they are reading in their general education classrooms; teacher explicitly teaches, reviews, and reinforces reading skills, strategies, and processes to then utilize in their general education classroom; study the genre and analyze texts in a low affective filter environment with those of a similar reading level; return to their gen ed classrooms to apply skills and strategies in a heterogeneous setting <u>Writing</u>: write texts within the same genre they are writing in gen ed classrooms; teacher explicitly teaches, reviews, and reinforces writing skills, strategies, and processes to utilize in their general education classrooms; reflect upon the writing process as a team, reading and evaluating each other's writing; publish their writing in a low affective filter environment, sharing with other students of similar writing skills; practice writing in a group of students with similar writing skills; apply the skills, strategies, and confidence acquired in small group to writing in their gen ed classrooms. <u>Listening and Speaking</u>: conduct team discussions focusing on the same genres, themes, and text analysis that they are exploring in their general education classrooms; teacher explicitly teaches, reviews, and reinforces elements of quality classroom listening and speaking to utilize in gen ed classrooms; practice listening and speaking in a low affective filter environment with students with similar speaking skill; apply the skills, strategies, and confidence they have acquired in small group to their listening and speaking in gen ed classrooms</p>

Middle (7th & 8th): English as a Second Language (ESL) & Sheltered Instruction @ Miller Middle School (MMS)

**Note: A cross-section of Sheltered Instruction participants - those joining MMS from LIS as district DLP participants - will continue to participate in the district DLP. At MMS, students in DLP learn composition in Spanish while all other course content is learned in English. While some the instructor of the composition class learned in Spanish may be ESL endorsed, that instructor does not have direct LIEP responsibility.*

Language Proficiency Levels Frequency/Intensity of Services	Service Description
<p align="center">Newcomers & Beginners/Early Intermediate</p> <p>ESL 50 min.daily; pull out support; small group (10-11 students); mixed group of 7th & 8th graders</p> <p align="center">AND</p> <p>Sheltered Instruction Courses: Literature Math Science Composition</p>	<p><u>ESL</u> <u>English Language Development</u>: practiced through reading of, discussion of, and response to short stories in ELL curriculum; use of graphic organizers to practice new vocabulary and organize understanding of content. <u>Connections to General Education Setting</u>: additional practice of topics covered in the courses - either at the same time as, to pre-teach, or to review skill/strategy or vocab if not mastered in classroom and always at a differentiated and scaffolded level; use of sentence prompts, word banks, etc.</p> <p><u>Sheltered Instruction</u>: <u>Literature</u>: provided through a dual-certified English & ESL endorsed teacher using Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (reading) standards and ELP standards. <u>Math, Science and Composition</u>: provided through co-taught courses between an ESL endorsed teacher & a content endorsed teacher using the Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (math and reading)/ content standards and ELP standards.</p>
<p align="center">Intermediate/Early Advanced</p> <p>Sheltered Instruction Courses: Literature; Math and/or Science (as needed)</p>	<p><u>Literature</u>: provided through a dual-certified English & ESL endorsed teacher using Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE reading) and ELP standards. <u>Math AND/OR Science</u> - depending on student, may enroll in neither, one or both provided through co-taught courses between an ESL endorsed teacher & a content endorsed teacher using the Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (math and reading)/ content standards and ELP standards.</p>
<p align="center">Advanced</p> <p>Sheltered Instruction Course: Literature</p>	<p><u>Literature</u>: provided through co-taught course between on dual-certified English & one ESL endorsed teacher using Sheltered Instruction Observation Protocol practice features AS NEEDED through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (reading)/ content standards and ELP standards.</p>

High School (9th-12th): English as a Second Language (ESL) & Sheltered Instruction @ Marshalltown High School (MHS)

Language Proficiency Levels Frequency/Intensity of Services	Service Description
<p align="center">Newcomers & Beginners</p> <p>ESL 100 min.daily; pull out support; small group (10-11 students); mixed group of 9th-12th graders</p> <p align="center">AND</p> <p>Sheltered Instruction in <i>Required</i> Content Courses: Math Science English Social Studies</p>	<p><u>ESL</u> <u>English Language Development</u>: 50 min - practiced through reading of, discussion of, and response to short stories in ELL curriculum; use of graphic organizers to practice new vocabulary and organize understanding of content. <u>Connections to General Education Setting</u>: 50 min - practice of topics covered in the courses - either at the same time as, to pre-teach, or to review skill/strategy or vocab if not mastered in classroom and always at a differentiated and scaffolded level; use of sentence prompts, word banks, etc.</p> <p><u>Sheltered Instruction</u>: <u>English</u>: provided through a dual-certified English & ESL endorsed teacher Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (reading) standards and ELP standards. <u>Math, Science & Social Studies</u>: provided through co-taught courses between an ESL endorsed teacher & a content endorsed teacher using the Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (math and reading)/ content standards and ELP standards.</p>
<p align="center">Early Intermediate</p> <p>ESL 50 min.daily; pull out support; small group (10-11 students); mixed group of 9th-12th graders</p>	<p><u>ESL</u> <u>English Language Development</u>: practices reading of, discussion of, and response to short stories in ELL curriculum; use of graphic organizers to practice new vocabulary and organize understanding of content.</p>

<p style="text-align: center;">AND</p> <p style="text-align: center;">Sheltered Instruction in <i>Required</i> Content Courses: Math Science English Social Studies</p>	<p><u>Connections to General Education Setting:</u> practice of topics covered in the courses - either at the same time as, to pre-teach, or to review skill/strategy or vocab if not mastered in classroom and always at a differentiated and scaffolded level; use of sentence prompts, word banks, etc.</p> <p><u>Sheltered Instruction:</u> <u>English:</u> provided through a dual-certified English & ESL endorsed teacher Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (reading) standards and ELP standards. <u>Math, Science & Social Studies:</u> provided through co-taught courses between an ESL endorsed teacher & a content endorsed teacher using the Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (math and reading)/ content standards and ELP standards.</p>
<p style="text-align: center;">Intermediate - Advanced</p> <p style="text-align: center;">Sheltered Instruction in <i>Required</i> Content Courses: English; Math and/or Science and/or Social Studies (may enroll in none-all three depending on student)</p>	<p><u>English:</u> provided through a dual-certified English & ESL endorsed teacher Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (reading) standards and ELP standards. <u>Math, Science & Social Studies:</u> provided through co-taught courses between an ESL endorsed teacher & a content endorsed teacher using the Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (math and reading)/ content standards and ELP standards.</p>
<p style="text-align: center;">Advanced</p> <p style="text-align: center;">Sheltered Instruction in <i>ONE Required</i> Content Courses: Math or Science or English or Social Studies (must enroll in at least one)</p>	<p><u>English:</u> provided through a dual-certified English & ESL endorsed teacher Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (reading) standards and ELP standards. <u>Math, Science & Social Studies:</u> provided through co-taught courses between an ESL endorsed teacher & a content endorsed teacher using the Sheltered Instruction Observation Protocol practice features through reading, writing, speaking and listening tasks designed to practice and learn the content rooted in Iowa CORE (math and reading)/ content standards and ELP standards.</p>

C. Description of annual parent notification of continuing placement and programming options in language most easily understood

- 1. within 30 days of the beginning of the school year using the “Notification of English Language Development Program Placement (A)”**
- 2. identifies district personnel by title/position who notifies parents**
- 3. copy of Notification of English Language Development Program Placement (A) form placed in cumulative file**

Parental forms (www.TransACT.com) are completed by the office of the ELL Coordinator in the language most easily understood (by parents). Forms are relayed to the team of ELL teachers for distribution to parents in order to notify of initial placement or continued eligibility into LIEP within the first thirty days at the beginning of the school year and two weeks if enrolling later in the school year.

Parental form is sent once upon initial placement to communicate initiation of LIEP services:

- “Determination of Student Eligibility, English Language Development Program Placement” and
- “NCLB - Notification of English Language Development Program Placement - Version A”

Parental form is sent on an annual basis to communicate continuation of LIEP services:

- “NCLB - Notification of English Language Development Program Placement - Version A”

Completed copies of all parental forms are stored in student’s cumulative file.

D. Description of procedure for communicating with parents who have waived LIEP services is in place annually

- 1. annual communication and signed documentation**
- 2. signed “Waiver-Refusal of ESL-Bilingual program” form**
- 3. waiver placed in cumulative file**

Each parent ‘Notification of English language development Program Placement’ form offers an explanation on parents’ right to waive services for only the current school year or only on an annual basis even though the child continues to be identified LEP as eligible for a LIEP. The form indicates that the parent must contact the building ELL teacher listed on the form request a service waiver.

If the ELL teacher is contacted the ELL teacher must have meaningful consultation with the parent. Another district staff member cannot substitute for meaningful consultation. Meaningful consultation between ELL teacher and parent must include these three child-centered discussion points:

4. Student Performance - Current English Proficiency, Recommendations for Programming & Expected Outcomes
5. Parent’s Concern/s
6. Process to ensure child’s mastery of English and academic achievement (as required by law without enrollment in LIEP).
 - a. Child will remain identified as LEP and eligible for a LIEP;
 - b. Child will continue to be supported by classroom teacher through delivery of lessons planned through sheltered instruction, and with consultation of building ELL teachers;
 - c. Child will participate in state-approved annual English Language Proficiency Assessment (ELPA21)
 - d. Child will not receive direct instructional services from ELL teacher

Meaningful consultation concludes with confirmation of parent decision to either waive services or remain LIEP served. If parent waives services, parent signs two copies of the ‘Waiver of Services’ form (www.TransACT.com). One copy is retained by parent. The other copy is routed to ELL coordinator for review. Documentation of parent waiver is entered into Student Information System by ELL Coordinator. The original form is returned to building ELL teacher for storage in student’s cumulative file.

E. Highly qualified staff

- 1. ESL endorsement to provide direct services to identified English Learners**
- 2. endorsement for content teachers who deliver content area instruction to ELs**

The district’s human resource department and Director of Human Resources, Anthony Spurgetis, ensures both LIEP services and Iowa Core content instruction to ELs are delivered through highly qualified staff. Iowa Core content teachers meet highly qualified requirements

in the content areas. LIEP services are delivered by highly qualified teachers with ESL endorsements.

F. Designated administrator oversight for LIEPs who has training in needs of English Learners

- 1. identifies administrator by name and position**
- 2. administrator(s) supporting ELL receive training on ELL**

The district's Director of Curriculum & Instruction, Dr. Lisa Stevenson, is the designated administrator providing oversight of LIEPs along with a district appointed ELL Coordinator, Rachel Inks. Both administrator and coordinator hold K-12 ESL Endorsements. Both are earning certificates of completion in ELP Standards Training Modules on AEA PD Online, and both participate in an ongoing AEA-led EL professional development (PD) provided for staff who support the LIEP related to:

1. content attainment and language development (social & academic) with ELs
2. using ELP standards to leverage the power of SIOP to ensure access to ELs content & strengthen ELs learning.

See Section V, Part A for greater detail.

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

- 1. access to core and ELP standards**
- 2. process and frequency of collaboration between ELL and content teachers**

Throughout the district ELs have access systematic access to standards-based instruction at all times. Content instruction delivered by classroom and content teachers is rooted in Iowa Core Standards or other sets of standards dependent on content for all students. At a lesson level, the Iowa Core or content standard(s) drive content objective(s) for each lesson. A close examination of how ELs will use language to access, engage in and demonstrate learning leads to the identification of a well-paired and supportive language objective(s). Those are connected to and cross-checked against an ELP Standards. In turn, during an ESL course ELs receive instruction rooted in ELP standard(s), driving language objective(s) for each lesson. ELs read, speak, write and listen to better to access, engage in and demonstrate learning across content that is connected to and an extension of that which is learned with classroom and content teachers.

The district utilizes Common Unit Design ensures all students, including ELs, have access to units of instruction grounded in the full range of Iowa Core and full articulation of ELP Standards. This cyclical approach allows for ELs to continually demonstrate growth, over the course of the school year and each school year thereafter, in all standards.

At K-4 buildings, a building ELL teacher is matched to team with a grade level group of classroom teachers. They will meet during common planning time on a daily or each third day

basis to plan core literacy instruction and determine lesson expectations on how ELs will use language to access, engage in and demonstrate learning through use of differentiation and scaffolds. This planning time allows the ELL teacher to consider what language supports may need to occur during ESL. As needed, the ELL teacher will share information learned during common planning time with other ELL colleagues.

At 5th and 6th grade the Literacy/Instructional Coach meets with classroom teachers twice for 40 minutes in a 12 day cycle. In turn, ELL teachers meet with the Literacy/Instructional Coach once for 40 minutes in a 12 day cycle. They review upcoming units, plans and objectives. Conversations provide a feedback loop on how to increase comprehensibility with classroom instruction for ELs. They agree on common instructional tools - graphic organizers and steps in processes - to encourage transfer of concepts, skills and strategies across classrooms.

On a monthly basis, K-6 ELL teachers attend a MTSS “data wall” meeting with general education colleagues and coaches to review student performance, plan for interventions and supports.

ELL teachers at 7th and 8th grade collaborate with content teachers with whom they co-teach on a weekly basis for 30-40 minutes during the school day or before/after school. Conversations cover upcoming content to set content and language objectives and essential question for each lesson, considerations for additional scaffolds to meet the lesson’s language demands given the range of English proficiency among ELs, and infusion of ELP standards into content area. Co-teaching roles and responsibilities are routinely shifted and assigned.

ELL teachers also join grade level team meetings pertaining to progress monitoring of students’ behavior/academic concerns and content-level meetings on a weekly basis.

Each ELL teacher at the high school level is linked to a content area/department - math, science, social studies or English. To support collaboration, the ELL teacher and the department teachers are assigned to a common planning period. ELL teachers who co-teach required courses with content teachers in these departments meet for at least for once for 50 minutes each week. Content is reviewed, standards - content and ELP - are determined, and objectives are set during collaboration times. Co-teaching roles and responsibilities are covered: student grouping, provision of visual aids, presentation of information in a variety of ways, building background, teaching academic vocabulary, use of formative assessment.

H. Curriculum and Supplemental Resources for LIEP

- 1. specify curriculum for LIEP**
- 2. describe LIEP curriculum and supplemental review process**
- 3. considers the needs of ELs with core textbook/curriculum adoption reviews**

K-6 ELL teachers of ESL deliver instruction using a companion curricular resource series, Treasure Chest, to that used in the classroom, Treasures. This primary curricular resource offers a wide array of leveled readers. In addition, ELL teachers use picture/trade books as mentor texts and additional books at appropriate instructional/readability level. With

newcomers, in grade 5 and grade 6, ELL teachers use *In the USA* published by National Geographic Learning.

K-4 ELL teaches serving ELs in the Dual Language program model support supplemental instruction in Spanish literacy to continue native language development. The instruction is aligned with Iowa Core with additional Spanish standards included to support grade level development and literacy. They use authentic Spanish language materials and curriculum designed for classrooms in dual language programs. In addition, ELL teachers support newcomers in English aligning instruction to introduce of ELP standards. The Treasure Chest series and leveled readers within serve as the primary curricular resource.

The ELL teachers serving secondary ELs in ESL courses use *Inside the USA* with newcomers, *Inside* in 7th and 8th grade, and *Edge* in grades 9-12. Each of these series are published by Hampton/National Geographic. Supplemental resources are selected to support content attainment. Ancillary materials, trade books and novels also support reading comprehension skills. Oxford dictionary resources are also used.

The ELL teachers partner with content-certified teachers to serve ELs through Sheltered Instruction. These teaching teams deliver instruction through the SIOP Model and instructional practices centered on use of video, pictures, realia, graphic organizers, sentence frames, hands-on experiences and online text. For these courses general education curricular resources support instruction.

The district maintains an approximate seven-year textbook rotation schedule. Textbook committees are appointed by the administration and may have representation from various areas of the professional staff and community. Textbooks and instructional materials used to support ELs will enhance and align with Iowa Core Standards and current content materials used by all enrolled students.

The district will purchase and modify instructional materials that are appropriate to the needs of the learner and the goals of the instructional program. State funds, to support LEP students, are expended to support this purchase.

In response to curricular changes and modified units of study, any additional or supplemental resources shall come with dual-recommended for purchase from building ELL teachers and building instructional coaches to improve English language development and support content attainment and targeted to math readability or instructional levels of ELs.

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

A. Process in place for identifying and serving gifted/talented (GT) ELs

1. identification with measures other than standardized assessments or language based measures

2. supporting needs of GT ELs' language needs

District Extended Learning Program (ELP) teachers identify and serve gifted/talented (GT) ELs just as they identify and serve other GT students. Multiple selection criteria are required for identifying GT students from the total student population. The identification approach involves obtaining student information from several quantitative and qualitative sources.

ELP teachers collaboratively review multiple data sets: state assessments and district-wide assessments – including the CogAT 7, grades, observations, and teacher referrals to work through the identification process. For those students who are identified as English Learners, data is reviewed on growth through their ELPA21 assessment. Intentional ESL teacher interviews are conducted to look for ELs who are exhibiting characteristics of acceleration in their work with the ESL teacher.

The identification process includes a multidisciplinary team of teachers and administrators reviewing the data sets for all students within a blind selection process. The process looks to identify the top performing 5%-8% of all students. When the initial blind identification process has been completed, the selection team reviews the first 5% of students who have initially been selected for ELP/GT services. From this point, if the ELP/GT selection team determines the initial group of students is not representative of the student population in Marshalltown then a second identification process occurs. During this process the ELP/GT follows the same identification process for up to the next 3% of students, but the selection pool is limited to the student populations underrepresented in the initial identification process.

Following the annual ELP/GT identification process, ELP/GT teachers are continually looking for students who are eligible for ELP/GT programming. Identification of ELP/GT students can stem from parent recommendation, teacher recommendation, or summative assessment outcomes. This includes ESL teachers recommending students for consideration given the advancements or growth they've made with language acquisition. Further sources for consideration of ELs to be part of the ELP/GT program may include, but are not limited to, comparative growth data obtained from the annual English language proficiency tests relative to ELs at same grade/proficiency level, prior academic performance in the child's home school, portfolio assessments, observations, or parent interviews as necessary.

In general, GT ELs essentially display characteristics similar to these of English-speaking GT students. Recognition of the varying degrees of characteristics of GT ELs may help to more easily identify. District teachers, including ELL and classroom teachers, will alert ELP/GT teachers upon indication of an EL exhibiting characteristics of GT: acquires a second language rapidly, shows high ability in mathematics, becomes acculturated to a new culture rapidly, and/or code switches with ease, etc.

For ELs identified as GT, service arrangements and best placement to receive services according to student abilities include collaboration with ESL teachers. Students may receive unique accommodations in the regular classroom, receive support through the ELP/GT teacher meeting with the classroom teacher to help them plan and differentiate for the child's abilities, or

participate in an enrichment program. GT teachers collaborate with ESL teachers to help scaffold GT instruction for ELs.

Enrichment programs arrange learning experiences designed to extend, supplement, or deepen understandings within specific content areas commensurate with the GT EL's level of English proficiency. ELs identified as GT may:

- Pursue topics in depth at a pace commensurate with their abilities and intensity of interest;
- Explore and branch out on tangents without curriculum parameters confining to a particular direction;
- Initiate activities, diverge from the structured format, within a framework of guidance and resources appropriate for such exploration;
- ask questions about areas or aspects of studies and find answers which lead to more questions;
- Experience emotional involvement with a project because it is based on interests and use of higher levels of ability;
- Learn the skills, methodology, and discipline involved in intellectual pursuits and/or creative endeavors;
- Think (interpretations, connections, extrapolations) and imagine (ideas, images, intuitive insights) to develop fully into their own product;
- Experience the use of intellectual abilities and senses necessary in all creative endeavors

In addition, ELP/GT teachers fully participate in professional development, both at the building and district levels. One of the focuses of their professional learning is sheltered instructional practices so they can deliver instruction through the SIOP Model.

B. Process in place for identifying and serving ELs in special education

- 1. identification using culturally and linguistically appropriate measures**
- 2. direct highly qualified instruction for SE and LIEP**
- 3. IEP team that includes someone with knowledge of second language acquisition**

The Iowa Department of Education has given districts guidance on the identification process when considering a student who is an English language learner for eligibility of special education and related services. The "Child Find" process they have outlined includes systematic and ongoing teaching and monitoring of students. If a student persistently does not meet the Iowa Core standards or expectations, the district uses our Multi-tiered System of Supports (MTSS) framework to support their learning.

The district's MTSS process includes a three tiered system of supports. At each tier the amount of instructional support a child receives increases, as well as the intensity of monitoring the student's growth.

Tiers II and III of MTSS involve a multidisciplinary team including teachers, principals, instructional coaches, and Area Education Agency (AEA) staff. For students who are identified as ELs, the team includes the ESL teacher.

If a child does not respond to the instructional supports they have received through each tier of the MTSS process then they may be considered for special education services through the eligibility determination process. A member of the team includes the ESL teacher.

As part of the “Child Find” process, the Iowa Department of Education has offered LEAs and AEAs guidance on how to determine if a child has a disability or is not appropriately responding to instruction as a result of their limited English skills or cultural factors [281-41.306(2)].

The “Exclusionary Factors Considered” includes the following components...

- a child must not be determined to be a student with a disability if the team determines that the educational difficulty is primarily related to:
 - limited English proficiency
- Evaluation teams should also consider if the determinant factors for the child’s educational performance is primarily related to other ecological variables, including
 - socio-economic status
 - cultural or ethnic differences, or
 - school attendance or mobility (multiple moves, different districts).

The “Child Find” process under the “Exclusionary Factors Considered” [281-41.306(2)] continues on to indicate for students who have Limited English Proficiency:

The context in which evaluation and eligibility decisions are made includes the consideration of linguistic variables unique to the individual. For example, if an individual’s performance does not fall below the expectations of peers with similar linguistic backgrounds, the individual’s needs are not likely due to a disability requiring special education.

When the family’s primary language is not English, a member of the school team who is proficient in the family’s language or a trained interpreter should conduct interviews with the family. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the individual’s primary language. During the eligibility decision-making process, the evaluation team must rule out language and acculturation as the primary reason for performance deficits. An assessment of the individual’s English language proficiency may be needed in order to develop appropriate interventions or evaluate the individual’s response to interventions and to make eligibility decisions. It is important to have someone on the team who is knowledgeable about the child’s linguistic diversity and who has the skills to help differentiate between language acquisition and disability characteristics. The team may find it helpful to review and discuss the following questions:

How is the child's performance when compared to others of like linguistic backgrounds?

Are the materials and methods used in the evaluation to measure progress, discrepancy and need non-discriminatory?

Have assessments been administered in the language and form most likely to yield accurate information on the student's performance?

Did the interventions from which progress data is gathered adequately address linguistic variables impacting the child's performance?

What is the child's performance on measures of linguistic aptitude (e.g. Basic Interpersonal Communication Skills, Cognitive Academic Language Proficiency)?

Does the student speak and understand the language of instruction?

Based on the information gathered and analyzed with respect to this child, does the team feel that the individual's educational performance is primarily the result of linguistic variables?

At the Eligibility Determination meeting the exclusionary factors will be discussed. If the determinant factor for the child's performance is limited English proficiency the child will be determined "not eligible" for special education services.

In addition, the "Child Find" process under the "Ethnic, Racial, Cultural, and Familial Variables" includes the following components:

It is important that evaluation teams consider the impact of ethnic, racial, cultural and/or familial variables that may be impacting a child's education performance. To that end, someone on the evaluation team (or who has consulted with the team) must be knowledgeable about the child's ethnic, racial, cultural or familial diversity and have the skills to help differentiate between cultural differences and learning problems.

To ensure that ethnic, racial, cultural or familial factors are not the primary reason for underachievement in a child suspected of having a disability, the team might find it helpful to review and discuss the following questions:

How is the individual's performance compared to others of similar backgrounds?

Are the materials or techniques used to measure the child's performance non-discriminatory?

Did interventions address cultural, racial, ethnic or familial variables impacting the child's performance?

Are the school curriculum, instruction and climate respectful of the values, beliefs, customs and traditions of the child and his/her family?

Is the child's pattern of learning similar to others with similar cultural, racial, ethnic or familial ecological variables?

At the Eligibility Determination meeting the team will review the information gathered and documented. If the determinant factor for the child's performance is the result of cultural, racial, ethnic, or familial variables, team members are encouraged to

determined the child “not eligible” for special education services.

When considering these variables as part of the Child Find process outlined by the Iowa Department of Education, if a student meets the eligibility criteria for special education and related services and the reason(s) they have meet the eligibility criteria is not based on the exclusionary factors described above, then the child may be found eligible as a child with a disability.

One of the variables the team must consider when making a decision about eligibility for special education services is a student’s rate of growth in the area of concern. For students who are identified as English language learners, part of the peer comparison process includes looking at a student’s rate of acquisition of skills compared to peers with similar levels of English language proficiency. In order to accurately determine if an English language learner does have a learning disability, it is essential for ongoing collaboration and communication with ESL teacher. Service of of ELs in Special Education

Students with special needs who are also English learners receive services in both areas. For a child with a disability, it is the responsibility of the Individualized Education Program (IEP) team to determine what are the educational needs of the child and how does the effects of the disability impact the child’s ability to access the general education content. It is through this process that the IEP team determines what are the instructional strategies needed to support skill development. As part of this process, the IEP team involves the ESL teacher in determining the child’s educational needs. This may include the using visuals, adapting curricular materials to align with the child’s language abilities, integrating technology, or putting accommodations in place.

Students with special needs who are also English learners have the same continuum of services available to them as students with special needs who are not ELs, ranging from being in the general education setting all day and then receiving their IEP support through consultation by the special education teacher, to being in the special education setting all day and the general education teacher and ESL teacher consulting with the special education teachers. Dually identified students meet with both special education teachers and ESL teachers in order to meet their learning needs. The frequency and duration of special education services are determined by the student’s IEP team. Special education teachers and ESL teachers collaborate to appropriately scaffold a child’s specially designed instruction per their IEP.

- C. Process in place for identifying and serving ELs in any other district programs for which they are eligible (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, etc.)**
 - 1. describes the district’s process for ensuring ELs are included appropriately**
 - a. identification**
 - b. supporting language needs**
 - 2. provides parents and students with communication about programs and eligibility in a language most easily understood**

3. includes ESL teacher in placement/consideration in all programs

It is the policy of the Marshalltown Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices (Policy 600.1). To ensure our students are not discriminated against, here is our process for identifying and serving ELs:

Title I & Reading Recovery: A K-4 student may qualify for Title I reading support services in each of our six elementary schools that serve PK-4 learners. Reading Recovery is one of reading intervention programs that supports Title I's work and is only available to 1st graders. Two of the schools are schoolwide Title I programs and the other four schools are targeted assistance Title I programs. Each school has developed a detailed plan that identifies the annual process of screening students, notifying parents, providing parents education through an annual meeting, placing students in appropriate Title I intervention groups or Reading Recovery, providing daily instruction in small groups for Title I and 1:1 for Reading Recovery using research-based materials, progress monitoring each student weekly to assess growth, creating common planning times for Title I teachers, Reading Recovery teachers, and classroom teachers to design instruction, and also conducting an annual review of each school's Title I program's results.

The district's process ensures that ELs are included in the screenings at each grade level for identification as potential Title I or Reading Recovery students. At this time, the process is a collaborative conversation with the classroom teacher, EL teacher, and Title I or Reading Recovery teacher to determine if the student's needs are best met in the Title I/Reading Recovery program only through push-in and/or pull-out services, if the student's needs are best met in the ELL program only through push-in and/or pull-out or if the student would most benefit from a blending of services from Title I/Reading Recovery and ELL. This decision includes data from Title I/Reading Recovery measures like leveled reading level, the Observation Survey, or running records as well as district reading measures like FAST aReading, FAST CBM, and Iowa Assessments for 3rd and 4th graders. The process also brings EL data including listening, speaking, reading, and writing levels as measured by the ELPA21.

At this time, the Title I and Reading Recovery programs and their teachers support language needs within the program in a few ways. One way is that the Title I or Reading Recovery teachers collaborate with the EL teacher through elementary collaboration planning meetings. Secondly, the Title I and Reading Recovery teachers have also received SIOP training in the past that supports their instruction for ELs. Lastly, the Title I and Reading Recovery teachers have been actively involved this year in professional development related to the ELP standards through the state modules and also have expectations to incorporate the ELP standards into their lesson planning.

Parents and students receive communication about the Title I and Reading Recovery program in a language most easily understood by them. This is done through the use of Spanish written translation of documents used for placement in the program as well as updates from the Title I and Reading Recovery teacher regarding the EL's progress. Spanish interpreters help at parent

meetings and events in each of the schools. Additionally, the schools reach out to EMBARC to access their services to support the families from southeast Asia's language needs. Each of the six schools strives to plan grade level collaboration time that includes the ESL teacher as that is the time when data is reviewed to make decisions regarding placement or dismissal from Title I or Reading Recovery.

At-Risk: "At-risk student" means any identified student who needs additional support and who is not meeting or not expected to meet the established goals of the educational program (academic, personal/social, career/vocational). At-risk students include but are not limited to students in the following groups: homeless children and youth, dropouts, returning dropouts, and potential dropouts. Schools across MCS D utilize the Multi-tiered System of Supports (MTSS) process to identify students who are at-risk of meeting one of the listed indicators. Through our MTSS process, teams within buildings review both academic and social/emotional data on each student monthly. There are specific criterion set by each team to determine appropriate indicators for their grade level that students are accelerating, proficient, emerging, or stagnant and below the expected standards. When a team determines that a student has not met the criterion, they problem-solve to determine what interventions need to be put in place to support that specific child. That process includes, but is not limited to, contacting the family and problem-solving with them (parent interview), speaking with the student and problem-solving with them (student interview), having a collaborative conversation with all teachers involved with the student, including the ESL teacher, G/T teacher, and/or special education teacher (teacher interviews and collaborative conversations), review of current and historical data pertaining to the areas of concern (records review), and classroom observations by a unfamiliar staff member when appropriate (student observations). The MTSS grade level team uses their information to determine what supports need to be put in place for the child. Teachers are involved in the intervention planning and design. They collaborate with the staff who implement the intervention plan. All teachers within MCS D have been trained in Sheltered Instruction Observation Protocol (SIOP) and are also completing the English Language Proficiency (ELP) modules. This professional learning allows our teachers to support students who need language supports.

Within our secondary level schools we offer two primary support programs for students who are found to meet one or more of the at-risk indicators. The first program is our Academic Success Center (ASC). This program supports the academic needs of students. The teacher in the ASC is multi-lingual and has been trained in SIOP. The ASC program's teacher also collaborates the building's ESL endorsed teachers. Another level of support available is our PIER program. Also located within our high school, the PIER program focuses on students who need credit recovery or component recovery in specific classes. The team of teachers who support PIER collaborates the building's ESL endorsed teachers on instructional delivery. The PIER teachers are also trained in the SIOP framework. For those students that would benefit from an alternative school, Marshalltown offers Marshalltown Learning Academy (MLA). MLA focuses on credit recovery and school-to-work vocational experiences. The team of teachers who support MLA collaborates the building's ESL endorsed teacher on instructional delivery. MLA teachers are also trained in the SIOP framework.

ELs who need language supports to access their interventions are available to them in a variety of options. This may include, but is not limited to, appropriate instructional scaffolding based on the SIOP model, ESL endorsed teacher collaboration, use of technology software that supports translation and interpretation (e.x., Google Read & Write), access to interpretation/translation by a staff member, and the use of an outside resource (e.g., TransACT.com, EMBARC).

Communication with families is offered in several ways throughout the district. Each building has a handbook that outlines our continuum of programs and services. Those documents are readily available in English and Spanish. For our families who speak other languages, there is a process available at each building in the district to contact a third-party so they can translate the documents. This includes working with EMBARC. The district also utilizes web-based services such as Google Translate (which is available on all district webpages) and TransACT.com.

Counseling Services: Counseling services are available to Marshalltown students. Delivery of counseling services may happen by an appropriately licensed school staff member (e.g., professional school counselor, LISW) or by a third-party mental health agency. Location for these services may happen within our schools or at outside of our schools (e.g., a mental health agency). Both internal staff members and external agencies work in conjunction to communicate with students and their families about this service and how to access them. To provide counseling services to students where English is not the language they are most comfortable in, the district works with third-party agencies to provide the services. The district also has the option to provide interpretation services through a third-party agency.

Cooperatively, we pool our resources to provide families the information they need in the language they are most comfortable. This can include, but is not limited to, translated documents available in their primary language, interpreter support by a staff member, and/or interpreter support by an outside agency.

Career & Technical Education: The district ensures that ELs are included appropriately in co-curricular district programs in addition to LIEP services. Career and Technical Education (CTE) courses are offered to students at the high school level. CTE courses are considered electives and are chosen by ELs and non-ELs through the annual registration process that involves the school counselor. Language needs of ELs are supported in CTE classes at the middle school level and high school level in a consultation model. CTE teachers have access to ELs current level of performance on ELPA21 via our school data management system. The CTE works collaboratively with ELL staff to identify classroom strategies that support individual students. Additionally, CTE teachers have had training in SIOP, participate in reviewed of ELPA21 data interpretation with the building during professional development, and participated in ELP module professional development this year.

CTE teachers can access building level bilingual tutors as needed, request translation or interpretation support through the building principal and/or EL Coordinator, and may access online tools like Google Translate to ensure that parents and students receive communications

about CTE programs in a language most easily understood by them. Additionally, the district is now in the process of translating the high school course of studies and will begin the middle school course of studies following that.

The ELL teacher may be consulted by the CTE teacher and/or school counselor regarding placement of an EL in a CTE course at the high school level.

Advanced Placement Courses: The district ensures that ELs are included appropriately in co-curricular district programs in addition to LIEP services. Advancement Placement (AP) courses are offered at the high school level and are chosen by ELs and non-ELs through the annual registration process that involves the school counselor. Language needs of ELs are supported in AP classes at the high school level in a consultation model. AP teachers have access to ELs current level of performance on ELPA21 via our school data management system. If the AP teacher has specific questions about how to support an individual student then he or she would be able to talk to that student's EL teacher and/or counselor. Additionally, AP teachers have had training in SIOP, have participated in ELPA21 data analysis during building professional development, and participated in ELP module professional development this year.

AP teachers can access building level bilingual tutors as needed, request translation or interpretation support through the building principal and/or EL Coordinator, and may access online tools like Google Translate to ensure that parents and students receive communications about AP programs in a language most easily understood by them. Additionally, the district is now translating the high school course of studies manual in Spanish.

The ELL teacher may be consulted by the AP teacher and/or school counselor regarding placement of an EL in an AP course at the high school level.

D. Process in place for identifying and serving ELs in extracurricular- (e.g., performing and visual arts, athletics, clubs, honor societies)

1. Process in place for identifying and serving ELs

2. Provides parents and students with communication about programs and eligibility in a language most easily understood

The district is working to further develop a process for identifying and serving ELs in extracurricular activities. Professional school counselors, staff who are sponsors of particular extracurricular activities, and coaches continue to actively promote students to participate. At the start of each season, activity sponsors hold recruitment meetings with interested students. These meetings are held during the school day when all students have an opportunity to meet with coaches/sponsors. Staff members communicate with local cultural groups and student groups (i.e., Al Exito) about the opportunities available. Schools also actively seek input from students about what types of extracurricular activities can be developed that would be of interest to the students. This past fall the high school principal and director of instruction reviewed all course data for the high school to determine the level of participation by subgroup in honors classes, performing arts classes, visual arts classes, etc. by gender, ethnicity, disability, and EL status.

The district works to provide families the information they need in the language that they are most comfortable. Specifics on the programs each building has available and the requirements associated with the extracurricular are explained in the building handbook. This can include, but is not limited to, translated documents available in their primary language, interpreter support by a staff member, the use of technology to translate information (e.g., Google Translate), and/or interpreter support by an outside agency.

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 instruction or support the LIEP

- 1. district and building administrators**
- 2. LIEP staff (certified & support)**
- 3. content and classroom teachers**
- 4. paraprofessionals and building/district support staff (e.g. instructional coaches, curriculum coordinators, counselors, etc.)**

The district requires ongoing, embedded district level EL professional development for staff who deliver instruction or support the LIEP for ELs. Throughout the school year, the district continues to partner with AEA 267 ELL Consultants to:

1. Facilitate PD for District & Building Administrators, Curriculum/Professional Development Leaders, Program Coordinators & Instructional Coaches
2. Structure PD for All (district-wide) certified staff (teachers)

After earning *each* certificate of training for each ELP Module 1-6:

1. District & Building Administrators, Curriculum/Professional Development Leaders, Program Coordinators & Instructional Coaches meet once or twice for 2.5-3 hours to engage an on-going learning series: "Facilitators: Connecting ELP Standards & SIOP"
2. All (district-wide) certified staff (teachers) meet at least three times during district early release Wednesdays for 75 minutes to engage in an on-going learning series: "Participants: Connecting ELP Standards & SIOP"

The organization of the two-part PD series provides a district-wide, train-the-trainers approach:

1. To support content attainment and language development (social & academic) with ELs
2. To use the ELP standards to more effectively leverage the power of SIOP to ensure access to our content and strengthen student learning.

These courses offer a blended format. Participants independently learn and study new material related to ELP Standards online. Then, participants meet face-to-face to discuss and process new learning and connect it to SIOP learning. Through this work, facilitators carefully use a modeling process to align ELP standards with lesson content and language objectives; inform SIOP (sheltered instructional) practices; and complete task analysis and formative assessment to continually evaluate ELs growth in English language proficiency. Following modeling,

teachers work through the same processes in the larger Wednesday groups and again in smaller grade-level group teams as they lesson plan or review samples of student work.

B. District training of ELP Standards and implementation plan

Has a plan that describes PD for required staff for ELP Standards completion and implementation

1. completion of required training selected A, B or C

- a. Option A view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.**
- b. Option B use the modules flexibly as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district and take associated quiz to document completion and content attainment.**
- a. Option C 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 the training plan, utilizing the required Plan C template, as an appendices to the annual Lau Plan upload and receiving Iowa Department of Education approval prior to starting the training with staff.**
 - i. The trainers and the target audience for each training session.**
 - ii. The specific content and learning outcomes for each training session.**
 - iii. The learning activities that will be used to deliver the content.**
 - iv. How the trainers will assess whether or not the participants are meeting the intended outcomes.**
 - v. Implementation within the district**
 - vi. Specific information on collection of certificates of completion**

This district exercises training option A.

Individual completion of - including taking the associated quizzes for and earning a certificate of completion for - each ELP Standard Module of training through AEA PD online is required by all certified staff members directly responsible for the LIEP along all other certified staff members of this district is required. The office of the ELL Coordinator is responsible for monitoring completion of and storage of training certificates through review of AEA PD online system administrative features. Professional development to implement ELP Standards is the central focus on ongoing EL professional development (PD) provided for staff who support the LIEP. See Section V, Part A for additional detail.

VI. Annual English Language Proficiency Assessment and Administration (ELPA21)

A. Annual training to appropriate staff with certificate on file

- 1. training process**
- 2. documentation of training location**

ELL teachers and certified staff, as needed, serve as Building Test Administrators for the state-approved English language proficiency assessment, ELPA21 (English Language Proficiency Assessment for the 21st Century). All ELPA21 Building Test Administrators complete annual state training through the AEA PD Online Training System. The District ELPA21 Coordinator (ELL Coordinator) and Building ELPA21 Coordinators work closely with team of Building Test Administrators to implement a building-wide test plan. Copies of annual certificates of completion are stored in the office of the ELL Coordinator.

Parts of full day and/or job-alike professional learning dates are reserved on the district's annual PD calendar for ELL Coordinator to reinforce ELPA21 district administration guidelines and expectations with ELL teachers.

B. Dissemination of scores to stakeholders

- 1. administrators**
- 2. teachers serving identified ELs**
- 3. Parents**

ELL Coordinator will disseminate ELPA21 scores to district administrators, coordinators, instructional coaches, and ELL teachers. In turn, each building team (principal, coach and ELL teacher) will disseminate scores to stakeholders.

To complete this work, the ELL Coordinator will join regularly scheduled administrator and coaches meetings as well as utilize parts of full day and/or job-alike professional learning dates reserved on the district's annual PD to meet with ELL teachers.

The office of the ELL Coordinator will furnish two copies of each student's individual ELPA21 score report to the team of building ELL teachers. One copy is provided to parents. One copy is stored in the EL's cumulative file.

C. Appropriate training to interpret results for staff

- 1. LIEP teachers**
- 2. administrators**
- 3. staff directly serving ELs**

As the ELL Coordinator disseminates scores, tools to support interpretation of results will be furnished and explained. In turn, each building team (principal, coach and ELL teacher) will teach all certified staff serving how to access tools and interpret results as the scores are disseminated.

To complete this work, the ELL Coordinator will join regularly scheduled administrator and coaches meetings as well as utilize parts of full day and/or job-alike professional learning dates reserved on the district's annual professional development calendar to meet with ELL teachers.

In turn, the building team (principal, coach and ELL teacher) will utilize early release dates reserved for data discussion on the district's annual PD calendar.

Both ELL teachers and classroom teachers use ELPA21 performance levels to understand skills EL can demonstrate independently and skills EL needs instructional support in reaching next. Results will also be used to monitor EL's performance in ELP standards to determine growth, strengths and areas of weakness.

D. Utilization of assessment results to guide instruction and programming

- 1. core instruction**
- 2. LIEP instruction**
- 3. services to ELs**
- 4. future programming**

All teachers, of LIEP or core instruction, can review and interpret ELPA21 results - domain scale scores and performance levels - to gather informed related to the domain performance on ELPA21 assessment and consider what students know and can do with language. In turn, all teachers can use these descriptors determine supportive instructional practices, assignments and assessment scaffolds, and accommodations that might be needed dependent on student task. Given that ELPA21 is directly connected to ELP standards, all teachers can also use the data to target specific ELP standards

Besides using individual ELPA21 results to consider on an individual student level - exit criteria from LIEP and withdrawal from language services, ELL Coordinator and ELL teachers use ELPA21 results to set LIEP services - by frequency and intensity - to all ELs with continuing LIEP support and not on a service waiver for the school year. ELs at beginning to early intermediate levels of proficiency require services with greater frequency and/or the intensity as opposed to those at higher levels of proficiency. On a wider scale, district data is used for larger programmatic decisions to strengthen LIEP models, adjust staffing and arrange professional development.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

The student:

- 1. achieves the required score for proficiency on ELPA21**
- 2. scores proficient on district-wide and statewide assessments in reading and math**
- 3. meets both of the above criteria in the same school year**

The district follows state exit criteria. The student:

1. achieves the required score for proficiency on ELPA21
2. scores proficient on district-wide and statewide assessments in reading and math
3. meets both of the above criteria in the same school year

B. LIEP Exit Procedures

1. occurs during the allowable window (end of previous year and the Oct. 1st student count date)
2. notify parents with state-approved TransACT exiting form in language most most understandable to parents/families “English Language Development Program - Exit Letter”
3. designates staff by positions to change student coding to "exited" (so the student does not continue to generate unwarranted funding)
4. begin required monitoring process

Consideration for ELs to achieve exit criteria is contingent with receipt of annual language assessment results. This occurs at the close of each school year, if possible, or on/before Oct 1 of the next school year. ELs achieving LIEP Exit Criteria will be determined by district ELL coordinator with consultation from building ELL teacher and/or classroom/content teacher to gather assessment data as needed.

Parental notification of LIEP exit is completed using the ‘English Language Development Program Exit Letter’ (www.TransACT.com) in the language most easily understood by parents/families. Two copies of the form are distributed from the office of the ELL Coordinator to the building ELL teachers. One copy is for the parent. The other copy is for the student’s cumulative file.

For ELs who have achieved exit, the ELL Coordinator holds responsibility to change student coding to “exited” within the district’s student management system to accurately complete state report in Iowa for Fall BEDS. LEP Status changes are made at close of school year if possible or always between 5/1 and 9/30.

The district then begins the required monitoring process.

VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification (No current form notified parent of monitoring)

- A. Describe the monitoring procedures in place after students exit the program.
 1. monitoring procedures need to include data and criteria to determine ELs’ sustained academic progress.
 2. Certified, licensed professional(s) must be responsible for the monitoring procedure, identified by name(s) and position (s).
 3. team review to determine continue to monitor, successful completion of monitoring for 2 years minimum (pending ESSA guidance), or consideration of re-entry due to language needs

The parental notification ‘English Language Development Program Exit Letter’ (www.TransACT.com) offers an additional, district-created brief explanation of the child’s immediate movement into the monitoring process to ensure sustainability of success without English language support.

Within the first 30 days of the start of the school year, a monitoring teacher - among those who serve as ELL teachers - is identified. Certified, licensed professionals are responsible for the monitoring procedure:

Monitoring Responsibility of Reclassified English Learners		
<u>Licensed Professional</u>	<u>Building</u>	<u>Position</u>
Jordan Ebel	Anson Elementary	English Language Learner Teacher
Stephanie Hayes	Anson Elementary	English Language Learner Teacher
Jennifer Janssen	Anson Elementary	English Language Learner Teacher
Leah Spagl	Anson Elementary	English Language Learner Teacher
Morgan Fehrmann	Anson Elementary	English Language Learner Teacher
Elizabeth Brown	Fisher Elementary	English Language Learner Teacher
Kristianne Buck	Fisher Elementary	English Language Learner Teacher
Abi Burkhead	Fisher Elementary	English Language Learner Teacher
Elda Martinez	Franklin Elementary	English Language Learner Teacher
Francis Strand	Franklin Elementary	English Language Learner Teacher
Tom Ogston	Hoglan Elementary	English Language Learner Teacher
Heather Stanley	Hoglan Elementary	English Language Learner Teacher
Adrian McLaughlin	Hoglan Elementary	English Language Learner Teacher
Debra Moore	Hoglan Elementary	English Language Learner Teacher
Cheryl Dunham	Rogers Elementary	English Language Learner Teacher
Ashley Verdinez Ramirez	Rogers Elementary	English Language Learner Teacher
Reyna Baeza Patlan	Woodbury Elementary	English Language Learner Teacher
Isabel Campos-Padilla	Woodbury Elementary	English Language Learner Teacher
Mary Harris	Woodbury Elementary	English Language Learner Teacher
Diedra Murphy	Woodbury Elementary	English Language Learner Teacher
Sara Curtin DeLara	Lenihan Intermediate School	English Language Learner Teacher
Kelly Finnicum Chua	Lenihan Intermediate School	English Language Learner Teacher
Orli Gubani	Lenihan Intermediate School	English Language Learner Teacher
Brigid DuBon	Lenihan Intermediate School	English Language Learner Teacher
Joan Furjanic	Lenihan Intermediate School	English Language Learner Teacher
Oscar Cardenas	Miller Middle School	English Language Learner Teacher
Carmen Heald	Miller Middle School	English Language Learner Teacher
Shawna Hutchinson	Miller Middle School	English Language Learner Teacher
Vincent Milot	Miller Middle School	English Language Learner Teacher
Wendy Arnburg	Marshalltown High School	English Language Learner Teacher
Tatyana Collins	Marshalltown High School	English Language Learner Teacher
Pamela McDonnell	Marshalltown High School	English Language Learner Teacher
Samantha Nolte	Marshalltown High School	English Language Learner Teacher
Bridhid DuBon	Marshalltown High School @ MLA	English Language Learner Teacher

On an annual basis and within the first 30 days of school, the monitoring teacher will notify each course/classroom teacher of the students (exited ELs) currently on monitoring and the monitoring teachers intention to serve as the assigned monitor and process for collaborating

with the content/classroom teacher to collect qualitative and quantitative data of the students in order to determine ELs' sustained academic progress

In total, the monitoring period lasts for 2 years minimum (pending ESSA guidance). To document procedures, the district uses the 'Monitoring Tool for Reclassified (Exited) EL Students' available on the ELL section of the AEA267 website (www.aea267.k12.ia.us). Along each fixed, six-month monitoring point, this tool supports consistent collection of data sets (in consultation with content/classroom teacher), data analysis, and determination of continued and sustained academic success.

Monitoring Points:

- 6 months
- 1st year
- 2nd year, end of 1st semester
- 2nd year, end of 2nd semester

Data Sets - quantitative & qualitative:

- Attendance - regular or irregular; noting trends as viewed on assessment tab of student management system (K-12)
- Teacher comments (K-12)
 - student's content/classroom performance in reading and math
 - overall content/classroom performance - satisfactory or not satisfactory
- Assessment Results
 - State Assessments
 - Iowa Assessment - reading and math (3-12)
 - FAST (K-6)
 - District Assessments
 - Math Domain Assessments (K-6)
 - Grades/GPA (7-12)

Determinations of Data Analysis - continued sustainability of academic success - without language support:

- Highly proficient
- Progressing satisfactorily
- Not Progressing satisfactorily & will be referred to student assistance team
- Re-entered into LIEP

A copy of each student's monitoring tool is placed in the student's cumulative folder for permanent storage at the close of each school year or upon district un-enrollment.

B. Describe re-entry to LIEP process, including parental notification, when appropriate using the annual placement forms (Notification of English language development program placement (Version A))

Until data or teacher indicates a concern, the student will not re-enter the LIEP. Upon any notice of difficulty or the initial identification of concern, the content/classroom teacher and monitoring teacher will consult with each other and include other members of the student assistance team in that consultation as well. The student assistance team will convene to better understand and describe the concern/difficulty, determine the best general education interventions and other remedial actions in response to the concern/difficulty, and monitor/document progress.

Should the concern/difficulty not be remedied through general education remedial services or intervention or that concern/difficulty be atypical of those experienced by other general education no longer EL or not ever EL peers, then that difficulty may include language interference and/or be due to a persistent language barrier. If so, the remedial action may include returning to LIEP services.

In these cases, the ELL teacher will administer the state-approved English language proficiency placement assessment, TELPA (Tennessee English Language Placement Assessment) screener, to support re-identification and re-entry to LIEP.

Parental form, in the language most understood by parents, is sent upon re-entry and to communicate initiation of LIEP services:

- “NCLB - Notification of English Language Development Program Placement - Version A”

Copies of the of the monitoring paperwork, remedial services/intervention process, individual TELPA results, and the parental form are stored in a student's cumulative file.

IX. LIEP Evaluation

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

- 1. identifies district person responsible for facilitating the team based process for LIEP evaluation (by name and position)**
- 2. considers and responds to district data when planning for EL instruction in Core classes and in English language development**
- 3. how this evaluation impacts future programming and services for ELs for example:**
 - 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)**

The district LIEPs are evaluated according to our goals based upon progress made toward meeting District LIEP Goals:

1. Making sufficient progress in acquisition of the English language as measured state-approved annual English language proficiency assessment - ELPA21
2. Attaining or reaching full English proficiency as measured by the state-approved annual English language proficiency assessment - ELPA21
3. Making Adequate Yearly Progress (AYP) as measured by state-approved annual content proficiency assessment - Iowa Assessments (according to targets established by Title I)

The LIEP Program Administrator (Director of Curriculum and Instruction), ELL Coordinator, and members of the Lau Leadership Team consider and respond to annual content and language data performance. District instructional priorities are reaffirmed and/or reevaluated and professional learning is set according to ELL results. In addition, ELL teachers are staffed and hired in correlation with demonstration of need.

To guide the evaluation of LIEPs and Title III Assurances, the district uses two self-study guides:

- 'English Language Learners (ELL) District Self-Study Guide' available on the ELL section of the AEA267 website (www.aea267.k12.ia.us)
- 'CASA Title III Assurances District Self-Study Guide' created in-district from CASA Title III Assurances

X. Appendices

A. Letter to Districts from the U.S. Department of Justice:

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

B. Description of LIEP Models

C. "Title III Compliance Assurances: Checklist for Districts"

D. TransACT.com documents

Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

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

Appendix B

Description of LIEP Models

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

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

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

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

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

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

Appendix C
Title III Compliance Assurances: Checklist for Districts

- ___ 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 in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel [NCLB, Pub. L. No. 107-110].
- ___ The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].
- ___ The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]
- ___ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]
- ___ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.
- ___ The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]
- ___ The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]
- ___ The district uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]
- ___ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]
- ___ The district reports required EL data elements on Iowa's Student Reporting System.
- ___ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]
- ___ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.
- ___ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.
- ___ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist Completed by (print name): _____

Signature: _____ Date: _____

Superintendent (print name): _____

Signature: _____ Date: _____

Appendix D

Home Language Survey - IA includes second page for race and ethnicity

Determination of Student Eligibility, English Language Dev. Program Placement

Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

English Language Development Program - Exit Letter for students who are eligible to exit services

Notification of English Language Development Program Placement - Version A for initial and annual placement notification

Waiver-Refusal of ESL-Bilingual Program - waive or withdraw from bilingual services