

## Iowa City Community School District

### K-12 Lau (EL) Plan for Serving English Learners 2020-2021

According to the Code of Iowa, districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6). In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service 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, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s).

#### **Required Lau Leadership Team Members:**

District Administrator(s): Lora Daily (Learning Supports Director), Amy Kortemeyer (Assistant Superintendent); Scott Kibby (Interim Executive Director for Secondary Teaching and Learning); Diane Schumacher (Interim Executive Director for Elementary Teaching and Learning); Jeremy Tabor (Equity Director)

Building Administrators: Andy Gahan, Jason McGinnis, Maria Martin, Emily Dvorak, Luke DeVries

Teachers: Elementary and Secondary ELL Teachers

#### **Additional Lau Leadership Team Members:**

Sheila Neels (ELL Coordinator), Lisa Glenn (Director of Special Education), Julie Ewert-Hays (Extended Learning Program Coordinator), Lynn Tiemann (GWAEA ELL Consultant), Kimberly Grage (ELL Assessment Specialist), Laura Gray (Director of Diversity and Cultural Responsiveness)

#### **I. Lau Plan Guiding Principles**

*Evidence: Reference English language development, academic achievement, and cross-cultural aspects.*

##### **A. English Language Development**

- Support the acquisition and development of the interpersonal communication and academic language skills necessary for engaging effectively in a variety of contexts.
- Help students become proficient in the four language domains of listening, speaking, reading, and writing.
- Provide research-based strategies and instructional practices that are designed to meet the unique needs of ELs.

##### **B. Academic Achievement**

- Educate ELs to meet the same challenging academic content and achievement that all children are expected to meet.
- Assist successful participation in classroom learning situations and other school activities while maintaining a positive attitude toward self, school, and community.

### C. Cross-cultural Goals

- Promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.
- Collaborate with the school community to increase the sensitivity of staff to the unique educational needs and cultural backgrounds of ELs and their families.
- Facilitate opportunities for parents of ELs to develop home-school partnerships and encourage involvement in their child's education.

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

*Evidence: Please include references to Home Language Survey, State approved English language proficiency placement assessment, process to place student in appropriate LIEP and content courses, initial parent notification of eligibility in language most easily understood, documentation of initial change from LIEP to waiver, process for waiving students from LIEP.*

### A. Home Language Survey-IA ([www.TransACT.com](http://www.TransACT.com))

1. All students registering in the ICCSD complete a Home Language Survey (IA) which includes student race and ethnicity reporting (began 2016-17 on [www.TransAct.com](http://www.TransAct.com); available in multiple languages).
2. The purpose of the HLS is to help determine whether the student meets the first criterion of the definition, "a student's background is in a language other than English." The ICCSD will provide an interpreter as needed to assist adults who may not have sufficient English or literacy skills to complete a survey written in English.

If the parent indicates that a language other than English (or in addition to English) is in the student's background, the school secretary or intake person will upload a copy of the HLS to the ELL Assessment Specialist. Screening is scheduled at the home school.

3. The Home Language Survey (IA) is stored in the student's cumulative file.

### B. State-approved English language proficiency placement assessment (ELPA 21)

1. As of August 1, 2018, the ELPA21 Dynamic Screener is the assessment used in the state of Iowa to measure language proficiency levels in reading, writing, speaking, and listening.
  - a. The ELPA21 Future Kindergarten Screener is the assessment used in the state of Iowa to measure language proficiency levels in reading, writing, speaking, and listening for incoming Kindergarten beginning April 2 through November 30.
2. A certified screener – (ELL Assessment Specialist, ELL Program Coordinator, or ELL Teacher) administers the ELPA21 screener at the home school.
3. Screeners must complete online training each year. Certificates of completion are kept in each building's shared Google team drive.
4. A summary of student screener results are stored in the blue ELL folder in the cumulative file.

### C. Process to place students in appropriate LIEP and content courses

## Assessment of Academic Skills

1. Data is collected and reviewed for newly identified ELs, including the results from the English language proficiency assessment (ELPA21). The data review for appropriate placement may also include any of the following: previous English language assessments (if available from another district), academic records and transcripts (if available), academic skill assessments (such as FAST, aReading, math), parent interviews, teacher observations, and any other pertinent information. Data collection and review should be made using a team approach, which may include (but not limited to) the following: the student, classroom teachers, ELL teacher(s), instructional assistants, counselor(s), the parent(s), and administrators. Student performance data should be analyzed in both academic and language skills to determine his or her appropriate placement.
2. Based upon the outcomes of the review process and in consideration of English language development and academic needs, a decision is made regarding the student's most appropriate placement in the LIEP.
3. In addition, based upon the outcomes of the review process and in consideration of English language development and academic needs, decisions are made about placement in appropriate content classes. Due to the often quick and general nature of the initial assessments – even with careful data collection and review -- the placement of an EL in a particular level of English language instruction may be tentative. *No placement should be considered permanent.* The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as a need is determined.
4. Once identified, an EL should be placed with students the same chronological age, unless there are extenuating circumstances, which will be considered on an individual basis. **In no case will a student be placed in a grade level more than two years different from age appropriate peers.** If the team recommends a placement outside of the “age-based grade”, the principal and district ELL Coordinator must be included in the decision making process.

### D. Initial parent notification of eligibility following state guidelines in a language most easily understood

Following identification of eligibility, the ELL Assessment Specialist or ELL teacher will notify the parent(s) through face-to-face, phone, and/or written communication.

1. Parents will receive the “Determination of Student Eligibility for Program Placement” form (sent once upon placement) which notifies parents of eligibility and requires a parent/guardian signature to acknowledge that the information has been received
2. “English Learner Program Placement” (for initial and annual placement notification and program description from TransACT)
3. Parents will be notified within 30 days if identified at the beginning of the year, or within two weeks if identified later in the year
4. Required forms will be kept in the blue ELL folder in the student's cumulative file

E. Parent documentation of initial change from LIEP Programming (included only if parents indicate they want to waive or withdraw from services)

1. Parents have the right to choose to opt-out and not enroll their child in the LIEP. When a parent chooses to initially change services, the ELL teacher will contact the parent and request to meet in person or communicate by phone to discuss recommendations, concerns, and potential outcomes. The parent receives the “Explanation of Consequences for not Participating in English Learner Program” notice. The parent is informed that the student must still participate in the annual ELPA21 assessment.
2. If the parent elects to waive services, he/she will sign the “Request for Change in Program Participation” form from TransACT. The signed form will be placed in the student’s blue ELL folder in the cumulative file.
3. To ensure the needs of opt-out ELs are met, the ELL teacher and/or ELL Coordinator periodically monitor progress by checking in with classroom teachers. The ELL teacher, ELL Coordinator, or Instructional Coach (IDS) may also meet with the content teacher in order to recommend accommodations and strategies to support the student as needed. If an EL student who opted out of the school district’s LIEP does not demonstrate appropriate growth in English proficiency or struggles in one or more subjects due to language barriers, the school district’s affirmative steps include informing the EL student’s parents of his or her lack of progress and offering the parents further opportunities to enroll the student in the LIEP.

### III. Description of the LIEP

*Evidence: LIEP goals, description and implementation of specific state-approved LIEP models, description of annual parent notification of continuing placement and programming options, description of procedure for communicating with parents who have waived LIEP services, highly qualified staff, administrator oversight, access to Iowa Core and ELP standards, and curriculum and supplemental resources for LIEP.*

#### A. LIEP Goals

1. Language Goals
  - a. The percentage of ELs who grow at least one performance level in **reading** as measured on the ELPA21 Summative Assessment will increase from 37% (2019 to 2020) to **45%** (2020 to 2021).
  - b. The percentage of ELs who grow at least one performance level in **writing** as measured on the ELPA21 Summative Assessment will increase from 41% (2019 to 2020) to **45%** (2020-2021).
2. Academic Goals
  - a. The number of ELs in grades K-6 scoring in the proficient range on the Reading portion of Iowa TIER universal screening assessment will increase by 10% from the beginning of the school year to the end of the school year.
  - b. The number of ELs tested in consecutive years in grades 7-11 scoring in the proficient range in English Language Arts of the Iowa Statewide Assessment of

Student Progress (ISASP) will increase from 21% (Spring 2019) to 25% (Spring 2021).

## B. Program Models

1. The Iowa City Community School District identifies and provides the following LIEP service models based on student needs:

*Newcomer Program within a School Model:* This model is utilized at the high school level for students who are new to the United States and have no (or very limited) English language proficiency. Some students may have limited previous educational experiences. Students participate in two periods of intensive English language instruction and one period of developmental reading (Reading Strategies). Students who have had limited experience in math may participate in a sheltered or co-taught math course. Students may also participate in a co-taught science course.

*Sheltered-Instruction:* This model is utilized in both the junior and senior high school levels for students at beginning to intermediate proficiency who need additional content support. Sheltered instruction is an instructional approach used to make academic content in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, scaffolds, and the environment to teach vocabulary for concept development of mathematics, science, social studies, and other subjects. All content teachers who provide sheltered instruction participate in *SIOP* training. Sheltered classes may or may not be co-taught.

*English as a Second Language (ESL):* This model is utilized in both the secondary and elementary settings. ESL is 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 the native language. At the secondary level, students participate in ESL classes according to proficiency levels. In the elementary setting, the majority of ELs participate in English language development classes in small group pull-out. However, according to district health and safety protocols due to the COVID-19 pandemic, a push-in model will be utilized during the 2020-2021 school year to minimize student movement throughout the school building until it is determined safe to return to a pull-out model of instruction. Co-teaching models occur in a smaller capacity.

2. Description of Frequency and Intensity of Services by Grade and/or Proficiency Level

ELs are placed in the appropriate program of language development based on data received from the ELPA21 Dynamic Screener scores, ELPA21 Summative Assessment scores, and/or additional state/district/local assessment information. LIEP services focus on English language development and include support through collaboration with ELL teachers, content teachers, instructional design strategists, and other staff to support access to district core curriculum.

The following ICCSD recommendations for LIEP services are based on grade and proficiency levels. In some instances -- based on the unique needs of individual students -- the amount of services may be adjusted to more appropriately serve their specific needs.

a. Recommended Minutes and Frequency of Instruction for ELs

*Elementary EL Minutes of Instruction for **full in-person instruction**:*

- Newcomer/Proficiency Level 1 (Emerging): Grades 1 - 6: minimum 60 minutes per day, 5 days per week
- Kindergarten (all levels): minimum 30 minutes per day, 5 days per week; (allow 5 minutes transition time)
- Grades 1 – 6: Proficiency Levels 2 – 3 (Progressing): minimum of 30 minutes per day, 5 days per week
- Grades 1 – 6: Proficiency Levels 3 – 5 Advanced (not proficient in all domains): minimum 30 minutes per day, 3 – 5 days per week, based on individual needs

*Elementary EL Minutes of Instruction for **hybrid/online instructional model**:*

- Newcomer/Proficiency Level 1 (Emerging): Grades 1 - 6: minimum 40-60 minutes per day (example: 20 minute synchronous lesson and 20 minutes Imagine Learning), 3-5 days per week; minimum of 3 synchronous lessons (but more are encouraged if possible); 20-30 minutes of Imagine Learning should be assigned as independent practice on days when synchronous instruction is not provided.
- Kindergarten (all levels): minimum 20-30 minutes per day, 3-5 days per week; minimum of 3 synchronous lessons (in real time - virtual or in person) per week.
- Grades 1 – 6: Proficiency Levels 2 – 3 (Progressing): minimum of 20-30 minutes per day, 3-5 days per week; minimum of 3 synchronous lessons (in real time - virtual or in person) per week.
- Grades 1 – 6: Proficiency Levels 3 – 5 Advanced (not proficient in all domains): minimum 20-30 minutes per day, 3 – 5 days per week, based on individual needs; minimum of 3 synchronous lessons (in real time - virtual or in person) per week.

*Junior High Recommended EL Classes:*

- Newcomer/Proficiency Level 1: Two ESL classes per day and sheltered Global Studies/American Studies. Additional sheltered classes may include Literacy, LA, Science and Math. Classes meet each day.
- Proficiency Levels 2 – 3: One or two ESL classes, depending on student needs, as well as sheltered Global Studies/American Studies. Additional sheltered classes may include Literacy, LA, Science and Math. Classes meet each day.

- Proficiency Levels 3 – 5 (not proficient in all domains): One ESL class per day.

*High School Recommended EL Classes:*

- Newcomer Program/Proficiency Level 1 (includes students with limited or interrupted formal education): Two ESL classes, Reading Strategies, Math Skills (or level determined by math placement test) and Sheltered General Science. Classes meet each day.
- Proficiency Levels 2 – 3: One ESL class and sheltered content classes as determined appropriate for credit. Sheltered classes may include Earth Science, Biology, English 9, American Studies, and Math. Classes meet each day.
- Proficiency Levels 3 – 5 (not proficient in all domains): One ESL class per day.

b. LIEP Support Access to Core

The Iowa City Community School District provides a comprehensive K-12 instructional program to help ELs acquire proficiency in the English language, become integrated into the total educational program, and adjust successfully in the school culture. ELL teachers and content area teachers collaborate continuously through co-planning (co-taught sheltered classes), email correspondence, and PLC meetings.

ELs are entitled to instruction in the school district’s core curriculum (*e.g.*, reading/language arts, math, science, and social studies). This includes equal access to the school’s facilities such as computers, science, and other labs or facilities, to ensure that ELs are able to participate meaningfully in all educational programs. Meaningful access to the core curriculum is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time.

3. ELs at all proficiency levels (newcomer to advanced) who have not waived services receive direct LIEP support from highly qualified teachers until proficient (including ELs with disabilities).

C. Description of Annual Parental Notification of Continuing Placement

1. Parents are notified annually of continuing placement within 30 days of the beginning of the school year using the “English Learner Program Placement” (TransACT) in a language most easily understood.
2. The parental notification process is implemented by the ELL Assessment Specialist, building ELL teachers, and/or ELL Coordinator.
3. Copies of the notification are stored in a blue ELL folder in students’ cumulative files

#### D. Procedure for Annual Communication with Parents who have waived LIEP Services

1. Parents who have waived services are contacted annually and informed that their child is still eligible to receive services. Parents receive a copy of “Explanation of Consequences for not Participating in English Learner Program” and a new copy of “Request for Change in Program Participation” is signed.
2. Communication about the continuation of waiving services with the “Request for Change in Program Participation” is documented.
3. A record of this notification is stored in a student’s blue ELL folder in the student’s cumulative file. An electronic copy of the form is also kept by the ELL Assessment Specialist.

#### E. Highly Qualified Staff

1. ICCSD staff who deliver direct LIEP services for all identified students hold an appropriate ESL endorsement and are considered highly qualified by the Iowa Board of Educational Examiners.
2. ICCSD ensures that teachers who are providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

#### F. Designated Administrator oversight of LIEP

1. ICCSD administrators in charge of oversight for the LIEP are: Matt Degner, Interim Superintendent, Amy Kortemeyer, Assistant Superintendent; Lora Daily, Director of Learning Supports; non-administrative: Sheila Neels, ELL Coordinator
2. All administrators and non-administrative staff supporting ELs participate and receive appropriate training. Many administrators attend professional development in partnership with GWAEA and some have completed the Iowa ELL Administrator Academy.

#### G. Access to Iowa Core and English Language Proficiency Standards

1. The ICCSD provides access to Iowa Core and English language proficiency standards through research-based instructional strategies and supplemental resources. Curriculum modifications and accommodations ensure access to Core. All K-12 certified staff participate in ELP standards training.
2. Collaborations between ELL teachers and classroom teachers may include: sharing of data and outcomes of assessments, modeling of research-based strategies for ELs, sharing information about appropriate accommodations, providing supplemental resources and information about students’ English proficiency in reading, writing, listening and speaking.
  - a) Collaboration occurs through PLC meetings, planning for co-teaching (sheltered classes), before and after school meetings, grade-level team meetings, phone communication, and email.
  - b) These collaborations differ based on building needs, but they will occur at least monthly.

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

1. **Elementary:** At the elementary level, the district uses *National Geographic REACH*, *On Our Way to English*, and *In the USA*.

- *National Geographic REACH* to deliver content-based instruction. *REACH* content-rich materials, student activities, and lesson plans promote academic language learning that is connected to the other subjects in a student’s school day. *REACH* emphasizes major topics of science and social studies through thematic units that incorporate academic and content vocabulary and subject-specific tasks. The program also includes suggestions for relating themes to students’ own experiences, cultures, and personal lives. Within a unit, each lesson builds on prior lessons to reinforce and extend the information students are learning and the language skills they are acquiring.
- Kindergarten newcomers may receive additional support with *On Our Way to English* materials.
- Newcomers/Beginners (level 1) in grades 2-5 receive instruction with *In the USA*, published by National Geographic. *In the USA* develops language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. Ancillary materials are used as needed to further support language development.

**Secondary:** At the junior high school level, the district uses *National Geographic Inside and Inside the USA*. High schools use *National Geographic EDGE*.

- *National Geographic Inside the USA* is a research-based, standards-driven curriculum that provides junior high newcomers with the skills and strategies needed for developing reading, writing, speaking, and listening proficiency.
  - *National Geographic Inside* is a leveled core reading/language arts/language development program designed for English learners. The content is relevant and motivating with a goal to prepare students for Common Core State Standard success.
  - *EDGE* is a leveled core reading/language arts/language development program designed for English learners. The content is relevant and motivating with a goal to prepare students for Common Core State Standard success.
  - Sheltered content classes utilize the district core curriculum as well as additional EL designed materials to scaffold and deliver academic content to students at the beginning to intermediate levels.
2. ELL teachers, the ELL Coordinator, and the Director of Learning Supports review curriculum and supplemental materials on an ongoing basis in consideration of student, building, and program needs. In addition, a comprehensive curriculum/program review is conducted every 8 years. Recommendations about purchases are shared with the Director of Learning Supports and/or the Interim Executive Directors for Teaching and Learning.
  3. The needs of ELs are considered during the core curriculum adoption process. The Interim Executive Directors for Teaching and Learning, Director of Learning Supports, ELL Coordinator and/or ELL teachers are included and serve on the review committee.

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

*Evidence: Identifying and serving talented and gifted students, identifying and serving students for special education services, and identifying and serving students in co-curricular and extracurricular areas.*

##### A. Extended Learning Program (ELP); Talented and Gifted (TAG)

Iowa Code, Chapter 59 states that gifted and talented students are “those students, distinguished from the total K-12 student population, who are identified as possessing outstanding ability and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination: general intellectual ability, creative thinking, leadership ability, visual and performing arts ability, or specific ability aptitude.”

According to the IA Dept. of Education (Belin and Blank Center, 2008), research has described gifted English Language Learners as having varying degrees of the following characteristics:

- acquires a second language rapidly
- shows high ability in mathematics
- displays a mature sense of diverse cultures and languages
- code switches easily (thinks in both languages)
- demonstrates an advanced awareness of American expressions
- translates at an advanced level (oral)
- navigates appropriate behaviors successfully within both cultures

##### Screening

The Iowa City Community School District nominates and screens new ELP candidates annually in the fall, winter, and spring (grades K-2) and in the spring (grades 3-5). All second graders are given the Cognitive Abilities Assessment (CogAt) Screener in the spring. The CogAt provides audio of instructions as well as reading them. The assessment is offered in English and Spanish. If a child is nominated for testing, teachers and/or parents indicate if a child is an English language learner on the nomination form. The form contains open response opportunities for teachers and parents to add their own observations of the student. Then ELP staff members follow up with the classroom teacher(s) to gather more information about the student’s performance.

Such information may include:

- The student’s English language proficiency levels in the four domains of listening, speaking, reading, and writing
- Iowa Statewide Assessment of Student Progress subtest scores to determine areas of exceptionally strong achievement
- District and classroom assessments
  - ✓ aReading (Adaptive Reading) scores

- ✓ aMath (Adaptive Math) scores
- ✓ Topic math tests
- ✓ Student work samples that show unique abilities
- ELL teachers may fill out the Gifted and Talented ELL Rubric to help identify areas of giftedness in English Language Learners

In grades K-2, the Kingore Observation Inventory—Recognizing Gifted Potential screener is used to identify primary grade students. The revised CogAT Form 7 is used for testing older English language learners. The CogAT (Cognitive Abilities Test) is a nationally normed assessment of Verbal, Quantitative, and Nonverbal reasoning ability. The author, David Lohman, revised it to be more relevant to ELL students. A description of the CogAT accessibility of ELLs can be found at <http://info.riversideinsights.com>.

The ICCSD acknowledges that the Iowa Department of Education requires multiple selection criteria for identifying gifted and talented students from the total populations. This approach involves obtaining student information from several quantitative and qualitative sources, and is helpful in making accurate referrals. The multiple criteria used to identify students for gifted/talented programming may involve any combination of the following:

- English language proficiency tests
- Acculturation scales (AQS – Collier)
- Input from the student’s cultural group
- Prior academic performance in the child’s home school
- Parent interviews
- Gifted and Talented ELL Rubric

In addition, it is helpful to consider other factors such as:

- Assessment data
- Student observations
- Dynamic-performance-based indicators
- Portfolio assessments
- Teacher and/or parent nominations
- Behavioral rating scales

Identification procedures for the ICCSD ELP Program do not discriminate based on English language proficiency (EEOA, section 1703(f)). Students will not be denied access to ELP programming solely based on standardized scores. Please refer to *"Identifying Gifted and Talented English Language Learners"* from the Iowa Department of Education website for additional information.

<https://www.educateiowa.gov/documents/advanced-learning-opportunities/2013/03/identifying-gifted-and-talented-english-language>

#### Staff Preparedness

ELP staff members in the ICCSD are kept abreast of best practices for identifying and serving underrepresented populations through attendance at professional development meetings such as

the Belin-Blank Center's Advanced Leadership Institute, the Iowa Talented and Gifted State Conference, and the Council for Exceptional Children Conference.

## Services

A Level One-Enrichment level of ELP service was implemented in the 2011-12 school year to provide enrichment to more under-served populations. This was in addition to Level Two-Extended services and Level Three-Acceleration. More information is available on the ELP website: <https://www.iowacityschools.org/site/Default.aspx?PageID=293>

## B. Special Education

1. The *Iowa Administrative Rules of Special Education* 41.48(2) outlines the requirements and needs for general education interventions prior to considering placement in a special education program. These administrative rules describe collaborative activities that are well documented, measurable, and goal directed. Included under the requirements for general education interventions are communication with parents, collection of data related to the presenting problem, intervention implementation, and systematic progress monitoring to measure intervention effects. The context in which evaluation and eligibility decisions are made includes the consideration of linguistic variables unique to the individual. 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 limited English language proficiency, lack of appropriate instruction and ecological factors as the primary reason for the performance deficits.

In alignment with best practices for identification, multiple criteria are examined to determine students in need of modifications, accommodations, and specially designed instruction. Student's rate of progress must be compared against EL "like" peers as another data point to inform the determination of the need for special education services.

ELs may present a unique and often difficult challenge to the classroom teacher. It is important to know and understand that ELs/culturally and linguistically diverse (CLD) students have legal rights and that best practices must be implemented when working with them. It is possible that an EL suspected of experiencing difficulty in learning does not actually have a learning disability, but is going through a period of social, psychological, and/or linguistic adjustment. Cultural differences in learning styles and strategies, as well as social and cultural interaction patterns with peers and teachers do not constitute a learning disability.

The Iowa MTSS (Multi-Tiered Systems of Support) framework is implemented in all classrooms throughout the district. ELs and CLD students must be included in the process. Problem solving with EL students should include a team approach with a collection of data regarding the student's culture, experiential and educational background, language proficiency, current curriculum, instructional interventions and accommodations that have

been implemented, behavior and adaptive skills, academic progress, and data driven intervention information with progress monitoring data. An ELL teacher or someone with requisite knowledge of the child's language needs and training in second language acquisition must be part of the team when ELs are being considered for identification and special education eligibility.

The building level process should include a description of the difficulty the student is experiencing. Determination should be made as to the appropriateness and effectiveness of the curriculum and instructional methods for ELs, and the student's challenges *should be validated in both the first and second languages when possible*. At this stage of the problem solving process, materials and methods should be developed, adopted, and modified to fit EL needs; concepts and vocabulary should be taught in context, and EL services should be provided as appropriate to the language acquisition level of the student.

At the Eligibility Determination meeting, the exclusionary factors will be discussed. A child must not be determined to be a child with a disability if the team determines that the educational difficulty is primarily related to lack of appropriate instruction, socio-economic variables, cultural differences, poor attendance, and/or limited English proficiency.

Documentation of the eligibility determination must be provided to parents on a Prior Written Notice and documented electronically within the Iowa IDEA system. For an individual who is eligible for special education, data resulting from the full and individual initial evaluation as well as other relevant information will be used to develop an IEP. A meeting to develop the IEP must occur within 30 days of eligibility determination.

2. Students dually identified for special education and ELL receive direct instruction by highly qualified ELL and special education teachers with support for language needs.
3. The IDEA requires that the IEP team consider, among other special factors, the language needs of a child with limited English proficiency as those needs relate to the child's IEP. To implement this requirement, it is *essential* that the IEP team include participants who have the requisite knowledge of the child's language needs. To ensure that EL children with disabilities receive services that meet their language and special education needs, it is important for members of the IEP team to include professionals with training, and preferably expertise, in second language acquisition and an understanding of how to differentiate between the student's limited English proficiency and the student's disability. (Joint Guidance OCR/DOJ, January 7, 2015, p. 27).

### C. Process in place for identifying and serving ELs in all co-curricular programs

1. ELs cannot be excluded from participation in co-curricular programs for which they are eligible based on EL status (e.g. Title I Services, Reading Recovery, At-Risk, Advanced Placement, counseling services, etc.). When there is a question in regard to an EL receiving particular support services or supporting students within programs (such as Title I Reading), a team meeting is held which includes the ELL teacher, classroom teacher, co-curricular

teacher, and/or principal to review data and discuss whether or not such service would be beneficial to the student.

- a. ICCSD will ensure access to co-curricular activities and programs that ELs are eligible to receive.
  - b. Language needs are supported within co-curricular programs through collaboration and support of ELL teachers.
2. ELL teachers and staff communicate to students and parents about activities and eligibility in a language most easily understood through translated documents, phone communication, and/or the assistance of interpreters.
  3. ELL teacher(s) are included in data review for placement/consideration in all co-curricular programs.

D. Process in place for identifying and serving ELs in extra-curricular activities

1. ICCSD ensures access to all extra-curricular activities (performing arts, clubs, and honor societies) for which ELs are eligible. Students cannot be excluded due to English learner status.
2. ELL teachers and staff communicate to students and parents about activities and eligibility in a language most easily understood through translated documents, announcements in various languages, district website with translation options, personal communication, and classroom presentations.

**V. Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs**

*Evidence: Professional development for those who deliver or support LIEP services and training and implementation of ELP standards.*

- A. Professional development is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel receive opportunities for in-service training with continued training provided according to the district's Comprehensive School Improvement Plan. The ICCSD partners with GWAEA Title III Services to support a menu of learning opportunities.

Professional development is offered to:

1. District and building administrators
2. LIEP staff (certified and support)
3. Content and classroom teachers
4. Paraprofessionals and building/district support staff (instructional coaches, curriculum coordinators, counselors, etc.)
5. Preschool teachers who serve ELs

Examples of professional development opportunities have included and/or may include:

- Professional development between and among ELL teachers during various early dismissal PD dates
- Professional development offered by ELL Coordinator one-on-one or with small groups of content teachers who need additional support throughout the school year

- Discussion of scholarly articles, viewing of webinars, and/or book studies during meetings with Coordinator, ELL teachers, and/or other staff.
- Professional development offered by ELL teachers for building staff (content teachers, administrators, counselors, paras): training on second language acquisition, working with interpreters, and Sheltered Instruction/ELL strategies.
- Every year since the fall of 2015, the ICCSD selects teachers as members of a Cultural Proficiency Team. The Cultural Proficiency Team meets monthly with the Director of Diversity and Cultural Responsiveness. The Cultural Proficiency Team supports teachers in understanding the concept of cultural proficiency and the impact on teaching and learning. Furthermore, this team will work on learning culturally responsive practices and model those practices to their colleagues in their respective buildings.
- All teachers attend ongoing training on cultural competency and implicit bias led by the Director of Diversity and Cultural Responsiveness in each building. Over the last few years, training has focused on mitigating implicit biases. The ICCSD collaborates with The West Wind Education Policy Inc. on this endeavor. Training focuses on identifying how biases can manifest in the classroom and ways to mitigate those biases.
- Annually, each building sends a multicultural and gender fair (MCGF) representative to meet monthly with the Director of Diversity and Cultural Responsiveness to discuss incorporating MCGF concepts into curriculum and activities throughout the year.
- Currently, we evaluate all of our work through the annual student climate survey provided and analyzed by the University of Iowa Public Policy Project.

#### Opportunities encouraged through GWAEA support:

- Participation in Our Kids Summer Institute in Des Moines (Supported through GWAEA with Title III Funds); ELL teachers, content teachers, ELL Assessment Specialist, ELL Coordinator and a limited number of administrators participate.
- Workshops offered by nationally known experts in the field through GWAEA or other AEAs; ELL teachers, content teachers, and administrators are invited and encouraged to attend Professional Development classes offered by the GWAEA ELL Consultants and/or ELL Coordinator; Presenters train within district buildings and off-site. Content teachers, ELL teachers, coaches, and administrators participate.
- Sheltered Instruction Training offered by GWAEA and/or CAL (Center for Applied Linguistics) professionals (district and supported through GWAEA and Title III funds)

#### B. District training of ELP Standards and implementation plan

1. The district implements a combination of option A and option B to train the ELP Standards modules with all K-12 certified staff.
  - a. A limited number of facilitated sessions were offered to staff. Staff who did not attend facilitated sessions completed the modules using option A. All certified staff who were employed in 2016-2017 and 2017-2018 completed Modules 1-6.

- b. All new certified staff will complete modules 1-6 via option A or C within one calendar year. ELL teachers must complete option A.
2. Certificates of completion are sent to building principals who forward to Human Resources.
3. Certificates are placed in personnel files.

Description of options A, B, and C:

- Option A: Certified staff view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
- Option B: The modules can be used flexibly as long as the modules are viewed in their entirety through the delivery method determined by the GWAEA or the school district and the associated quiz is taken to document completion and content attainment.
- Option C: GWAEA provides training using the content within the modules, but without the use of the AEA PD online modules. Option C must be approved by the state Title III Director.

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

*Evidence: Annual assessment training, dissemination of scores, training to interpret results, and use of assessment data to guide instruction and programming.*

### **A. Annual training to staff assigned to administer ELPA21**

1. Staff who administer the ELPA21 complete the training module on AEA PD online provided by the Iowa DOE.
2. ELPA21 Certificates are saved by each participant electronically in a team drive that is shared with the ELL Coordinator and ELL Assessment Specialist.

### **B. Dissemination of Scores to Stakeholders**

1. The ELL Coordinator and ELL Assessment Specialist share results of the ELPA21 with ICCSD administrators and ELL teachers.
2. ELL teachers, administrators, and/or ELL Coordinator shares results with classroom/content teachers and staff who serve ELs. Student results and proficiency levels are shared at the beginning of the school year. Face-to-face discussions will take place whenever possible. The teacher will recommend modifications, accommodations, and effective strategies based on individual student results.
3. Parents receive a hard copy of the results with a recommendation for the student's programming.

### **C. Appropriate Training to Interpret Results to Staff**

1. The ELL Coordinator, ELL Assessment Specialist, and other ELL staff as outlined by the Iowa DE will participate in training provided by the Iowa DE or GWAEA to interpret the results of the ELPA 21.
2. The ELL Coordinator, ELL Assessment Specialist, and/or ELL teachers will meet with administrators to share results and provide guidance in interpretation.

3. The ELL Coordinator, ELL Assessment Specialist, and/or ELL teachers will communicate with staff who teach ELs and provide guidance on the interpretation of the results. They will also discuss implications for instruction.

D. Utilization of assessment results to guide instruction and programming

1. The ELL Coordinator, ELL Assessment Specialist, and/or ELL teachers will meet with staff who teach ELs in order to discuss the results and implications for instruction and assessment.
2. The ELL Coordinator, ELL Assessment Specialist, ELL teachers, and GWAEA ELL Consultant meet and analyze the results of the assessment. ELL teachers work in teams to identify areas of language development that may require more targeted instruction by looking at grade level and individual scores in each area of reading, writing, speaking, and listening. Student performance results – along with additional academic achievement measures – are used to guide instruction and programming decisions.
3. The ELL Coordinator, ELL Assessment Specialist, ELL teachers, and Director of Learning Supports will analyze the results to determine if changes should be made in future programming.

**VII. LIEP Exit Criteria and Procedures:**

*Evidence: Identifies state/federal approved exit criteria and describes LIEP exit procedures.*

A. LIEP Exit Criteria

English Learners must be exited if they score proficient on the ELPA21 Summative Assessment.

B. LIEP Exit Procedures

1. Occurs during the allowable window; students can only be exited between ELPA21 Summative Assessment results distribution date and Oct. 1 ELL count date
2. ELL Coordinator, ELL Assessment Specialist, and/or ELL teachers notify parents using the “Program Exit Letter” (TransACT) in a language most understandable to parents
3. ELL Assessment Specialist and/or ELL Coordinator enter into PowerSchool
4. District begins two year monitoring

**VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification**

*Evidence: Describes monitoring procedures and re-entry into LIEP.*

A. Procedures

1. Students who exit from the LIEP are monitored for two years after exiting. ELL teachers (certified and licensed - \*see list below) will communicate with classroom teachers and counselors to determine if exited students within the building are sustaining academic success at the end of the first and third trimesters. Criteria for determining success are classroom performance and/or passing grades. Information will be shared with the ELL Coordinator who will discuss next steps, if needed, with the ELL teacher. Data will be collected and maintained by each teacher via a Google document that is shared with the ELL Coordinator and kept in each building team shared drive.

2. \*Designated Licensed Professional in Monitoring Team: Sheila Neels (ELL Coordinator) and ELL teachers: Velina McTaggart, Leah Tweedy, Aleah Suchomel, Evan Risk, Laura Lala (City), Tiffany Roisland, Marie Montilla, Daniel Lakin, Olivia Symmonds (Liberty), Cat Haxton, Jessica St.John, Amira Nash, Christy Weitz, Audrey Bailey (West), Emily Foley (NCJH), Puja Birla, Kami Blackwell, Angelica Brothers (NWJH), Julia Bartsch, Dana Phelps, Heather Hansen (SEJH), Will Dehogues, Emma Schroder, Julie Hansen (Alexander), Jordan Pata, Madison Gates, Kelli Nuehring, Katy Bolender (Borlaug), Danielle Murphy, Kristel Saxton, Beth Deninger (CC), Abbie Jensen (Garner), Jennifer Renk (Grant and Penn), Carolyn Gelder, Lydia Sinclair (Hills), Emilia Hummel, Dan Menzel, Katelyn Ellis, Kate Berry (Hoover), Stacey Alfaro, Elizabeth Willmore, Mary Ervanian, Kelly Neveln, Lindsay McClurg (Horn), Michelle Tesdall, Sue Burger, Tamsen Fuller (Kirkwood), Katlyn Poole, Raquel MacKay (Lemme), Susan Nenninger (Lincoln), Lydia Crowe, Aisling Beck, Tamsen Fuller (Longfellow), Sarah Dowd (Lucas), Alissa Witzke (Mann), Robin Hoffman (Shimek and Tate), Betsy Slaughter, Melissa Manjoine (Twain), Mandy Bezoni-Puaina (Van Allen), Jenny Niemiec, Kara Diemer, Lauren Hughes, Kimberly Carter, Marie Montilla (Weber), Sara Curtin-DeLara (Wickham), Danielle Hinkel, Evonne Butikofer, Alison Seaton (Wood)
3. A building team reviews data for each monitored student to ensure he/she has demonstrated continued success and determines if the student should continue monitoring, complete monitoring, or re-enter the LIEP. The ELL Coordinator assists and provides additional input on the decision-making process when appropriate.

## B. Re-Entry Process

1. If a monitored student has been identified as having difficulty, the MTSS process will be followed, and targeted supports will be put into place with a goal to remedy the area of concern. If support in general education and remediation services have proven inadequate, and there is sufficient evidence that a persistent language barrier may be the cause of academic difficulty, the district takes action to re-enter the student into EL status and offers LIEP services. Students can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener.
2. ELL teachers and/or the ELL Coordinator document the basis for the re-entry and the parents are notified. Parents/guardians receive notification using the “English Learner of Program Placement” form (TransACT) in a language most easily understood. The form is stored in a blue ELL folder in the student’s cumulative file.

## IX. LIEP Evaluation

*Evidence: Describes team-based process for LIEP annual evaluation.*

- A. The ICCSD LIEP will be evaluated annually and continuously by gathering evidence regarding progress toward LIEP goals in both English language and academic achievement. Student needs, achievement data, and ELL teacher/administrator input will be considered.
  1. Lora Daily - Director of Learning Supports, Sheila Neels - ELL Coordinator, and Kimberly Grage - ELL Assessment Specialist will facilitate LIEP evaluation.

2. Evaluation of district achievement data will assist in identifying ELs strengths and challenges in Core classes.
3. Information from the LIEP program review will be used to assess future LIEP programming needs.
  - a. The ELL team will identify professional development needs for staff who serve ELs
  - b. The ELL team will identify components of the LIEP that need to be adjusted in order to better meet student needs and promote achievement
  - c. Staffing needs will be considered and FTE adjusted at the district and building levels in order to provide the most support to students
  - d. Teachers will be scheduled and placed according to student numbers/need in buildings; student rosters are reviewed continuously throughout the year
  - e. Curricular needs will be provided through district funds and Title III as appropriate
  - f. The needs of individual ELs and subgroups will be identified and programming will be adjusted as appropriate
4. Title III Assurances will be reviewed and addressed