

# Ottumwa Community School District

## Program for English Language Learners

Chapter 280.4 Iowa Code

*"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education."*

~ Lau v. Nichols, 1974

Mike Stiemsma, Director of Student Supports

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### Ottumwa Community School District K-12 LAU (EL) Plan for Serving English Learners (ELs)

#### **Team Members:**

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Dr. Lonna Anderson, Director of Elementary Education  
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Lauren Herrick, EL teacher  
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Sheila Alexander, EL Teacher  
Jessica Tan, EL Teacher  
Yadira Kelderman, EL Teacher  
Jennifer Rebling, EL Teacher  
Melinda Padley-Jones, EL Teacher  
Tabatha Roberts, general elementary education  
Megan Brautigam, Evans Middle School 8th grade math teacher  
Holly Baird, Evans Middle School Special Education teacher  
Gina Martin, general elementary education  
Kathie Mason, general elementary education  
Jerry Miller, Evans Middle School Associate Principal  
Wendy Maas, OHS Associate Principal  
Jeff Hendred, Elementary Principal  
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## Ottumwa Lau Plan (2019 - 2020)

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.

### I. Lau Plan Guiding Principles

- A. Develop academic English in the areas of listening, speaking, reading, and writing at an age appropriate level to attain English proficiency and academic competence.
- B. Develop the conversational English needed to communicate with classmates, teachers, and other building staff at an age appropriate level to assist them in understanding and functioning within American society.
- C. Be supported in learning content at a grade appropriate level as needed.
- D. Show measurable growth in the use of English through varied methods of assessment and evaluation.
- E. Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.

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

- A. "Home Language Survey-IA" ([www.TransACT.com](http://www.TransACT.com))
  1. Home Language Survey
    - a. All new families are asked to complete a Home Language Survey - (HLS IA) during registration for each new child, which includes students' race and ethnicity reporting. This is also available in Spanish. If other languages are needed, staff can access the TransACT website at [www.transact.com](http://www.transact.com).
    - b. Families registering children are assisted in completing documents and registration materials on site as needed. Every attempt is made to utilize native language interpreters as are available.

If a new family indicates a language other than English on the home language survey, the enrolling school secretary lets the EL teacher know about the arrival of the student. If there are other indicators from school personnel after enrollment, the EL teacher will be notified. The EL teacher facilitates the identification process as needed, and fills out a district prepared tracking sheet ([Tracking Sheet](#)) if the need for LIEP services are identified. A copy of the complete home language survey is filed in the student's cumulative folder. Diversity Advocates are available for every part of this process and work to make personal contacts with our EL families in need.

- B. State-approved English language proficiency placement assessment

1. English Learner students are identified by assessing their English proficiency using the ELPA21 Dynamic Screener or the Future Kindergarten Screener for incoming kindergarten students, within the first 30 days of the students' arrival. EL teachers receive annual certification training for administration of the ELPA21 Dynamic Screener. Students will be provided with LIEP services at the level deemed appropriate based on the results of this assessment. A summary of the student results will be placed in their cum folder.
2. Incoming kindergarten English Learner students (August-December) are identified by assessing their English proficiency using the ELPA21 Future Kindergarten Screener, within the first 30 days of the students' arrival. EL teachers receive annual certification training for administration of the ELPA21 Dynamic Screener. Students will be provided with LIEP services at the level deemed appropriate based on the results of this assessment. A summary of the students results will be placed in their cum folder. Incoming kindergarten students will be assessed with the Future Kindergarten Screener through December. In January-June, incoming kindergarten English Learner students are identified using the ELPA21 Dynamic Screener.

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

1. The Director of Student Supports will monitor the timelines of the ELPA21 Dynamic Screener administration.
2. Currently the results of the ELPA21 Dynamic Screener are the driving force in determining initial LIEP placement. The EL teacher, building administrator will work with classroom teachers in setting up a curriculum and schedule to meet the individual needs of the identified EL students.
3. Current district academic assessments (FastBridge aReading screener, daily formative assessments in math, National Geographic English and Reading Level Gains Assessments) are used to assist the district staff in knowing the existing literacy and math instructional levels of the student in order to design appropriate instruction.
4. The EL will be assigned to mainstreamed classrooms the same chronological age as their peers. At the secondary level, assessment results will help to determine the appropriate placement. In extreme situations, students may be placed out of grade level with no more than two years differential.
5. Currently our district has in place parent notification procedures for initial placement in LIEP. This notification will happen within the first 30 days of registration.

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. Parents are notified in writing of their child's eligibility for EL services by the EL teacher who would serve them. These forms need to be signed and stored in students

yellow EL folder which will ultimately be housed in their cumulative file. The written notification includes the level of assistance that will be provided during the school day. Every attempt is made to have this communication be in the parents' native language. "English Learner Program Placement" from TransAct.

2. Every attempt will be made to have the forms signed and returned. If the form is not returned signed, EL teachers will document the attempt to seek consent. A copy of the form will be kept on file regardless.

#### E. Process for waiving students from LIEP

1. If, after this meeting to discuss recommendations, concerns and utilizing the "Explanation of Consequences for not Participating in English Language Learner Program" document, the parent still wishes to withdraw their child, then the parent must sign a "Request for Change in Program Participation" form.
2. The student is placed in general education without modifications.
3. These signed forms are kept in the student's yellow EL folder which is ultimately housed in the cumulative folder.
4. Waivered students take the ELPA21 annual assessment, therefore, the EL teacher can monitor the students' growth. Parent notification of students' EL status is sent annually. Parents must request to waive services annually.
5. The student will continue to take ELPA21 annually until proficiency is reached, regardless of signed waiver.

### III. Description of the LIEP

#### A. LIEP goals (measurable goals tied to data and LIEP evaluation)

1. NEW GOALS - - 25% of our identified ELs (K-12) will show at least one level of growth in the domains of either reading or writing

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

1. Identifies and describes district implementation of an approved program model

##### a. Newcomer Programing

1. OHS Newcomer Program - Newcomers are taught in one designated period daily and for an additional two block period for a total of three periods. Vocabulary development, language skills, and academic achievement will form the core of the EL curriculum.

##### b. English as a Second Language (ESL)

1. English as a Second Language - 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 English with little

use of native language. All ESL students need to receive direct instruction.

2. The ESL instructional time that each student receives varies according to student need. The English Language Learner Program is provided on a pull-out basis for the neediest students. Instruction is usually given for 30-60 minutes per day.

**c. Sheltered Instruction**

1. The OHS sheltered teachers are receiving training in Sheltered Instruction Observation Protocol (SIOP) strategies. They use these strategies within their classroom setting to increase comprehensible input. Level 1's are receiving sheltered instruction in ELA, social studies, math and science; that does not exceed over 50% of their day.

**d. Dual Language Program-NA**

**e. Other Bilingual Program-NA**

2. Description of frequency and intensity of services by grade level/span and/or current English proficiency level. *(Intensity and frequency of services must be such that services for each EL student are reasonably calculated to ensure benefit based on each student's individual needs in both language domains and academic learning. This is true until each EL student is deemed proficient. EEOA and Title VI of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010).*

**a. English language**

1. Language assistance will be provided for each identified student with time varying according to age and grade language proficiency level. Students will be placed in EL classes with students of similar age and fluency when they receive EL pull-out. Students will receive services from 20 to 150 minutes per week on the basis of student need.

**b. LIEP support to access district core curriculum**

1. All students, including EL, receive general education curriculum, instruction and assessment that are aligned to the Iowa Core. EL teachers/co-teachers and associates, in collaboration with classroom/content area teachers, provide scaffolding and supports that allow EL students to better access Iowa Core instruction.

3. All non proficient EL students will receive direct LIEP instruction (excluding students whose services were waived).

- a.** Students whose score on the ELPA21 Annual Assessment is not yet proficient will receive special accommodations while participating in mainstream classes, which may include differentiated instruction, accommodated assignments, and/or classroom assessments. EL teachers will meet with these students a minimum of one time a month for progress monitoring. These students will take regular district assessments with appropriate accommodations.

- 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 *English Learner Program Placement* form from TransAct
    - a. Parents are notified in writing of their child's eligibility for EL services by the EL teacher who would serve them. These forms need to be signed and stored in student's yellow EL folder. The written notification includes the level of assistance that will be provided during the school day. Every attempt is made to provide this communication be in the parents' native language. The EL teachers send parent notifications on an annual basis.
    - b. Copy of *English Learner Program Placement* form placed in the yellow EL folder.
    - c. Records will be kept on each student being served in the program that will include results of all assessments (ELPA21 Dynamic Screener and ELPA21 Annual Assessment). The records will be kept in yellow EL folders located in a student's cumulative file in the school office at the elementary level. At the middle school and high school level the folders are securely kept in the rooms of the EL teachers.
- D. Description of procedure for communicating with parents who have waived LIEP services is in place annually
1. Annual communication and signed documentation
    - a. Parents are notified in writing of their child's eligibility for EL services by the EL teacher. The written notification includes the support services that will be provided during the school day. Every attempt is made to have this communication be in the parents' native language. This annual notification goes to all EL students, requests parent/guardian signature and is kept in the yellow EL folder.
    - b. A documented meeting will be held utilizing the form, "Explanation of Consequences for not Participating in English Learner Program."
    - c. If, after this meeting to discuss recommendations, concerns and potential outcomes the parent still wishes to withdraw their child, then the parent must sign a "Request for Change in Program Placement" form.
    - d. These signed forms are kept in the student's cumulative folder.
    - e. The student will continue to take ELPA21 annually until proficiency is reached, regardless of signed waiver.
  2. Waiver placed in yellow EL folder in cum file
    - a. Waived student records will be kept in yellow EL folders located in a student's cumulative file in the school office. (Explanation of Consequences for not Participating in English Learner Program Request for Change in Program Placement, ELPA21 Dynamic Screener and ELPA21 Annual Assessment).
- E. Highly qualified staff

- 1.** ESL endorsement to provide direct services to identified English Learners
    - a.** In the Ottumwa Community School District, EL teachers hold the ESL endorsement from the Iowa Department of Education. OCSD ensures that teachers providing instruction through content area classes are endorsed in the appropriate content areas they teach.
      1. Sheila Alexander - EL Instructor at Ottumwa High School
      2. Beth Glasnapp - EL Instructor at Ottumwa High School
      3. Jessica Tan - EL Instructor at Ottumwa High School
      4. Yadira Kelderman - EL Instructor at Evans Middle School
      5. Devin Anderson - EL Instructor at Evans Middle School
      6. Lauren Herrick - EL Instructor at Wilson Elementary
      7. Melinda Jones - EL Instructor at Wilson Elementary
      8. Sandra Hendred - EL Instructor at Horace Mann and James Elementary
      9. Linda Torres - EL Instructor at Douma Elementary
      10. Nicole Friedman - EL Instructor at Liberty Elementary
      11. Suzanne Minor - EL Instructor at Liberty Elementary
    - b.** Elementary Bilingual associates, who also serve as native language interpreters, have proficiency in dual languages of student need. The hiring requirements for all associates serving in buildings accessing Title I funds, including our bilingual associates, requires that they pass a criminal background check and meet ONE of the following:
      1. Next Generation Accuplacer Test
      2. Bilingual Test
      3. 48 College Hours
      4. Paraeducator Certificate
      5. 2 yr college degree
  - 2.** Endorsement for content teachers who deliver content area instruction to ELs
    - a.** Content area teachers providing services to ELs hold endorsements in the areas in which they teach.
- F.** Designated administrator oversight for LIEPs who has training in needs of English Learners
- 1.** Identifies administrator by name and position
    - a.** Mike Stiemsma, Director of Student Supports
  - 2.** Administrator(s) supporting EL receive training on EL
    - a.** Webinar Training by the Department of Education
    - b.** ELP Module Standards
    - c.** Curriculum Meeting at the State and AEA Levels
    - d.** Urban Eight Network meetings
- G.** Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards

1. Access to core and ELP standards
  - a. Students will be placed in mainstream, clustered, and/or co-taught classrooms with similar aged peers. Students will have access to both the Iowa Core Standards as well as the English Language Proficiency (ELP) Standards through collaboration between the classroom and EL teacher. Staff teaching ELs will take online modules provided by the Iowa Department of Education to ensure that EL students have access to instruction based on Iowa Core and ELP standards. The EL teacher and content teacher will collaborate on a regular basis to discuss support and resources for Core Content Areas to make them accessible to ELs.
2. Process and frequency of collaboration between EL and content teachers
  - a. Professional development on Friday afternoon collaborative meetings and common planning times are used for EL and content teachers to analyze data and plan instruction on a regular basis. Three times a year, EL teachers will create professional learning content to deliver to the entire district during Friday afternoon collaborative meetings.

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

1. Curriculum and Supplemental Resources
  - a. Our core language instruction that is provided to our ELs by our EL teachers during pull out, uses data to target the four ELP domains (reading, writing, listening, speaking) to ensure the core curriculum is comprehensible to all students. In addition, we also utilize PWIM (Picture Word Induction Model), word work, and other supplemental resources and research-based strategies.
2. Instructional and supplemental resources will be evaluated and updated on a regular basis and dependent upon academic performance on district-wide and statewide assessments. All resources are selected and purchased dependent on the alignment of the Iowa Core and ELP standards.
3. Implementation of supplemental resources from National Geographic.

#### 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. EL is addressed in the district TAG plan.
  1. Identification with measures other than standardized assessments or language based measures
    - a. The Ottumwa Community School District follows the Iowa Department of Education requirement that there be multiple selection criteria for identifying gifted and talented students from the total student population which includes English Language Learners. 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 test, HOPE scale, prior academic performance in child's first language, parent interviews, assessment data, student observations and portfolio assessments. Special emphasis is placed on teacher and parent recommendations for our ELs to ensure we are not overlooking gifted characteristics due to limited English language acquisition. Services will be provided based on the data and needs of the student. The language needs of our ELs will continue to be met through support from the classroom and EL teachers.

- b. Through the GT process on an average the program looks at, at least 10% of the EL population in determining students eligibility. We look at the math, Literacy, CogAT and staff recommendations through HOPE scale surveys.
2. Supporting needs of GT ELs' language needs
    - a. The language needs of students that are identified for both TAG and EL will be met through collaboration with the GT Teacher and EL Teacher. Appropriate accommodations will be provided so the EL student has full access to TAG programming.
- B. Process in place for identifying and serving ELs in special education
1. Identification using culturally and linguistically appropriate measures
    - a. The Iowa State Assessment of Student Progress (ISASP) data, ELPA 21 data, formative assessment data, classroom or EL teacher recommendations, etc. would point to the need for a "suspicion of disability (SOD)" meeting with the AEA special education CORE team members, and would also include the ESL teacher.
    - b. One of the major goals of this meeting is to determine that the lack of progress or growth is due to disability and not language acquisition.
    - c. The strategies may be universal strategies that are good for all students.
    - d. The student's ability in his/her first language should be considered as well. The EL should only be referred to special education after various EL strategies have been tried over time and yet no progress is being made in the EL's English language acquisition.
    - e. If the strategies do not improve the EL's progress in English language acquisition the special education referral process may begin.
  2. Direct highly qualified instruction for SE and LIEP
    - a. Services are provided by both special education advocates and certified ESL teachers.
      1. Special NOTE: At no time should the LIEP program be seen as a special education intervention, NOR should special education specially designed instruction ever be considered to replace an EL's ESL instruction.
    - b. IEP team that includes someone with knowledge of second language acquisition

1. EL students placed in special education will be served based on students' needs and will receive instruction according to the student's IEP. Language needs will be met through the collaboration of the special education teacher and the ESL teacher. EL teachers should be a part of all IEP team meetings. Direct services are provided by both the ESL and Special Education teacher for every EL placed in special education.

C. Process in place for identifying and serving ELs in any other district programs for which they are eligible (i.e., Title I, At-Risk, career and technical programs, counseling services, Advanced Placement, ASPIRE, etc.)

1. Describes the district's process for ensuring ELs are included appropriately
  - a. Identification
    1. All EL teachers will be included in the screening process and the data review to determine if these services (Title I, At-Risk, etc.) are appropriate for the EL students.
  - b. Supporting language needs
    1. The district has a wrap around service to meet the needs of all students. This is done by our ELP Modules, Professional Development, demonstrating best practice for instructing EL students.
2. Provides parents and students with communication about programs and eligibility in a language most easily understood
  - a. Includes ESL teacher in placement/consideration in all programs
    1. Diversity Advocates
    2. EL Teachers
    3. EL Associates

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
  - a. The EL teachers and Diversity Advocates will work with the ELs to determine interests and point of contacts for activities and services that are applicable.
  - b. Provides parents and students with communication about programs and eligibility in a language most easily understood

**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. Professional development for all staff aligns with the district's student achievement goals and is based on scientifically based research strategies. Researched based strategies/assessments currently being implemented include: Curriculum designed around essential standards and ELP standards through building wide PD and class/course PLCs. These district-wide scientifically-based strategies are effective for all students, including our EL population.
  2. We value the close relationship that has been developed between the district and the Great Prairie AEA Title III consultant. This networking has enabled us to organize and take advantage of professional development opportunities from area leaders in the field. The new ELP Standards were developed to address the increased rigor and language demands of college and career ready standards. The overarching goal of developing new English Language Proficiency Standards was to provide an alignment between language and content standards and inform instructional practice in both Language Instruction Education Programs and content area classrooms.
    - a. All EL teachers attend quarterly meetings to discuss state standards and best practices. EL teachers attend local and state conferences/ workshops for professional growth. EL support staff receive mentoring provided by the EL teacher.
    - b. EL teachers will facilitate periodic "learning modules" to whole staff covering a variety of EL topics (i.e. how to interpret a student's ELPA21 scores and what that might mean for instructional needs. This includes SIOP training for some staff as well as meeting with Department, and sharing strategies. After school book study or courses in Sheltered Instruction.
    - c. Instructional Coaches meet regularly to go over data and discuss classroom implications as well as plan professional development. Professional development opportunities are shared with all stakeholders. Examples of professional development opportunities for EL staff include, but are not limited to:
      1. Participation in the annual Iowa Culture and Language Conference
      2. Classes (i.e. ESL endorsement cohort, Title III supported, etc.)
      3. Participation in the Our Kids Summer Seminars
      4. Imagine Learning Implementation training
      5. EL Modules 1-6 Training (provided by DE)
      6. SIOP training for OHS teachers
- 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. All Ottumwa Community School District certified staff, including EL teachers, have certified on Modules 1-3 during the 2016-2017 school year.

2. All Ottumwa Community School District certified staff, including EL teachers, have certified on the ELP standards, Modules 4-6 during the 2017-2018 school year. Staff worked in PLC teams to discuss / work through modules using district guidelines/ templates.
3. New staff are expected to complete Modules 1-6 by March.
4. Certification will be housed with Human Resources through a report generated by AEA PD Online.
5. District completion report from AEA PD Online is kept on file of ELP Standards. Complete certification for assessment administration through online training modules offered by the Iowa Department of Education. Training certificates are kept in employee personnel files.

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

- A. Annual training to appropriate staff with certificate on file
  1. Training process
    - a. EL teachers who administer ELPA 21 complete the ELPA 21 Dynamic Screener and Summative Assessment training on an annual basis.
  2. Documentation of training certificates' location
    - a. Certificates are sent to and housed by Ottumwa Community School District Human Resources.
- B. Dissemination of scores to stakeholders
  1. Building EL instructors facilitate a collaborative session between building staff and EL teachers annually to review the results of the ELPA21 and provide staff a chance to discuss the educational implications of those results.
  2. Results from the ELPA21 Dynamic Screener and ELPA21 assessments are recorded on the yellow EL folder which is kept in the student's cumulative file.
  3. At all levels, content teachers are given a copy (electronic or paper) of the score reports.
  4. Parents receive the following updates regarding their child's language development progress: Results of the initial ELPA21 Dynamic Screener assessment are sent to parents
    - a. English Language Learning Progression at the end of each grading period. This means that this feedback would be at the end of each trimester for elementary students, and each quarter at middle and high school, as well as end of year.
    - b. Results of the ELPA21 are shared with parents (either by mail or with end of the year report cards).
- C. Provide appropriate training to interpret results to staff
  1. In the middle school and high school, as well as high-incidence elementaries, administrators and EL teachers have facilitated whole staff professional development opportunities to build understanding of language acquisition levels, results of

assessments, as well as appropriate strategies for instruction. At other schools with fewer EL students, these conversations may be more targeted to groups of teachers and administrators.

D. Use the results to guide instruction and programming

1. Strategies for instruction are based on results of common formative and summative assessments.

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

A. Exit Criteria (Starting Spring 2019)

1. Achieves the required score for proficiency on ELPA21 Summative Assessment
  - a. The profiles based on domains (RWLS) and determination of proficiency is described on page 6 of the [ELPA 21 Score Interpretation Manual](#)

B. Exit Procedures

1. Notify parents using the state approved TransAct exiting form in a language best understood by the parents using the *Program Exit Letter: Form B (signature required)*
2. District registrar will change student coding to “exited” so the student does not continue to generate unwarranted funding. District data personnel responsible for entering the data should refer to [IDE’s Data Dictionary](#). This occurs during the allowable window from the end of the school year until October 1st.
3. Begin the 2-year monitoring process

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

A. Ottumwa Community School District will monitor students who have formally exited the program for a period of two years to determine if the ELs are performing at a level comparable to their English-speaking peers. Periodically, the EL teacher, classroom teacher, grade level team and/or guidance personnel will collaborate to analyze and discuss quarterly grades, formal and informal assessment data, and teacher observations to assure the EL’s continued success in the mainstream classroom.

1. At the elementary levels, this monitoring will take place every trimester.
2. At secondary levels this monitoring will take place every quarter.
3. These monitoring sessions will coincide with building grading periods.
4. The following EL staff members will be responsible for this monitoring at their respective buildings:
  - a. Sheila Alexander – Ottumwa High School and ACA
  - b. Jessica Tan - Ottumwa High School and ACA
  - c. Beth Glasnapp – Ottumwa High School and ACA
  - d. Yadira Kelderman – Evans Middle School
  - e. Devin Anderson - Evans Middle School

- f. Lauren Herrick – Wilson Elementary
  - g. Melinda Jones- Wilson and Eisenhower Elementary
  - h. Nicole Friedman – Liberty Elementary
  - i. Linda Torres – Douma Elementary
  - j. Sandra Hendred – Horace Mann and James Elementary
  - k. Suzanne Minor - Liberty Elementary
5. If the academic performance of the EL based on the collected data indicates a need for further language support, the team will determine the level of support necessary to address the deficit, or the student may re-enter the language program. If the student re-enters the program, parent notification process using the “Notification of English Language Development Program Placement” form and the student will be required to take the ELPA21 until proficiency is met once again.
- a. Students are monitored each grading period by the EL Teacher. The teacher’s look at the following:
    - 1. Attendance
    - 2. Grades
    - 3. Assignment completion
    - 4. Phone calls are made to parents if the student isn’t meeting expectations
  - b. If students are not making their academic success they are then referred to the SAT team for academic intervention and support. This team then makes a plan of action for each individual student.

**B. LIEP re-entry procedures in place**

- 1. Student will only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment)
- 2. Include parental notification, when appropriate using the annual “English Learner Program Placement” form

**IX. LIEP Evaluation**

**A. Describes a team based process for how the LIEP is evaluated annually.**

- 1. Mike Stiemsma and Michelle Dickey will review data annually with the EL team to evaluate the LIEP.
- 2. If the LIEP goals are not met, the following changes will be considered
  - a. Changes in CORE and/or supplemental curriculum programming and resources
- 3. Increasing the amount of contact time between the EL and ESL teacher
- 4. Increasing collaboration opportunities within and between content and ESL teachers

### **Title III Assurances**

- The LAU plan team will ensure that the Title III Assurances have been implemented in the district and the Superintendent will sign off on these 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
- E. English Language Proficiency Standards Training Options (excerpt from Dave Tilly email May 6, 2016)

### **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**

*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](http://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 [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 for Program Placement - A](#)

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

[English Language Development Program - Exit Letter](#) for students who are eligible to exit services

[Notice of Program Placement](#) for initial and annual placement notification

[Request for Change in Program Placement](#) waive or withdraw from LIEP services

Exit Form B- signature required

## Appendix E

English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

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

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

## **NON-DISCRIMINATION STATEMENT**

It is the policy of the Ottumwa Community School District not to 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. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator, Teri King, Director of Human Resources, 1112 N. Van Buren, Ottumwa, IA 52501, Telephone: (641) 684-6597, Email: (teri.king@ottumwaschools.com); or the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, Telephone: (312) 730-1560 Facsimile: (312) 730-1576, Email: OCR.Chicago@ed.gov.