

K-12 LAU (EL) Plan for Serving English Learners

Lewis Central Community School District

Revised
December 1, 2016

Lewis Central Community Schools

Mission

Inspiring Excellence

Vision

We believe that.....

- Developing passionate, innovative, adaptable learners prepared to embrace the challenges of the future and make a positive difference in their community

Core Values

Students of the Lewis Central Community School District will.....

- Student Focus - We foster a passion for learning by developing the whole child
- Opportunity - Each person deserves to engage in experiences that help him or her grow and excel
- Collaboration - We embrace differences to work together productively
- Excellence - Higher expectations yield higher results for everyone
- Community - We create a sense of belonging through demonstration of respect, acceptance and pride
- Innovation - We seek new ways to make learning environments more exciting, challenging and rewarding

The Lewis Central Community School District does not discriminate on the basis of race, color, creed, gender, national origin, religion, age, or disability in its educational program, services, or employment practices. Inquiries concerning application of the statement should be addressed to: Laurie Thies, Equity Coordinator, 4121 Harry Langdon Blvd., Council Bluffs, IA 51503 (712) 366-8311

Lau Leadership Team

Jennifer Williams, EL Teacher
Amberly Schechinger, EL Teacher
Barb Grell, Elementary Principal
Jim Dermody, Middle School Principal
Kathy Pregon, Elementary Teacher
Marisha Dang, Middle School Literacy Teacher
Lori Jasa, High School Language Arts Teacher
Tony Paff, Community Member, Interpreter
Aurora Paff, Paraeducator
Laurie Thies, District Administrator, Equity Coordinator

The Iowa Department of Education requires that all school districts report their plan to identify and serve ELs in accordance with the Title VI of the Civil Rights Act to the Department of Education. The Lewis Central Community School District LAU Plan ensures that there is an approved process for the identification of ELs. Procedures in place to begin English Language development as well as academic instruction and development for students' with language backgrounds other than English. The district LAU Plan is designed to meet the instructional needs of ELs and is named after the court case Lau v. Nichols in 1974. The Lau (ELL) plan is collaboratively written and shared with the public by the LAU Plan Leadership Team.

Acronyms

ESL - English as a Second Language

ELs – English Learners

LEP – Limited English Proficiency

LIEP – Language Instruction Educational Program

HLS – Home Language Survey

TELPA – Tennessee English Language Proficiency Assessment

ELPA21 – English Language Proficiency Assessment for the 21st Century

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Section I. LAU Plan Guiding Principles

EL's will meet or exceed English proficiency in speaking, listening, reading, writing and understanding.

EL's will meet or exceed proficiency in grade level appropriate skills.

EL's will have equal opportunity to access the general education curriculum.

EL's will be taught by highly qualified and credentialed instructors.

Academic Achievement Goals

Accelerate the learning of all students' in the areas of Reading, Math, and Science.

Increase the graduation rate.

All students' will make at least one year's growth in Reading, Math, and Science.

Cross Cultural Goals

Students' will experience diverse educational opportunities.

Students' will develop knowledge and awareness of other cultures through collaborative and cooperative learning experiences.

Students' will develop positive attitudes toward self, school, and community.

Section II: Identification and Placement of ELs in a Language Instruction Education Program (LIEP)

Every attempt is made to identify potential English Learners (EL) in the Lewis Central Community Schools District. The district has established a uniform procedure to be followed in order to identify students' of diverse languages who may need to be assessed in order to determine if they are in need of services from the alternative language programs available in the district.

All building office personnel responsible for registering students' are familiar with the procedure. This procedure will be followed at the beginning of every school year as well as throughout the year as new students register in the district. All students will register in their home school.

Registration Steps

1. Parent completes an enrollment form
2. Home Language Survey (Iowa version from TransAct):
 - Is completed at registration by parent
 - Completed Home Language Survey is given to the EL teacher in the building
 - If a language other than English is listed on any of the questions the EL teacher is notified.
 - The EL teacher will administer the Tennessee English Language Proficiency Assessment (TELEPA) within 14 days
 - HLS is placed in student's cumulative file.
3. Placement:
 - EL teacher and/or the LAC team meets to determine placement based on data, language development and academic needs are considered when placing students' in content courses or classrooms
 - EL teacher sends notification to parents about placement
 - Services will begin once placement is determined
 - Students' are always placed in general education setting that are age appropriate
4. Parent Notification Forms:
 - Parents may request a waiver form to opt out of services
 - EL teacher communicates with parents outlining the team's recommendations, concerns, and program goals.
 - If parent opts out of services they must sign the waiver form
 - The TransAct form "Determination of Student Eligibility, English Language Development Program Placement" is used for notification.(See Appendix A)
 - All notifications will be placed in student's cumulative folder.

Other information

- Interpreters are provided at registration dates in August
- These forms are available in native language

Placement

After the initial identification of a potential English learners at registration, initial assessing for placement is conducted on all identified students'. (NOTE: Parent may choose to not sign testing notification on Home Language Survey). Parental refusal to sign the testing notification does not stop the identification process and testing proceeds as normal. The district uses the state required assessment, Tennessee English Language Placement Assessment, TELPA, to evaluate English language proficiency in speaking, listening, reading, and writing for initial placement.

Assessment and Program Placement (Part I)

- The TELPA is administered by trained personnel and is conducted within 14 school days from student's initial start date.
- The assessments are administered by trained teachers'.
- After proficiency testing has been completed, the EL teacher and/or the Language Acquisition Committee (LAC) will review all data and make recommendations for programming matching the student's English language development needs.

NOTE: If the parent has declined to give a signature for testing notification, send the Home Language Survey, onto the LAC team.

Assessment and Program Placement (Part 2)

Upon receiving the proficiency testing, the EL teacher and/or LAC team will review the testing along with other documentation available in order to make a determination. This documentation may include:

- Student academic history
- Student portfolios
- Student information/ questionnaire(s)
- Family background
- Parent input
- Classroom teacher input
- EL teacher input
- All Achievement testing

Once EL placement/alternative language services have been determined, the EL teacher completes the Parent Notification Form and mails it within 30 days of the initial start date or 14 days if identified later in the year. The EL teacher notifies all necessary school personnel regarding the recommended program. The team will reconvene as necessary.

Assessment and Program Placement (Part 3)

The next step for initial placement of ELs is to create a Language Proficiency File (LPF). This is an essential tool for keeping track of all the various components of the district's plan and a means of tracking a student's progress. Each school building has determined if the LPF is found in the student's cumulative file, in the EL room or in another designated area. If the file is located in the EL room or another designated area, then a File Placement Form (purple) is put in the cumulative file indicating where the LPF can be found. The LPF may contain the following:

- All original testing forms
- Home Language Survey
- LAC Recommendation Form(s)
- Parent waiver form, if necessary
- Copy of the Parent Notification Form
- Exit Follow-up Forms
- Dated writing samples
- Other district forms deemed necessary

The LPF has a checklist form on the front and back of the file that is completed as information is put into the file.

When a student leaves the district the LPF becomes an "inactive file" and is sent to the Educational Resource Center to be stored. If the same student returns to the district it becomes an "active file" again and is sent to where the student is attending school.

NOTE: When another school district requests student records, copies of the front and back of the LPF are included as part of that student's records.

- All original forms completed at Lewis Central Community Schools remain in the file and only copies are released to the new school.

Assessment and Program Placement (Part 4) Parent documentation of waiving/withdrawal from LIEP programing.

- ESL teacher schedules meeting to review data with parents to discuss options. At this meeting parents will be informed that it is a state requirement to annually assess all students' until formal exit occurs.
- Parent signs "Waiver-Refusal of ESL-Bilingual program" if refusing services and this is placed in student's cumulative folder
- Students' will continue to be monitored to ensure success and will take the annual ELPA21 testing. ESL teacher will continue to collaborate with general education teachers' to ensure success.

The Language Acquisition Committee (LAC)

LAC team is a group established within each school building whose responsibility is to oversee the alternative language services offered to language minority students'. The LAC team is comprised of from 3-4 members who have knowledge about second language acquisition and EL issues. The EL teacher is a member of this committee in his/her assigned building. This committee meets as needed throughout the school year.

Role of Language Acquisition Committee Team

- After proficiency testing has been completed, the EL teacher and/or the Language Acquisition Committee (LAC) may review all data and make recommendations for programming and issue notifications within 30 days of initial start date or within 2 weeks if identified later in the year.
- Create the Language Proficiency File (LPF).
- Review annual proficiency testing to make recommendations for placement for the next school year.
- Review referrals for program exit.
- Review the status of students' after program exit.
- Receive initial referrals from classroom teachers' regarding academic classroom concerns of EL's and recommend pre-referral strategies.
- Review and recommend referral to adjunct services. (Title 1, TAG, Special Education, etc.)

LAC TEAM

Kreft	Titan Hill	Middle School	High School
Gen Ed. -Kristina Beckner	Gen. Ed. – Jennifer Stroup	Gen Ed. – Kelly Carr	Gen Ed. – Dave Bergman
Gen Ed. – Kathy Pregon	Gen Ed. – Cindy Sellers	Gen Ed. – Marisha Dang	Gen Ed. – Lori Jasa
	Gen Ed. – Ashley Smith		
EL – Amberly Schechinger	EL – Amberly Schechinger	EL – Amberly Schechinger	EL – Amberly Schechinger
	EL – Jenny Williams	EL – Jenny Williams	EL – Jenny Williams
Administrator – Laurie Thies	Administrator – Laurie Thies	Administrator – Laurie Thies	Administrator – Laurie Thies

Section III. Description of the LIEP

Academic Achievement Goals

Accelerate the learning of all students' in the areas of Reading, Math, and Science.

Increase the graduation rate.

All students' will make at least one year's growth in Reading, Math, and Science.

Cross Cultural Goals

Students' will experience diverse educational opportunities.

Students' will develop knowledge and awareness of other cultures through collaborative and cooperative learning experiences.

Students' will develop positive attitudes toward self, school, and community

Annual Notification of Continuing Placement and Programming:

- Parent's will be notified of placement using the "Notification of English Language Development Program Placement" within 30 days or 14 days if identified later in the year
- Certified ESL teachers' will notify parent's about placement
- All records will be kept in student's cumulative folder

Waiving Services: Procedures for Communicating with Parents:

- Parent's will be notified and required to sign waiver form annually
- ESL teachers' will communicate using the "Waiver-Refusal of ESL Bilingual Program"
- All forms will be kept in student's cumulative folder
- All students' whose parents have not waived services will receive direct ESL instruction

PK-5 Program – Elementary

The elementary schools follow a Sheltered English/ ESL program. It may consist of EL Instruction combined with sheltered instruction in English in the general education classroom. The EL teacher and general education staff collaborate to successfully serve the needs of all EL's in the building. At this level, developmentally appropriate instruction is an important factor; therefore, each building may look different as it delivers services. However, all programs include these key components:

- English Language Development, focusing on speaking, listening, reading, and writing
- Access to CORE curriculum

Pre K – Students' will be primarily served in a language rich environment with support from the EL teacher as requested

Kdg. – 5th – Students' will be served in the general education classroom through sheltered instruction and may also receive ESL instruction. When appropriate the EL teacher may use a Co-Teaching approach to meet student's needs.

Staff Requirements: Sheltered English trained general education teachers' at all grade levels Pre-K through 5th grade. EL teacher will have the appropriate number of trained teachers' to meet the needs of the students'.

Materials/Equipment: Bilingual materials, technology, textbooks and accompanying materials, library materials

In order to best serve the needs of English Learners, the district takes many factors into consideration in order to deliver language services to all EL students'. While services in every building may vary in appearance due to those factors, the program is designed to meet the individual needs of all EL's through appropriate instruction delivered by quality teachers'.

Middle School/High School Program (6-12)

Lewis Central High School follows a Sheltered English model program combined with an EL program. Services for EL's are determined by Language Proficiency Levels. The LAC team members carefully review data and determine the most appropriate program based on individual needs. This program may include EL Instruction, Sheltered Instruction, and/or a combination of both. The team also works to place students' into classrooms where teachers' have received professional development in second language acquisition. When appropriate the EL teacher may use a Co-Teaching approach to meet students' needs.

Staff Requirements: EL teacher(s), Sheltered English trained general education teachers.

Materials/Equipment: Curriculum, bilingual materials, technology, textbooks and accompanying materials, library materials.

Highly Qualified Staff

- All EL Teachers’ employed by the Lewis Central Schools have valid Iowa Teaching licenses or EL endorsements recognized by the State of Iowa or are actively seeking such an endorsement. During that time the district provides additional support for the teacher-in-training through contact with sources such as the EL Consultant at AEA
- All general education teachers’ will be endorsed in the content areas they teach

Designated Administrator

- Director of Special Populations, Laurie Thies, is designated as the administrator in charge of oversight for the districts LIEP
- District Administrator has knowledge about ESL best practices and works in direct collaboration with Building Administrators’ and ELL Teachers’

Access to Iowa Core

- All students’ will have meaningful access to Iowa Core and ELP Standards
- ESL teachers’ collaborate with content and classroom teachers on a frequent and ongoing basis. Through things such as:
 - Ongoing dissemination of strategies and ideas
 - School meetings
 - Opportunities offered after school for student collaboration.

Curriculum and Supplemental Resources

District Curricular Materials	EL Program Materials	Description of Selection & Purchase
K-2 Journeys Reading		
K-5 Lucy Calkins Writing	Google Apps	
2-5 Lucy Calkins Reading	Ipads	
K-5 Reading BAS Fountes & Pinnell	Green Hills AEA	
K-2 iRead Literacy Software	Avenues	
K-5 - LLI	LLI	
K-12 Rosetta Stone	Green Hills AEA	
Teachers access materials through District ESL teachers.		
K-5 iReady Math		
K-5 iReady Reading		
2-5 Lexia		

The Language Acquisition Committee thru a review of student, building and district needs will identify instructional and supplemental resources needed to support and instruct English Learners throughout the district.

The district has a staff member on each district level content team who is knowledgeable in second language acquisition. The content team carefully considers the needs of all special populations when reviewing resources and materials that support the Core.

Section IV. Process to provide meaningful access to all Co-curricular and Extracurricular Programs and Activities

Special Education

The Language Assessment Committee (LAC) located in every school is the starting place for determining if an EL's needs to be referred to Special Education.

The LAC follows these steps:

- Classroom teacher, parent, counselor, student, or anyone else working with the student may request a LAC Team Meeting.
- The LAC, EL Teachers', and members of the TAT meet to discuss concerns and make recommendations.
- Parent's are invited to participate and an interpreter is provided, if needed.
- The purpose of the pre-referral process is to determine if the student's difficulties stem from English language learning issues. Therefore, it is important to implement instructional strategies first before recommending Special Education referral. The LAC will complete an I-PLAN in collaboration with the classroom teacher/parents. There are many options for the LAC to choose from on that Form. If there are strategies that need to be implemented, and documented, the team develops an intervention plan. The LAC sets the follow-up review data.
- At the follow-up meeting, the results of the previous weeks' strategies are discussed. The LAC has many options at their disposal. If strategies are being successful, no more early intervention is required and current intervention is continued. If the strategies are not successful, the LAC can recommend different strategies. The LAC may also recommend that the student needs referral for possible Special Education services.
- If students' are eligible for both ESL and Special Education services, the language needs will be supported through both, and students will receive services from both ESL Teacher and Special Ed Teacher.
- ESL teacher will be invited and participate in IEP meetings.

When the LAC recommends a referral to Special Education. The team requires data from some or all of the following areas:

- Native Language Proficiency testing, if available
- English Language Proficiency testing and interpretation
- A Parent Questionnaire
- LPF (Language Progress File)
- Evaluative Instruments differentiating BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency)
- Socio-cultural Information

Talented and Gifted

The Language Assessment Committee (LAC) located in every school is the starting place for recommending referral to the Talented and Gifted (TAG) program. The LAC follows these steps:

- Teacher informs the building LAC Team of a potential student.
- The LAC team meets to discuss and make recommendations. Teacher and Parent's are invited. An interpreter is provided (if needed). The LAC may choose to gather additional information to help in their recommendation.
- The LAC team makes a recommendation for TAG identification
- The LAC team may choose to do a follow-up meeting to ensure the recommendation was carried out.
- The team uses multiple sources of data including, but not limited to: formal assessment faster than expected growth in content and language development, teacher recommendations, informal classroom assessments and observation.
- Language needs will continue to be supported through the TAG program with collaboration.

Title I Services

All K-5 students' participate in the Benchmark Assessment System by Fountas & Pinnell which measures the level of difficulty that a student is able to read fiction and nonfiction texts. Along with BAS students' take part in Iowa Tier assessments. Combinations of both assessments are used for student placement in Title services. ELs are not excluded from participation in the assessments or reading program. Language needs will continue to be supported through all additional programs.

Other Services

ELs are encouraged to participate in the following programs:

- Performing and Visual Arts
- Athletics
- Clubs
- Honor Society
- Career and Technical Education Programs
- STEM

Intervention Planning Meetings/504 Plans

- ESL Teachers will be invited to all meetings for identified EL's

Parental Communication

- Parents will be provided with communication about special programs in their primary language.

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

EL professional development provided for staff that support or deliver services to ELs:

District and Building Administrators

- SIOP Training
- Iowa Language and Culture Conference
- TELPA Administration Training
- Webinars
- School Reform Initiative
- Our Kids

ELP Standards

- See Language on Page 11 A

LIEP Staff

- SIOP Training
- Iowa Language and Culture Conference
- Webinars
- TELPA Administration Training
- Our Kids
- School Reform Initiative
- ELP Standards

Content/Classroom Teachers

- SIOP Training
- Our Kids
- Student Centered Classroom Training
- School Reform Initiative
- ELP Standards

Paraprofessionals

- Ongoing coaching and feedback for individual student's and groups with the EL teacher

Instructional Coaches

- School Reform Initiative

EL teachers annual participation in English language proficiency assessment and administration include:

- TELPA Screener online training and administration in the fall
- Implement ELPA21 Assessment in the spring
- Certificates stored at Educational Resource Center

EL assessment scores are shared the following ways

- Powerschool
- Language Profile Folders
- Student Profile Sheets
- Inform
- Iowa Tier
- District, building, LAC, and team meetings

Training to interpret and communicate results to staff include:

- TELPA online training
- Iowa Tier training at the building level

Staff Training

All required staff will begin training for the ELP Standards in October, 2016. Staff will complete training by the end of the 2017-2018 school year. The district will use a combination of Options A and B. All required staff will receive a completion document that will be placed in their personnel file.

Section VI: Annual English Language Proficiency Assessment and Administration (ELPA21)

Annual training to appropriate staff

- English Learners will be evaluated annually with a standardized English language development instrument recommended by the State of Iowa. Certified Staff will administer the assessment each spring.
- All of the certified LIEP staff have received yearly ELPA21 training to administer and score the assessment. All students' who have been identified as ELs (including those students whose parents have waived/refused services) are assessed. Parents are informed prior to the test that their child will be assessed with the ELPA21.
- Documentation of completion of training is kept in the teacher's personnel file.

Dissemination of scores to stakeholders

- The test results are sent to parents so that they are aware of the language growth of their child. Data is shared with pertinent staff such as classroom teachers, co-teaching team, administrator, resource personnel, etc.
- ESL teacher' will share and interpret results with teachers' and administrators' working with EL's.

Appropriate training to interpret results for staff

- Training will be presented through webinars provided through the Iowa Department of Education and Prairie Lakes AEA.

Utilization of assessment results to guide instruction and programming

- The LIEP staff analyzes the data to make appropriate instructional supports and program decisions. Data may impact things like core instruction, ESL instruction, direct services, and future programming.

Section VII: LIEP Exit Criteria and Procedures

The district recognizes the goal to provide alternative language services for every EL until a fluent level of proficiency is attained at which time an EL is ready to transition to the core curriculum at a level of his English speaking peers. It becomes a critical issue to determine the point at which that transition should occur. Also of importance is to provide the student with follow-up support to ensure a successful transition. With that in mind, the District has established the following exit and monitor procedures.

Exit Criteria:

- The student achieves the required score for proficiency on the ELPA21
- The student scores proficient on district-wide and state-wide assessments in Reading and Math.
- The student meets both of the above criteria in the same school year.

Exit Procedures:

- Exit will occur anytime between the end of a school year and October 1st of the following year.
- Exit will not be considered until the district receives ELPA21 results.
- Parents will be notified using “English Language Development Program – Exit Letter”.
- ESL teachers’ will continually update student management system with current data.
- District Administrator personnel will enter data into the Student Reporting Information (SRI).

Section VIII: Monitoring Procedures after Student's Exit the LIEP Program including parent notification

Monitoring Procedures (after exit)

The responsibility to monitor the success of EL's is the task of the EL Teacher and the Language Acquisition committee (LAC) The Teacher initiates the process when they recommend that an EL exits the EL/alternative language services. The process includes these steps and is monitored by Laurie Thies, Director of Special Populations:

- The EL Teacher and LAC prepares the Monitor Forms.
- A Monitor Form is issued to the classroom teacher at the end of each academic semester for two consecutive years. NOTE: the classroom teacher at the elementary level receives the form and the Core team or the language arts and/or math teachers at the secondary level receive the form.
- EL teacher and LAC reviews the form.
- A recommendation is made to continue monitoring and/or give support. NOTE: The EL Teacher and LAC can decide to extend the monitoring period to more than two years. The reason for the extension should be noted on the form.

Or

- If support help is recommended, the EL teacher will be responsible for assuring that EL/alternative language services or follow-up support is given.
- All Monitor Forms are placed in the LPF. NOTE: Monitor information is marked on the front of the LPF.
- If the student has a successful 2 years of monitoring, the LPF is sent to the inactive file center.
- Parents will be notified of re-entry into the program using the "Notification of English Language Development Program Placement Form".

All EL Teachers' employed by the Lewis Central Schools have valid Iowa Teaching licenses or EL endorsements recognized by the State of Iowa or are actively seeking such an endorsement. During that time the district provides additional support for the teacher-in-training through contact with sources such as the EL Consultant at AEA.

Section IX: LIEP Evaluation

- ESL team facilitated by District Administrators' will use the following components to evaluate the program:
 - Qualified staff
 - Professional Development
 - Program design
 - Program implementation
- This team will review the Title III Assurances annually.
- Laurie Thies, Director of Special Populations will be responsible for facilitating the team based process for LIEP Evaluation.

Qualified Staff

The district can identify...

- Number of certificated and ESL endorsed teachers'
- Number of qualified ESL associates
- Potential teaching candidates who understand the requirements for ESL training if they are hired for positions in Sheltered English/ ESL Center schools
- The progress of teachers' in their work for ESL endorsements/ESL training for Sheltered English teacher's (Individual Professional Development Plans)
- Teacher goals / expectations
- ELL Instructional skills used in the classroom

Professional Development

The district can identify...

- The topics and agendas for professional development
- Distribution of information about conferences, workshops, academies, etc. to selected staff
- Collaboration among staff

Program Design

The district can identify...

- An up-to-date Lau Plan is in place
- Student completion rates
- Student discipline referrals
- Student extra-curricular participation rate
- Student participation in Special Education, Talented and Gifted, Title I,
- Migrant students
- Achievement Scores, authentic assessments
- Student performance after program exit
- Curriculum aligned with state/local/TESOL standards
- Curriculum aligned with authentic assessments
- LACs
- Collaboration between ESL and content teachers
- A list of interpreters/translators
- Use of the Transact Library

ESL Program Implementation

The district can collect...

- Socio economic data
- Language proficiency levels
- Record keeping of formal and informal assessment results
- Learning progress reports after program exit (Monitor forms)
- Fluency in native language
- LAC referrals of EL's to special services

All EL's not exited participate in re-evaluations of their English language proficiency every Spring in order for academic language progress to be measured. Currently, the English Language Development Assessment (ELPA 21) test is used.

All EL's, except for approved exceptions by the state, are included in the district's academic content assessments in reading and mathematics and science. See APPENDIX for a further explanation of state guidelines.

Translations

All personnel have access to the Transact Library, an electronic translation service, provided by the state which has many required documents translated and available for download.

The district has a list of interpreters who can be employed for various meetings such as Parent Teacher Conferences, IEP meetings, etc. All parents have a right to have an interpreter at a school meeting if their home language is not English and every attempt is made to accommodate the needs of parents either through an on-site interpreter.

All schools with EL's contact Laurie Thies.

Appendix A

Forms

New Student Information Form



Please include each child you need to register

	Student 1	Student 2	Student 3	Student 3
Student Legal First Name				
Student Legal Middle Name				
Student Legal Last Name				
Gender				
Date of Birth				
Grade				
Student Home Residence Street Address				
City				
State				
Zip				
Student Home Phone <small>(xxx-xxx-xxxx)</small>				
Previous School (if not LC)				

Parent 1 Name (Mother)		Parent 2 Name (Father)	
Parent 1 Phone		Parent 2 Phone	
Parent 1 Email		Parent 2 Email	

Lewis Central Com. School District

HOME LANGUAGE SURVEY

Student Name: _____ Birth Date: _____ Sex: Male Female

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: 09/12/2017

1. Was your child born in the United States? Yes No
 If yes, in which state? _____
 If no, in what other country? _____
2. Has your child attended any school in the United States for any three years during their lifetime? Yes No
 If yes, please provide school name(s), state, and dates attended:
 Name of School _____ State _____ Dates Attended _____
 Name of School _____ State _____ Dates Attended _____
 Name of School _____ State _____ Dates Attended _____
3. What language is spoken by you and your family most of the time at home? _____
4. If available, in what language would you prefer to receive communication from the school? _____
5. Is your child's first-learned or home language anything other than English? Yes No

If you responded "Yes" to question number 5 above, please answer the following questions:

6. What language did your child learn when he/she first began to talk? _____
7. What language does your child most frequently speak at home? _____
8. What language do you most frequently speak to your child? (Father) _____
 (Mother) _____
9. Please describe the language understood by your child. (Check only one)
 A. Understands only the home language and no English.
 B. Understands mostly the home language and some English.
 C. Understands the home language and English equally.
 D. Understands mostly English and some of the home language.
 E. Understands only English.

 Parent or Guardian's Signature

 Date

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

L

Por favor responda
en inglés

Lewis Central Com. School District
ENCUESTA DE IDIOMA DOMESTICO

Spanish
Home Language Survey

Nombre del alumno: _____ Fecha de nacimiento: _____ Sexo: Masculino Femenino

Nombre de los padres/apoderado: _____

Dirección: _____

Teléfono de la casa: _____ Teléfono del trabajo: _____

Escuela: _____ Grado: _____ Fecha: 09/12/2017

1. ¿Nació su hijo/a en Estados Unidos? Sí No
De ser así, ¿en qué estado? _____
De no ser así, ¿en qué país? _____

2. ¿Ha asistido su hijo/a a alguna escuela de Estados Unidos durante tres años cualesquiera de su vida? Sí No
Si la respuesta es afirmativa, indique el nombre de la escuela (o escuelas), estado, y fechas de asistencia:
Nombre de la escuela _____ Estado _____ Fechas de asistencia _____
Nombre de la escuela _____ Estado _____ Fechas de asistencia _____
Nombre de la escuela _____ Estado _____ Fechas de asistencia _____

3. ¿Qué idioma habla usted y su familia con más frecuencia en el hogar? _____

4. Si hay a disposición, ¿en qué idioma le gustaría recibir la comunicación de la escuela? _____

5. ¿Es el idioma primario de su hijo(a) o el que se habla en el hogar distinto al inglés? Sí No

Si su respuesta a la pregunta 5 es "Sí", responda las siguientes preguntas:

6. ¿Qué idioma aprendió su hijo cuando recién comenzó a hablar? _____

7. ¿Qué idioma habla en casa su hijo(a) con más frecuencia? _____

8. ¿En qué idioma le habla con más frecuencia a su hijo(a)?
(Padre) _____
(Madre) _____

9. Describa el idioma que su hijo(a) entiende. (Marque sólo uno)
A. Entiende solamente el idioma del hogar y no inglés.
B. Entiende mayormente el idioma del hogar y algo de inglés.
C. Entiende el idioma del hogar y el inglés por igual.
D. Entiende inglés mayormente y algo del idioma del hogar.
E. Entiende inglés solamente.

Firma del padre o tutor

Fecha

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

Determination of Student Eligibility For English Language Development Program Placement

Name of Student: _____

Date: _____

School: _____

Grade: _____

Dear Parent/Guardian:

When your child registered for school, a Home Language Survey was completed and indicated that a language other than English is spoken by your child or in the home. Based on this information, the school assessed your child to determine their eligibility for placement in an English language development program. As a result, we:

- recommend an English language development program for your child.
- do not recommend an English language development program for your child.

To determine our recommendation, we tested your child's English language abilities in:

- speaking reading writing listening and understanding.
- and used other information, such as prior education and social experiences; written recommendations and observations by current and previous instructional school staff; Eligibility Placement Committee meeting; mastery of basic skills in English and their home language; and/or grades from current or previous years.

Based on your child's language abilities in English, your child will be placed in the following program:

- a regular grade level classroom with instruction in English.
- an English language development program as described on, "Notification of English Language Development Program Placement", that is either attached or will be shared with you in the near future.
- Other: _____.

We feel this program will help your child meet high academic grade level standards and graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions.

_____ Name	_____ Title
_____ Telephone Number	_____ Email Address

Eligibility Placement Committee (if applicable):

Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____

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

Name of Parent/Guardian: _____
Telephone Number: _____

Signature: _____
Email Address: _____

Por favor responda
en inglés

Lewis Central Com. School District

Spanish
Determination of Student Eligibility for
English Lang. Dev. Program Placement

Determinación de calificación del alumno Para la asignación al programa de desarrollo del idioma inglés

Nombre del alumno: _____ Fecha: _____
Escuela: _____ Grado: _____

Estimado padre/madre/apoderado:

Cuando su hijo se matriculó en la escuela, se completó una encuesta sobre el idioma en el hogar, la cual indicó que se habla un idioma distinto al inglés en la casa del menor. Basándonos en esta información, la escuela evaluó a su hijo para determinar si debe o no asignársele un programa de desarrollo del idioma inglés. Como resultado de lo anterior:

- recomendamos un programa de desarrollo del idioma inglés para su hijo.
- no recomendamos un programa de desarrollo del idioma inglés para su hijo.

Para determinar nuestra recomendación, evaluamos las habilidades en idioma inglés de su hijo a nivel:

- oral lectura escritura audición y comprensión.
- y utilizamos otra información, como experiencias educativas y sociales anteriores; recomendaciones y observaciones escritas hechas por personal docente actual y anterior; una reunión del Comité de asignación de calificación; dominio de habilidades básicas en inglés y en el idioma que se habla en el hogar; y/o calificaciones del año en curso o anteriores.

Basándose en las habilidades lingüísticas de su hijo con respecto al idioma inglés, se le asignará al siguiente programa:

- clases tradicionales del grado escolar con instrucción en inglés.
- un programa de desarrollo del idioma inglés tal cual se describe en la notificación sobre la asignación a dicho programa, la cual está adjunta o se le hará llegar en un futuro próximo.
- Otro: _____

Consideramos que este programa ayudará a su hijo a lograr los altos criterios académicos y requisitos de graduación para su grado escolar. Firme a continuación donde se indica y devuelva este aviso a la escuela de su hijo.

Gracias por su interés en la calidad de la educación de su hijo. Comuníquese con nosotros si tiene consultas.

_____	_____
Nombre	Cargo
_____	_____
Número telefónico	Dirección de correo electrónico

Comité de asignación de calificación (si corresponde):

Nombre: _____ Firma: _____ Cargo: _____ Fecha: _____
Nombre: _____ Firma: _____ Cargo: _____ Fecha: _____
Nombre: _____ Firma: _____ Cargo: _____ Fecha: _____
Nombre: _____ Firma: _____ Cargo: _____ Fecha: _____

Padre/madre/apoderado: Por favor complete la siguiente sección y devuelva todo el formulario a la escuela de su hijo.

Nombre del padre/
madre/apoderado: _____ Firma: _____
Número telefónico: _____ Dirección de
correo electrónico: _____

Lewis Central Com. School District

Notification of English Language Development Program Placement

Initial Placement Continuing Placement

Name of Student: _____ Date: _____

School Location: _____

Dear Parents:

Based on your child's English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district's English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation. The high school graduation rate for students participating in an English language development program is ____%. If your child has a disability and an Individualized Education Program (IEP), improvement in his/her ability to speak and write in English will help meet the objectives of their IEP. Please note that your student was identified as having a primary language other than English on the home language survey and, therefore, is required to participate in the assessment of English language proficiency using the following state and district adopted test(s):

- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)

Level of English Proficiency: _____

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

- _____
(Test used to measure level of academic achievement)
- _____
(Test used to measure level of academic achievement)
- _____
(Test used to measure level of academic achievement)

Level of Academic Achievement: _____

The method of instruction used in your child's English language development program is:

- Bilingual:** Instruction provided in both English and your child's home language
- Transitional Bilingual:** Instruction provided mostly or all in English adapted to student's level
- Content-based English Language Learner (ELL)/English as a Second Language (ESL):** Instruction is provided in English only and adapted to student's level
- Pull-out ELL/ESL:** Student leaves his/her English-only classroom during the day for ELL/ESL instruction
- Other:** _____

Your child's program _____ is _____ is not the district's only English language development program. Additional information about your child's program and other district language programs, if available, is attached.

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

Name: _____ Title: _____

Telephone Number: _____ Email Address: _____

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

Lewis Central Com. School District

Description of District English Language
Development Program(s)

The goal of each of the district's English language development programs is to help your child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. Each program identifies the educational strengths and needs of your child using instructional methods described below. It is anticipated your child will continue in an English language development program for _____ years or until he/she is able to successfully transition to a full day schedule that is not tailored for limited English proficient students.

Your Child's Program: _____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ___ Yes ___ No

English Language Used in Instruction: ___ Yes ___ No

Program Exit Criteria:

Description of Other Available Program(s):

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ___ Yes ___ No

English Language Used in Instruction: ___ Yes ___ No

Program Exit Criteria:

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

Lewis Central Com. School District
 Notificación de asignación al programa de desarrollo del inglés
 Asignación inicial Continuación de asignación

Spanish
Notification of English Language Development Program Placement
No Child Left Behind

Nombre del estudiante: _____ Fecha: _____
 Ubicación de la escuela: _____

Estimados padres:

Dados los puntajes en la evaluación de aptitud en inglés y nivel de logro académico de su hijo, nos complace informarle que su hijo recibirá instrucción en el programa de desarrollo del idioma inglés del distrito. El objetivo de nuestro programa de desarrollo del idioma inglés es ayudarle a su hijo a aprender inglés para que pueda cumplir con los criterios académicos de promoción y graduación pertinentes para su edad. La tasa de graduación de educación secundaria para los alumnos que participan en el programa de desarrollo del idioma inglés es de ____%. Si su hijo tiene una discapacidad y participa en un programa de educación personalizada (Individualized Education Program(IEP)), el avance en su capacidad para hablar y escribir en inglés le ayudará a cumplir los objetivos de su IEP. Tenga presente que se determinó que su hijo tiene unidioma principal distinto del inglés en la encuesta de idioma en el hogar y que, por lo tanto, debe participar en una evaluación de aptitud en inglés mediante la o las siguientes pruebas adoptadas por el estado y el distrito:

- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)
- _____
(Test used to measure level of English proficiency)

Nivel de aptitud en inglés: _____

Si corresponde, se utilizaron las siguientes pruebas para medir el nivel de rendimiento académico de su hijo/a:

- _____
(Test used to measure level of academic achievement)
- _____
(Test used to measure level of academic achievement)
- _____
(Test used to measure level of academic achievement)

Nivel de rendimiento académico: _____

El método de instrucción que se utilizará en el programa de desarrollo del inglés de su hijo/a será:

- _____ **Bilingüe:** Instrucción proporcionada tanto en inglés como en el idioma del hogar de su hijo/a
- _____ **Bilingüe de transición:** Instrucción proporcionada principal o totalmente en inglés, adaptada al nivel del estudiante
- _____ **Enseñanza en inglés basada en contenidos (ELL - English Language Learner)/Inglés como segundo idioma (ESL - English as a Second Language):** La instrucción sólo se entrega en inglés y se adapta al nivel del estudiante
- _____ **ELL/ESL parcial:** Durante el día el estudiante sale de su sala de clases en la que sólo se habla inglés para recibir instrucción mediante el programa ELL/ESL
- _____ **Otro:** _____

El programa de su hijo/a _____ es _____ no es el único programa de desarrollo del inglés del distrito. Se adjunta información adicional sobre el programa de su hijo/a y sobre otros programas de inglés del distrito, si estuviesen disponibles.

Por favor comuníquense con la persona que se indica a continuación o con _____ si desean solicitar: (a) el retiro inmediato de su hijo/a del programa de desarrollo del inglés; (b) las opciones disponibles para su hijo/a en caso que ustedes no acepten la inscripción en el programa o deseen otro método de instrucción; o (c) ayuda para seleccionar otros programas o métodos de instrucción del distrito, si estuviesen disponibles.

Nombre: _____ Título: _____
 Dirección de correo electrónico: _____
 Número telefónico: _____

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

Lewis Central Com. School District
Descripción de el o los programas de desarrollo
del inglés del distrito

Spanish
Description of English Language Development Program(s)
No Child Left Behind

La meta de cada uno de los programas de desarrollo del inglés del distrito es ayudar a que su hijo/a aprenda inglés y cumpla los criterios de rendimiento académico pertinentes para su edad a fin de pasar de curso y graduarse. Cada programa identifica las fortalezas y necesidades educativas de su hijo/a mediante los métodos de instrucción que se describen a continuación. Estimamos que su hijo/a participará en el programa de desarrollo del inglés durante _____ años o hasta que pueda integrarse satisfactoriamente a una jornada escolar completa que no esté adaptada para estudiantes con aptitud limitada en inglés.

El programa de su hijo/a: _____

Método(s) de instrucción:

Contenido del programa para satisfacer la aptitud estatal:

Uso del idioma nativo en la instrucción: _____ Sí _____ No

Uso del inglés en la instrucción: _____ Sí _____ No

Criterios de salida del programa:

Descripción de otro(s) programa(s) disponible(s):

Método(s) de instrucción:

Contenido del programa para satisfacer la aptitud estatal:

Uso del idioma nativo en la instrucción: _____ Sí _____ No

Uso del inglés en la instrucción: _____ Sí _____ No

Criterios de salida del programa:

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

**Lewis Central Community School District
Waiver/Refusal of English as a Second Language/Bilingual Program**

Date: _____

Dear Parent or Guardian:

Your child, _____, has been identified as being eligible for an English as a Second Language program. This determination is based on an assessment of your child's ability to understand, speak, read and write English.

If you do not agree with this determination or do not want your child in this program, please sign the waiver notice below and return it to the school. If you have any questions, please call me at _____.

Sincerely,

Principal or Program Designee

**Waiver/Refusal of English as a Second
Language/Bilingual Program**

Dear Principal or Program Designee:

I do not want my child, _____, to be placed in the program.

Name of Parent/Guardian: _____ Date: _____

Signature: _____ Phone: _____

**Exención/Rechazo del inglés como segundo idioma
Programa de idioma/bilingüe**

Fecha _____

Estimado padre/madre o apoderado:

Se ha determinado que su hijo, _____, califica para participar en un programa de inglés como segundo idioma/bilingüe. Esta determinación se basa en una evaluación de la habilidad de su hijo de comprender, hablar, leer y escribir en inglés.

Si no está de acuerdo con esta determinación o no desea que su hijo participe en este programa, por favor firme la notificación de renuncia a continuación y devuélvala a la escuela. Si tiene alguna consulta, no dude en llamarme al _____.

Atentamente,

Director o delegado del programa

**Exención/Rechazo del inglés como segundo idioma
Programa de idioma/bilingüe**

Estimado director o delegado del programa:

No deseo que mi hijo, _____, participe en este programa.

Nombre de padre/
madre/apoderado: _____ Fecha: _____

Firma: _____ Teléfono: _____

File Placement Form

Student Name _____ Date _____

School _____

This student has an ELL file locate in

Room _____

Established on _____ . 20_____

EL Teacher is responsible for file

EL Referral Form
(For additional services)

Today's date _____

Student name _____ Grade _____

Father's name _____

Mother's name _____

Classroom teacher _____ ESL teacher _____

Primary language _____ Testing date _____

Testing Data: _____ (name of test)

Oral _____ Reading _____ Writing _____

Other Data _____

Placement in EL Program YES NO

Other language services (please explain) _____

Refer student to:

T.A.T. TAG COUNSELOR OTHER _____

Elementary
LAC Form

Student name _____ Today's date _____
Grade _____
School _____
Classroom teacher _____

Testing information:

ELPA21: Reading _____ Writing _____ Listening _____ Speaking _____ Proficiency _____

Smarter Balanced: Reading _____ Math _____ Language _____

Grades: Reading/Literacy _____ Math _____ Science _____ Social Studies _____

Other Data: _____

Comments _____

Recommendations: _____ Continue Direct Services
_____ Exit
_____ Other, describe _____

Signatures

_____ Parent(s)
_____ ESL teacher
_____ Classroom teacher
_____ LAC member
_____ LAC member
_____ LAC member
_____ other

Secondary LAC Form

Student name _____ Today's date _____
Grade _____
School _____
Classroom teacher _____

Testing information:

ELPA21: Reading _____ Writing _____ Listening _____ Speaking _____ Proficiency _____

Smarter Balanced: Reading _____ Math _____ Language _____

Grades: Reading/Literacy _____ Math _____ Science _____ Social Studies _____

Comments _____

Recommendations: _____ Continue Direct Services
_____ Exit
_____ Other, describe _____

Signatures

_____ Parent(s)
_____ ESL teacher
_____ Classroom teacher
_____ LAC member
_____ LAC member
_____ LAC member
_____ Other

La Forma de Salida de LAC

La fecha de hoy _____

El nombre del estudiante _____ El grado _____

La escuela _____

El/la maestro(a) _____ el/la maestro(a) de ESL _____

La información académica

Aptitud de inglés: el nombre de la evaluación _____

Oral _____ Lectura _____ Escritura _____

Rendimiento académico: Lectura _____ Escritura _____

La lectura: El nombre de la evaluación y la nota _____ o el nivel de lectura _____

La escritura: ejemplos envuelta _____ sí _____ no

La tarjeta de calificaciones: una copia envuelta _____ sí _____ no

Comentarios _____

Salida de ESL/servicios alternativos de lenguaje	SI	NO
--	----	----

Las firmas

_____ Padres

_____ El / la maestro(a) de ESL

_____ El / la maestro(a) de la clase

_____ Miembro de LAC

_____ Miembro de LAC

_____ Miembro de LAC

_____ Otro

Copias al: el/los padre(s), Director(a), La secretaria de la escuela, LPF

**English Language Development Program
Exit Letter**

Name of Student: _____ Date: _____

School: _____

Dear Parent,

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. As a result of your child's improved English language skills, he/she no longer qualifies for services provided by the school district's English Language Development Program.

Thank you for your assistance in helping make your child's exit from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

Name

Title

Phone

Email Address

**Programa para el aprendizaje progresivo del idioma inglés
Carta de finalización**

Nombre del estudiante: _____ Fecha: _____

Escuela: _____

Estimado padre de familia:

Una evaluación reciente mostró que su hijo(a) ha logrado una mejora significativa en su capacidad para leer, escribir, hablar y escuchar en inglés. Como resultado de la mejora en las destrezas para el idioma inglés de su hijo(a), él/ella ya no califica para recibir los servicios que proporciona el Programa para el aprendizaje progresivo del idioma inglés del distrito escolar.

Gracias por su ayuda para hacer de la salida de su hijo(a) del Programa para el aprendizaje progresivo del idioma inglés un éxito. Si tiene alguna pregunta o inquietud, por favor llame a la escuela o maestro(a) de su hijo(a).

Atentamente,

Nombre

Título

Teléfono

Dirección de correo electrónico

Appendix B

Program Alternatives
For Linguistically Diverse Students

<http://www.crede.org/products/print/eprs/epr1.shtml>

Office for Civil Rights Resource Manual

<http://www.ed.gov/about/offices/list/ocr/ell/toc.html>

Educating Iowa's English Language Learners

<http://www.state.ia.us/educate/ecese/is/ell/documents.html>

Guidelines for Inclusion of English Language Learners
(ELLs) in K-12 Assessments

<http://www.state.ia.us/educate/ecese/is/ell/documents.html>

TransAct Library

<http://www.transact.com/webinar/?Implementation>