

Bondurant-Farrar Community School District

Lau Plan Guidance Document 2023-2025



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Bondurant-Farrar Community School District
K-12 Lau (EL) Plan for Serving English Learners (ELs)

Lau Team Members

Director of Instructional Services

EL District School Improvement Leader

EL District Coordinator

EL Teacher, K-3

EL Teacher, 4-6

EL Teacher, 7-12

Elementary Teacher Representative

Secondary Teacher Representative

School Counselor

Director of Special Education Services

Local Parent Representative



Lau Plan

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan has been written and/or reviewed by the K-12 team identified above.

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District Mission: The mission of the Bondurant-Farrar Community School District is to:

Help all children develop their talents in order that they may become productive citizens.

District Vision: The Bondurant-Farrar Community School District is committed to providing:

- Optimal opportunities and sincere encouragement to students to succeed socially, emotionally and academically
- A safe and orderly environment where all students are comfortable and secure
- A mutually supportive, collaborative and productive home-school partnership
- A curriculum to meet the needs of a diverse learning community
- Research-based instruction designed to meet the needs of all students
- Teaching and modeling the character qualities of trustworthiness, respect, responsibility, fairness, caring, and citizenship to students

EL Mission: The mission of the Bondurant-Farrar CSD K-12 English Learner program is to:

provide language support for the whole child through educational opportunities to develop reading, writing, speaking, and listening skills, through access to quality curriculum that supports meeting the Iowa Core Standards and EL Standards, and provide a safe environment for students to thrive in life in order that they may become productive citizens.

EL Vision Statement: The Bondurant-Farrar CSD K-12 English Learner program will:

focus on the whole child to contribute positively to the classroom and school environment, by collaboratively empowering and bridging connections among all stakeholders to promote diverse cultural knowledge and experiences, in order for students to be successful citizens.

Definitions in this Document:

- **EL: English Learner or ELL: English Language Learner:** A National origin student who is limited-English proficient (OCR document November 30, 1999). This term is often preferred over LEP as it highlights accomplishments rather than deficits.
- **CLD: Cultural and Language Diverse:** An individual who comes from a home environment where a language other than English is spoken and whose cultural values and background may differ from the mainstream culture.
- **EFL: English As A Foreign Language or ESL: English As A Second Language:** Refers to the use of English by speakers with different native languages. Language education for people learning English may be known as English as a second language (ESL), English as a foreign language (EFL), English as an additional language (EAL), or English for speakers of other languages (ESOL). The aspect in which ESL is taught is called teaching English as a foreign language (TEFL).
- **ESOL: English for Speakers of Other Languages:** Refers to a structured language acquisition program designed to teach English to students whose native language is other than English, until the student demonstrates a functional ability to speak, read, write, and listen to English language at the age- and grade-appropriate level. (281—60.2 (280) Iowa)
- **LIEPs:** Language Instruction Educational Programs
- **LEP (The Federal term): Limited English Proficient:** Refers to a student who has a language background other than English, and the proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English language background. (281—60.2 (280) Iowa)
- **Newcomer:** The U.S. Department of Education defines newcomers as any foreign-born students and their families who have recently arrived in the U.S. Additionally, the BFCSD EL Plan defines newcomer students as English Learners (EL) who have received less than two years of instruction in U.S. schools or are new to the English language with a score of *emerging* on the Dynamic Screener

District Plan Overview

The Bondurant Community School District's (BFCSD) Lau Plan serves as guidance for addressing the linguistic needs of English learners (ELs) and for implementing appropriate programming designed to reduce linguistic barriers to the district's instructional program.

The district plan provides English Learners (EL) with an opportunity to acquire proficiency in listening, speaking, reading, and writing English. This plan that is designed to meet the instructional needs of ELs is referred to as the Lau Plan (Lau v. Nichols, 1974)¹. The plan is to ensure that immediately upon enrollment, the EL student has access to a specialized language instruction educational program (LIEP). The plan for meeting the linguistic needs of ELs must provide resources to support the LIEP and the academic achievement of ELs, using state and local funds. This plan also promotes a positive learning environment in which each student's first language, culture, and ethnic heritage is valued.

The Iowa Department of Education requires that all school districts report their plan to identify and serve ELs in accordance with Title VI of the Civil Rights Act to the Department of Education. The district's Lau Plan ensures that there is an approved process in place for the identification of ELs, as well as a plan to begin English language development services for such students immediately upon enrollment. In addition, the BFCSD's Lau Plan includes screening procedures and a plan for administering an annual assessment of the student's English language development. The plan also identifies LIEP models for ELs. There are specific strategies, methodologies, and curricula used to help students acquire English so that they can become successful in achieving the Iowa Common Core requirements and expectations as well as the English Language Proficiency (ELP) Standards.

Additionally, the district will work with limited English proficient parents or guardians in a language they can understand so that they comprehend the programs, services, and activities available to them and their children in the BFCSD.

¹[Lau v. Nichols](#): A class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district. [414 U.S. 563 (1974)]

I. Lau Plan Guiding Principles

A. English Language Development

1. The Bondurant-Farrar Community School District (BFCSD) is committed to working with our English Learner students to become English proficient in the language skills of speaking, reading, writing, and listening.

B. Academic Achievement

1. The Bondurant-Farrar Community School District is committed to helping students successfully participate in classroom learning situations and other school activities.

C. Cross-Cultural Efficacy

1. The BFCSD works to help students develop and/or reinforce positive attitudes toward self, school, and community.
 - a. To provide inclusion in all school district activities with consideration of a student's multicultural background.

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

A. "Home Language Survey-IA" (See document in Appendices)

1. The Home Language Survey (HLS) and Student Ethnicity and Race Survey are administered to all new students, including kindergarten and preschool students, and signed by the parent/guardian. It is available in multiple languages. (Thru Transact) and attached to the District registration form.
2. Race and ethnicity data as well as the primary language is entered and monitored on the district's student management system (Infinite Campus).
3. All student information, including surveys, is stored electronically and administered by the district registrar.
4. Home Language Surveys are reviewed by building secretaries, administrators, and/or EL teachers; students whose Home Language Survey identifies a language other than English are referred to the EL teacher for possible ELPA21 screening.

B. State-Approved English Language Proficiency Placement Assessment

1. If a language other than English is indicated on the HLS, the building EL teacher, who is a licensed teacher and certified/trained in the administration of the ELPA21 Dynamic Screener, will administer the state-approved screening assessment to the student within 30 days if identified at the beginning of the school year, or within two weeks of enrolling if identified later in the school year.
2. All EL teachers complete the annual ELPA21 Dynamic Screener and other current EL training modules through the AEA online training system. A copy of their certificates is stored with the District EL Coordinator and can also be found through AEA 11 PD Online.
3. A score of proficient means the student is not placed in the LIEP.
4. A score of emerging or progressing means the student is not English proficient and is appropriately placed in the LIEP.
5. Student screener results are placed in their cumulative folder.

C. Process to Place Students in Appropriate LIEPs and Content Courses

1. The BFCSD works as a PLC team to complete a data review, discusses recommendations for content courses, and determines age-appropriate placement for the LIEP program
 - a. No placement should be considered permanent.
2. Parents/guardians are contacted regarding the ELPA21 Summative and/or Dynamic Screener assessment results and placement is made using a team approach.
 - a. If the student earns a score of *emerging* on the Dynamic Screener, the student will be reviewed for Newcomer Procedures or intensive English Language Development - Newcomer Procedures can be found in the Appendices.
 - b. If the student earns a score of *progressing*, the student will be placed in an EL class where they will receive collaborative or small group services from the EL teacher.
 - c. Students placed in the EL program develop English language and academic skills and have an opportunity for meaningful participation in the general educational program.
 - d. Students are not segregated from their English-speaking peers.
 - e. Students are placed in a setting that is age appropriate (within 2 years of actual age).
3. Parents should be involved in program placement decisions and are informed of program options within 30 days if identified at the beginning of the school year, or within two weeks if identified later in the school year.
 - a. Parents/guardians are contacted about assessment results, and placement is made using a team approach including, but not

limited to, the following persons: the student, content teachers, EL staff, EL Coordinator, counselor, parent(s)/guardian(s), and administrators. This team works to gather additional academic information from various data sources (FAST math and FAST reading, ISASP, district diagnostic assessments, transcripts and assessment data from previous schools, etc.) and places the English Learners into appropriate content courses, programming, and services that match their English language development and academic needs.

D. Parental Forms Distributed in A Language Most Easily Understood

It is important that the parents of EL students are involved in the decision-making process of the development of the instructional plan for their child. It is well within the rights of the parents to refuse services for whatever reason; however, it is the teacher's, EL team's, and EL teacher's responsibility to inform the parents of the benefits of receiving these supportive services.

1. Parents will be notified of EL Program decisions within 30 calendar days of the beginning of the school year or within two weeks if a student arrives after the beginning of the school year.
2. Using the TransAct form EL-02 - English Learner Program Placement parents will be notified of the student's eligibility based on their initial assessment or continuing placement in the fall. This document may be viewed in the Appendices.
3. Once ELPA21 scores are reviewed in the spring, Parents receive their score sheet printed by their EL teacher and sent home with the Parent Guide to ELPA21 document. These documents may be viewed in the Appendices.
4. Copies of initial and annual placement letters are placed in students' cumulative files.
5. All forms will be given to parents in the language most easily understood (as available through www.transact.com).

E. Process for Waiving Students from LIEP

1. If parents waive EL services, a meeting will be arranged to discuss student needs, parent concerns, ELPA21 assessment requirements, and potential student outcomes. We also provide a copy of the "Explanation of Consequences" for not participating in the English Learner Program notice. This document can be viewed in the Appendices.
2. "Request for Change in Program Participation" document is provided for the parent(s)/guardians(s) to sign. A signed copy to document the

parent(s)/guardian(s) decision is placed in the student's cumulative file. You can view this document in the Appendices.

3. If a student has opted out of the program, we will periodically monitor the progress of the student. If a student is not making progress, the student will be served in the classroom with best practice strategies. The student may also be served in the At-Risk program located throughout our district.
4. Regardless of waiving (opting out) of services, the student is still required to take the annual ELPA21 Summative Assessment. We will provide support for second language development as needed for all students.

III. Description of the LIEP

- **Language Goal** - Assist students in becoming English proficient in the language skills of speaking, reading, writing, and listening as measured by the ELPA21 annual assessment.
- **Academic Goal** - Support students in closing academic gaps (with grade-level peers) as measured by annual standardized assessments (FAST and/or Iowa State Assessment of Student Progress - ISASP)

A. Description and Implementation of Specific State-Approved LIEP Model(s) Used in the District and the Process to Place Students (See Appendix B)

1. English Learner (EL): A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. (See Appendix B)
2. Services by grade level span:
 - a. Students in grades K-4
 1. Identified as *emerging*: student is served in a pull-out program for 60-80 minutes per week and with an additional push-in of 30-45 minutes per week
 2. Identified as *progressing*: student is served in a pull-out/push-in program for 60-80 minutes per week
 3. Identified as *proficient* within the last 1-2 years: student does not receive services, but the EL teacher collaborates with the general education teacher to check the student's progress quarterly
 - b. Students in grades 5-6
 1. Identified as *emerging*: student is served in a pull-out program for 60-80 minutes per week and with an additional push-in of 30-45 minutes per week

2. Identified as *progressing*: student is served in a pull-out/push-in program for 60-80 minutes per week
3. Identified as *proficient* within the last 1-2 years: student does not receive services, but the EL teacher collaborates with the general education teacher to check the student's progress quarterly
- c. Students in grades 7-8
 1. Identified as *emerging*: student is served in a pull-out program for 210 minutes per week, additional time during study hall or WINN may be added as needed.
 2. Identified as *progressing*: student is served in a pull-out program for 210 minutes per week
 3. Identified as *proficient* within the last 1-2 years: student does not receive services, but the EL teacher collaborates with the general education teacher to check the student's progress quarterly
- d. Students in grades 9-12
 1. Identified as *emerging*: student is served in a pull-out/push-in program for 210-460 minutes per week depending on EL placement
 2. Identified as *progressing*: students with higher progressing levels are served in a pull-out program for 20-40 minutes per week, and students with progressing levels are served in a pull-out/push-in program for 210-420 minutes per week
 3. Identified as *proficient* within the last 1-2 years: student does not receive services, but the EL teacher collaborates with the general education teacher to check the student's progress quarterly
- e. Additional minutes may be added to any students identified as Newcomers, even those not identified as *emerging*.
- f. All LIEP students have direct access to the core curriculum through content classes supplemented by pull-out/push-in programs.
3. All students who are non-waivered have access to LIEP instruction through small group EL programs or direct instruction from an ESL-endorsed teacher.
4. All EL students receiving services also have an Individual Language Plan (ILP) that is created through collaboration between the EL teacher and content area teachers. This plan includes current and previous assessment data, student strengths and needs, and student assignment or assessment adaptation. The ILP has a documented goal or goals the student is working toward that align with the ELP standards as well as the Iowa standards. This plan is reviewed and updated at least at each

quarter. This aids in teacher communication and helps to best meet the needs of EL students.

B. Parents Are Notified Annually of Program Placement Using TransAct Approved Forms (www.transact.com). All of these forms are available in the Appendices or available upon request.

1. Parents are notified upon initial placement and annually.
2. Parents are notified within the required timeline of 30 days from the beginning of the school year using the “Notice of Program Placement” TransAct approved form.
3. Parents of students who arrive after the beginning of the school year will be notified within two weeks of enrollment using the “Notice of Program Placement” TransAct approved form.
4. The District EL Coordinator, EL Teacher, or designee, will be responsible for notifying parents about initial placement and annual review.
5. Copies of all notifications are placed in the student's cumulative files.

D. Procedure for Annual Communication with Parents Who Have Waived Services. Any forms listed are available to view in the Appendices.

1. Annually, parents are given the EL-02 - English Learner Program Placement (Meets ESSA Requirements), and the most recent ELPA21 scores are reshared.
2. Parents are given the “Explanation of Consequences for not participating in the English Learner Program” and “Request for Change in Program Participation” forms.
3. Parents are asked to sign and return the “Request for Change in Program Participation” form each year until proficiency on ELPA21.
4. Copies of all signed forms are placed in the student’s cumulative files.

E. All Instruction will Be Designed by Highly Qualified Staff with an ESL Endorsement Through the Iowa Board of Educational Examiners (BOEE).

1. All EL direct language instruction is provided, or supervised by, an ESL-certified teacher.
2. All content teachers hold appropriate grade spans and content endorsements.

F. Designated Administrator Oversight for LIEPs

1. Lead Administrator & Director of Instructional Services: Jodi Brogan
2. EL Coordinator & District School Improvement Leader: Kristin Maffin

3. All teachers receive and participate in initial training on supporting English Learners. Additional training and professional development are included on an annual basis as needed.

G. All EL Students Have Access to the Iowa Core in Either the General Education Setting or in EL Classes.

1. Bondurant-Farrar fully implements the Iowa Core. The EL program in the BFCSD is a pathway for ELs to access the Iowa Core Curriculum. ELs are required to meet the same rigorous standards and benchmarks as other Bondurant students. The district is working on aligning the Iowa Core and the ELP standards to ensure the ELP standards are embedded in the curriculum.
2. All ELs have meaningful access to instruction based on both Iowa Core and ELP standards. This occurs through differentiation, collaboration, co-teaching, specialized materials, and ongoing professional learning between highly qualified content teachers and EL teachers.
3. Collaboration of the K-12 EL team will take place through dedicated PLC time. Any training for content teachers will take place during PLC time on Mondays as well as additional formal and informal meetings. PLC times are from 2:00-3:45 on Mondays.
4. Content teachers and EL teachers also meet quarterly to revisit EL students' Individual Language Plan (ILP) or the Student Monitoring Form if a student is within the 2 year monitoring time frame after becoming proficient on the ELPA21 Summative Assessment.

H. Curriculum and Supplemental Resources for LIEP

1. Currently, we use supplemental materials with grade level and content curriculum. These materials are closely aligned with the Iowa Common Core.
2. Supplemental curriculum materials are available online. Secondary students (Grades 6-12) have access to a computer through our district 1:1 initiative and K-5 students have access to a computer at school.
3. Elementary and secondary supplemental curriculum materials are available through various online programs included with our building curriculum resources.
4. During the curriculum adoption process, Bondurant-Farrar reviews textbooks and materials to ensure alignment with the Iowa Core. During the process, companion textbooks, tangible and digital materials, and resources can be purchased to support the needs of our EL students. We review these resources on an annual basis so that we are utilizing the materials that will best meet the needs of the students we serve.

- i. Elementary schools utilize the following curricula:
 1. Kindergarten - Hands-On English (Ballard & Tighe)
 2. 1st Grade - Hands-On English (Ballard & Tighe) and Reach Higher 1A & 1B (Cengage)
 3. 2nd Grade - Frames for Fluency (Ballard & Tighe) and Reach Higher 2A & 2B (Cengage)
 4. 3rd & 4th Grade - Reach Higher 3A & 3B or 4A & 4B(Cengage)
 5. 5th & 6th Grade - Reach Higher 5A & 5B or 6A & 6B(Cengage)
 - ii. Secondary schools utilize the following curricula:
 1. 7th & 8th Grade - Lift (Cengage)
 2. 9th-12th Grade - Perspectives (Cengage)
 - iii. Our district has access to the National Geographic Newcomer kit.
5. Any adaptations in regard to curriculum and resources are documented in the student's ILP.

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

A. Process in Place for Identifying and Serving Gifted/Talented (GT) ELs

1. EL students, who demonstrate higher academic skills, will have the opportunity to test for the “Expanding Horizons” program (Talented and Gifted). Identifying and Serving Gifted/Talented ELs, in alignment with best practices for identification, multiple criteria are examined to determine students in need of additional differentiation through our Extended Learning Program (GT). Multiple criteria may include CogAT and ISASP. Additional criteria may include characteristic chart data, primary enrichment thinking skills, portfolio or performance data, classroom input, building team input, parent input, and student input. Language support will be provided in collaboration with the EL teacher. Online resources are frequently used by GT students and are available in several different languages.

B. Process in Place for Identifying and Serving ELs in Special Education

1. EL students who experience academic difficulty in the general education setting may or may not be in need of special education services. A comprehensive process is in place to ensure that a child's needs are met, taking into account language barriers and acculturation issues that may exist.
2. The following is a step-by-step process used to identify EL students who may qualify for special education services. Please note that

although it is important to place a child in need of special education services in a timely manner, it is also important that time is allowed for the child to adjust socially as well as academically. As a general guideline we ask, “Is the problem a linguistic or cultural difference or a learning difficulty?”

- a. Initial Intake
 - b. Pre-referral documentation
 - c. Initial Referral Meeting (SST-Student Success Team/ MTSS-Multi-Tiered System of Supports Team) - parent communication and possible interview (interpreter present if needed)
 - d. Initial Intervention(s)
 - e. Follow-up SST/MTSS Meeting
 - f. Refer on for evaluation – if that is the recommendation of SST/MTSS
 - g. Disability Suspected Meeting (parental consent is required for the evaluation)
 - h. Evaluation by Heartland Area Education
 - i. Development of IEP (Individual Education Plan) if they qualify
 - j. Initial Placement Meeting
3. The goal of this process is to provide the best educational setting and least restrictive environment for the EL student.

C. Process in Place for Identifying and Serving ELs in Any Other District Programs for Which They Are Eligible (e.g., Title I, Reading Support Teacher, At-Risk, Career and Technical Programs, Counseling Services, Advanced Placement, etc.)

1. Just as stated above with special education services, EL students who experience academic difficulty in the general education setting may or may not be in need of special education services. A comprehensive process is in place to ensure that a child’s needs are met, taking into account language barriers and acculturation issues that may exist.
 - A. The following is a step-by-step process used to identify EL students who may qualify for other support services. As a general guideline we ask, “Is the problem a linguistic or cultural difference or a learning difficulty?”
 - a. Initial Intake - Look at both students in need of additional support and those who are in need of additional enrichment

- b. Pre-referral documentation - State-required assessments and teacher input identifies a need for Title I service or Reading Support. - Parental communication and possible interview meetings in different languages as available - utilizing translation and interpretation services when needed.
 - c. Initial Referral Meeting (SST-Student Success Team/ MTSS-Multi-Tiered System of Supports Team - optional parental involvement)
 - d. Initial Intervention(s) - can be both inside and outside of school
 - e. Follow-up SST/MTSS Meeting - optional parental involvement
 - f. Refer the student on for additional services or change of interventions
2. Parents and students are provided with communication about programs and eligibility in a language most easily understood
 3. Teachers will provide notification of special programs to the parents of EL students taking into account the possibility of language barriers. The EL Teacher will provide support to classroom teachers if they need assistance with home communication either written or verbal.
 4. LIEP teacher in placement/consideration is included in the discussion when looking at all programs

D. Every Student Will be Given Equal Opportunity to Participate in Grade Level/Age Level Extra-Curricular Activities (e.g., Performing and Visual Arts, Athletics, Clubs, Honor Societies)

1. All students are identified through equal opportunities by teachers and coaches. Extra-curricular activities are optional for all students regardless of cultural background. Students are not recruited or selected for participation.
2. Parents and students are provided with communication about programs and eligibility in a language most easily understood by the family (to the best of our ability). All students are provided notice about extracurricular activities. Teachers and sponsors take into consideration possible language barriers.

V. Ongoing, Embedded District Level EL Professional Development

A. Professional Development for Staff Who Deliver Instruction or Support the LIEP

1. District administrators, who are responsible for EL programs, will collaborate with Heartland AEA staff and a network of similar administrators.
2. LIEP staff will receive training provided by Heartland AEA.
3. Content and classroom teachers will receive ongoing training provided by the ESL-certified teachers. Some of this training is incorporated into the PLC time. Preschool teachers are invited to train and utilize district resources as needed.
4. The school district may offer opportunities for ESL-certified teachers to attend conferences.
5. Paraeducators – are provided training, as needed, for an EL assignment.
6. Building and district support staff - participate in building level, as well as PK-12 department PLCs. Appropriate training is provided through the PLCs.

B. District Training of ELP Standards and Implementation Plan Has A Plan for PD for Required Staff for ELP Standards Completion and Implementation

1. Completion of the required training
 - a. For the current school year, we will use *Option A (as shown in Appendix D)* – “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. All EL teachers will complete training within the first year in the position. All other teachers “deemed appropriate” will complete the training within the first two years of the available module training.
 - c. All EL teachers must complete the training, individually, and complete all required quizzes. Other teachers “deemed appropriate” are required to attend one face-to-face or virtual training session with the EL Coordinator, (or designee) and then are required to complete all other training individually and complete required quizzes.

2. All certificates for EL teachers are available through AEA PD online. All other teachers “deemed appropriate” completion is monitored through AEA PD online.
3. All non-EL teachers and administrators are encouraged to complete the ELP training modules.

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

A. Annual Training for the ELPA21 Will be Provided Through Heartland AEA and the Iowa Department of Education.

1. Heartland AEA will provide guidance and training in the administration of the ELPA21.
2. All required training will be provided by AEA PD online and webinars from the Iowa Department of Education.
3. The training may be conducted during designated PLC times. Most training will take place at home buildings in the district.
4. All certificates are available through AEA PD online.

B. ELPA 21 Results to Teachers

1. Results are provided to the current and upcoming general education and content teachers.
2. Results are provided to supplemental teachers, as appropriate, such as Talented and Gifted or Special Education.
3. Results are updated on student ILPs.
4. Results are placed in an EL student’s cumulative file.
5. Results are shared with parent(s)/guardian(s) in annual placement letters and/or exit letters.

C. ELPA 21 Results

- Heartland AEA and The Iowa Department of Education will provide guidance and training in result interpretation for the ELPA21.

D. Assessment Results Are Used to Determine the Current Needs of the EL Students Primarily in the Modalities of Reading, Speaking, Listening, and Writing.

1. Scores are shared with content teachers at the elementary and secondary levels. These are updated on individual student ILPs. We also utilize the *Differentiating for English Learners* chart by the National Association for Bilingual Education and the *Differentiation Guide for ELs* by Dr. Shelley Fairbairn, Ph.D., and Stephaney Jones-Vo, M.A. as a tool to interpret scores to assist teachers. These documents and links to websites may be found in the Appendices.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

The student:

Achieves the required score for proficiency on ELPA21 (This is the only exit requirement beginning spring of 2019)

1. This will occur prior to the October 1st student count date.
2. Teachers will notify parents with a state-approved TransAct exiting form in a language most understandable to parents. This document can be found in the Appendices.
3. Change student coding to "exited" so the student does not continue to generate unwarranted funding. District data personnel and/or District EL Coordinator is responsible for entering data.
4. EL teachers will begin the required two-year monitoring process. They will include any needed documentation in their files.

VIII. Monitoring Procedures After Students Exit the LIEP Program Including Parent Notification (No current form notifies parents of monitoring)

A. We will monitor the progress of EL students who have been exited based on the current guidelines. Content knowledge will be monitored by results from district-wide and statewide assessments. The goal of the monitoring program is to ensure that EL students are performing equally to grade-level peers. Cassidy Chase, Chris de la Rosa, Karen Moe, and Lexie Klein will monitor students who have been exited from the LIEP program.

1. The team reviews student data and information to determine if there is a need to continue to monitor. To complete monitoring, the student should have successful completion of monitoring for 2 years minimum. If there is a concern with the student data and information, the team will have a meeting for consideration of re-entry due to language needs
2. Monitoring includes the review of the following data and criteria:
 - a. Student evidence of progress and growth in meeting grade-level standards
 - b. Student Progress Reports and Grades
 - c. District-wide assessment data
 - d. Other indicators supportive of the EL's sustained academic progress
3. At the end of each year of monitoring, a team made up of classroom teachers, EL teachers, counselors, and support teachers will review the monitoring status of the student and determine one of the following:
 - a. Continue monitoring (year 1 to year 2)

- b. Successful completion of monitoring (following year 2)
- c. Consideration of re-entry due to the language needs

B. Re-entry to the LIEP program may be warranted if a student is not performing on-grade level as determined by: teacher recommendation(s), screening and diagnostic results, classroom work/assessments, district-wide, and statewide assessments. This will be a team decision, which would include the parents. Using TransAct forms located in the Appendices (www.transact.com), parents will be notified of re-entry into the LIEP program.

IX. LIEP Evaluation

A. Describes Team-Based Process for How the LIEP is Evaluated Annually That Includes:

1. Kristin Maffin, EL Coordinator and District School Improvement Leader, is responsible for facilitating the team-based process for LIEP evaluation
2. An annual evaluation to measure proficiency growth is administered. We currently use the ELPA 21.
3. Annual Iowa State Assessment of Student Progress (ISASP)/Iowa Assessment results (grades 3-11) in reading and math are analyzed to assist students, teachers, and the EL program for needs in ELA and math. These are also added to the student's ILP.
4. The district is utilizing the English Learner Performance Measure Tasks from ELPA21 as formative assessments to monitor growth throughout the school year prior to the ELPA21 Summative Assessment.
5. Using this data, the EL Coordinator and EL Team of teachers evaluate the impacts on future programming and services for ELs:
 - a. Professional development needs are considered annually and scheduled accordingly with AEA support
 - b. The Bondurant-Farrar School district will evaluate the EL program to ensure quality education and academic growth for students involved in the program. The ultimate test of a program's effectiveness is the success experienced by the students in the total school environment. The EL teachers will also be evaluated every three years.
 - c. Staffing needs and teacher schedules are closely monitored by The Director of Instructional Services and the EL Coordinator, or designee, to assure the language and academic needs of our identified EL students are met.

- d. Curricular needs are examined at each adoption year as well as additional resources or needs throughout the year.
 - e. Another component of the evaluation will be monitoring the progress of individual students. The collection of data will be maintained on a minimum of an annual basis. Typically the data will be results from the ELPA21 Dynamic Screener, ELPA21 Summative Assessment, and the Iowa State Assessment of Student Progress (ISASP)/ Iowa Assessments. This data should be used in two ways. First, it should help in monitoring individual student progress. Second, it will look at the program's overall effectiveness. It is also important that a portfolio of work be collected on each student. This will include formal and informal assessments along with daily work samples.
6. Completion of LEA English Learner Assurances (signed in CASA)

X. Appendices - Links and attachments

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

B. Description of LIEP Models

C. TransACT.com documents list

D. ELP Standards Training Options

E. Bondurant-Farrar Newcomer Procedures

F. Organization of ELP Standards

Appendix A: Letter to Districts from the U.S. Department of Justice:
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>



U.S. Department of Justice
Civil Rights Division

U.S. Department of Education
Office for Civil Rights



January 7, 2015

Dear Colleague:

Forty years ago, the Supreme Court of the United States determined that in order for public schools to comply with their legal obligations under Title VI of the Civil Rights Act of 1964 (Title VI), they must take affirmative steps to ensure that students with limited English proficiency (LEP) can meaningfully participate in their educational programs and services.¹ That same year, Congress enacted the Equal Educational Opportunities Act (EEOA), which confirmed that public schools and State educational agencies (SEAs) must act to overcome language barriers that impede equal participation by students in their instructional programs.²

Ensuring that SEAs and school districts are equipped with the tools and resources to meet their responsibilities to LEP students, who are now more commonly referred to as English Learner (EL) students or English Language Learner students, is as important today as it was then. EL students are now enrolled in nearly three out of every four public schools in the nation, they constitute nine percent of all public school students, and their numbers are steadily increasing.³ It is crucial to the future of our nation that these students, and all students, have equal access to a high-quality education and the opportunity to achieve their full academic potential. We applaud those working to ensure equal educational opportunities for EL students, as well as the many schools and communities creating programs that recognize the heritage languages of EL students as valuable assets to preserve.

The Office for Civil Rights (OCR) at the U.S. Department of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) share authority for enforcing Title VI in the education context. DOJ is also responsible for enforcing the EEOA. (In the enclosed guidance, Title VI and the EEOA will be referred to as "the civil rights laws.") In addition, ED administers the English Language Acquisition, Language Enhancement, and Academic Achievement Act, also known as Title III, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (Title III).⁴ Under Title III, ED awards grants to SEAs, which, in turn, award Federal funds through subgrants to school districts in order to improve the

¹ *Lau v. Nichols*, 414 U.S. 563 (1974); 42 U.S.C. § 2000d to d-7 (prohibiting race, color, and national origin discrimination in any program or activity receiving Federal financial assistance).

² Pub. L. No. 93-380, § 204(f), 88 Stat. 484, 515 (1974) (codified at 20 U.S.C. § 1703(f)).

³ U.S. Department of Education, National Center for Education Statistics, NCES 2013-312, *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the 2011-12 Schools and Staffing Survey*, at 9 (Table 2) (Aug. 2013); U.S. Department of Education, National Center for Education Statistics, NCES 2014-083, *The Condition of Education 2014*, at 52 (Indicator 12) (May 2014).

⁴ 20 U.S.C. §§ 6801-6871.

[OCR-00085]

education of EL students so that they learn English and meet challenging State academic content and achievement standards.⁵

The Departments are issuing the enclosed joint guidance to assist SEAs, school districts, and all public schools in meeting their legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services.⁶ This guidance provides an outline of the legal obligations of SEAs and school districts to EL students under the civil rights laws.⁷ Additionally, the guidance discusses compliance issues that frequently arise in OCR and DOJ investigations under Title VI and the EEOA and offers approaches that SEAs and school districts may use to meet their Federal obligations to EL students. The guidance also includes discussion of how SEAs and school districts can implement their Title III grants and subgrants in a manner consistent with these civil rights obligations. Finally, the guidance discusses the Federal obligation to ensure that LEP parents and guardians have meaningful access to district- and school-related information. We hope that you will find this integrated guidance useful as you strive to provide EL students and LEP parents equal access to your instructional programs.

As we celebrate the fortieth anniversaries of *Lau* and the EEOA and the fiftieth anniversary of Title VI, we are reminded of how much progress has been achieved since these milestones and how much work remains to be done. We look forward to continuing this progress with you.

Sincerely,

/s/
Catherine E. Lhamon
Assistant Secretary for Civil Rights
U.S. Department of Education

/s/
Vanita Gupta
Acting Assistant Attorney General for Civil Rights
U.S. Department of Justice

⁵ 20 U.S.C. §§ 6821(a), 6825(a); *see also* 34 C.F.R. § 200.1(b), (c) (explaining distinction between content standards and achievement standards).

⁶ The terms “program,” “programs,” “programs and services,” and “programs and activities” are used in a colloquial sense and are not meant to invoke the meaning of the terms “program” or “program or activity” as defined by the Civil Rights Restoration Act of 1987 (CRRRA). Under the CRRRA, which amended Title VI, Title IX of the Education Amendments of 1972 (Title IX), and Section 504 of the Rehabilitation Act of 1973 (Section 504), the term “program or activity” and the term “program,” in the context of a school district, mean all of the operations of a school district. 42 U.S.C. § 2000d-4a(2)(B); 20 U.S.C. § 1687(2)(B); 29 U.S.C. § 794(b)(2)(B).

⁷ As applied to Title VI, this guidance is consistent with and clarifies previous Title VI guidance in this area including: U.S. Department of Health, Education, and Welfare, Office for Civil Rights, *Identification of Discrimination and Denial of Services on the Basis of National Origin* (May 25, 1970), reprinted in 35 Fed. Reg. 11,595 (July 18, 1970) (*1970 OCR Guidance*) (the great majority of programs and functions assigned to ED at its creation in 1980 were transferred from HEW); OCR, *The Office for Civil Rights’ Title VI Language Minority Compliance Procedures* (December 1985) (*1985 OCR Guidance*); and OCR, *Policy Update on Schools’ Obligations Toward National-Origin Minority Students with Limited-English Proficiency* (September 1991) (*1991 OCR Guidance*). These guidance documents are available at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>. This guidance clarifies these documents and does so consistent with legal developments since 1991. When evaluating compliance under the EEOA, DOJ applies EEOA case law as well as the standards and procedures identified in this guidance, which are similar to those identified in OCR’s previous Title VI guidance.

Appendix B: Description of LIEP Models

1. **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, EL instruction is usually in English with little use of the native language. Specific goals for each student will be addressed in their ILP depending on their level of need.*
2. **Newcomers:** *Newcomers may participate in separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. This could include, but is not limited to, additional English Learner minutes or specific speaking, listening, reading, and writing supports. Classroom teachers will use physical activities, visual aids, and the environment to teach content. Specific goals for each student will be addressed in their ILP depending on their level of need.*

Appendix C: TransACT.com documents (Other documents are available upon request)

1. **Home Language Survey – IA:** The Home Language survey, including student race and ethnicity reporting, is administered to all new students and collected through the registration process. It is stored in the District Student Information System (SIS). The primary language is also entered into the SIS (Infinite Campus). The registrar and building secretaries communicate with the District School Improvement Leader and EL teachers if there are any surveys where a language other than English is represented.

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

Parent/Guardian Name: _____

Address: _____

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

School: _____ Grade: _____

Was your child born in the United States? Yes No

If yes, in which state? _____

If not, in what other country? _____

Has your child attended any school in the United States for any three years during their lifetime? Yes No

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

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

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

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

Home Language Survey Questions

1. What is the primary language used in the home, regardless of the language spoken by the student? _____
2. What is the language most often spoken by the student? _____
3. What is the language that the student first acquired? _____

Parent/Guardian Signature

Date

2. **Description of Programs:** This is provided to parent/s and/or guardian/s as the required description of their child’s English Learner program and, if available, other district English Learner programs.

Bondurant-Farrar Community Schools
Description of Programs

English
Description of Programs

The goal of the district’s English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district’s English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child’s Program: _____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

Description of Other Available English Learner Services:
Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

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

3. **English Learner Program Placement:** Initial, annual, and re-entry placement notification

FALL & INITIAL DOCUMENT:



Bondurant-Farrar Community Schools
English Learner Program Placement

Initial Placement Continuing Placement

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

School: _____

Dear Parent or Guardian:

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

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

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

Name: _____ Title: _____

Email: _____ Phone: _____

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

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

Bondurant-Farrar Community Schools



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

WIDA Assessments:

- ACCESS 2.0 for ELLs
 WIDA Screener
 WIDA Model

ELPA 21 Assessments:

- ELPA21 Summative
 ELPA21 Screener

Other Assessments:

- Other Assessment: _____
(The test used to measure the level of English proficiency)

Your child's level of proficiency in:

Listening is: _____	The highest score possible is: _____
Speaking is: _____	The highest score possible is: _____
Reading is: _____	The highest score possible is: _____
Writing is: _____	The highest score possible is: _____
Literacy is: _____	The highest score possible is: _____

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

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

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

- English, Language Arts (ELA) Assessment used to measure the level of academic achievement:
The name of the test: _____
Your child's level of ELA Achievement is: _____
- Math Assessment used to measure the level of academic achievement:
The name of the test: _____
Your child's level of ELA Achievement is: _____
- Science Assessment (if applicable) used to measure the level of academic achievement:
The name of the test: _____
Your child's level of ELA Achievement is: _____
- Other Assessment used to measure the level of academic achievement:
The name of the test: _____
Your child's level of ELA Achievement is: _____

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

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

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

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

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

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

Name: _____ Title: _____

Email: _____ Phone: _____

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

Bondurant-Farrar Community Schools Description of Programs

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

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No

English Language Used in Instruction: Yes No

Program Exit Criteria:

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

SPRING DOCUMENT SENT WITH NEW SCORES:

PARENT GUIDE TO THE ELPA21 STUDENT REPORTS

HOW DID MY CHILD PERFORM ON THE ELPA21 SUMMATIVE THIS YEAR?

This report contains your child's information including:

- ✓ overall proficiency level
- ✓ student performance in each of four language domains
- ✓ the types of language support your child will need next year based on his or her performance on the test



Proficiency Determination
<p>Proficient – Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once proficient on ELPA21, students can be considering for reclassification.</p>
<p>Progressing – Students are progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.</p>
<p>Emerging – Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.</p>

The chart below outlines what each performance level means in terms of how well your child met the expectations for that grade and language area (Listening, Reading, Speaking, Writing), also known as “domains.”

Performance on the ELPA21 Summative Grade 1 Test, by Domain: Demo, student B, 2018-2019

Domain	Scale Score	Performance Level	Domain Description
Listening	549 +/- 37	4 Early Advanced	When listening, the student at Level 4 is working on: identifying the main topics, answering questions about an increasing number of key details in oral presentation of literary and informational texts; participating in conversations and discussions on a variety of topics; gathering, summarizing, and answering questions about information from oral sources; identifying reasons a speaker gives to support the main point.
Reading	567 +/- 24	3 Intermediate	When reading grade-appropriate text, the student at Level 3 is working on: identifying key words, phrases, and main topics in texts and dialogues; responding to simple questions about key details; retelling some information, details or events; identifying reasons an author gives to support a main point; answering questions to help determine the meaning of some less frequently occurring words and phrases.
Writing	539 +/- 36	2 Early Intermediate	When speaking, the student at Level 2 is working on: participating in short conversations; responding to simple yes/no and wh- questions about familiar topics; communicating simple message about familiar topics; expressing an opinion about a familiar topic; summarizing some key information from sources; retelling an event and present simple information using some frequently occurring linking words; producing simple sentences.
Speaking	580 +/- 28	3 Intermediate	When writing, the student at Level 3 is working on: participating in short written exchanges; asking and answering simple questions and composing short written text about familiar topics; expressing an opinion about familiar topic and giving a reason; retelling a simple sequence of events and presenting simple information; producing and expanding simple sentences.

Information of Standard Error of Measurement

A student's score is best interpreted when recognizing that he student's knowledge and skills fall within a score range and not just a precise number. For example, 630 (+/- 10) indicated a score range between 620 and 640.

1 Beginning 2 Early Intermediate 3 Intermediate 4 Early Advanced 5 Advanced

Note: Within each of the four domains there are five performance levels (1–5).

HOW DID MY CHILD DO IN COMPARISON TO OTHERS?

This section includes the school system and state performance averages so you can see how your child's performance compares to that of other students in the same grade and domain. To protect the privacy of students, data may be suppressed when school totals include a small group of students.



Comparison Scores

Name	Percent Determined Proficient
Demo Dist. 999 (999)	0
Demo School 3 (999_993)	*

HOW CAN THESE RESULTS BE USED?

The results will be used to help teachers identify students who need additional support in each language area. The information will also be used to measure how well schools and school systems are helping English learners achieve higher expectations.

HERE ARE SOME SUGGESTED QUESTIONS TO ASK WHEN DISCUSSING THE RESULTS WITH YOUR CHILD'S TEACHER(S):

- ✓ Where is my child doing well, and where does he or she need improvement?
- ✓ What can be done in the classroom to help improve his or her area(s) of weakness?
- ✓ What can be done to appropriately challenge my child in areas where he or she is close to demonstrating proficiency?
- ✓ How can I help support my child's language learning at home?
- ✓ How do we ensure that my child continues to progress?



As a parent, you can use the test results to guide a discussion with your child's teacher(s) about additional supports that may be needed in class and at home.



4. Program Exit Letter: Students who are eligible to exit services



Bondurant-Farrar Community Schools
Program Exit Letter

Name of Student: _____ Date: _____

School: _____

Dear Parent or Guardian(s):

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

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

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

- Bilingual
- ESL
- Other English Learner services: _____

Your child will transition out of this program and will:

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

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

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email

5. **Request for Change in Program Participation:** Waive or withdraw ELL/bilingual services



Bondurant-Farrar Community Schools
Request for Change in Program Participation

Date: _____

Dear Parent/Guardian(s):

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

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

Thank you.

Bondurant-Farrar Community Schools
Request for Change in Program Participation

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

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

Please enroll my child in the following program: _____

 Signature of Parent/Guardian

 Date

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

00ProgReqChange_EL (06/14)

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 247636

6. **Explanation of Consequences for not Participating in English Learner Program:**

- a. describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child’s classroom and/or content area teacher(s), and
- b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.



Bondurant-Farrar Community Schools
**Explanation of Consequences for not Participating
in English Learner Program**

Date: _____

Dear Parent/Guardian(s):

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

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

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

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

Sincerely,

Name

Title

Phone

Email

7. [Re-Entry to the LIEP Program:](#)



Bondurant-Farrar Community Schools

Decision to Place Child back into English Learner Program or Services

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

School: _____

Dear Parent or Guardian:

You informed your child's school on _____ (mm/dd/yyyy) of your desire to refuse the English Learner program or services provided by Title I, Title III, or both.

We understand that you would like to change that decision and would now like to have your child placed back into the English learner program or services provided. The English learner services we provide are designed to help your child become proficient in English and succeed in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

The method of instruction used in your child's English Learner Services provided by Title I, Title III, or both is:

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

Additional information about the English learner programs marked above is attached.

- Please place my child back into all of the English learner programs and services offered to my child.
- Please place my child back into some of the English learner programs or services offered to my child.
 Please place my child in the following program: _____

Parent or Guardian Signature: _____ Date: _____
(mm/dd/yyyy)

Parent or Guardian Name: _____

Phone: _____ Email: _____

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

Appendix D: 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.

**BFCSD will be using option A as well as other district-determined professional development to support their teachers with strategies and resources that are best practices for all students.*

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 a link with a section adding different year expectations

- a. the trainers and the target audience for each training session.*
- b. the specific content and learning outcomes for each training session.*
- c. the learning activities that will be used to deliver the content.*
- d. how the trainers will assess whether or not the participants are meeting the intended outcomes.*

Appendix E: Bondurant-Farrar Newcomer Procedures

(Some information pulled from the *U.S. Department of Education's [Newcomer Toolkit](#)*.)

Who Are Newcomers?

The term “newcomers” refers to any foreign-born student(s) and their families who have recently arrived in the United States. Additionally, the BFCSD EL Plan defines newcomer students as English Learners (EL) who have received less than two years of instruction in U.S. schools or are new to the English language with a score of *emerging* on the Dynamic Screener. Throughout our country’s history, people from around the world have immigrated to the United States to start a new life, bringing their customs, religions, and languages with them. The United States is, to a great extent, a nation of immigrants. Newcomers play an important role in weaving our nation’s social and economic fabric, and U.S. schools play an important role in helping newcomers adapt and contribute as they integrate into American society.

Support For Newcomers

In order to achieve integration into American culture and society—and into American schools in particular—newcomer students and their families need myriad forms of support from multiple sources.

At Bondurant-Farrar CSD, we will provide:

1. A safe and welcoming environment for all students
 - Since we have an interpretation and translation service, we should utilize it as best we can to provide print materials in their language
 - Interpreters and translations available in their language
 - Tour of the school for the student and family
 - Student and family interview meeting

2. Teachers who offer high-quality academic programs designed to meet the academic and language development needs of newcomer students
 - Classroom teachers with EL students will complete the module for Supporting EL students in the Classroom
 - Classroom teachers with EL students will attend additional training once modules have been completed

- Classroom teachers will receive resource support of ways to differentiate lessons and communication for Newcomers (visual aids, hands-on) from the EL teacher.
- Classroom teachers will collaborate with the EL teachers to differentiate assignments and assessments based on the EL student's ILP that best meets the needs of this student.

3. Social-emotional support and skill development to be successful in school and beyond

- EL Teachers, At-Risk Teachers, Counselors, and other staff follow best practices and the state of Iowa's SEL Competencies.
- A peer tutor can be assigned to support a Newcomer with directions and locations in the building, student policies and procedures, daily rules and expectations. They may be allowed to earn Silvercord hours for this work. Peer tutors should consult the EL teacher and their counselor before volunteering.

4. Encouragement and support to engage in the education process

- Weekly check-ins with teacher, counselor, or other staff member

5. Supplementary materials to support newcomer learning as we have available.

- ReaderPens to help with reading English and practicing vocabulary
- LingoPens to help with reading English and learning vocabulary words with access to the definitions in the student's native language
- TimeKettle earbuds to receive or produce communication that can be translated to the language needed at that time as available by this tool.
- Books with the same content at a different level of difficulty, graphic novels, and United States history and government

6. Additional support to practice the English Language

- Additional class time beyond their scheduled EL time with the EL teacher
- Peer tutor to support the EL student during extra class time or during study hall.

By recognizing these needs and developing strategies to meet them, Bondurant-Farrar Community School District can help newcomers build the necessary foundation to thrive both socially and emotionally and to achieve academic success.

Considerations for Determining Newcomer Status

- Need for language services indicated on the Home Language Survey
- Student/Family Meeting
- Scores “emerging” on the ELPA21 Screening Assessment
- Individual Language Plan created by the EL team to identify additional supports needed
- No transcript was provided by the family or there is a transcript from another school that does not align with the standards for Bondurant-Farrar Community Schools.
 - Placement tests (including comprehensive semester tests) may be used to help determine the appropriate grade, credit, and/or course placement for Newcomers.

Parent(s)/Guardian(s) will be involved in program placement decisions and are informed of program options within 30 days if identified at the beginning of the school year, or within two weeks if identified later in the school year.

Appendix F: Organization of EL Standards:

Organization of the Standards



The 10 ELP Standards are organized according to a schema that represents each standard's importance to ELLs' participation in the practices called for by college- and career-ready ELA & Literacy, mathematics, and science standards (G. Bunch, personal communication, August 15, 2013; Bunch, Kibler, & Pimentel, 2013).

Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	<p>Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p>
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	
3	speak and write about grade-appropriate complex literary and informational texts and topics	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	conduct research and evaluate and communicate findings to answer questions or solve problems	
6	analyze and critique the arguments of others orally and in writing	
7	adapt language choices to purpose, task, and audience when speaking and writing	
8	determine the meaning of words and phrases in oral presentations and literary and informational text	<p>Standards 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.</p>
9	create clear and coherent grade-appropriate speech and text	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing	

The ELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each proficiency level leave room for teachers, curriculum developers, and states to determine how each ELP Standard and descriptor should be reached and what additional topics should be addressed.

¹Council of Chief State School Officers. (2013). English language proficiency (ELP) standards. Washington, DC: CCSO. Available April 21, 2015, from <https://www.elpa21.org/assets/default/files/ELP%20Standards%2013%20Standards%201.pdf>