



Iowa City Community School District

K-12 Lau (EL) Plan for Serving English Learners 2025-2026

According to the Code of Iowa, districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6). In order to meet the linguistic, academic, social, and emotional needs of English Learners (ELs), districts are required to develop a service plan.

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (Lau v. Nichols, 1974). The Lau Plan must be collaboratively written by the K-12 team, to include: district administrator(s), building administrator(s), ELL coordinators, EL teacher(s), classroom/content teacher(s).

ELL Program Mission

The mission of the ELL program is to ensure English Learners are socially, culturally and academically prepared to be successful and contributing members in our District and our global society. Our goal is to provide an equitable, accessible, and appropriate educational experience for students who are learning grade-level academic content while acquiring the English language

Required Lau Leadership Team Members:

District Administrator(s): Chace Ramey (Deputy Superintendent), Lucas Ptacek (Executive Director of Secondary Schools), Eliza Proctor (Executive Director of Elementary Schools), Carmen Gwenigale (Director of Curriculum,

Assessment & Instruction), Laura Gray (Executive Director of Educational Services & Student Success), Ashley Reedy (Director of Special Education)

Building Administrators, School Counselors, District Curriculum and Special Education Coordinators, Instructional Coaches

Teachers: Elementary and Secondary ELL Teachers

Additional Lau Leadership Team Members:

Kelley Lattimer (ELL Coordinator), Amanda Brooks (ELL Coordinator), Jacqueline Otting (Lead ELL Coordinator), Lisa Klein (GWAEA ELL Consultant), Liz Medina-Sanchez (GWAEA ELL Consultant)

I. Lau Plan Guiding Principles

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

A. English Language Development

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

B. Academic Achievement

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

C. Cross-Cultural Goals

- Promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.
- Honor and elevate the linguistic and cultural assets multilingual learners bring to the school community

- Collaborate with the school community to increase the sensitivity of staff to the unique educational needs and cultural backgrounds of ELs and their families.
- Facilitate opportunities for Parents/Guardians of ELs to develop home-school partnerships and encourage involvement in their child's education.

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

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

Identification procedures are taken from the [Iowa Department of Education Standardized Entrance and Exit Procedures for Iowa's English Learners](#).

A. Home Language Survey-IA (www.parentnotices.com/login)

1. All students registering in the ICCSD complete the Iowa Home Language Survey (HLS), which is available in multiple languages. The ICCSD also provides an interpreter to assist families in completing the HLS if needed.
2. If the parent indicates on the HLS that a language other than English (or in addition to English) is in the student's home and/or background, the ELL Coordinators will ensure that the screening process begins. Screening is scheduled at the home school or the Welcome Center. Students in the Online Learning Program will take the ELPA21 screener at an agreed-upon location.
3. The Home Language Survey (IA) is stored on the Student Information > General > Home Language Survey page in Infinite Campus.

4. If a student has previously completed an Iowa Home Language Survey, the first HLS completed by the family should be used.

B. State-approved English language proficiency placement assessment (ELPA21)

1. As of August 1, 2018, the *ELPA21 Dynamic Screener* is the assessment used in the state of Iowa to measure English language proficiency levels in reading, writing, speaking, and listening for students in Kindergarten through 12th grade with a language other than English in their home or background.
 - a. **Screening Kindergarten students:** For incoming Kindergarten students or Kindergarten students in the first half of the school year with a language other than English in their home or background, the ELPA21 Future Kindergarten Screener is administered. For screening Kindergarten students after mid January, the ELPA21 Kindergarten Screener is used.
 - b. **Screening for Students with Most Significant Cognitive Disabilities:** As of August 1, 2024, the AltELPA Screener is offered on a case-by-case basis. Approval must be given by the Iowa State Department of Education prior to administering the AltELPA screener. The AltELPA is designed specifically for potential English learners with significant cognitive disabilities. It is administered on the computer, one-on-one with a test administrator and the student.
2. A **certified screener** (ELL Department staff) administers the ELPA21 screener at the home school, the Welcome Center, or for students in the Online Learning Program, at an agreed upon location.
3. **Training:** Screeners must complete online training each year. Certificates of completion are stored within a folder linked on the ELL Hub.
4. **Student scores:** A summary of student screener results are stored in the blue ELL folder in the cumulative file and uploaded

to Infinite Campus on the Student Information > General > Assessment page

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

1. In order to place an EL in the most appropriate level of English language instruction, a team analyzes a variety of data points, such as:
 - a. previous English language assessments, including the ELPA21 screener and/or summative assessment results
 - b. Formative assessments that measure student's language abilities (Flashlight360, National Geographic checks, District Created Formative Assessments)
 - c. academic records and transcripts
 - d. academic skill assessments (such as FAST / STAR and 9-12 math placement test)
 - e. parent interviews
 - f. teacher observations

***** The team making the appropriate LIEP level placement may include the following individuals: the student, classroom teachers, ELL Coordinators, ELL teacher(s), Special Education teachers, instructional coaches, counselor(s), the parent/guardian, and administrators. Due to the often quick and general nature of the initial assessments – even with careful data collection and review -- the placement of an EL in a particular level of English language instruction may be tentative. No placement should be considered permanent. The student's progress should be evaluated frequently, and any appropriate language level placement change should be made as soon as a need is determined.***

2. ELs are placed in appropriate content courses according to their grade level. At the secondary level (Grades 7-12), ELs are eligible

to take sheltered sections of core content classes if available in their school. For a description of sheltered instruction, please see Section III, Subpart B below.

3. Grade level placement of ELs:

- a. Kindergarten-Grade 8: An EL is placed with students of the same chronological age. Extenuating circumstances, such as extensive limited or interrupted schooling, will be considered on an individual basis.
- b. **In no case will**
 - i. **a K-8 EL be placed in a grade level more than one year different from same-age peers and**
 - ii. **a grade level placement decision be based on the student's English proficiency level.**
- c. Grades 9-12: A high school-age EL is placed at the high school level. However, specific grade level placement at the high school level is determined by the number of high school credits transferred in from previous educational institutions, not by the student's age. **In no case will a grade level placement decision be based on the student's English proficiency level.**
 - i. validate existing foreign transcript
 - ii. build transcript based on the family interview and placement exams
 - iii. [Foreign Credit Transfer Guidance](#)
- d. If the team recommends a placement outside of the "age-based grade" for K-8 ELs or outside of the high school level for a high school-aged EL, the principal, building EL teacher(s), the student's family, the district ELL Coordinators, and the Director of Curriculum and Instruction must be included in the decision making process. This needs to be documented in Infinite Campus. Considerations should include:
 - Does the student have interrupted schooling and/or limited formal education? If so, to what extent?

- What are the wishes of the family?
- What are possible unintended consequences?

D. Initial parent/guardian notification of eligibility following state guidelines in a language most easily understood by the family.

1. Following identification of eligibility, the ELL Coordinators or ELL teacher notifies the parent/guardian through face-to-face, phone, and/or written communication in the language most easily understood by the parent/guardian.
2. The “[English Learner Program Placement](#)” form (for initial and annual placement notification and program description originally from ParentNotices) along with the ELPA21 Dynamic Screener score report is provided to families.
3. Parents/Guardians must acknowledge that their child(ren) will be receiving EL services, but a signature is no longer required. Parents/Guardians of rising Kindergarten students may be notified in the spring of their PreK year or within 30 days of the first instructional day of their Kindergarten year.
4. The ELL Teachers must document parent/guardian acknowledgement in one of two ways: 1) use the “[Determination of Student Eligibility for Program Placement](#)” form to sign and return or 2) [logging the communication](#) through which the parent/guardian acknowledged EL placement (i.e. Infinite Campus log, email, TalkingPoints, phone call).
5. Parents/Guardians of students K-12 will be notified within 30 days of the first instructional day of the school year (if identified at the beginning of the school year), or within two weeks if identified later in the year.
6. Required forms will be kept in the blue ELL folder and/or Infinite Campus in the student’s cumulative file.

E. Parent/Guardian documentation of initial change from LIEP Programming (included only if parents/guardians request they want to waive or withdraw from all of part of EL services)

***LEAs may not in any way steer students away from participating in services. All ELs must be encouraged to participate in EL programming.** (From the [Standardized Entrance and Exit Procedures for Iowa's English Learners](#))*

1. Parents/Guardians have the right to choose to opt-out and not enroll their child in the LIEP, or to enroll in parts of the LIEP. This decision must be voluntary and based on a full understanding of the EL child's rights, the range of services available to the child, and the benefits of such services to the child.
2. When a parent or guardian chooses to initially waive or decline services, the ELL coordinators will join the building team to meet in person with the family to discuss the "[Explanation of Consequences for not Participating in English Learner Program](#)" originally from ParentNotices. The notice should be in the parent/student preferred language and with an interpreter if necessary. The parents/guardians or the student themselves if they are 18+, will receive the "Explanation of Consequences for not Participating in English Learner Program" originally from ParentNotices. This notice informs the parent/guardian that the student must still participate in the annual ELPA21 assessment, and sign a waiver annually.
3. If the parent/guardian/ 18+ student elects to waive services, he/she will sign the "Request for Change in Program Participation" form originally from ParentNotices. The ELL Coordinators will obtain the signed waiver form and file it in the student's blue ELL folder or Infinite Campus. Additionally, documentation of the conversation should be documented.
4. As with all ELs, including students who have waived ELL services, ELL teachers share the annual ELPA21 Summative Assessment results with parents/guardians and when necessary, additional information will be shared about the student's overall grades and/or academic performance to assist families in determining if they want to continue to waive their student from the LIEP.

III. Description of the LIEP

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

A. LIEP Goals

1. Language Goals

A. Growth in Reading on the ELPA21: The percentage of ELs who grew at least one performance level in **reading** as measured on the ELPA21 Summative Assessment will increase from **41%** (Spring 2023 to Spring 2024) to **46%** (Spring 2024 to Spring 2025). increase from **40%** (Spring 2024 to Spring 2025) to **45%** (Spring 2025 to Spring 2026)

B. Growth in Writing on the ELPA21: The percentage of ELs who grow at least one performance level in **writing** as measured on the ELPA21 Summative Assessment will increase from **45%** (Spring 2023 to Spring 2024) to **50%** (Spring 2024 to Spring 2025). increase from **46%** (Spring 2024 to Spring 2025) to **51%** (Spring 2025 to Spring 2026)

C. Listening Growth on the ELPA21 (for our own data monitoring - not a specified goal area at this time): Schools that meet or exceed the 2025 listening performance level will earn the EL Superstar badge. This means 55% or more of their ELs make growth on the Listening subtest in Spring 2026.

D. Speaking Growth on the ELPA21 (for our own data monitoring - not a specified goal area at this time): Schools that meet or exceed the 2025 speaking performance level will earn the EL Superstar badge. This means 45% or more of their ELs make growth on the Speaking subtest in Spring 2026.

2. Academic Goals

A. Proficiency on Literacy Screener (FAST Grades K-6): The number of ELs in grades K-6 scoring in the proficient range on the Reading portion of Iowa TIER universal screening assessment will increase by 7% from the beginning of the school year to the end of the school year. For K-1 we will be measuring the earlyReading English screener. For 2-5 we will be measuring the CBMR.

B. Proficiency in English Language Arts (ELA) on ISASP (Grades 7-11): The number of ELs tested in grades 7-11 scoring in the proficient range in English Language Arts of the Iowa State Assessment of Student Progress (ISASP) will increase from 9% (Spring 2025) to 14% (Spring 2026).

a. 2025: 9% were proficient in ELA on the ISASP (43 of 459 tested)

C. Proficiency in Math on ISASP (Grades 7-11): The number of ELs tested in grades 7-11 scoring in the proficient range in Math of the Iowa State Assessment of Student Progress (ISASP) will increase from 14% (Spring 2025) to 19% (Spring 2026).

a. 2025: 14% were proficient in ELA on the ISASP (66 of 462 tested)

3. Program Models

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

Service Model	Student Profile	Teacher Licensure	Description
English Language Development (ELD) Elective Program Options			
ELD Course	ELs only	One teacher:	Educators follow the English Language Proficiency (ELP) standards and use the district curriculum, <i>National Geographic Edge</i> . The use of

		ELL certified	research-based instructional strategies serve to increase students' proficiency in reading, writing, listening, and speaking. There are five levels: Beginning, Intermediate I, Intermediate II, High Intermediate, Advanced
Push-in ELL Service Pull-out ELL Service	ELs only	One teacher: ELL certified	Push-in ELL is a program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ELL instruction is usually in English with little use of the native language. Pull-out ESL is a program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of the native language.
English Language Development (ELD) Core Content and Language Integrative Program Options			
Sheltered Content Courses	ELs only 12-15 students	1) One teacher: Dual certified: ELL and content 2) Two teachers: One ELL and one content	Sheltered courses at ICCSD are specially designed courses to serve the unique language needs of English Learners. The dual goals of sheltered courses are 1) to provide access to grade-level content and 2) to promote the development of English language proficiency. In the sheltered classroom, teachers use physical activities, visual aids, scaffolds, and the environment to teach vocabulary for concept development of mathematics, science, social studies, and other subjects.
General Education Co Taught Courses	General Education (non-ELL) AND ELs	Two teachers: One ELL and one content certified	Two teachers share an active role and responsibility for all planning, materials, instruction, and assessment within a shared instructional space for a specific time period. Co teachers collaborate on evidence based whole group and small group methods. This targeted, differentiated approach provides effective, grade level content and teaching for every learner

** If the content teacher is certified in SIOP but does not have an ELL endorsement, this DOES NOT count for ELD service minutes.

English as a Second Language (ESL, a term used by the Iowa Department of Education for our program type, which we call ELL): This model is utilized in both the secondary and elementary settings.

Co-Teaching: At this time, the co-teaching instructional model is offered in two pilot Elementaries: Longfellow and Kirkwood; sixth grade at select

middle schools; 7-12th grades in some sheltered content courses for only ELs, and at Tate High School

Sheltered Instruction: This model is utilized in both the middle school and high school levels. Typically, sheltered instruction is offered to students enrolled in the Beginning and Intermediate 1 ELD courses who need additional language support in core content areas. Additionally, 7-12th grade students enrolled in the Intermediate 2 ELD course may also take sheltered courses if determined by the teacher.

High School Sheltered Courses List

Content Area	City High	Liberty	West High School
English/ ELA	English 9 English 10 World Literature Reading Strategies ELL STARS Literacy Foundations for Emergent Multilinguals	English 9 Reading Strategies ELL STARS	English 9 English 10 Reading Strategies ELL STARS Literacy Foundations for Emergent Multilinguals
Math	Algebra I Geometry	Algebra I Geometry	Algebra I Geometry
Science	Earth Space Science Biology	Earth Space Science	Earth Space Science Biology
Social Studies	World History American Studies Economics Government I Government II	World History American Studies	World History American Studies Economics Government I Government II

Middle School Sheltered Courses List

Content Area	South East	North Central	Northwest
English/ ELA	ELA 6 - Beg. - Int I Lang. Arts 6 - Int. II - Adv. ELA/ Literacy 7		ELA 6 - Beg. - Int I Lang. Arts 6 - Int. II - Adv.

			ELA/ Literacy 7 ELA/ Literacy 8
Math	Math 7 Math 8		Math 7 Math 8
Science	Science 7 Science 8		Science 7 Science 8
Social Studies	Social Studies 6 Global Studies American Studies	Social Studies 6	Social Studies 6 Global Studies American Studies

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

- ELs are placed in the appropriate program of language development based on data received from the ELPA21 Dynamic Screener scores, ELPA21 Summative Assessment scores, and/or additional state/district/local assessment information such as ISASP, Star, Fast, etc.
- LIEP services focus on English language development and include support through collaboration with ELL teachers, content teachers, instructional coaches, and other staff to support access to district core curriculum.
- ELL teachers shall provide English Language Development universal core instruction to ELs according to the required minutes listed below. ELL teachers should be included in intervention planning. While ELL teacher FTE and teaching time should be devoted to ELD core instruction, ELL teachers may also be relied on for providing academic interventions to support student learning progression. ELs should have access to the same academic interventionists/specialists as non-ELs.
- The following ICCSD recommendations for LIEP services are based on grade and proficiency levels. In some instances -- based on the unique needs of individual students -- the amount of services may be adjusted to more appropriately serve their specific needs:

- **Buildings should be mindful when creating the master schedule to ensure EL students receive core instruction in content areas while also receiving ELL services. This may involve intense collaboration among the principal, instructional coach, ELL team and other staff as needed.**
- In addition, school-based teams—including counselors, administrators, instructional coaches, ELL teachers, and general education staff—must closely monitor and clearly communicate graduation requirements to ensure that English Learners receive appropriate content credits toward graduation.
- If a student will turn 21 before graduating, school teams should connect with the ELL Curriculum Coordinators or Director of Curriculum and Instruction to plan a personalized path to graduation, which might include Adult Education Center courses.
- For the purposes of providing the appropriate frequency and intensity of instruction listed below, a *newcomer* is defined in our district as a student who was not born in the United States, has little or no English language proficiency, and has had less than two years of formal instruction in a US school.

Required Minutes and Frequency of Instruction for ELs (Proficiency Levels = ELPA21 scores in reading, writing, speaking, listening.)

Elementary ELD Minutes of Instruction for on-site instruction:

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

ELD Minutes of Instruction for EL students enrolled in the ICCSD Online Learning Program (OLP):

- *Elementary Recommended ELD Service in the **Online Learning Program***: Meets on a case to case basis based off of English proficiency level of the student with a goal of at least 30 minutes per day
- *Middle School/High School Recommended EL Classes in the **Online Learning Program***: All Proficiency Levels: One ELD class that meets 2-3 days per week, for a total of 125 minutes per week.

Middle School ELD Minutes of Instruction for grade 6 (Southeast and North West)

- Proficiency Levels 1-2: one 84-minute block Sheltered English Language arts with a certified ELL teacher and one 42-minute period of Sheltered Social Studies with a certified ELL teacher.
- Proficiency Levels 2-3: one 42-minute period of Sheltered Language Arts with a certified ELL teacher.
- Proficiency Levels 3-5 (not proficient in all domains): one 42-minute period of Sheltered Language Arts with a certified ELL teacher.

Middle School ELD Minutes of Instruction for grade 6 (North Central)

- Proficiency Levels 1-2: one 42-minute co taught Language Arts and one 42-minute co taught Literacy class with a certified ELL teacher and ELA teacher & one 42-minute period of Sheltered Social Studies with a certified ELL teacher.
- Proficiency Levels 2-5: one 42-minute co taught Language Arts and one 42-minute co taught Literacy class with a certified ELL teacher and ELA teacher

Middle School Recommended ELD Classes (grades 7-8):

- New to English/Newcomer (Proficiency Levels 1-2): (includes students with limited or interrupted formal education): Up to two ELD elective classes if available in their school is required. Sheltered classes may include Language Arts/Literacy, Science, Math, and Social Studies (if available in their school).
- Proficiency Levels 2-3: One ELD elective class at minimum is required. Enrollment in sheltered or co-taught core, as available and appropriate.

- Proficiency Levels 3–5 (not proficient in all domains): One ELD elective class at minimum is required. Enrollment in sheltered co-taught core, as available and appropriate.

High School Recommended ELD Classes:

- Newcomer (Proficiency Levels 1 and 2): (includes students with limited or interrupted formal education): One ELD elective class is required. Sheltered courses in core content areas are recommended.
- Proficiency Levels 2–5: At least one ELD elective class, sheltered, or co-taught content classes is required.

C. Description of Annual Parent/Guardian Notification of Continuing Placement

- The ELL teachers notify English Learners' parents/guardians annually of continuing placement using the “**English Learner Program Placement**” (downloaded from ParentNotices) in a language most easily understood by the family.
- The notification takes place as soon as ELPA21 Summative Assessment results are received in the spring (for existing students) or within 30 days upon enrollment during the school year (for new-to-district students who already qualified for EL services at another Iowa district or ELPA21 state). This notification should be documented by completing the Google Form on the Parent/Acknowledgment page of the ELL Hub.
- The ELPA21 score is a critical data point, but it should not be used as the sole indicator for placement or continued placement at a language level. Teams should look at multiple data points (including but not limited to ISASP, FAST, STAR, classroom assignments/assessments) to determine appropriate courses for the following year.
- If the team recommends a placement outside of the usual course level progression, the principal, building EL teacher(s), the student's family, and the district ELL Coordinators must be included in the decision making process. Considerations should include:

- Does the student have interrupted schooling and/or limited formal education? If so, to what extent?
- What are the wishes of the family?
- What are possible unintended consequences?
- What other data is driving this decision?

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

- Parents/Guardians who have waived services are contacted annually for a meeting by the ELL teacher and informed that their child is still eligible to receive services. Parents/Guardians receive a copy of **“Explanation of Consequences for not Participating in English Learner Program”** and a new copy of **“Request for Change in Program Participation”** is signed.
- Documentation of the conversation with the family regarding the continuation of waiving services, along with a signed copy of the **“Request for Change in Program Participation,”** is stored in a student’s blue ELL folder in their cumulative file and in Infinite Campus. An electronic copy of the form is also maintained by the ELL Coordinators.

E. Highly Qualified Staff

- ICCSD staff who deliver direct LIEP services for all identified students hold an appropriate ESL endorsement and are considered highly qualified by the Iowa Board of Educational Examiners.
- ICCSD ensures that all content area classes are taught by a teacher endorsed in that content area.

G. Access to Iowa Core and English Language Proficiency Standards

- The ICCSD provides access to Iowa Core and English Language Proficiency (ELP) standards through research-based instructional strategies and supplemental resources. Curriculum modifications and accommodations ensure access to Core. All K-12 certified staff participate in ELP standards training.
- Collaborations between ELL teachers and classroom teachers may include: sharing of data and outcomes of assessments, modeling of research-based strategies for ELs, sharing

information about appropriate accommodations, providing supplemental resources and information about students' English proficiency in reading, writing, listening and speaking.

- Collaboration occurs through PLC meetings, planning for co-teaching, before and after school meetings, grade-level team meetings, phone communication, and email.
- These collaborations differ based on building needs, but they will occur at least monthly.

H. Curriculum and Supplemental Resources for LIEP

- **Elementary:** At the elementary level, the district uses *National Geographic REACH*, and *In the USA (newcomers)*. *Newcomer materials are currently being reviewed and select buildings will be piloting new newcomer materials in the 2026-2027 school year.*
 - *National Geographic REACH* is used to deliver content-based instruction. *REACH* content-rich materials, student activities, and lesson plans promote academic language learning that is connected to the other subjects in a student's school day. *REACH* emphasizes major topics of science and social studies through thematic units that incorporate academic and content vocabulary and subject-specific tasks. The program also includes suggestions for relating themes to students' own experiences, cultures, and personal lives. Within a unit, each lesson builds on prior lessons to reinforce and extend the information students are learning and the language skills they are acquiring.
 - Newcomers/Beginners (level 1) in grades 2-5 receive instruction with *In the USA*, published by National Geographic. *In the USA* develops language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. Ancillary materials are used as needed to further support language development.
- **Secondary:** At the middle school level, the district uses *National Geographic Inside and Inside the USA*. High schools use *National Geographic EDGE*.

- *National Geographic Inside the USA* is a research-based, standards-driven curriculum that provides junior high newcomers with the skills and strategies needed for developing reading, writing, speaking, and listening proficiency.
 - *National Geographic Inside* is a leveled core reading/language arts/language development program designed for English learners. The content is relevant and motivating with a goal to prepare students for Common Core State Standard success.
 - *EDGE* is a leveled core reading/language arts/language development program designed for English learners. The content is relevant and motivating with a goal to prepare students for Common Core State Standard success.
 - Sheltered content classes utilize the district core curriculum as well as additional EL designed materials to scaffold and deliver academic content to students at the beginning to intermediate levels.
- ELL teachers, ELL Coordinators, and the Director of Curriculum and Instruction review curriculum and supplemental materials on an ongoing basis in consideration of student, building, and program needs. In addition, a comprehensive curriculum/program review is conducted every 8 years. Recommendations about purchases are shared with the Director of Curriculum and Instruction and/or the Elementary/Secondary Executive Directors of Teaching and Learning.
- When any core curriculum adoption process occurs, the needs of ELs must be considered. Those responsible for implementing a curriculum review process must include ELL coordinator(s) and/or ELL teacher(s) as member(s) of the review committee.

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

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

A. Meaningful Access to Instructional Acceleration

Extended Learning Program (ELP)

Section 59.4(5) of the Iowa Code states that “Students will be placed in a gifted and talented program in accordance with systematic and uniform identification procedures that encompass all grade levels and that are characterized by the following: a. Identification will be for the purpose of determining the appropriateness of placement in a gifted and talented program, rather than for categorically labeling a student. b. The decision to provide a student with a gifted and talented program will be based on a comprehensive appraisal of the student, consideration of the nature of the available gifted and talented program and an assessment of actual and potential opportunities within the student’s regular school program.”

Identification procedures for the ICCSD ELP Program do not discriminate based on English language proficiency (EEOA, section 1703(f)). Students will not be denied access to ELP programming solely based on standardized scores. The ICCSD acknowledges that the Iowa Department of Education requires multiple selection criteria for identifying gifted and talented

students from the total populations. This approach involves obtaining student information from several quantitative and qualitative sources, and is helpful in making accurate referrals. Please refer to [*"Identifying Gifted and Talented English Language Learners"*](#) from the [Iowa Department of Education Gifted and Talented Instruction website](#).

B. Special Education

1. a. Evaluation and eligibility decisions must consider individual linguistic variables. For students whose primary language is not English, a communication disability must be evident in both English and the primary language, and teams must rule out limited English proficiency, inadequate instruction, and ecological factors as the primary cause of difficulties.
- b. In alignment with best practices, the district uses the Steve Gill Critical Data Matrix to examine multiple criteria and determine whether an EL should be considered for a Suspected Disability Determination meeting. This collaborative process, involving educators and families, occurs before any consideration of special education services.
- c. The Steve Gill Critical Data Matrix includes describing the student's difficulty and evaluating the appropriateness and effectiveness of EL curriculum and instruction. Student challenges should be confirmed in both languages when possible, and instruction, materials, and EL services should be adjusted to align with the student's language proficiency level.
- d. After reviewing data from the Steve Gill Critical Data Matrix, the team may recommend a special education evaluation and discuss exclusionary factors at the Suspected Disability Determination meeting. A disability determination cannot be made if difficulties are primarily due to inadequate instruction, socio-economic factors, cultural differences, attendance issues, or limited English proficiency; eligibility decisions are documented in Prior Written Notice and ACHIEVE, and if

eligible, an IEP is developed using evaluation data within 30 days.

e. IDEA requires IEP teams to consider the language needs of children with limited English proficiency as part of the IEP process. To do so effectively, teams should include members with training and expertise in second language acquisition who can distinguish between language development and disability. (Joint Guidance OCR/DOJ, January 7, 2015, p. 27).

2. Students dually identified for special education and ELL receive direct instruction by highly qualified ELL teachers in accordance to ELD Instructional minutes. In addition, ELLs with IEPs receive SDI minutes from special education teachers with support for language needs.
3. Federal and State policy emphasizes that children with disabilities should be educated alongside non-disabled peers whenever possible, with separate settings considered only when necessary due to the severity of the disability. English Learner (EL) students with disabilities receive both language assistance and disability-related services, and avoid segregating EL students based on perceived behavior or special needs.

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

1. ELs cannot be excluded from participation in co-curricular programs for which they are eligible based on EL status (e.g. Title I Services, Reading Recovery, At-Risk, Advanced Placement, counseling services, CTE etc).
2. ICCSD will ensure access to co-curricular activities and programs that ELs are eligible to receive.
 - a. Language needs are supported within co-curricular programs through collaboration and support of ELL teachers.

3. ELL teachers and staff communicate to students and Parents/Guardians about activities and eligibility in a language most easily understood through translated documents, phone communication, and/or the assistance of interpreters.
4. ELL teacher(s) are included in data review for placement/consideration in all co-curricular programs.

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

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

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

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

A. Professional development is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel receive opportunities for in-service training with continued training provided according to the district's Comprehensive School Improvement Plan.

Professional development is offered to:

1. District and building administrators
2. LIEP staff (ELL certified teachers)
3. Content and classroom teachers
4. Building/district support staff (instructional coaches, curriculum coordinators, counselors, paraeducators, etc.)

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

- Professional development between and among ELL teachers during various early dismissal professional development dates
- Differentiated professional development offered by ELL Coordinator in a one-on-one or small group format for content teachers
- Professional development offered by ELL teachers for building staff (content teachers, administrators, counselors,

paras): training on second language acquisition, working with interpretation and translation programs and technology , and Sheltered Instruction/ELL strategies.

- The Office of Professional Development provides professional development for staff in regards to restorative practices and multicultural and gender-fair practices.

B. District training of English Language Proficiency (ELP) Standards and implementation plan

Certified staff complete the modules individually or collectively via AEA PD Online or ELPA21 Online Portal and take the associated brief quiz to document completion and content attainment. Certificates of completion are sent to the ELL Curriculum coordinators and Lyndsee Detra in Human Resources, and placed in personnel files.

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

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

A. Annual training to staff assigned to administer ELPA21

1. Staff who administer the ELPA21 and/or the AltELPA21 complete the required training provided by the Iowa DOE.
2. ELPA21 and Alt ELPA21 Certificates are saved by each participant electronically in a district drive that is shared with the ELL Coordinators

C. Dissemination of Scores to Stakeholders

1. *Dissemination of ELPA21 Scores:* The ELL Department shares results of the ELPA21 with ICCSD administrators, ELL teachers.
2. Building teams analyze ELPA21 data in Tableau each May, collaborating with ELL staff, instructional coaches, and administrators to review the results.
3. ELL teachers, administrators, and/or ELL Coordinator share results with classroom/content teachers and staff who serve ELs. Student results and proficiency levels are shared at the beginning of the school year.
4. Parents/Guardians receive a hard copy of the results with a recommendation for the student's programming.
5. *Dissemination of AltELPA21 Scores:* The ELL Department shares the AltELPA21 results with ICCSD administrators, ELL teachers,

Case Managers, and Special Education staff. Parents/Guardians and student's Case Manager receive the hard copy of the results along with the AltELPA21 parent guide. The recommendation for the student's English Language service is written in the IEP.

D. Appropriate Training to Interpret Results to Staff

1. The ELL Coordinators and other ELL staff as outlined by the Iowa DE participate in training provided by the Iowa DE or GWAEA to interpret the results of the ELPA21.
2. The ELL Coordinators and/or ELL teachers meet with administrators to share results and provide guidance in interpretation.
3. The ELL Coordinators, and/or ELL teachers communicate with staff who teach ELs and provide guidance on the interpretation of the results. They also discuss implications for instruction.

D. Utilization of assessment results to guide instruction and programming

1. The ELL Coordinators and/or ELL teachers meet with staff who teach ELs in order to discuss the results and implications for instruction and assessment. This may happen in the spring or the fall depending on the professional development schedule.
2. ELL Coordinators and ELL teachers review and analyze assessment results. ELL teacher teams use language domain scores (reading, writing, speaking, and listening), along with other academic data, to guide targeted instruction and program decisions.
3. The ELL Coordinators analyze the results to determine if changes should be made in future LIEP programming as well as district comprehensive improvement planning.

VII. LIEP Exit Criteria and Procedures:

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

A. LIEP Exit Criteria

English Learners must exit the LIEP if they score proficient (4's or 5's in each domain) on the ELPA21 Summative Assessment.

B. LIEP Exit Procedures

1. Occurs during the allowable window; students can only be exited between July 1st and October 1st, which is the ELL count date.
2. ELL Coordinators and/or ELL teachers notify Parents/Guardians using the "Program Exit Letter" (downloaded from ParentNotices) in a language most understandable to Parents/Guardians
3. ELL Coordinators enter reclassification data into Infinite Campus
4. District begins two year monitoring procedure

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

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

A. Procedures

1. Students who exit from the LIEP are monitored for two years after exiting. ELL teachers (certified and licensed) will communicate with classroom teachers and counselors to determine if exited students within the building are sustaining academic success at the end of the first and third trimesters.
 - a. Criteria for determining success are classroom performance and/or passing grades.
 - b. If an exited student is not making adequate progress, the student should be referred to the MTSS process to determine additional supports as necessary.
 - c. Data will be collected and maintained by each teacher via forms in Infinite Campus.
2. A building team reviews data for each monitored student to ensure they have demonstrated continued success and determines if the student should continue monitoring, complete monitoring, or re-enter the LIEP. The ELL Coordinator assists and provides additional input on the decision-making process when appropriate.

B. Re-Entry Process

1. If a monitored student has been identified as having difficulty, the MTSS process will be followed, parents/guardians informed,

and targeted support will be put into place with a goal to remedy the area of concern. If support in general education and remediation services have proven inadequate, and there is sufficient evidence that a persistent language barrier may be the cause of academic difficulty, the district takes action to re-enter the student into EL status and offers LIEP services. Students can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener.

2. ELL teachers and/or the ELL Coordinators document the basis for the re-entry and the Parents/Guardians are notified. Parents/Guardians/guardians receive notification using the “English Learner of Program Placement” form (downloaded from ParentNotices) in a language most easily understood. The form is stored in a blue ELL folder or Infinite Campus in the student’s cumulative file.

IX. LIEP Evaluation

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

- A. The ICCSD LIEP is evaluated annually and continuously by gathering evidence regarding progress toward LIEP goals in both English language and academic achievement. Student needs, achievement data, and ELL teacher/administrator input are considered.
1. **ELL Lead Team:** Carmen Gwenigale- Director of Curriculum and Instruction, Jacqueline Otting- Lead ELL Coordinator, Amanda Brooks- ELL Coordinator, and Kelley Lattimer-ELL Coordinator facilitate LIEP evaluation.
 2. Evaluation of district achievement data assists in identifying ELs strengths and challenges in Core classes.
 3. Information from the LIEP program review is used to assess future LIEP programming needs.
 - a. The ELL Lead Team identifies professional development needs for staff who serve ELs
 - b. The ELL Lead Team identifies components of the LIEP that need to be adjusted in order to better meet student needs and promote achievement
 - c. Staffing needs are considered and allocations are adjusted at the district and building levels in order to provide the most support to students
 - d. Teachers are scheduled and placed according to student numbers/need in buildings; student rosters are reviewed continuously throughout the year

- e. Curricular needs are provided through district funds and Title III as appropriate
 - f. The needs of individual ELs and subgroups are identified and programming is adjusted as appropriate
4. Title III Assurances in CASA are reviewed and addressed