

North Linn Community School District



PreK-12 Lau (ELL) Plan for Serving English Learners (ELs)

August 30, 2017

North Linn Community School District PreK-12 Lau (ELL) Plan

Table of Contents

Table of Contents

Introduction	2
Plan	3-11
Department of Justice and Office of Civil Rights Joint Guidance Document Appendix A	12
New Student Flow Chart Appendix B	13
Home Language Survey Appendix C	14-15
Determination of Student Eligibility Appendix D	16
Notice of Program Placement Appendix E	17-18
Request for Change in Program Participation Appendix F	19
Description of LIEP Models Appendix G	20
Program Exit Letter Appendix H	21
ELL Student Exit and Monitoring Flow Chart Appendix I	22
Explanation of Consequences for not Participating in English Learner Program Appendix J	23

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

Limited English Proficient (LEP) is the term used by the United States Department of Education to describe students whose home-language background is other than English and whose English language skills are not sufficiently advanced for them to participate successfully in classrooms in which all academic instruction is provided in English. 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, Section 280.4).

Lau Leadership Team Members

Chris Fenster - Elementary Principal, Superintendent

Scott Beaty - Middle School/High School Principal, Equity Coordinator

Sue Russ - Development Director, ELL Coordinator

Crystal Manos – EL Teacher, Classroom Teacher

Sarah Meyer - Elementary Counselor

Jaci Hilmer - Classroom Teacher, 6 – 12 Counselor

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). North Linn's Lau plan was collaboratively written by the K-12 team identified above and includes the following required critical elements:

I. Lau Plan Guiding Principles (*See Appendix A*)

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

A. English Language Development

1. Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence
2. Assisting students in acquiring English language skills appropriate to their age and grade level as efficiently as possible

B. Academic Achievement

1. Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet
2. Enable students to reach grade-level benchmarks in their academic subjects by providing them with supplemental materials, instruction and resource assistance

C. Cross-Cultural Efficacy

1. Encouraging parents of EL students to take an active role in the education of their children and communicating with parents in their first language when needed
2. Assisting students in understanding and functioning within American society while maintaining a sense of their cultural heritage
3. Promoting pride in the students' cultural and linguistic backgrounds
4. It is the policy of the North Linn Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs

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

Evidence: Please include references to Home Language Survey-IA, State approved English language proficiency assessment, process to place student in appropriate LIEP and content courses, parental forms in parent's home language, process for waiving students from LIEP. (*See Appendix B*)

A. "Home Language Survey-IA" from (www.TransACT.com) which includes race and ethnicity reporting filed in each student's cumulative file (*See Appendix C*)

1. Given upon enrollment to the district for every student
2. Is filed in each student's cumulative file
3. Identifies students with anything other than English indicated
4. Development Director will review documents and will refer students with anything other than English indicated on the survey for screening to the EL teacher

B. State-approved English language proficiency placement assessment

1. TELPA screener for 2017-2018
2. Training for test administrator (EL teacher) and test coordinator (Development Director) will occur on an annual basis

3. Certificates of completion will be filed in each individual's personnel file located in the district office
4. A summary of the student's results will be placed in the student's cumulative file
- C. Process to place student in appropriate LIEPs and content courses
 1. Leadership team will collect academic and other pertinent student data to determine the student's English language development and academic needs
 2. Leadership team will engage in data review and make recommendations for LIEP program
 3. Leadership team will engage in data review and make recommendations for content courses
 4. Placement in general education setting will be within two years of each student's actual age
- D. Parental forms distributed in a language most easily understood (TransACT) within 30 days at the beginning of the year and two weeks later in the school year
 1. "Determination of Student Eligibility, English Language Development Program Placement" (sent once upon placement) from TransACT (*See Appendix D*)
 2. "Notice of Program Placement", initially and annually for placement notification and program description from TransACT (*See Appendix E*)
 3. Notifications are all sent within 30 days if identified at the beginning of the year, or within two weeks if identified later in the year
 4. Signed copies of all required notification forms will be placed in each individual student's cumulative file
- E. Process for waiving students from LIEP
 1. A meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s) and providing a copy of "Explanation of Consequences for not Participating in English Learner Program" (*See Appendix J*) (www.TransactAct.com) notice prior to completing a "Request for Change in Program Participation" form
 2. The "Request for Change in Program Participation" (*See Appendix F*) (www.TransactAct.com) signed copy will be used to document parents' refusal of services decision and is placed in student's cumulative file
 3. The district will implement the following plan to ensure mastery of English and academic achievement without enrollment in the LIEP
 - a. The EL teacher will provide consultative support to all classroom teachers to ensure academic success
 - b. The EL teacher will administer the ELPA21 assessments regardless of a waiver to all EL eligible students
 - c. The EL teacher will monitor student achievement for students that were eligible for services but refused formal placement

III. Description of the LIEP (*See Appendix G*)

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

- A. LIEP goals (measurable goals tied to data and LIEP evaluation)
 1. 85% of elementary EL students will show growth on FAST universal screening assessments the spring of each academic year
 2. 100% of EL students will show growth and progress in English language acquisition on the ELPA21 each year

3. 85% of EL students will reach reading proficiency in Reading, Math, and Science on the state approved assessment within five years of entering the North Linn Community School District ELL program
 4. 90% of students will attain or reach English proficiency on the ELPA21 within six years of entering the North Linn Community School District ELL program
- B. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students (*See Appendix B*)
1. North Linn Community School District has identified the following approved program models for instruction
 - a. Sheltered Instruction: An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
 - b. English as a Second Language (ESL): A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.
 2. Students are served individually in a pull-out model, outside the general education classroom in order to provide needed additional support to increase student comprehension and function in the classroom. In addition, the ESL teacher will collaborate to ensure access to district core curriculum in the classroom. Composite Proficiency Levels will determine frequency and intensity of the approved programming at all grade levels regarding pull-out/push-in support by the district EL teacher
 - a. Levels 1 and 2: Daily pull-out, 15 – 20 minutes
 - b. Levels 3 and 4: Daily pull-out, 10 – 15 minutes
 - c. Levels 5 and 6: Every other day push-in 10-15 minutes, pull-out as needed
 - d. Program placement is based on each individual student’s needs. When questions occur, we consult with Lynn Tiemann, Grant Wood AEA consultant, to make sure we are making the appropriate academic decisions regarding our EL students.
 3. All identified, non parental waiver, ELL students of all proficiency levels will be administered the ELPA21 assessment and receive direct LIEP instruction based on assessment results
- C. Annual parent notification of continuing placement and programming options in language most easily understood
1. Annual parental notification of continuing placement and programming options are provided to families in the fall of each year within 30 calendar days after the beginning of the school year using the “Notice of Program Placement” initially and annually (*Appendix E*)
 2. Notification will be the joint responsibility of North Linn’s Development Director and North Linn’s EL teacher
 3. All records are stored in each individual student’s cumulative file annually
- D. Description of procedure for annual communication with parents who have waived LIEP services
1. Annual review, sharing, and signing of “Explanation of Consequences for not Participating in English Learner Program” communication in a language most easily understood (www.TransactAct.com)
 2. Signed “Request for Change in Program Participation” form obtained annually
 3. Notification placed in each student’s cumulative file
- E. Highly qualified staff
1. ESL endorsement to provide direct services to identified English Learners
 2. Endorsement for content teachers who deliver content area instruction to ELs
- F. Designated administrator oversight for LIEPs who has training in needs of English Learners

1. Sue Russ, Development Director
 2. Will participate in online and AEA offered training
- G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards
1. All EL students will have access to core and ELP standards through recommended supports and accommodations in the general education setting
 2. The EL teacher and content teacher will meet monthly to collaboratively plan and support EL students
- H. Curriculum and Supplemental Resources for LIEP
1. Curriculum used in all of our classrooms includes EL support
 - a. *Treasures* Reading curriculum
 - b. Everyday Mathematics
 - c. How To Plan Differentiated Reading Instruction by Walpole and McKenna
 - d. Full Option Science System (FOSS)
 - e. Harcourt Social Studies
 - f. Supplemental materials are obtained from Grant Wood AEA
 2. Curriculum and supplemental resources for LIEP follow an eight year review cycle which mirrors the core curriculum review cycle. Professional reflection on the effectiveness of a program or supplemental materials is ongoing and additional resources are acquired based on students' needs.
 3. Core textbook and curriculum adoption reviews utilize a checklist with EL resources as a criteria

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. Process in place for identifying and serving gifted/talented (GT) ELs

1. Identification procedures that are not culturally and/or linguistically biased and will not be based solely on standardized assessments. ELs will be evaluated for GT services if they demonstrate the following characteristics:
 - a) Acquires second language rapidly
 - b) Shows high ability in math
 - c) Displays a mature sense of diverse cultures and languages
 - d) Code switches easily
 - e) Demonstrates an advanced awareness of American Expressions
 - f) Translates at an advanced level (orally)
 - g) Navigates appropriate behaviors successfully within both cultures
2. Support for the GT EL's language needs will be provided: If the team determines GT services are needed, services will be provided in collaboration with the GT teacher, ELL teacher, and the classroom teacher and will be tailored to the student's unique learning needs

B. Process in place identifying and serving ELs in special education

1. North Linn identifies, locates, and evaluates ALL children who may have disabilities using the same process:
 - a) Classroom teachers monitor student growth through data collection of daily work and classroom assessments, universal screeners, and district-wide assessments
 - b) Student concerns are shared with the child find team to analyze current data and suggest additional research based interventions. The team will include the district's EL teacher when an EL is being considered.

- c) Interventions are implemented and data collected – if student growth is still lacking, parents are contacted
 - d) Parental permission is secured to perform a formal evaluation
 - e) Results of the formal evaluation provide additional data analyzed by the district team to determine if the child is eligible for special education services – the criteria will have measured the student’s abilities and not the student’s English language skills
2. The district will carefully consider English language proficiency, cultural background and prior educational experiences in determining difference versus disability. District personnel will take whatever action is necessary to ensure parents understand each step of this process, including arranging for an interpreter if necessary.
 3. If the child is eligible for special education services and EL services, the district IEP Team will include GWAEA ELL consultants and will collaboratively develop an IEP to meet the child’s individual needs. The student will be identified and served directly in both programs by highly qualified staff to ensure appropriate programming.
- C. Process in place for identifying and serving ELs in co-curricular programs (i.e., Title I, At-Risk, Career and Technical Programs, Counseling Services, Advanced Placement and International Baccalaureate Courses, etc.)
1. North Linn identifies, locates, and evaluates ALL children for various district programs. Identification procedures are not culturally and/or linguistically biased
 - a) Title I students are identified based on reading deficits
 - b) Identification of At-Risk students includes analysis of grades, absenteeism, disruptive behavior, etc.
 - c) Identification for Advance Placement classes for ALL students follow the requirements set forth by the sponsoring organizations
 - d) Parents, teachers, administrators, etc. all have the ability to identify students for counseling services
 2. Communication about programs and eligibility will be communicated to parents and students in a language most easily understood
 3. The EL teacher is included in placement/considerations for EL students in all programs and will support language needs through teacher consultation within the programs.
- D. Process in place for identifying and serving ELs in extra-curricular activities
1. Elective opportunities including, but not limited to Career and Technical Programs, Performing and Visual Arts, Athletics, Honor Societies and Clubs are available to ALL students. Identification for ALL students follow the requirements set forth by the sponsoring organizations
 2. District personnel will take whatever action is necessary to ensure success for EL students and parents understanding of each program and eligibility, including arranging for an interpreter if necessary

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 for those who deliver instruction or support the LIEP

1. District and Building Administrators
 - a) Attend professional development of EL in the classroom along with classroom teachers
 - b) Attend professional development and informational meetings focused on supporting EL students through GWAEA
2. LIEP staff (certified and support)
 - a) The EL teacher holds a professional license and an ESL endorsement from the Iowa Department of Education

- b) Encourage attendance of professional development workshops and courses supported by GWAEA
- 3. Content and Classroom Teachers
 - a) Regular education teachers are encouraged to take the GWAEA Sheltered Instruction courses offered on an annual basis
 - b) All teachers are provide with information regarding services and academic intervention for students entitled to EL services through collaboration with the EL teacher
- 4. Paraprofessionals
 - a) Paraprofessionals are provided with information regarding services and academic intervention for students entitled to EL services through collaboration with the EL teacher
- 5. Building Support Staff – Instructional Coaches, Curriculum Coordinators and Counselors
 - a) Are offered the same opportunities for EL training as other district staff
- B. North Linn will provide access to training of English Language Proficiency (ELP) standards and implementation plan for required staff for ELP Standards completion and implementation
 - 1. PD plan for required staff for the English Language Proficiency (ELP)
 - a) We shall 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.
 - b) Completion of required training for staff directly serving identified ELs will be completed within one calendar year.
 - c) Process for implementation
 - (1) Determination of new staff members
 - (2) Selection of training dates
 - (3) Training modules and support materials secured for training
 - (4) Training facilitated by ELL instructor with support from district administrator and/or AEA ELL consultants
 - 2. Documentation of training procedures used will include
 - a) A log of facilitator and participants
 - b) Modules completed
 - c) Certification upon completion
 - 3. Documentation of the training will be maintained in each individual’s personnel file located in the district office

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 for appropriate staff with certificate on file
 - 1. Training for ELPA21 will be with state developed modules
 - a) <http://training.aeapdonline.org>
 - 2. Certificates of completion will be filed in each individual’s personnel file located in the district office
- B. Dissemination of scores to stakeholders
 - 1. Scores will be shared with administrators
 - 2. Scores will be shared with impacted teachers (classroom, special education, specials, etc.) currently serving EL students as well as impacted teachers serving EL students in the upcoming academic school year
 - 3. Scores will be shared with parents in a language most easily understood

- C. Appropriate training on interpretation of results
 - 1. ELPA21 training and GWAEA ELL Consultant will assist with interpretation of scores
 - a) LIEP teacher will participate in ELPA21 training
 - b) Administrators will receive information from the EL teacher and/or GWAEA ELL Consultant
 - c) Staff directly serving ELs will receive information from the EL teacher
- D. Utilization of assessment results to guide instruction and programming - staff will collaborate in PLCs to determine next steps
 - 1. Core Instruction
 - a) Assessments results indicating student success - continue with current instruction and programming
 - b) Assessment results indicating lack of student success – district team evaluates current instruction and programming to determine which practices and/or resources need to be adjusted and/or replaced to ensure success for all students
 - 2. LIEP Instruction
 - a) Assessments results indicating student success - continue with current instruction and programming
 - b) Assessment results indicating lack of student success – district team evaluates current instruction and programming to determine which practices and/or resources need to be adjusted and/or replaced to ensure success for all students
 - 3. Future Programming
 - a) Assessments results indicating student success - continue with current instruction and programming
 - b) Assessment results indicating lack of student success – district team evaluates current instruction and programming to determine which practices and/or resources need to be adjusted and/or replaced to ensure success for all students

VII. LIEP Exit Criteria and Procedures

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

- A. LIEP Exit Criteria

The student:

 - 1. Achieves the required score for proficiency on ELPA21
 - 2. Scores proficient on district-wide and statewide assessments in Reading and Math
 - 3. Meets all of the above criteria in the same school year
- B. LIEP Exit Procedures
 - 1. The team meets to review
 - a) Eligible EL student’s file and exit data
 - b) Input from parents and staff is presented
 - c) Recommendation is made
 - d) Exit form is completed
 - e) Exit during allowable window
 - (1) Between the end of the previous school year
 - (2) Count data on October 1st
 - 2. Notify parents/families, EL teacher, and principal with state-approved TransAct (www.TransactAct.com) exiting form “Program Exit Letter” in language most understandable to parents/families (*See Appendix H*)
 - a) Copy of form placed in EL Student’s cumulative file

3. Dawn Dvorak, District Office Personnel, will change student coding to “exited” so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to *Iowa Department of Education’s Data Dictionary*
4. Begin two year monitoring of progress (pending ESSA guidance) and explain required monitoring process to parents in language most understandable

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

Evidence: Describes monitoring procedures and re-entry into LIEP. (See Appendix I)

A. Describes monitoring procedures in place after students exit the program

1. Monitoring procedures
 - a) Quarterly analyze individual student’s grades to ensure passing grades
 - b) Annually analyze district-wide and statewide assessment data to ensure proficiency in reading, math, and science
2. Designated staff members responsible for monitoring procedure
 - a) Sue Russ, North Linn Development Director
 - b) Crystal Manos, EL teacher
3. ELL Team meets periodically to determine continuing to monitor, successful completion of monitoring, or consideration of re-entry due to language needs

B. Re-entry to LIEP process

1. Monitor forms are prepared and students are monitored each semester. Classroom teachers complete forms and return to Sue Russ
 - a) Year One Review Outcomes
 - (1) Continue Monitoring
 - (a) Student continues to be successful
 - (b) Student moves to year two monitoring
 - (2) Re-enter EL Services
 - (a) Success has not been maintained
 - (b) Student re-enters LIEP program
 - b) Year Two Review Outcomes
 - (1) Monitoring is complete or continue monitoring
 - (a) Student continues to be successful after two years
 - (2) Re-enter EL Services
 - (a) Success has not been maintained
 - (b) Student re-enters LIEP program
2. Parents are notified of re-entry using “Notice of Program Placement” form

IX. LIEP Evaluation

Evidence: Describes team based process for LIEP annual evaluation.

A. Describes team based process for LIEP annual evaluation

1. Sue Russ, Development Director, will be responsible for facilitating the team based process for LIEP evaluation
2. Annual Evaluation of LIEP Goals by the team:
 - a) 85% of elementary EL students will show growth on FAST universal screening assessments in the spring of each academic year
 - b) 100% of EL students will show growth and progress in English language acquisition on the ELPA21 each year
 - c) 85% of EL students will reach reading proficiency in Reading, Math, and Science on Iowa Assessments within five years of entering the North Linn Community School District ELL program

- d) 90% of students will attain or reach English proficiency on the ELPA21 within six years of entering the North Linn Community School District ELL program
- 3. Data will be used to determine goals and plan instruction for each ELL student for the upcoming year
 - a) Assessment results indicating student success – continue with current instruction and programming
 - b) Assessment results indicating lack of student success – district team evaluates current instruction and programming to determine which practices and/or resources need to be adjusted and/or replaced to ensure success for all students
 - (1) Professional development needs
 - (2) Adjustment of the LIEP
 - (3) Staffing
 - (4) Teaching Schedule
 - (5) Curricular Needs
 - (6) Meeting the needs of individual ELs and/or subgroups
- 4. The team will review the Title III Assurances to determine implementation of Title III requirements.

X. Appendices and Page Numbers

- A. Letter to Districts from the U.S. Department of Justice
- B. New Student Flow Chart
- C. Home Language Survey
- D. Determination of Student Eligibility
- E. Notice of Program Placement
- F. Request for Change in Program Participation
- G. Description of LIEP Models
- H. Program Exit Letter
- I. ELL Student Exit and Monitoring Flow Chart
- J. Explanation of Consequences for Not Participating in English Learner Program

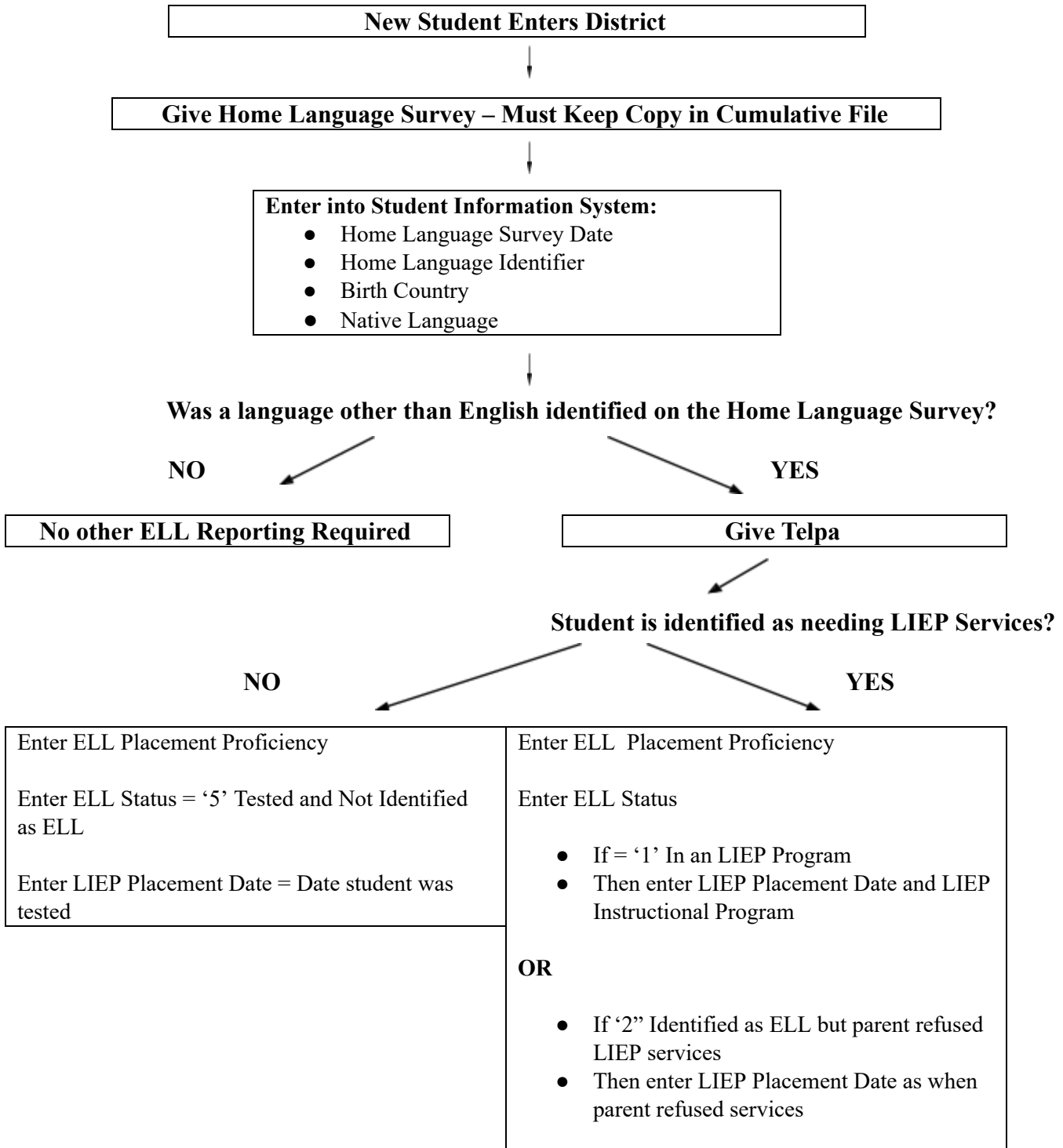
Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Appendix B

New Student Flow Chart



NOTE: All students with an ELL Status of '1' - In an LIEP Program or '2' Identified as ELL but parent refused LIEP services will need to be given the ELPA21 test in the spring.

Source: Iowa Department of Education Student Reporting in Iowa 2015-2016: July 27, 2015.

Appendix C
North Linn Community Schools Home Language Survey

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

Parent/Guardian Name: _____

Address: _____

Home Telephone: _____ Work Telephone: _____

School: _____ Grade: _____ Date: _____

1. Was your child born in the United States? Yes No

If yes, in which state: _____

If no, in what other country? _____

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

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

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

Name of School _____ State _____ Dates Attended _____

3. What language is spoken by you and your family most of the time at home? _____

4. If available, in what language would you prefer to receive communication from the school? _____

5. Is your child's first-learned or home language anything other than English? Yes No

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

6. What language did your child learn when he/she first began to talk? _____

7. What language does your child most frequently speak at home? _____

8. What language do you most frequently speak to your child? (Father) _____

(Mother) _____

9. Please describe the language understood by your child. (Check only one.)

- A. Understands only the home language and no English.
- B. Understands mostly the home language and some English.
- C. Understands the home language and English equally.
- D. Understands mostly English and some of the home language.
- E. Understands only English.

 Parent or Guardian's Signature

 Date

Be sure to fill out both sides.

OFFICE USE ONLY			
Student ID #	Date Distributed	Date Received	

North Linn Community Schools Student Race and Ethnicity

Student Name: _____ Date Form Completed: _____

Birth Date: _____ Male Female

Person Completing This Form: Parent/Guardian Student Other: _____

The U.S. Department of Education has implemented new standards for school districts to report student race and ethnicity. Your answers to the following will be held strictly confidential and data will be used only in the aggregate.

1. Is your child of Hispanic, Latino, or Spanish ethnicity: Yes No
Includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.

If you answered “**Yes**” to question # 1, you may also check one or more of the racial categories in question #2. If you answered “**No**”, please check one or more of the following racial categories.

2. Racial Categories:

- American Indian or Alaska Native
Origins in any of the original peoples of North, Central, and South America who maintain a tribal affiliation or community attachment.

- Asian
Origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent for example: Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Philippine Islands, Thailand, and Vietnam.

- Black or African American
Origins in any of the black racial groups of Africa

- Native Hawaiian or Other Pacific Islander
Origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- White
Origins in any of the original peoples of Europe, the Middle East, or North Africa.

Please complete the entire form and return it to:

North Linn Community School District
PO Box 200
Troy Mills, IA 52344
(319) 224-3291

Source: TransACT Parent Notices
NCLB-B1 - IA Home Language Survey
August 30, 2017

Appendix D

North Linn Community Schools Determination of Student Eligibility For English Language Development Program Placement

Name of Student: _____ Date: _____
School: _____ Grade: _____

Dear Parent/Guardian:

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

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

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

- speaking
- reading
- writing
- listening and understanding.

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

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

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

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

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

_____	_____
Name	Title
_____	_____
Telephone Number	Email Address

Eligibility Placement Committee (if applicable):

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

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

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

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

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

Name of Parent/Guardian: _____ Signature: _____

Telephone Number: _____ Email Address: _____

Appendix E

North Linn Community Schools Notice of Program Placement

Initial Placement

Continuing Placement

Name of Student: _____ Date: _____

School Location: _____

Dear Parents:

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

(Test used to measure level of English proficiency)

(Test used to measure level of English proficiency)

Your student;s Level of English Proficiency is: _____ Highest score possible is: _____
Level needed to exit the English Language Development Program: : _____

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

(Test used to measure level of academic achievement)

(Test used to measure level of academic achievement)

(Test used to measure level of academic achievement)

Your students Level of Academic Achievement: _____

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

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

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

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

Name: _____ Title: _____

Telephone Number: _____ Email Address: _____

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

North Linn Community Schools

Description of Program(s)

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

Your Child’s Program: _____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No
English Language Used in Instruction: Yes No

Program Exit Criteria:

Description of Other Available Program(s):

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: Yes No
English Language Used in Instruction: Yes No

Program Exit Criteria:

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

Appendix F

North Linn 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.

North Linn 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.

Appendix G

Description of LIEP Models

<https://www.educateiowa.gov/sites/files/ed/documents/ELHandbook-May2013%28Revised%29.pdf>

Pages 29-30

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language*

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction. www.nabe.org/BilingualEducation*

Appendix H
North Linn Community Schools
English Learner Program Exit Letter

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

School: _____

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen 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. Your child was tested with the following state and district test(s):

 (Test used to measure level of English proficiency)

 (Test used to measure level of English proficiency)

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

Continue to attend: _____ (name of school)

Be transferred to: _____ Beginning: _____
(name of school) (mmp/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

Name	Title
Phone	Email

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

I agree with the plan to exit _____ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

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 I

ELL Student Exit Flow and Monitoring Chart

Student can be exited from LIEP Services **only** when the student has reached proficiency on the ELPA21 and is proficient in reading and math based on state and district assessments.

The student **must be monitored for 2 years or longer based ESSA guidance.**

- Enter LIEP Exit Date – Must be a date between 5/1 and 9/30
- Set ELL Status = '4' Exited
- Monitor Year 1 End Date – will be exactly one year after LIEP Exit Date
- Enter Monitor Year 1 Teacher

At the end of Year 1 Monitoring

Enter ELL Monitor Year 1 Decision

Monitor Year 1 Decision = '1'
Continue to Year 2 Monitor

Monitor Year 1 Decision = '2'
Return to LIEP Program

- Monitor Year 2 End Date – will be exactly two years after LIEP Exit Date
- Enter Monitor Year 2 Teacher

- Enter Date Re-Entered LIEP Program
- Set ELL Status to either '1' or '2'
- Delete LIEP Exit Date
- If necessary, change LIEP Instructional Program

Note: Student will again need to be given ELPA21 in spring

At the end of Year 2 Monitoring

Monitor Year 2 Decision = '2'
Return to LIEP Program

Monitor Year 2 Decision = '3'
No Longer Requires Monitoring

No Further ELL Reporting Required

Source: Iowa Department of Education Student Reporting in Iowa 2015-2016: July 27, 2015.

Appendix J

North Linn 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 Lau 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