



# **Pleasant Valley Community School District**

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

**June 21, 2022**

### **Lau Leadership Team:**

**Mr. Brian Strusz, Superintendent**

**Mr. Mike Zimmer, Secondary Director of Education**

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**Mr. Darren Erickson, High School Principal**

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### ***Preface: District Demographics and EL Background:***

*The Pleasant Valley Community School District is a K-12 public school system serving approximately 5474 students. District enrollment continues to climb, having shown a 10% increase over the past three*

*academic years, and the diversity of the students in the district has grown 3% to now comprise 19% of the student body. The percentage of low SES students across the district has remained around 10%. ELs now comprise over 3% of the population, whereas three years ago they were barely 0.4 %. Four years ago, the district served 12 ELs; this year it will be over 120. Amongst these students are at least 32 distinct student native languages, which make finding community resources with linguistic background in each of them near impossible. The majority of the ELs enrolled and the yearly EL growth is in the lower elementary levels, while a handful of them are split between the junior high and high school. In years past, ELs enrolled in the district have had strong prior education experiences in their native countries and the majority of the ELs scored an ELPA21 equivalent score of 3 to 5 on the initial screener. Currently, there are ELs at all the different levels of proficiency.*

*Given the traditionally small population of ELs across the district, students have been provided services on a case by case basis rather than as a cohort. To best provide services for ELs, the district has engaged community members, Scott Community College, classroom teachers, reading specialists, and ESL certified staff to provide appropriate grade level instruction at student level of readiness. Accommodations and coordination of services are regulated by the district's ESL Coordinator. The PLC model of collaboration and communication has been adopted to facilitate review and adjustments to students' needs, as well as to maintain an accurate flow of student data and frequent communication and support between all staff serving district ELs.*

#### ***ESL TEAM MEMBERS and LEADERSHIP:***

*The ESL program team consists of a Professional Learning Community (PLC) made up of the ESL Coordinator, the Director of Secondary Education, Director of Elementary Education, the ESL teachers and tutors in the district. Decisions made regarding EL placement, data monitoring and adjustment of student services are all made collaboratively.*

## **LAU PLAN**

*The district plan designed to meet the instructional needs of the English Learners (ELs) is referred to as the Lau Plan, (as per Lau v. Nichols, 1974).*

### ***Part I: Lau Plan Guiding Principles***

The overarching plan and philosophy behind the Pleasant Valley Community School District's LIEP is to provide ELs services 'by student, by need'. The LIEP, as an integral part of the district's Core Instruction and is in systemic collaboration with the larger Multi-Tiered System of Support (MTSS), the district approaches the LIEP with *four key assumptions*:

1. As educators and as a district, it is our responsibility to ensure high levels of learning for all district students and ELs systemically.
2. All district students, including ELs, are capable of learning at high levels when provided access to the Core Curriculum at student level of readiness.

3. As educators, it is our duty to provide all students, including ELs, access and entry points to the Common Core supported by the ELP Standards at the appropriate grade level.
4. It is the responsibility of the LAU Leadership Team to provide consistent, continual and job-embedded ESL professional development for our teachers.

Given these assumptions, the district Language Instruction Education Plan (LIEP) has three main guiding principles:

- A. **English Language Development:** All district ELs need effective programs that promote language and literacy development. It is the responsibility of all teachers, working in collaboration in a PLC, to meet this need.
- B. **Academic Achievement:** All district ELs can achieve at high levels and need access to the Common Core of their grade level scaffolded to their level of readiness, as outlined in the ELPA21 standards. The district's staff working collaboratively through Tier 1 instruction, MTSS and through ongoing professional development in a PLC, will systematically address EL needs, monitor progress, and seek solutions for challenges as they arise.
- C. **Cross- Cultural Efficacy:** As the richness of diversity in our district continues to increase, we, as a district, will continually build cross-cultural bridges and opportunities for sharing that will enrich all our students and their families.

More specifically, these guiding principles identify specific goals for our LIEP:

**A. *English Language Development/ Linguistic Principles for English Language Development:***

1. All students, including ELs at the Pleasant Valley Community School district, will acquire the English language and demonstrate English proficiency through appropriate instruction and practice of listening, speaking, reading and writing skills.
2. The Pleasant Valley Community School District LIEP will promote the development of a positive self-concept and pride in the linguistic and cultural heritage of all district students by providing opportunities for students and their families to share their cultural funds of knowledge with other students in the district as well as the community as a whole.
3. The district LIEP will promote students' growth in English through seeing their native language as a strength not a deficit, school and home collaboration to continually link their native culture to our school community and an overarching goal of promoting and supporting bilingualism and strong personal and cultural identity.

**B. *Academic Achievement Guiding Principles:***

1. The LIEP plan will ensure that ELs, as all district students, have access to the grade level Common Core supported by the ELP Standards and English Language Proficiency Standards. This will allow all ELs access to the academic content and 21<sup>st</sup> Century skills the world of today and tomorrow requires. In the case of low English proficiency ELs, the LIEP will provide native language tutors or materials, technology and instructional support to allow students access to this goal.

2. The district, through accommodations for ELs and collaboration between ESL teachers, classroom teachers and staff and families, will implement high quality instruction with entry points and appropriate challenges to ensure students' continual growth.
3. All district ELs will take part in appropriate grade level screeners and summative and formative assessments to allow them equitable opportunity to achieve at grade level.

***C. Cross-Cultural Guiding Principles:***

1. As members of an ever-increasing diverse population, the district will provide opportunities for ELs and all students and their families to share and celebrate their native cultures and familial traditions within our school and community.
2. Within ESL instruction, ESL teachers will partner with classroom teachers to provide opportunities for acculturation of both ELs and their non-EL peers. The district believes that shared diversity and learning provides all students with a richer education for the demands and challenges of the 21<sup>st</sup> century.

As the Pleasant Valley Community School District's LIEP is an integral part of the district's larger Multi-Tiered System of Support (MTSS), the district approaches the LIEP with three key assumptions:

1. As educators, it is our responsibility to ensure high levels of learning for all district students, including ELs.
2. All district students, including ELs, are capable of learning at high levels when provided access to the Core Curriculum at student level of readiness.
3. As educators, it is our duty to provide all students, including ELs, access and entry points to the Common Core supported by the ELP Standards at the appropriate grade level.

***Part II. Identification and Placement of ELs in a Language Instruction Education Program (LIEP)***

***A. Home Language Survey (HLS-IA)***

In accordance with Iowa State Code 281-60.3(1)a, parents or guardians of all new students entering Kindergarten and all new students entering the district at any time during the school year will be required to complete the Home Language Survey, including student race and ethnicity reporting, as provided on the TransACT website. For parents who are not fluent in English, this document is provided to them in their native language. These documents are now provided to all parents within both the kindergarten registration packet and registration for new students at all grade levels across the district. All families will complete this document on a paper copy, which will then be collected and filed by the district secretaries and the ESL Coordinator, Mr. Jamie Homb.

Home Language Surveys will be stored in students' cum data and/or folders. The district's matriculation process (On Line Registration [OLR]) and secretarial staff are the first to review the Home Language Surveys. When students' families identify languages other than English on the 3 questions, the ESL Coordinator receives notification, as do ESL teachers and the building administrators. All Iowa Home Language Surveys (HLS) are stored in student cum folders in secure locations in the district.

Information from these forms, including students' home language, race, ethnicity and native origin are collected for state record documentation.

If a student is determined to be in need of ESL support, a purple identifier with relevant student information and date of the start of services is placed in the Cum folder as well. This identifier also serves to identify that a student has an additional purple folder, which contains relevant district ESL paperwork, such as the signed parent admission form or waiver, a copy of student accommodations, and a summary of student progress toward individual district generated goals for ESL.

***B. State-approved ELPA21 Dynamic Screener and district assessments for English Language Proficiency Placement***

Once a student's home language and linguistic and cultural background have been determined via the survey to be a language other than English, students are assessed, as per Iowa State Code 281-60.3(1)b, using the English Language Proficiency Assessment for the 21<sup>st</sup> Century (ELPA21). For incoming Kindergarten students, the ELPA Dynamic Screener for Future Kindergartners will be used. This assessment is administered by a trained ELPA21 individual who has completed the appropriate and most recent ELPA21 module, which includes ESL teachers, Instructional Coaches, and building administrators. Current ELPA21 Dynamic Screener certification and training from the AEA PD Online website is collected and stored with the district secretary in staff folders. In addition, within the first weeks of instruction in the district, other classroom and district assessments (such as those listed below) are used to gauge a true picture of a potential ELs needs. Moreover, teacher observation of student interaction with peers, the curricula and classroom environment are discussed as a means of ESL identification. All results from ESL screening as well as other screener information are compiled and stored in the students' cum folders. In the district, student completion of assessment is denoted by a purple ESL screener identifier. All students tested have one of these, regardless of admission to services.

***C. Process to Place Student in Appropriate LIEPs and Content Courses***

All students who may be ELs are administered the ELPA21 Dynamic Screener using appropriate technology and assessed for English ability within the first 30 days of the school year (NCLB Sec. 3302[a]), or, should they enter later in the year, are assessed within two weeks of starting at the district (NCLB Sec. 3302.[d]). Data is gleaned from the afore-mentioned initial placement assessments (whichever are most appropriate for the grade level) and the district determines specific need based on a minimum of three data points.

Determination of placement is made through PLC discussion involving the following people before meeting with parents:

- The District ESL Coordinator
- The district ESL teachers who will work with the student
- The ELs Tier 1 classroom teacher(s)
- The Elementary and/or Secondary Director

- The appropriate building level administration

In addition to these individuals, every effort is made to assess, as best as possible, a student's cognitive abilities in their native language, so as to address additional needs, should they be needed. Whenever possible, this is done at the student's grade level and using appropriate rigor and relevance for the grade level.

All students in our district are placed in grade level classrooms with peers of their age. As the district does not have a large number of newcomer ELs, programming for students with very limited English who enter the district is coordinated between their participation in a regular classroom environment with push in assistance or scaffolding or the creation of a block of time during the day dedicated to English Language Development so as to assist students in accessing grade-level curricula.

Assessment instruments are used at the elementary level to determine appropriate ESL service needs and make constant adjustments based on student need. One or more members of a district team, ESL teachers, instructional coaches, the district ESL coordinator and building administration, may be consulted to review student assessment and progress. In addition to the student's ELPA21 Dynamic Screener score, the team compiles a variety of other items that reflect both a student's English language development as well as academic needs at grade level. Some of these are listed below:

- Formative Assessment System for Teachers (FAST)
- Waterford Reading Program – Placement Assessment
- Measures of Academic Progress (MAP)
- Fountas and Pinnell Guided Reading Benchmark
- Additional Observation Data
- Additional Classroom Assessment Data

For students at the secondary level where content courses come into play, the ESL Coordinator, ESL teachers, guidance staff and directors collaborate to determine appropriate placement in content courses. Items used to determine student placement look at both the English Language Development needs as well as Academic Needs that students have, in conjunction with the credit needs an EL will need to complete at the high school for graduation. Data used to inform decision-making may include:

- MAP test scores in Reading, Math and Science
- Placement tests for different courses and subject areas
- Formative feedback from classrooms
- Additional observational data
- Additional classroom assessment data

This information, added with the ELPA21 Dynamic screener or *State Provisional Screener* and teacher and staff observations and concerns comprise the multi-faceted identification instrument that is then documented in a form (see Appendices) which is shared and discussed with parents.

The process to perform these screeners and assessments is conducted in a timely manner to ensure that the 30 day approval of the placement of ELs (2 week time window for students entering after the start of the school year) is maintained.

***D. Initial parent notification of eligibility following state guidelines, in language that is most easily understood.***

1. Determination of Student Eligibility for Program Placement:

When need for LIEP services is evident, the school contacts the parents of the student and schedules a meeting where:

- a. The document ‘Determination of Student Eligibility for Program Placement’ is sent once upon placement. This document shows the ELPA21 Dynamic Screener score, an administered district assessment, and teacher/staff comments are presented. This form is collected with the appropriate parent/guardian signature and then stored in the students’ district ESL folder, which is part of their cumulative folder.
- b. the district’s course of action/ ESL plan for the student is delineated;
- c. parents are engaged in conversation (in their native language with an interpreter if needed, as per Iowa Code 281-60.3(1)) to answer any questions, concerns or thoughts they have about ESL services, the school and any other relevant questions related to the parent-school relationship. For parents who speak languages other than English, the district provides opportunities for written translations and, when applicable, an oral translator to take part in the meeting. In the case of parents who may have difficulty or other issues meeting at the school, the district make an attempt to meet the parents at their own home or business environment. Once a discussion has been had, parents are then given the option to accept or waive ESL services, and are asked for their signatures.

The district ‘Determination of Student Eligibility for Program Placement’ form contains:

- Relevant student identification and school ID
- A recommendation for admission to ESL services
- ELPA21 Dynamic Screener Individual Student Report score breakdowns and composite
- Comments from teachers or staff who have worked with or evaluated the student
- Data from relevant district level assessments used in the identification process
- A recommendation for the type and frequency of service the EL would receive
- Contact information for parents of relevant ESL personnel

The form used is the district form, which is sent along with the Determination of Student Eligibility, and the English Language Development Program Placement form that is provided in multiple languages by TransACT. The form is provided to parents for signature in the language that is most easily understood by them. Again, the parent/guardian signed form is collected and placed in the student’s district ESL folder, which is a part of the student’s cum folder.

2. ‘Notice of Program Placement’ form

After parent discussion regarding student eligibility occurs, the ‘Notice of Program Placement for initial and annual placement notification’ document (as per TransACT) is presented to parents/ guardians. This allows the parent/guardian, once they know that their child is eligible, to review the program placement and either accept the placement or waive the placement with the appropriate documentation (see part E) An interpreter is provided if the family language preference is in a language other than English.

### 3. 30 day time frame:

This process and appropriate documents and communication occur within the first 30 days of school or within two weeks of student enrollment, if an EL joins our student body later in the year.

### 4. Required forms in Cumulative folder

All assessment information is tabulated and placed in the students’ district ESL folder, which is inside the cumulative folders.

For all parents of ELs and returning ELs to the program, the English Language Program Placement form is provided to them from TransACT in the preferred language of the family.

*Parents are also encouraged to speak with ESL teachers at the district’s ‘Unpack your Backpack Night’ and/or at Parent/Teacher Conferences.*

All forms collected, as with the HLS forms, are stored in students’ cumulative folders. A purple insert in the cumulative folder designates ESL status.

### ***E. Parent Documentation of initial change from LIEP programming (included only if parents indicate they want to waive or withdraw from services)***

For parents who choose a waiver, a meeting is held and documented in a student’s folder with the date and themes discussed. While meeting with district personnel regarding ESL placement, parents are presented with and have the ability to waive services by signing an appropriate waiver form. It should be noted that even if a parent waives a student’s participation in ESL services, the district continues to provide appropriate Tier I classroom accommodations, as per state and federal law. In addition to concerns about students not receiving services, the following items are discussed:

- District concerns and recommendations for services; with a lens on other scaffolding and resources that a parent may wish to use with their child
- Notification that the student, even when waived, will still participate in the state ELPA21 summative assessment in the spring
- A discussion of the possible challenges the student will face in the regular classroom setting without assistance.

The Waiver-Refusal of ESL-Bilingual program form is signed and stored in the student’s cumulative folder. The timeframe for this is the same as for acceptance to the ESL program—parents sign the



form within 30 days of the start of each school year or within 2 weeks of enrollment later in the academic year.

All admissible ESL students have a list of specific classroom accommodations that are both disseminated to teachers as well as collected in a student's purple ESL services folder. Such accommodations serve to ensure that a student has the opportunity to achieve grade-level mastery of English and access to the Common Core.

### ***Part III. Description of the District LIEP***

#### ***A. LIEP Goals***

The goal of the LIEP is to:

1. Language Goal: Provide all ELs access to meaningful, grade-level ESL support that pushes them to achieve English proficiency and growth of one ELPA21 summative level within 1 academic school year.
2. Academic Goal: Assist all ELs in meeting English language proficiency achievement with grade-level curricula as measured by state and district assessments. As a goal, each student will achieve at least a 10% growth on district assessments such as the FAST, MAP and Iowa Assessments each academic year.
3. Academic Goal: Provide all ELs equal and equitable access to solid Tier I instruction that is scaffolded in such a way as to allow them grade-level access to the Common Core supported by the ELP standards.
4. Socio-emotional Goal: Support ELs in adjusting and acculturating to the PV district and learning the tenets of the district's SEL curricula while at the same time having opportunities to share their cultural heritage with their peers and the school as a whole.
5. Cross-cultural Goal: Empower ELs to recognize the strengths and values of their native culture as well as to own and celebrate their cultural and personal identities.
  - a. *"When parents and schools form partnerships, all children benefit from the connected and caring community formed around them. The reciprocal influences of school and family help schools become family-like and families become more school-like. In a sense each entity helps to reinforce the function of the other. Family-like schools welcome all families and recognize the unique and special qualities of each child, while school-like families help to extend the classroom learning into the home and support the academic skills that will ensure future school success"* (Espinosa, L., 2010).
6. Equity Goal: Ensure all ELs have access and support to the appropriate grade level curricula through ESL instruction and scaffolding.

#### ***B. Type(s) of state-approved LIEP model and Implementation***

The LIEP at Pleasant Valley Community Schools is best described as the ESL model, with exceptions and modifications needed for students who are newcomers, when the need arises. The majority of English

Learner support is provided through a combination of either pull out or push in structures, which are adjusted to the student's need and ability level. For newcomers to the district at the secondary level, an appropriate Sheltered Instruction Observation Protocol (SIOP) program at the neighboring Scott Community College may be employed. All direct instruction provided to ELs is conducted by a state ESL-endorsed teacher.

In addition to the ESL program model, all ELs receive access to the Common Core within Tier I instruction. As such, teachers are expected to provide relevant entry points and scaffolding to assure appropriate grade level access to the ELP standards and Common Core.

*Appropriate differentiated programming for all ELs*

All students designated as "Limited English Proficient" under Iowa Code 281-60.2(280) are entitled under Title VI of the Civil Rights Act of 1964 to "linguistically appropriate accommodations" as determined by the Supreme Court in *Lau v. Nichols*. As such, all students who are deemed to be eligible for ESL services in the Pleasant Valley School District are provided appropriate accommodations, even if parents choose to waive or exit official ESL services. In the district, once a student's assessments show ESL need, the ESL Coordinator, in assistance with the ESL PLC and parents, drafts a student's ESL accommodations (see ESL Accommodations Form) and distributes them to a student's teachers and building administrators and counselors. Therefore, once a determination has been made that a student is an EL, the LIEP services begin.

Once a student is identified as needing services, his/her parents are notified by the school and invited to the parent meeting. At this meeting, parents are presented with the Parent Notification Determination of Student Eligibility, English Language Development Program Placement form which includes the following information:

1. Reasons for Identification
2. Child's Level of English Language Development (as determined by the ELPA21 Dynamic Screener)
3. Suggested methods of instruction
4. How the program will meet the educational strengths and needs of the student
5. How the program will help the student learn English
6. When/how a student can be exited from the program
7. How the program will help meet a student's IEP goals (when applicable)
8. How a parent can waive ESL services (see Appendix: Waiver-Refusal of ESL-Bilingual Program form)

As this information needs explanation, these items are discussed within the parent meeting and, when needed, appropriate translators or interpreters are included.

*Description of Frequency and Intensity of Services for Grade Levels:*

*Intensity and frequency of services are designed to be such that services for each EL are provided to ensure benefit in both language domains and academic learning. This is true until an EL is deemed 'proficient' on the ELPA21 summative.*

### ***Elementary***

ELs at the elementary levels are serviced primarily through the content-based integrated group model. Students learn and interact with peers in the Tier 1 Iowa Core classroom, with explicit English instruction and support provided by ESL-certified teachers, district reading specialists, and classroom teachers.

1. Push in will be defined as integration of the ESL teacher within the regular education classroom teaching.
2. Pull out will be defined as the ESL teacher working individually or in small groups outside of the classroom to address specific language goals.
3. Co-teaching will be defined as the ESL teacher working collaboratively with classroom teachers to partner in the delivery of instruction.

Frequency of services is monitored by the ESL Team and service adjustments for students made to ensure they make appropriate progress towards their English language proficiency goals.

<b>Low Proficiency (Levels 1 and 2)</b>	<b>Mid Proficiency (Level 3)</b>	<b>High Proficiency (Levels 4 and 5)</b>
<ul style="list-style-type: none"> <li>● Pull out and/or push-in programming (2 to 3 days per week with a certified ESL teacher)</li> <li>● Content Based Integrated Group Model (Tier I Collaboration with classroom teacher and ESL teacher)</li> <li>● Bi-lingual aides and tutors (based upon individual student need)</li> <li>● Use of appropriate software and technology to provide instructional opportunities and interpretation and communication.</li> </ul>	<ul style="list-style-type: none"> <li>● Pull out and/or push-in programming (1 to 2 days per week with certified ESL teacher)</li> <li>● Communicative Language Teaching (Tier I Collaboration with classroom teacher and ESL teacher)</li> <li>● Use of appropriate software and technology to provide instructional opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Pull out programming (1 day per week with ESL certified teacher)</li> <li>● Collaborative Teaching (Tier 1 collaboration with ESL teacher and certified teacher assistant)</li> <li>● Use of appropriate software and technology to provide instructional opportunities.</li> </ul>

A collaborative approach has been adopted in which the ESL-certified staff, classroom teachers, reading specialists and certified teacher assistants meet in professional learning community (PLC) teams to

discuss student progress and make adjustments to instruction and goals based on need. Services are reviewed and adjusted as students make progress or show specific needs. In addition to explicit English instruction, ELs are provided further MTSS assistance in building WIN time or working with reading specialists and teachers.

### ***Junior High/ High School***

As with the elementary level, frequency and intensity of services for ELs are considered and adjusted by the ESL PLC, to ensure a student is making appropriate progress in their acquisition of English and academic learning. As most ELs at the secondary level have entered with at least an ELPA21 Level 3 knowledge of English, students are provided a content-based, integrated approach in which content teachers collaborate with an ESL-certified teacher to provide students access to appropriate subject and grade-level academic language and access to Iowa Core curriculum. Students meet regularly with both the ESL-certified teacher and content teachers to receive curriculum and explicit English instruction.

1. Push in will be defined as integration of the ESL teacher within the regular education classroom teaching.
2. Pull out will be defined as the ESL teacher working individually or in small groups outside of the classroom to address specific language goals.
3. Co-teaching will be defined as the ESL teacher working collaboratively with classroom teachers to partner in the delivery of instruction.

<b>Low Proficiency (Levels 1 and 2)</b>	<b>Mid Proficiency (Level 3)</b>	<b>High Proficiency (Levels 4 and 5)</b>
<ul style="list-style-type: none"> <li>● Daily ESL pull-out class (ESL certified teacher)</li> <li>● Bi-lingual tutors (based upon individual student need)</li> <li>● At least part-time integrated Tier I instruction</li> <li>● Enrollment in Reading Fundamentals class</li> <li>● Flexible scheduling to allow for success</li> </ul>	<ul style="list-style-type: none"> <li>● Daily ESL pull-out class (ESL certified teacher)</li> <li>● Tier I instruction with regular collaboration with ESL teacher or ESL coordinator</li> <li>● Collaboration and instruction for ELs based on class and content need</li> </ul>	<ul style="list-style-type: none"> <li>● Weekly or monthly pull out instruction (ESL certified teacher)</li> <li>● Tier I instruction with regular collaboration with ESL teacher or ESL coordinator</li> <li>● Collaboration and instruction for ELs based on class and content need</li> </ul>

In addition, ELs who demonstrate reading need on state and district assessments are enrolled in the district's Reading program to provide additional explicit language and reading instruction. ELs with a higher level of need have a daily ESL class dedicated to English language proficiency development. This collaborative approach is fostered by frequent communication and discussions between reading specialists, the ESL-certified teacher, content teachers, counselors and tutors to adjust instruction and

accommodations. Moreover, as all secondary school students have access to MTSS models in place, ELs are given full opportunities for additional Core curricula support during junior high intervention time and high school study tables and teacher assistance groups.

Students who enter the district with very low proficiency in English are provided a tutor or enrolled in an additional ESL program for part of their academic day, and then participate in the high school ESL class. The district and the program work collaboratively to ensure the student acquires English skills and is able to receive high school credits in essential content classes. In addition, if students have gaps in their grade level educational development, content area teachers and native language tutors are included to help students bridge the gaps.

Once a parent has seen what services the district has chosen to provide, they may sign the form and accept services (Determination of Student Eligibility form) or waive ESL services (Waiver-Refusal of ESL-Bilingual Program forms). Parents are presented the district's EL services and may accept all or parts of the district's LIEP and can change their mind throughout the school year. It should be noted that even if a parent waives all district ESL *services*, their child is still, by law, entitled to ESL *accommodations* and these accommodations will continue to be adhered to by the district. Parent acceptance and waiver forms are then collected by the district's ESL Coordinator and placed in a student's cumulative folder. If a student's parents waive services, that student is still tested each spring using the ELPA21 test. Scores from the test are collected and used to gauge and modify accommodations.

As per the district's educational approach to the LIEP, ELs whose parents sign the acceptance form are then provided appropriate instruction tutoring and support as determined by the student's level of English proficiency and academic needs. As mentioned in the Educational Approach section, the district LIEP has elements of multiple ESL program models, including the use of Sheltered ESL Instruction for low English proficient students, provided in cooperation with other programs as applicable, the use of Content-Based ESL through collaboration between ESL-certified teachers, reading specialists and classroom teachers. Through the use of Content-Based ESL, ELs may receive tutoring from the ESL teaching during essential content instruction (the classroom content teacher presents the lesson and the ESL teacher works with the student on vocabulary and concepts providing explicit English instruction) or in addition to regular classroom time (the ESL teacher meets with the students during non-essential curriculum time during the day the assist in explicit English instruction). In all cases, an ESL certified teacher is working with the ELs as well as collaboratively with classroom teachers, reading specialists, tutors and administrators.

There are some students who have arrived in the district with interrupted or missing formal education in their home countries (SIFE students). In these cases where students need Academic content assistance to access grade-level curricula, the district provides tutors who provide this content knowledge or who assist in supplementing classroom instruction for students to have appropriate access to the Iowa Core at level or readiness. In some instances, students who enter the district with holes in their previous academic instruction or no schooling at all, content teachers and tutors are provided to help plug these gaps in addition to the explicit English instruction provided by the ESL teachers.

For all students identified as EL regardless of waiving of services, the ESL teachers collaborate with the classroom teachers to discuss accommodations and quality Tier 1 strategies and scaffolding that, although not direct ESL service, are good pedagogy for all students and can best work to meet the waived ELs needs. Collaboration with district literacy staff and MTSS teachers and staff, such as the elementary 'What I Need' (WIN) time, also serve to help meet the waived ELs needs and provide appropriate support.

As an EL's education in the Pleasant Valley School District involves both an academic as well as linguistic focus, the ESL PLC meets regularly to review student progress and modify the delivery, frequency and nature of the services provided for ELs.

***C. Description of Annual Parental Notification of Continuing Placement and Programming Options in the Language most commonly understood***

On a yearly basis, a meeting is conducted with parents and students regarding progress made both academically and in English as well as to discuss continuation or exiting from ESL. This process is initiated by Mr. Jamie Homb, ESL Program Coordinator, and involves the EL's ESL teacher conducting a sit down conversation about progress and options. For parents who struggle with English, the district provides a verbal translator, as well as translations of all documents discussed in the language the parents most easily understand. At this meeting, state assessment data (ELPA21, if available), district assessments (such as MAP, FAST, Iowa Assessment, etc.) and teacher comments and concerns are reviewed. The meeting consists of:

1. a review of appropriate student data with parents
2. a chance for students and parents to ask questions/get answers (in their native language, if needed)
3. a chance for parents and ESL teachers to review service needs, software and program possibilities
4. a plan is created to provide appropriate kind and level of services for the following year

At the conclusion of the meeting, parents are given the choice to continue ESL services or to sign the appropriate waiver to withdraw their student from ESL. As mentioned earlier, if an EL is withdrawn from services, they still receive appropriate ESL accommodations in Tier I instruction and participate in the spring state ESL assessment. Parents' waivers or continuation in the program are noted in the students' documentation contained in the purple folders. Teachers are notified of all students' ESL status. In the district Infinite Campus system, ELs are designated by an icon that appears when the teacher logs in to student records.

***D. Procedure for annual communication with parents of waived ELs***

As often parents in the district who have waived ESL have specific, sometimes personal reasons for doing so, communication with waived EL parents is taken with care. A meeting and discussion is held with parents who choose to waive on a yearly basis. Parents are presented with the 'Explanation of Consequences for not Participating in the English Learner Program' information, as well as other

appropriate qualitative and quantitative data. The classroom teacher is involved to make the process more like communication with all parents so as not to create a stigma. Each waived EL parent is presented by an ESL staff member and the teacher with:

1. a review of appropriate student data with parents
2. a chance for students and parents to ask questions/get answers (in their native language, if needed)
3. a chance for parents to ask an ESL staff member questions in a safe, non-threatening or persuasive environment.
4. The 'Waiver-Refusal of ESL-Bilingual Program' form.

After the meeting and signature is obtained, the accommodations for waived ELs are reviewed and shared with the teacher. All paperwork, as with current ELs, is stored in student cum folders.

#### ***E. Highly Qualified Staff***

As per Iowa State Code 281-60.3(2), teachers who are explicitly delivering English language development services are ESL-endorsed faculty. As collaborative professionals, these teachers work in conjunction with appropriate content and grade level Iowa certified professionals in collaboratively providing ELs appropriate grade-level instruction via the Common Core at level of readiness. The district makes every effort to ensure that staff are properly certified and that all ELs receive some direct instruction from certified ESL staff.

As support for ESL teachers, the MTSS at schools involves an EL working with a non-ESL certified paraprofessional or tutor. These individuals work with ESL teachers as consultants to provide service in addition to the ESL-specific and explicit services students receive from ESL-certified staff.

#### ***F. Designated Administrator Oversight***

Within the ESL PLC environment, the Superintendent, Brian Strusz, the Director of Secondary Education, Mike Zimmer, and the Director of Elementary Literacy, Tony Hiatt directly oversee ESL professionals, working in conjunction with the ESL Coordinator, Jamie Homb, and building administrators. Within this framework, administrators assure that ESL staff and ESL needs are discussed in all important district committees, including CSIP, reading and writing teams, and other committees that have a big picture overview of K-12 district needs.

#### ***G. Curriculum and access to the Common Core***

Given the diverse needs, educational backgrounds and native languages of the district's EL population, the approach and nature of the services provided cannot be defined by one singular program model. In general, however, the program is best defined as the English as a Second Language (ESL) model. Services provided also vary by grade level, given the fact that ELs of different grade levels have unique challenges to having grade level access to the Core Curriculum at level of readiness. That

being said, all district ELs are integrated into regular district classrooms for at least some portion of the day. Such an effort signifies that the district is primarily using the Content-Based Integrated Approach to ESL, with adjustments made and a self-contained environments provided as needed to help with English skill development as a vehicle for access to content.

To accomplish this task, elements of traditional push in and pull out are used as ELs can be both assisted by an ESL professional during essential curriculum instruction in the Tier 1 environment (push in) and, in other instances, students are pulled out for Tier 2 or Tier 3 additional support, during a time in the day when they do not have essential core instruction. For students with significant gaps in education before coming to our school, services are coordinated between content area teachers and ESL-certified staff to help students learn essential grade level concepts and appropriate academic vocabulary. As the district is adopting a systematic Multi-Tiered System of Support (MTSS) approach to differentiating needed instruction for all students, ELs may be found in all three tiers of instruction and intervention. Below are common services for students based on grade level:

In addition to explicit English instruction and academic content access in grade-level classrooms, district ELs may receive additional services and instruction from district reading specialists, the district's Reading for Success staff for reading fluency development, native language tutors for academic assistance, and technical assistance and materials from the district's technology coordinator.

Proficiency Standards used for evaluation of ELs follow the guidelines currently being developed by the Mississippi Bend Area Educational Agency (AEA 09) as well as those espoused by the state of Iowa. These standards, which are Iowa's version of the ELPA21 standards, are shared with classroom teachers as a part of PD and to allow a teacher to see where a student is add and what her/his zone of proximal development is. This also allows teachers to create and provide appropriate scaffolding for ELs. This also allows teachers to create and provide appropriate scaffolding for ELs. As a follow up to the PD, collaboration in PLCs with Instructional Coaches and ESL teachers helps assure that the ELP standards are not only received, but also discussed and that strategies teachers wish to try are infused in the coaching process. It is important to note that all ESL instruction is based on ELs receiving Iowa Core instruction at the appropriate grade levels. EL levels of proficiency and benchmarks are based on proper analysis and use of the ELP standards in conjunction with the ELPA21 Dynamic Screener and ELPA 21 summative score levels, which coincide with levels established by TESOL. The district ESL Coordinator collaborates with the local AEA to help develop and hone the specific standards and benchmarks being used in the district and these are continually being collaboratively developed to more accurately match the standards of the Common Core at EL level of readiness. In addition, the ESL Coordinator interacts consistently with building and district instructional coaches to review changes/additions that arise from the state, review integration of ELP standards in classrooms, and improve staff job-embedded PD and best practice in the classroom.

#### *Specific Access to the English Language Proficiency (ELP or ELPA21) Standards:*

As prescribed and delineated on the state website, all Pleasant Valley ELs have access to the Common Core through application of the appropriate English Language Proficiency (ELP, or ELPA21)



standards, which, when placed next to grade level Core standards, provide specific insight as to what layers and extra support an EL requires to demonstrate achievement. As the standards become more and more clearly defined, all LIEP and Tier I staff of ELs will be versed in its application and execution.

#### ***H. Curriculum and Supplemental Resources***

As mentioned in the guiding principles, Pleasant Valley's ESL program is created and administered by student by need. Multiple scientific and research-based materials and strategies are used, including use of QTEL materials and ELPA standards-based items, and are adapted to the individual or small group needs of the ELs. The ESL materials and manipulatives for ESL instruction, as per Iowa State Code 280-180.4 have been and continue to be acquired by the Pleasant Valley School District on a by student as needed basis. All materials are selected for their design to help ELs work with Iowa Core standards at varying levels of readiness. The ESL PLC meets to review and select curricula. These materials include appropriate thematic reading materials and resources, interactive elementary sight word cards, academic language illustrated dictionaries and manipulatives, and appropriate ESL texts. Additionally, the district has provided iPads and appropriate computer and iPad applications to assist ELs in the acquisition of English and academic vocabulary. This technology is used in coordination with materials that provide blended learning opportunities for language acquisition and literacy development.

Purchasing of materials is done by the district administrative office, with the Assistant Superintendent and Director of Elementary Literacy involved in the process and their secretary and the district bookkeeper overseeing purchase orders and cataloging material that is purchased.

With regards to textbooks and Core materials, copies are provided to ESL teachers for them to highlight and use with students and to create appropriate level scaffolding. ESL teachers are aware and involved with grade-level benchmarking and share in the collaborative discussions in school buildings with grade-level PLCs. As all ELs in the district are in appropriate grade-level classrooms, attention is paid to the needs of the EL and their language level vis a vis the grade level standards and curricula.

Some resources are purchased in part through Title III funds as per the district's ESL action plan on file with the AEA as well as from district funds. They are updated and added to as needed.

### ***Part IV. Process to Provide Meaningful Access to all Co-Curricular and Extra-curricular programs***

#### ***A. Gifted EL Identification***

For students who show high aptitude and giftedness in subject areas, these ELs are invited to participate in the district's ELP program or as part of the school's academic teams. Although the school traditionally identifies students as gifted based on the Iowa Assessment, MAP and CogAT, this is not appropriate for ELs. Given that the state in Iowa Code 257.44 identifies gifted students as "possessing outstanding abilities and capable of high performance in intellectual ability, creative thinking,

leadership, visual and performing arts or specific aptitudes’, simply using the state test results does not reveal gifted ELs. Rather, EL individual skill in code switching, speed of English acquisition, high mathematical ability and other factors, such as those delineated in the Iowa Department of Education’s resource *Identifying Gifted and Talented English Language Learners* (<https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf>) are used to correctly identify and include ELs in the program. In addition, as many of the students in these programs are students of diversity, there are often peers of ELs from similar linguistic or cultural backgrounds who can further bridge linguistic gaps and help reveal skills and abilities in students’ native languages. As this school continues to adopt and move forward the autonomous learner model for gifted students, fully integrating appropriate ELs will maintain its focus.

### ***B. ELs with Special Education needs***

For ELs who need Special Education services, it is often hard initially to separate out linguistic barriers from learning or other disabilities, especially if the EL’s English is limited. This determination, however, can be accomplished as time progresses and through the help of observations and data collection by the district’s ESL teachers, reading specialists and classroom teachers. It should be noted that, if it is determined that the student is an EL who is need of Special Education, care is taken that they are provided services from both the LIEP ESL program and Special Education, not simply one or the other. Most frequently, this involves having an ESL teacher as part of the student’s IEP committee and in a collaborative effort between programs.

When necessary, students who may be both EL and Special Education students are observed and screened using native language items, to determine ability in their native language without the burden of having to be bilingual. Often students have well-defined abilities in their native languages that may not be seen in an English-only classroom. This would clearly denote a need for both ESL and Special Education. For students who may be non-verbal, care is taken to see how they react to comprehensible input, first in their native language and then in English. When evidence shows a difference in reaction between the two, this is a sign that ESL is needed.

If an EL is enrolled and it appears that they may also have other special needs, ESL and regular classroom teachers meet to discuss the student. Before speaking with parents about Special Needs testing, the group works to implement and document intervention to see if different tiers of support meet the student’s needs. If this does not work, then the ESL Coordinator will call a parent meeting to discuss what staff have observed, what interventions have been tried and what testing is recommended. When necessary, the school will provide this in a language understandable to the parents if it is other than English.

### ***C. Placing and Identifying ELs for Co-Curricular Program Access:***

As the Pleasant Valley District is dedicated to providing an excellent education to all students, all ELs have access to the entire district assortment of MTSS and extra-curricular programs. To ensure that language barriers do not interfere, translations of important materials and oral translators are provided to assure an EL and his/her parents understand the responsibilities and requirements of the programs. Counselor support and assistance is provided through the student’s building guidance department.

Staff meet individually with students or in cadre with ESL teachers, parents, or other staff when questions arise about program placement (At-Risk, Second Chance Reading, etc.). At the secondary level, students who wish to pursue AP courses are provided every opportunity and encouragement to do so.

For students who also qualify for Title I, the district guidance staff and ESL Coordinator, Jamie Homb, ensure that each EL receives the support that he/she needs.

As ELs progress through the secondary level and approach graduation, the state-mandated career program and lens on college and career readiness are reviewed on an individual basis with each student. As graduation nears, a meeting with the student, ESL teachers and school guidance staff serves to help transition an EL out of our district.

#### ***D. Identifying and Serving ELs in Extra-Curricular Activities:***

As one of the district's foci is the inclusion of all students in at least one activity beyond the classroom, ELs are encouraged to play sports on district teams, participate in district clubs and activities and partake of the many opportunities that arise throughout the year. ELs may participate in any club or extra-curricular activity they or their parents choose. Parents and EL students are provided communication in the language they most easily understand or have requested about Extra-curricular programs and opportunities.

The ESL Coordinator and/or teachers help serve as a bridge with coaches and advisors of sports and clubs to ensure good access to activities for ELs and to alleviate any language-based issues that may arise. The ESL staff also speaks regularly with ELs to ensure that their socio-emotional state in these activities is positive and speaks with coaches and advisors if issues arise. When language or student comfort is an issue, the district provides students a peer 'buddy' mentor who is also a part of the sports team or club and can serve to help ELs connect socially. When needed, non EL students who speak the EL's native language serve as EL mentors to bridge any language difficulties. It should be noted that student helpers are used to support an EL, not become a translator for them in a teacher's classroom. Such a role would be an unfair burden on the non-EL and compromise their right to a Free Appropriate Public Education.

### ***Part V. Ongoing, Embedded EL Professional Development for Staff who Support ELs***

#### ***A. Professional Development for those who deliver the LIEP or assist with LIEP***

##### **District and Building Administrators**

Frequent communication via e-mail and face to face meetings during building assigned Professional Learning Committee times or professional development times provide assistance for all content/classroom teachers, paraprofessionals and other building support staff working with ELs. In addition, the ESL PLC meets regularly to review concerns from different buildings, teachers or staff as well as to continually modify and approve delivery of services. This PLC group in turn regularly

provides training and guidance to building principals and district administration so they can support the learning of all ELs and teachers.

### **LIEP Staff**

As the Pleasant Valley Community School District has adopted both the PLC and MTSS/RtI models, professional development is provided to school personnel on a regular basis. Moreover, as the district integrates the TLS model now in place, organic, individualized professional development is provided that includes appropriate scaffolding and strategies for ELs. Several district instructional coaches have attended ESL research-based workshops to ensure that Tier I instruction is appropriate and deliberate for district ELs. The ESL Coordinator, instructional coaches and teachers provide cultural background, and differentiated instruction techniques for classroom teachers and district staff.

### **Content and Classroom Teachers**

On an annual basis, the district participates in local and regional ESL professional development opportunities. In addition, staff is encouraged to read and attend other training of their choosing as it relates to enhancing instruction for ELs. Opportunities are allotted to both ESL and Tier 1 staff, in hopes of generating discussion and building district capacity with ESL strategies and methodologies.

In order to help classroom teachers of ELs best develop and implement differentiated instruction, the district has also sent ESL staff, instructional coaches, and Tier 1 faculty to appropriate AEA-sponsored professional development, such as the WestEd program model presented by the AEA for the past two years. This training coupled with collaborative discussion during PLCs, after school training and modeling of strategies helps develop and reinforce ESL best practice.

As the numbers of ELs continue to grow, the district is seeking to increase capacity through recruiting content teachers to pursue and achieve ESL endorsement. Some incentives and assistance have been provided by both the district and the AEA to encourage teachers to seek the endorsement.

Overseeing professional development are the District ESL Coordinator, the Assistant Superintendent, and the Director of Literacy and Elementary Curriculum. These individuals regularly help coordinator professional development across the district, as well as review services and lead the district in the appropriate direction to providing high level ESL services. During the upcoming year, we will partner with the AEA to align our current ELA standards with the new English Language Proficiency (ELP) standards from the state.

### **Paraprofessionals**

As the number of ELs increases in the district, so does the use of paraprofessionals who may work with them. To ensure that these individuals understand the needs of ELs, they are included with staff in regular professional development at the district and AEA levels. The ESL Coordinator and Assistant Superintendent, and ESL PLC in turn meet regularly with these individuals to discuss and disseminate relevant information from the Department of Education.

## **PreK Staff**

Our district provides consultative ESL support for our in-district PreK programs through work with an ESL teacher. In addition, both the ESL Coordinator and ESL teachers have provided professional development opportunities for teachers at the PreK level. As the PreK staff is connected in working towards the Iowa Core Kindergarten standards, so too are teachers presented with the ELPA21 standards as part of ongoing consultative professional development.

## **Building and District Support Staff**

As many support staff in the building do not know much about ELs, the district ESL PLC and ESL Coordinator are instrumental in providing professional development to these individuals. When possible, they are included in all district professional development along with staff and teachers, such as the district meeting at the beginning of the year and other occasions.

## **Parents**

As stakeholders in the ESL process, parents of ELs are invited and encouraged to both participate and contribute to the effectiveness of the LIEP. Parents may be provided resource materials for home use with their ELs or they themselves may provide cultural and linguistic insight to the district and teachers of ELs. When possible, the ESL Coordinator and district staff visit with parents at their homes or places of business as a means of continual collaboration.

## ***B. District Training for ELP Standards and Implementation Plan***

To address the new ELP or ELPA21 standards and the new state training modules released at the state level, the district has chosen to have appropriate content staff view and use the ELP modules (Option A) created by the state. During district PD, module principles will be reviewed (Option B) with teachers. Completion of module training appears both online at the AEAPDonline site and a copy is collected and stored in staff personnel folders at the district's central office. This is done through the following process:

1. All ESL teachers and building instructional coaches watch the ELP modules and complete the appropriate quizzes for them to have the 'certification' for the modules. This allows all ESL teachers and coaches to have access to the PowerPoints and materials provided by the modules to use for PD. Individual teachers, before PD, are requested to access and go through the modules individually, before group instruction. Teachers new to teaching and to the district complete the ELP modules as a part of the mentoring program and in conjunction with district and building professional development. By the end of their first year, all new staff to the district will have completed the 6 ELP modules.
2. Coaches and ESL teachers then create and provide PD for all teachers in their buildings, regardless of whether the teachers have an EL. As the number of ELs in the district continues to grow through the year, it is very probable that a teacher who has no ELs at the start of the year might have one at some point throughout the school year. Providing all teachers PD on the ELP

modules, appropriate research-based ESL strategies such as QTEL and background on Title III allows teachers to adjust better to changing need.

3. The coaches and ESL staff follow up individually with teachers who have ELs to clarify any questions, review ELP standards collaboratively, discuss good scaffolding and strategies for ELs and, most importantly, help teachers overcome doubt and fear of teaching and working with ELs. District-generated Power Points and materials are also provided to teachers and will be held in a common place of all teachers to access, such as the district website or with the ESL coordinator. The coaches will check with individual teachers to see that module quizzes and certification appear in AEA PD Online. Printed paper certificates are then collected by the building secretaries and then added to building personnel files at the central office.
4. In addition to the learning provided by the ELP standards, the nature and specifics of Title III, research-based strategies for ELs, such as QTEL, and collaborative question and answer are included. After the PD is presented, coaches will work individually with teachers of ELs and, connected with coaching cycles and co-teaching, help teachers implement ESL strategies and evaluate outcomes within their instruction. As most ELs in the district are in regular Tier I classrooms, the coach-teacher partnership, which is now linked to district teacher Portfolio evaluation as required by the state (the Pathways Program), provides the best means to both individually deliver job-embedded PD, observe EL student need and interaction with the strategies, and then measure and reflect upon outcomes for the good of the EL and his/her English language development.

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

### ***A. Annual ESL staff training***

On a yearly basis, any and all individuals in the district charged with giving the ELPA21 Dynamic Screener or ELPA21 summative spring English proficiency test, complete the appropriate annual training, either in person or via the state MOODLE. Certificates are printed and filed with the Assistant Superintendent's secretary. In addition, all ESL teachers and instructional coaches will be certified in the state ESL and ELP modules, with certificates of completion being held online and with the Assistant Superintendent's secretary at the district central office.

### ***Testing***

The Pleasant Valley Community School District administers the ELPA21 ESL assessment annually during the month of March, as prescribed by state law. These assessments are administered by the District ESL Coordinator and ESL teacher, building administrators, instructional coaches and counselors who have been trained in ELPA21 and in cases where there is uncertainty about a score; the ESL PLC collaborates to provide inter-rater reliability. This assessment is administered to all students who fit the Iowa State Code 281-60.2(280) definition of "limited English proficient", as initially screened by the ELPA21 Dynamic Screener, regardless of whether ELs' parents have accepted or waived services.

### ***B. Dissemination of Scores to Stakeholders***

Data received from this assessment is compiled at the district level and shared with the ESL PLC and then with the teachers and parents of ELs. The district Director of Elementary Literacy and Assistant Superintendent, as well as building administrators are informed of student scores and trained as to how to interpret them and discuss any questions about them with building teachers and staff. Score review with parents happens at the beginning of each academic year, in conjunction with renewal/continuation of ESL services. This information is paired with ongoing district and other state assessments (see Part 3, Data Collection and Review) to constantly modify and enhance ELs' accommodations and to determine the scope and need for each EL.

As ELs change teachers from year to year and the ELPA21 test is in the spring, both the existing and next year teachers are provided with their ELs' ELPA21 scores and the appropriate accommodations for the classroom. As the ELPA21 Dynamic Screener is the standard for EL screening, ongoing PD for teachers on how to use this information vis a vis their lesson planning and differentiation of core curricula is occurring over the course of the year.

Parents are provided information on their student's ELPA21 summative results as part of the annual progress report and as a part of the notification of continuing placement documentation.

### ***C. Training of Staff to Interpret Results***

ESL teachers meet weekly within a PLC to discuss ongoing EL needs and progress in both English Language Development and Academic content acquisition. As a part of ongoing discussion of students and individual needs, ELPA21 results are discussed and compared/ contrasted with FAST, MAP and other qualitative and quantitative district data.

As part of district PD and working amongst the PLCs, Tier 1 staff is trained to interpret what the different scores of ELPA21 summative and ELPA21 Dynamic Screener represent. Building instructional administrators and instructional coaches, as they are working closely with the PLCs are trained to interpret the results and answer any questions about them that may arise. Within the Tier 1 PLC environment, ongoing discussion is held regarding pairing the Common Core and with the English Language Proficiency standards that are delineated by the state. As such standards evolve, they will be included in both district wide PD and ongoing PLC discussions.

Our administrative team meets weekly in a PLC under the direction of our Assistant Superintendent and the Director of Elementary Literacy. As a part of the PLC PD, ELPA21 use, interpretation and comparison with FAST, MAP and district qualitative and quantitative data is ongoing and involves discussions with the ESL Coordinator and ESL staff. In addition, the ESL team prepares and presents information about the ELPA21 and the LIEP to the school board on an annual basis.

### ***D. ELPA21 review/ use of assessments to improve programming***

After the ELPA21 tests results have been disseminated, the district then is presented with the appropriate review of annual goals for student progress and achievement:

1. Progressing in English Language Acquisition (as per the ELPA21 summative)

2. Progress in attaining or reaching English Proficiency (as per the ELPA21 summative)
3. Making yearly progress as needed by subgroups.

As a district with few ELs, the Pleasant Valley Community School district has not traditionally had enough ELs to qualify as a subgroup, the district has focused on language acquisition and proficiency in the other two categories. For the past 3 years, the district has met both of these objectives.

ELPA21 data and feedback will be used specifically in the following ways:

1. Core instruction—ELPA21 summative information, in conjunction with the ELP standards the state has adopted, will be used collaboratively with Tier 1 instructors and ESL teachers to create opportunities for students to improve achievement through more targeted instruction.
2. LIEP Instruction—ELPA21 summative scores are used in the review of the LIEP and to make changes in curricula, staffing and instruction. As ELPA21 summative scores reflect the effectiveness of the LIEP, scores and specifics with individual ELs and the EL population will help involve its programming and instruction.
3. Direct services provided to the student—ELPA21 summative scores are used as a vehicle to address ELs by students, by need. As this is the guiding force of our LIEP, student groupings, curricula, use of push-in and pull-out format and materials for instruction will be based on ELPA21 summative performance.
4. Future Programming—As the LIEP is a living, evolving document, trend data of student progress in ELPA21, yearly and individual scores will be used to project, predict and enhance the LIEP. As trends and individual needs evolve, so too will the LIEP and the ability of the district to meet the needs of its ELs.

Notwithstanding, the district's review of the achievement goals has centered on ELs who have stagnated at a particular English proficiency level or who exhibit language acquisition issues. Students in this predicament have their accommodation goals revisited and often a parent meeting is called to get a perspective from home. Parents are informed via letter of both the district and AEA's progress in meeting or failing to meet goals, and the ESL Coordinator and district administration are available for any discussions relating to these data points. In addition, each continuing EL, given their previous years' testing, has an achievement goal and SMART goal that is reviewed at least once each semester. These goals serve to move a student forward in achieving grade-level English proficiency.

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

Iowa State Code 281-60.2(280) defines a fully English-proficient student as “a student who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. The four language skills contributing to proficiency include reading, listening, writing, and speaking.” ESL research has traditionally used the labels of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) to distinguish an ELs ability to interact in English with peers versus an ELs ability to understand grade-level academic texts at the appropriate grade level and lexile. This same research has shown that ELs develop BICS first in 1-3 years, but may linger in developing CALP up to 5-7 years.



Given the complex nature of CALP development, these three items must all align and point to clear English proficiency, as stated in Iowa Code 281-60.2(280). Once a student is officially chosen to exit the program, the parents are given an ESL exit form for signature (see Appendix English Language Development Program - Exit Letter) and the student is passed into the “monitored Exited English Learner (EEL)” category.

***A. LIEP Exit Criteria (state and district):***

For the 2019-2020 academic year, a student must meet the following criteria to be exited from the LIEP:

1. achieves the required score for proficiency on ELPA21

Once a student is proficient on the ELPA21, they are exited from the LIEP. To make sure they are successful moving forward, the following district criteria are reviewed and considered in discussion, to best keep a lens on exited ELs needs beyond the LIEP moving forward:

1. A margin above proficient on the state and district assessments, such that the student is not simply just past the proficient bar on assessments.
2. Successful academic achievement and/or grades in a regular classroom with minimal scaffolding
3. The student’s success is such that they do not require LIEP assistance
4. Sustainability of success as evidenced by student achievement
5. At least 2 years of an ‘English proficient’ score on the state ESL ELPA21 summative assessment and a score in the proficient level band on all state assessments

To help an exited EL with transition from the LIEP, the district will review the following items, to determine if MTSS support is needed:

1. Are the EL’s state and district test scores well above the basic level of proficiency (at least 10 or more percentage points above grade level proficiency)?
2. How do the EL’s classroom and ESL teacher feel about the student as a whole and what needs they still have, beyond test scores, for ESL?
3. When applicable, how confident do the EL and/or the EL’s parents feel about the exit?

When the state benchmark level is reached, a conference is called involving the student, parents and teachers of the EL. The district exit criteria, in addition to the state requirements are reviewed. All parties must be in agreement that the student is ready to exit the LIEP before such a move can happen. In addition, students and parents are asked to sign the state-approved TransAct form that reflects this decision.

***Near Proficient ELs***

In district, students in the near proficiency stage of English development are still part of the ESL program and receive accommodations and services! As the near proficiency name would suggest, these ELs require less scaffolding and assistance and less direct language instruction. Students in this tier have scored at least a 4 on the state’s former ELPA21 assessment, and demonstrate both a high level of

BICS competence, as well as a strong CALP background, which still requires some assistance. Because these students have not been exited, they remain within the LIEP. Amount and frequency of services can be adjusted to reflect the student's growth and achievement.

## ***B. Exiting the LIEP and LIEP Exit Procedures***

### ***Specific LIEP Exit Procedures***

Once students have met the criteria for exiting the LIEP, the following procedures are followed:

1. Student exiting occurs ONLY upon receipt of the ELPA21 summative scores (usually May) until October 1<sup>st</sup> of the new school year. No other program exits are allowed outside of this time frame.
2. Parents are notified using the TransAct exiting form entitled 'Program Exit Letter, Form B' in the language they most understand. They then must **sign** and **date** the form and get it to the ESL Coordinator either at a meeting or through mail. This occurs at the start of the academic year and all decisions are made by October 1.
3. The student is changed in district and state coding from 'current EL' to 'exited'. This means the district will no longer use this student's name on the BEDS for ESL funding consideration. The district BEDS reporter, Katie Yoeckel, has a sit down meeting with the ESL coordinator to review student exit and monitoring information before BEDS reporting.
4. The student is then immediately placed on a two year monitoring cycle, and labeled in district as an EEL (Exited English Learner).
5. The district reviews EEL progress on a quarterly basis. If evidence for ESL need is found, an appropriate discussion with teachers and ESL teachers and later a conference with the teacher, ESL teacher, and parents are called.

## ***Part VIII. Monitoring Procedures after students Exit the LIEP Programing, with Parent Notification***

### ***A. Two Year Monitoring Procedure***

All students exited from the Pleasant Valley School District LIEP have their academic progress (grades, assessment scores on state and district assessments) monitored for a minimum period of two years, as required by ESSA. This is provided by allowing the ESL Coordinator access to student records on the district's Infinite Campus system, as well as compiled in a district EEL file. To date, the district has not had any students who are EEL by the time they finish coursework in the district.

Within the two year time frame, the district's ESL Coordinator, Mr. Jamie Homb, who is ESL certified, highly qualified ESL teachers, and central office staff will review, with the assistance of the district's technology department, Exited EL:

- a. state test scores
- b. district level assessments (MAP, FAST, etc.)

c. students' grades and monitors of progress

d. any communication from Tier 1 staff working with the exited students (anecdotal data)

With regards to record keeping, ELs will be tracked using the district's Infinite Campus (IC) website. If there is any sign that the student is not proceeding competently and confidently with grade level, Core instruction, a conference is called with the student's parents, teacher, and ESL staff, to determine if there is still ESL need.

If evidence for ESL need is found, an appropriate discussion with teachers and ESL teachers and later a conference with the teacher, ESL teacher, and parents is called. The parents will be notified of possible ESL need in the language that is most easily understood by the parents or one that has been requested by parents. At the end of the meeting, parents either sign a document for re-admittance to ESL services, or to document a parent waiver of ESL.

### ***B. Possible re-entry into the LIEP***

In the first year of monitoring, an exited EL's state and district test scores are reviewed by the ESL Coordinator. If they remain proficient, they are entered into 'Monitor, Year 2' status and so forth. At the end of 3 years of monitoring, if a student is proficient in all district and state assessments, they are officially exited from monitoring.

1. For a student to be re-entered into the LIEP, they must be shown to be non-proficient in a language domain area as indicated by the ELPA21 dynamic screener. For this to happen, collected data on the student is reviewed, to ensure that retaking the dynamic screener is appropriate and that there are not other reasons for the lack of achievement. Factors such as attendance, testing and discipline are considered but not contributing factors that could lead to this decision.

## ***Part IX. LIEP Evaluation***

For a LIEP to be effective for ELs, data, observation and implementation must point to the fact that ELs are both acquiring English to a high level, as well as appropriately mastering and advancing in appropriate, grade-level Iowa Core. This district tenet upholds the ruling of *Castañeda v. Pickard* through basing the LIEP on sound educational approach theory, properly implementing the LIEP and reviewing the program to prove its effectiveness for educating ELs.

In the Pleasant Valley Community School District, the LIEP program is evaluated annually by both the district administration, including Mr. Brian Strusz (Assistant Superintendent) and Dr. Cindy Lewis (Director of Elementary Curriculum), Mr. Jamie Homb (District ESL Coordinator), and the ESL PLC. Items that are evaluated at the end of the academic year include:

1. A review of the ELPA21, state and district assessments of all ELs, comparing where they started the year with their current scores at the end of the year.

2. A review of materials and methods used, which looks at the number of ELs being served, the effectiveness of the LIEP program model in meeting LIEP defined goals, and growth and need across the district
3. A review of the program model approaches to ascertain if a different model would be more effective and efficient.
4. A review of the systematic effectiveness of the LIEP in relation to the district's overall MTSS/ RtI model, as well as discussion

In addition to an annual review, the LIEP program is constantly being reviewed by the ESL PLC and discussion with building PLCs and administration. As there has been much immediate growth in number of ELs in the past academic year, the program has been and will continue to be ameliorated to best meet the needs of the ELs it serves. Revisions as well as suggestions for improvement will be solicited from all stakeholders, including parents, who will be engaged in conversation on a yearly basis.

Key factors that are included within review of the LIEP include:

1. Professional Development needs of the district, the administrative team, and the ESL PLC.
2. Adjustment of the LIEP
3. Discussion of staffing and the number of ELs each staff member instructs.
4. Teacher scheduling, as it interacts with core instruction and MTSS services so as to provide equity
5. Curricular needs-both print and software
6. Meeting the needs of individual ELs and subgroups, such as Special Needs ELs and Talented and Gifted ELs.

As diversity and the increase in the number and need of the EL population increases across the district, so will the need for modification and change to the LIEP. What is in place is a systematic approach that is a part of the larger MTSS within the district. Through continual professional development, discussion, implementation and innovation, the district LIEP can continually grow and provide an excellent learning environment for all district ELs. As the Pleasant Valley Community School District is committed to excellence, it goes without saying that, as excellence is a pursuit, so to the district's LIEP will continue to evolve and work to provide for an assure the learning of its ELs.

The title III assurances checklist is used as part of the gauging of program effectiveness and success. This checklist, when meshed with district qualitative and quantitative data, forms the basis for ongoing review and improvement.

## ***Part X. Appendices***

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

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

- B. Description of LIEP Models
- C. “Title III Compliance Assurances: Checklist for Districts”
- D. TransACT.com documents

## **Appendix A**

**The Department of Justice and Office of Civil Rights Joint Guidance document**

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

January 7, 2015

Dear Colleague:

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

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

The Office for Civil Rights (OCR) at the U.S. Department of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) share authority for enforcing Title VI in the education context. DOJ is also responsible for enforcing the EEOA. (In the enclosed guidance, Title VI and the EEOA will be referred to as “the civil rights laws.”) In addition, ED administers the English Language Acquisition, Language Enhancement, and Academic Achievement Act, also known as Title III, Part A of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (Title III).<sup>4</sup> Under Title III, ED awards grants to SEAs, which, in turn, award Federal funds through subgrants to school districts in order to improve the education of EL students so that they learn English and meet challenging State academic content and achievement standards.<sup>5</sup>

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

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

Sincerely,

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

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

## **Appendix B**

### **Description of LIEP Models**

**[www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www.2.ed.gov/about/offices/list/ocr/EL/glossary.html)**

**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. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.*

**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 Learners (ELs) for instruction. [www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)*

## Appendix C

### TransACT.com Documents

[Home Language Survey – IA:](#) Includes second page for race and ethnicity

[Determination of Student Eligibility for Program Placement \(Optional\):](#) Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

[Program Exit Letter – B:](#) Students who are eligible to exit services

[English Learner Program Placement \(Required - Meets ESSA Requirements\):](#)  
Initial, annual and re-entry placement notification

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

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

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

## **Appendix D**

### **English Language Proficiency Standards Training Options**

(excerpt from Dave Tilly e-mail May 6, 2016)

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

- A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
- B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.
- C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that



AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning.

The plan must include:

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

## **Additional Appendices:**

### **Title III Compliance Assurances: Checklist for Districts**

- \_\_\_ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)
- \_\_\_ The district has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]
- \_\_\_ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]
- \_\_\_ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].
- \_\_\_ The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]
- \_\_\_ The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]
- \_\_\_ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.
- \_\_\_ The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]
- \_\_\_ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].

- \_\_\_ The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]
- \_\_\_ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]
- \_\_\_ The district has a designated administrator overseeing the district's LIEP.
- \_\_\_ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district has developed programs and activities for ELs and immigrant children and youth [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district offers high quality professional development to classroom teachers (including teachers in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].
- \_\_\_ The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]
- \_\_\_ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]
- \_\_\_ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.
- \_\_\_ The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]
- \_\_\_ The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]
- \_\_\_ The district uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]
- \_\_\_ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]
- \_\_\_ The district reports required EL data elements on Iowa's Student Reporting System.
- \_\_\_ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]
- \_\_\_ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.

\_\_\_ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.

\_\_\_ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist Completed by (print name): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent (print name): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Pleasant Valley ESL Forms**

- 1. ESL SMART Goals – Gr. K-2**
- 2. ESL SMART Goals – Gr. 3-6**
- 3. ESL Goals Sheet – Gr. 7-12**
- 4. ESL Accommodation Guidelines**
- 5. ESL Guidelines Flow Chart**



## **PVCSD ESL Guidelines Flow-Chart 2016-2017**

Listed in this document are the steps to be taken regarding students' ESL needs. Based on state of Iowa Guidelines (ESL Handbook, p. 17) Please note the steps:



