

Screening Assessment

- New students will be screened by the ELL teachers using the state required ELPA21 Dynamic Screener and the Dynamic Screener for Future Kindergarteners, or the Alt-ELPA21 version.
- Assessment of English language proficiency and communication to families regarding program placement will occur within the first thirty days of the student's arrival or, if the child enters after the beginning of the school year, within two weeks.

Placement in Language Instruction Educational Program (LIEP) and content courses

- The ELL teacher, in collaboration with essential building staff, will review prior transcripts, biographical information, and other pertinent data to place students. The ELL teacher will use screening data gathered by the current teachers to determine academic needs such as but not limited to FAST, MAP, etc.
- The ELL teachers, in collaboration with other staff who support ELL students, will review the data as a team. If the student is "Emerging" or "Progressing" on any of the English language proficiency subtests, the student is identified for LIEP.
- Students' grade level placement will be within two years of the student's grade or age level and will be made collaboratively with parents, district office, counselors, LIEP staff, and with information gathered from the previous school attended from school records and discussions with previous school staff.

Process for Waiving Students from LIEP

- Parents have the right to waive enrollment in LIEP. CCSD staff must follow the [LIEP Service Waiver Protocol](#).

Language Instruction Education Program (LIEP) Goals

1. 100% of General Education and Special Education teachers will have the necessary information and resources to provide ELs effective instruction in the classroom.
2. By spring 2026, increase the percentage of EL students who are proficient in English Language Arts within cohort groups as measured by ISASP
3. 72% of EL students (enrolled in CCSD from the previous year's testing window to the current year's testing window) in grades 1 - 12 will increase the composite score by 1 on the ELPA21 summative assessment from the Spring '25 to Spring '26 ELPA window.
4. By June of 2026, ELL students will achieve an attendance rate of 95% and the number of students who are chronically absent will decrease by 3% from the previous year.

Program Type

- English as a Second Language (ESL)-College Community uses the English as a Second Language (ESL) program model. This program consists of techniques, methodology, and special curriculum designed to teach students English language skills, which includes reading, writing, listening and speaking, study skills, content vocabulary, and cultural orientation. It may include a combination of both push-in and pull-out instruction.
- 7th-12th grade newcomer students will be placed in newcomer programming based on a variety of factors.
- CCSD offers Sheltered Instruction professional development to College Community staff K-12 (including AK). To the extent possible, ELs should be placed with teachers trained in sheltered instruction.

English Language Development

- **7th-12th grades:** Emerging and progressing students will receive a minimum of one ELL class or co-taught class per semester with the content differentiated by proficiency level.
- **Newcomer Program:** College Community offers newcomer programming to identified students in the grades 7-12. Newcomer programming services will range between two to four periods per day, depending on each student's individualized needs and future goals.
- **5th - 6th grades:** Progressing students will receive a minimum of 55 minutes per week. Emerging students will receive a minimum of 90 minutes per week. Minutes will be adjusted accordingly for school weeks that do not include five full instructional days.
- **1st -4th grades:** Progressing students will receive a minimum of 80 minutes per week. Emerging students will receive a minimum of 125 minutes per week. Minutes will be adjusted accordingly for school weeks that do not include five full instructional days.
- **Kindergarten and Alternative Kindergarten:** Emerging and progressing students will receive a minimum of 75 minutes per week. Minutes will be adjusted accordingly for school weeks that do not include five full instructional days.

*These minimum instructional minutes per week or day as described in this section may need to be adjusted for students who receive significant additional support services beyond Tier I and/or for periods of school closure due to health- or weather-related emergencies and/or for significant adjustments to the instructional day and

instructional minutes based on long-term emergency situations such as a pandemic. Decisions regarding adjustments for students with significant intervention services will be made collaboratively with the LIEP teacher, interventionist, administrators, and instructional coach.

- For students with significant cognitive disabilities and health issues that affect attendance, the LIEP teacher will consult with the student's other service providers to determine a minimum number of minutes of weekly instruction. Teams can consider a 20 minute minimum of direct service once weekly. In these rare circumstances, LIEP teachers will provide additional consultative services. The LIEP teacher will collaborate with general education teachers to provide resources and strategies for EL students.
- At any point during the academic year, a student can be reclassified into a different proficiency band if there is a preponderance of evidence as measured by classroom observation and assessment that this is appropriate.
- The number of weekly minutes of service can be reduced for students who are "progressing" if there is a preponderance of evidence as measured by classroom observation and assessment that this is appropriate. The rationale for this change would be to increase the amount of time that students have to successfully participate in immersive environments with same-age peers.
- All students enrolled in LIEP will receive direct LIEP instruction, meaning they receive individual, small group, or large group instruction focused on language acquisition.

Access to Iowa Core Standards and English Language Proficiency (ELP) Standards

- The district provides equal access to Iowa Core and English Language Proficiency Standards through research-based instructional strategies and supplemental resources.
- Curriculum modifications and accommodations will be used to ensure all students have comprehensible access to the Iowa Core Standards.
- LIEP teachers will develop a success plan for each active and waived student and share this plan with all teachers responsible for the student's education.

CCSD Program Participation

- All ELs have access to every district program including but not limited to: academic and behavior intervention, special education services, Title I, At-Risk, career and technical programs and pathways, counseling services, Advanced Placement, Gifted and Talented, performing and visual arts, athletics, clubs, and honor societies.
- ELs are eligible for the same activities and programs available to all students in the district and College Community School District will ensure access to extracurricular activities and programs that ELs are eligible to receive.
- The ELL teacher will be included in data review for consideration of placement into all programs (e.g. Title I, At-Risk, special education, Gifted and Talented).

ELPA Assessment

- ELPA21 and Alt-ELPA21 results will be shared with administrators by the ELL teacher in each school. The analysis of the results will include a summary of the growth of students individually and as a group and recommendations for future programming changes.
- ELPA21 and Alt-ELPA21 results will be shared with all general education teachers and support staff as needed. The analysis of the results will include characteristics, recommended modifications and accommodations, and effective strategies for the individual student at his/her current level of language acquisition, documented on the Success Plan.
- Parents will receive a hard copy of individual results for the ELPA21 and Alt-ELPA21 along with an explanation and recommendations for their child's program description and placement for the following school year.

LIEP Exit Criteria

- Students are exited from LIEP services when they achieve the required score proficiency on ELPA21 and Alt-ELPA21.
- Students can only be exited between the end of the school year and October 1.

Monitoring Procedures Following LIEP Program Exit

- LIEP staff will monitor the student at the end of each semester for two years after exit from the LIEP program.
- ELs who are showing a lack of academic progress or success will be given the same support and consideration as all other students within the building intervention system which is used by the school/district to determine what is impeding academic progress and a plan for intervention.

Staffing Structure

- The ELL team will assist in multiple buildings when needed to ensure all students, including special education students, are adequately served.
- There are 12 ELL teachers (including two .5 teachers) for the students at College Community and a total of 11 FTE.
- The ELL team reviews the roster each semester.