

Cardinal Community School District

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

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Required Lau Leadership Team Members:

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I. Lau Plan Guiding Principles

A. English language development:

- Cardinal Schools will offer communication with parents in their first language when needed.
- Cardinal Schools will provide research-based strategies and instructional practices to assist students in acquiring proficiency in the comprehension and production of the English language comparable to their age and grade-level peers in the areas of reading, writing, listening, and speaking.

B. Academic Achievement:

- Enable students to reach grade-level benchmarks in the same challenging academic content as their native peers.

C. Cross-cultural:

- Cardinal Schools will assist students in understanding and functioning within American society.
- Cardinal Schools will encourage parental involvement in schools and children's education.
- Develop students' awareness of cultural diversity and encourage pride in their bilingualism and biculturalism.
- Collaborate with the school community to increase the awareness and sensitivity of the unique educational needs and cultural backgrounds of EL students and their families.

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

- A. Cardinal Schools will ensure that all families will be asked to complete the "Home Language Survey-IA" (TransACT) during registration as well as an online form indicating student race and ethnicity. Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary to secure accurate data, every reasonable attempt will be made to provide this support. This survey will be placed in the child's cumulative folder.
- B. Cardinal will use the following state-approved language proficiency placement assessments:

- ELPA21 Dynamic Screener for Future Kindergarteners
- ELPA21 Dynamic Screener (1st - 12th grade)

These assessments will be administered by a “certified” administrator and licensed teacher. Certification certificates will be on file at the District’s Central Office. A summary of the student screener results will be in the child’s cumulative folder.

C. The following process will be utilized to place students in appropriate LIEPs and content courses:

- The district screens students from EL services using the results of the English Language Proficiency assessments (ELPA21 and the ELPA21 Screener), report cards, teacher observations/notes, classroom work, formative assessments, information from assessments completed in previous districts attended, transcripts, academic skills assessments (FAST reading and math), state assessments (ISASP), parent interviews, and any other information the team determines pertinent. The data review will be conducted by a team that may include (but is not limited to) the following members: the student, classroom teachers, ELL teacher, instructional assistants, counselor, parent(s), and administrator(s). The team will analyze the data to determine his or her appropriate placement.
- The outcome of the team-based data review and with consideration of the student’s English language development and academic needs, a decision is made regarding the student’s placement in LIEP.
- In addition, based upon the team-based data review and the student’s language development and academic needs, decisions are made about placement in appropriate content classes or age-appropriate classroom placement. The EL student will be placed with students in mainstream classroom(s) of the same chronological age unless there are extenuating circumstances. **No student will be placed in a grade level more than two years different from age-appropriate peers.** It should also be noted that *“no placement should be considered permanent.”* Even with thorough data collection, assessment (ELPA21 Dynamic Screener) administration, and careful analysis of information, the placement of an EL may be tentative. A student’s progress should be monitored and evaluated frequently. Should a placement change be warranted this change should be made as soon as it is determined.

D. Parental Forms

- Parental forms will be distributed in a language most easily understood (TransACT).
- The “English Learner Program Placement” form that meets ESSA requirements from TransACT will be distributed within 30 days of enrollment. This notifies parents of eligibility and requires a signature permitting services. This form will also be utilized for annual placement notification.

- All documentation will be stored in the student's cumulative file in the School Office.
- E. Parents will be given the right to waive services from LIEP
- A documented meeting will be held to discuss recommendations, concerns, the results of the ELPA21 assessment(s) requirements, and potential outcomes with parent(s) before the completion of a waiver of services. A copy of the "Explanation of Consequences for Refusing English Learner Program" notice (Trans Act) will be provided to the parent(s) as well.
 - A signed copy of the "Request for Change in English Learner Program" form (TransACT) documenting the parent/guardian's decision will be placed in the student's cumulative file.
 - The content teacher(s) and the EL teacher will work collaboratively to support the student's needs without providing direct services. The student will be required to take the ELPA21 assessment annually until proficiency is reached regardless of the waiver.

III. Description of the LIEP

- A. LIEP Language and Academic Goal(s)
- Language Goals: To help students to become English proficient in the language domains of speaking, reading, writing, and listening.
 - a) Students in grades 3-12 who are considered FAY behind will demonstrate one year of growth on the ISASP.
 - b) ELs who are below proficient on the ELPA21, and who remain in the district over an academic year, will increase scores in one or more domains on the ELPA21 until they reach proficiency.
 - Academic Achievement: To help students to successfully participate in classroom learning situations and other school activities. Grade-level formative and summative assessments (projects, content assessments/tests, etc.) aligned with district-wide assessments (FAST, Benchmark assessments, ISAP) will be analyzed by a team of teachers to determine current performance levels and academic growth.
 - Multicultural goals: To help students become familiar with and exposed to new cultures while maintaining pride in their own native culture, with respect to each other's multicultural backgrounds.
- B. The Cardinal School District will use the following service models as approved by the DE as our LIEP plan and are appropriate based on students' needs:
- LIEP Models and Description:
 - *Sheltered Instruction*: This model is an instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.
 - *English as a Second Language (ESL)*: This model consists of techniques, methodology, and a special curriculum designed to

teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of the native language.

- All ELs, including those with disabilities, at all proficiency levels, receive direct instruction from an ESL-endorsed teacher unless services have been waived.

2. Frequency and intensity of services by grade level/proficiency levels:

Elementary (K-4)

- Emerging - minimum of 30 minutes of direct service per day
- Progressing - minimum of 20 minutes of direct service per day
- Proficient but Post-Monitoring shows a need for additional support - a minimum of 20 minutes of direct service per week.

Secondary (5-12)

- Emerging - minimum of 30 minutes of direct service per day
- Progressing - minimum of 20 minutes of direct service per day
- Proficient but Post-Monitoring shows a need for additional support - a minimum of 20 minutes of direct service per week.

LIEP teachers will work in collaboration with content teachers and intervention teachers to ensure students are receiving appropriate core instruction with accommodations/modifications as needed.

All ELs, including those with disabilities, at all proficiency levels, receive direct instruction from an ESL-endorsed teacher unless services have been waived.

(Intensity and frequency of services will be such that services for each EL student are reasonably calculated to ensure benefit based on each student's individual needs in both language domains and academic learning. This is true until each EL student is deemed proficient. EEOA and Title VI of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010).

C. When a student is identified for the LIEP:

- Parents will be notified no later than 30 calendar days after the beginning of the school year in a language the parents/guardians can best understand. (Parent Notices <https://iowa-doe.parentnotices.com/login>)
- Parents will be notified within two weeks of a child being placed in a language instruction program (30 days if a student enrolls after the beginning of the year).
- All documentation will be stored in the student's cumulative file in the School Office that corresponds to the grade level of the student.

Parental information will be provided in an understandable and uniform format, to the extent practicable," in a language the parents can understand.

D. Annual Communication for Waived Services

Parents will be given the right to waive enrollment in the LIEP. A documented meeting will be required to discuss recommendations, concerns, and potential outcomes with parents before completion of this waiver of services. The district uses a wide range of pedagogical strategies to meet the needs of all of its learners and to support their academic progress. The signed waiver will be kept in the student's cumulative file. The school will communicate with parents who have waived LIEP services annually. The content teacher and EL teacher will work collaboratively to support the student's needs without providing direct services. The student will be required to take the ELPA21 until proficiency is reached regardless of the waiver.

E. Highly Qualified LIEP and Content Staff

- Certified EL teachers work together with administration to ensure that all staff providing direct LIEP instruction to ELs are educated by highly qualified teachers endorsed in ESL.
- Administrators ensure teachers providing instruction in content area classes are endorsed in the content area in which instruction is being provided.
- The K-12 ELL teacher is required to have the ESL endorsement (281-60.3(2)). The district ensures adequate and appropriate language instruction and support for all EL students.

F. Designated Administrative Oversight

The Building Principals are identified as the administrators in charge of oversight for the LIEP. The administrator will support the EL by receiving the required EL training.

G. Access to both Iowa Core Standards and ELP Standards

- EL students will have access to both the Iowa Core Standards and the ELP Standards. Throughout each day in the regular classroom. EL students will also have access to the same content instruction, intervention services, and Title services (elementary) as all students. Access to specific EL standards will occur during direct services with a licensed ESL teacher and non-ESL certified teachers will receive professional development to ensure that the ELP standards are included in daily classroom instruction.
- Collaboration between the ESL teacher and the general education teachers providing services to students with EL needs will take place regularly as determined by data collection, number of students needing service, and location of the student in the district.

H. Curriculum and Supplemental Resources

The district will purchase and modify instructional materials that are appropriate to the needs of the learner and the goals of instructional programs (280-180.4). State funding is provided for the "excess costs of instruction of ELL students." (281-60.4 and 60.6 (280)). Instructional and supplemental resources will be

provided by the local AREA including resources such as videos, books, and websites. ELP standards will be accessed along with the Iowa Core Standards.

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

- A. Iowa code states that gifted and talented students are “those identified as possessing outstanding abilities who are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability.”

One of the goals of the Cardinal Talented and Gifted program is to identify and serve students representing the diversity (gender, race, free or reduced lunch, English Language Learner, special education, at-risk) of the district population with general intellectual ability and/or specific academic aptitude. Indicators of this goal include personalized education plan documents and referral information from teachers and parents. The measurement plan consists of a comparison of sub-group data to Gifted and Talented data and student achievement data.

If there is a need for services determined by our ELPA21 screener, ISASP data, teacher or parent recommendation, the district-selected G/T screener, etc. then students will be referred to the building Talented and Gifted coordinator for screening. Identification will include measures other than standardized assessments or language-based measures.

According to the IA Department of Education (Belin and Blank Center, 2008), research has described gifted English Language Learners as having varying degrees of the following characteristics:

- acquires a second language rapidly
- shows high ability in mathematics
- displays a mature sense of diverse cultures and languages
- code switches easily (thinks in both languages)
- demonstrates an advanced awareness of American expressions
- translates at an advanced level (oral)
- navigates appropriate behaviors successfully within both cultures

The language needs will continue to be met through support from the ESL teacher.

- B. The Iowa Administrative Rules of Special Education 41.48(2) outlines the requirements and needs for general education interventions before considering

placement in a special education program. These administrative rules describe collaborative activities that are well-documented, measurable, and goal-directed. Included under the requirements for general education interventions are communication with parents, collection of data related to the presenting problem, intervention implementation, and systematic progress monitoring to measure intervention effects. The context in which evaluation and eligibility decisions are made includes the consideration of linguistic variables unique to the individual. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the child's primary language.

In alignment with best practice for identification, multiple criteria are examined to determine students in need of modification, accommodations, and especially designed instruction. Student's rate of progress must be compared against EL "like" peers as another data point to inform the determination of the need for special education services.

It is possible that an EL suspected of experiencing difficulty in learning does not have a learning disability, but is going through a period of social, psychological, and/or linguistic adjustment. Cultural differences in learning styles and strategies, as well as social and cultural interaction patterns with peers and teachers, do not constitute a learning disability. During the eligibility decision-making process, the evaluation team must rule out limited English language proficiency, lack of appropriate instruction, and ecological factors as the primary reason for performance deficits.

If a disability is suspected students will be referred to our Student Assistance Team for further support. A problem-solving team approach is used that includes a collection of data regarding the student's culture, experiential and educational background, language proficiency, current curriculum, instructional interventions and accommodations that have been implemented, behavior and adaptive skills, academic progress, and data-driven intervention information with progress monitoring data. Parents are fully involved in the process. The district's EL teacher or someone with requisite knowledge of the child's language needs and training in second language acquisition must be part of the team during the problem-solving and the special education eligibility process. Great Prairie AEA special education consultants will be notified when there is suspicion of disability. One of the major goals of this suspicion of disability is to ensure that there is a clear discrepancy in the student's skills vs language proficiency. The consultant will use culturally and linguistically appropriate measures to assess such students. Students placed in Special Education will be served based on students' needs and receive instruction according to the student's IEP.

Students dually identified for special education and EL will receive direct instruction by highly qualified EL and special education teachers.

The IDEA mandates that the IEP team consider, among other special factors, the language needs of a child with limited English proficiency as they pertain to the child's IEP. To fulfill this requirement, it is crucial that the IEP team includes members with the necessary expertise regarding the child's language needs. To ensure that EL children with disabilities receive services that meet their language and special education needs, it is important for members of the IEP team to include professionals with training, and preferably expertise, in second language acquisition and an understanding of how to differentiate between the student's limited English proficiency and the student's disability.

- B. ELs cannot be excluded from participation in co-curricular programs for which they are eligible based on their EL status (Title I services, reading recovery, at-risk, advanced placement, counseling services etc.). When there is a question regarding an EL receiving particular support services or supporting students with these programs, a team meeting is held that includes the EL teacher, classroom teacher, co-curricular teacher, and/or the principal to review data and discuss whether or not such service would be beneficial to the student. Access and language needs will be ensured through collaboration and support of the EL teacher.
- C. All students including EL students may participate in any extracurricular activity. Students cannot be excluded due to English learner status. Communication from the school will be given in a language most easily understood. EL teachers and staff will communicate to students and parents about activities and eligibility in a language most easily understood through translated documents, phone communication, and/or the assistance of an interpreter.

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

- A. In-service training is provided for all staff involved in the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel will receive in-service training regarding instructional techniques and modifications for EL students, ELP standards, and the implementation of our plan, with continuing training. The district will continue to monitor EL training through its monthly Curriculum Director Network meetings through the AEA. A record of professional development activities will be maintained. Professional Development for EL purposes might include teachers attending conferences, book studies, district-wide presentations by the local ELL Consultant, or guest speakers, and could involve any of the following as necessary: District/Building Administrator, LIEP Staff, Classroom Teachers, Paraprofessionals.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

- A. Annual training for appropriate staff will be provided through the state-approved online modules to give the English Language Proficiency assessments. All trained staff will turn in their certificates to the district office and store them in their personnel file.
- B. All data from the English Language Proficiency assessments will be shared (by the trained ESL teacher) with the stakeholders/staff. The ESL teacher will explain proficiency levels and student capabilities to the general education teachers to guide instruction and future programming. Parents will receive a hard copy of the results with a recommendation for the student's programming.
- C. The EL coordinator and any other EL staff as outlined by the Iowa DE will participate in training provided by the DE or GPAEA to interpret the results of the ELPA21. The EL coordinator will meet with administrators and staff who teach ELs and provide guidance on the interpretation of the results and implications for instruction.
- D. Assessment results will be utilized to modify and guide instruction and programming to make the core accessible to the EL. When necessary the EL coordinator, any additional EL staff, the GPAEA EL Consultant, and/or administration will meet to analyze the results of the assessment. The analysis will focus on the Identification of areas of language development that may require more targeted instruction by grade level or individual student(s) in each area (reading, writing, speaking, and listening). Student performance results, along with academic achievement measures, are used to guide instruction and programming decisions.

VII. LIEP Exit Criteria and Procedures

- A. LIEP Exit Criteria
 - The student must:
 - a) Achieve the required score for proficiency on ELPA21
- B. LIEP Exit Procedure
 - Occurs during the allowable window
 - Notification will be sent to the parents using the "English Learner Program Exit Letter" (TransACT- Form B; signature required) in the language most understandable to parents.
 - The student's coding will be entered into SRI
 - Begin the 2-year monitoring process

VIII. Monitoring Procedures After Students Exit the LIEP Program

- A. Procedures
 - Once students have formally exited the program they are monitored for two years. The classroom/content teacher(s) in collaboration with the district's ELL teacher will continue to monitor each child's academic success. The EL Teacher will collaborate with grade-level teachers and building counselors to monitor each child's progress through informal observations, grades, and district-wide assessments.

- The district's certified, licensed professional is responsible for the monitoring procedure and other members of the Lau Leadership Team members listed on page one of this document.
- A building team will review data for each monitored student to ensure he/she has demonstrated continued success and determine if the student should continue monitoring, complete monitoring, or re-enter LIEP.

B. Re-Entry Process

- If a monitored student has been identified as having difficulty, the MTSS process will be followed. The student will be referred to the SAT (student assistance team) and targeted support will be developed and put into place to remedy the concerns. If the supports prove inadequate, and there is sufficient evidence that a persistent language barrier may be the cause of academic difficulty, the district will take action to re-enter the student into EL status and offer LIEP services.
- A student can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or other standardized English proficiency assessment).
- Professional recommendations will be made to parents. Parents will be provided with their rights and options for their student to re-enter the LIEP program and the final decision will be left to them. Parents will receive notification using the "English Learner Program Placement" form (TransAct).

IX. LIEP Evaluation

A. Annual LIEP evaluation in place

- Evaluation of the program is completed annually and facilitated by the EL teacher and the district administrator in charge of oversight.
- Consideration for district data is used when planning for ELL instruction in Core classes and English language development. The team uses student data from statewide assessments as well as district-wide assessments to determine student achievement and success in areas of both academics and linguistics. An ELPA21 analysis process is used to create discussions about improvements and necessary changes in the program. Any significant changes as a result of program evaluation are discussed with administrators and then communicated to stakeholders.
- Information from the LIEP program review will be used to evaluate the impact on future programming and services to ELs. The following areas will specifically be addressed:
 - a) Professional development needs
 - b) Adjustments of the LIEP
 - c) Staffing
 - d) Teacher scheduling
 - e) Curricular needs

- f) Meeting the needs of individual ELs and/or other subgroups
- Title III Assurances will be signed in CASA