

DUBUQUE COMMUNITY SCHOOL DISTRICT

Mrs. Amy Hawkins, Superintendent



Mission: *The mission of the Dubuque Community School District is to develop world class learners and citizens of character in a safe and inclusive learning community.*

Vision: *Unfolding the potential of every student by empowering the teacher/student relationship through:*

- Promoting the roles and responsibilities we all have in the 21st Century learning process
- Removing barriers
- Creating an environment where character and citizenship count
- Leveraging content knowledge to become critical thinkers and problem solvers
- Providing multiple pathways to unlocking student potential

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Table of Contents

	PURPOSE / PHILOSOPHY and MISSION	1
<u>I.</u>	LAU PLAN GUIDING PRINCIPLES English Language Development Academic Achievement Cross-cultural Goals	2
<u>II.</u>	IDENTIFICATION and PLACEMENT of EL/MLS in a LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP) Home Language Survey State Approved English Language Proficiency Placement Assessment Process to Place Students in Appropriate LIEP Parental Forms Distributed in a Language Most Easily Understood Process for Waiving Students from LIEP	3
<u>III</u>	DESCRIPTION OF LIEP New Goals LIEP Program Models Used in the Dubuque Community School District High Qualified Staff Designed Administrator Oversight for LIEPs Access to the Iowa Core and English Language Proficiency Standards Curriculum and Supplemental Resources	5
<u>IV</u>	PROCESS to PROVIDE MEANINGFUL ACCESS to ALL CO-CURRICULAR And EXTRA CURRICULUAR PROGRAMS Process in Place for Identifying and Serving Gifted/Talented P(GT) EL/MLS Process in Place for Identifying and Serving EL/MLS in Special Education Process in Place for Identify and Serving EL/MLS in Extracurricular and Co-curricular Programs	9
<u>V.</u>	PROFESSIONAL DEVELOPMENT	10
<u>VI.</u>	ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA21) ADMINISTRATION Annual Training for Appropriate Staff Dissemination of Scores to Stakeholders Utilization of Assessment Results to Guide Instruction and Programming	11
<u>VII.</u>	EXIT CRITERIA and PROCEDURES Criteria for 2021-2022 Academic Year Procedures Flag Notifications	11
<u>VIII.</u>	MONITORING PROCEDURES AFTER STUDENTS EXIT THE LIEP Two-year Monitoring Procedures (minimum) Re-entry to LIEP Process	12
<u>IX.</u>	LIEP EVALUATION	13

Purpose

The Dubuque Community School District's Lau Plan and Procedure Manual serves as guidance for addressing the linguistic needs of English Learners/Multilingual Learners (EL/MLS) and for implementing appropriate programming designed to reduce linguistic barriers as part of the Core instructional program.

Federal legislation requires every school district to have a program plan in place to serve EL/MLS, referred to as the Lau Plan (Lau vs. Nichols, 1974). The plan must ensure that immediately upon enrollment, the EL/MLS has access to a specialized language instruction educational program (LIEP). The plan for meeting the linguistic needs of EL/MLS must provide resources to support the LIEP and the academic achievement of EL/MLS, using state and local funds.

The Iowa Department of Education requires that all school districts report their plan to identify and serve EL/MLS in accordance with Title VI of the Civil Rights Act to the Department of Education. The DCSD's Lau Plan is embedded in the annual CASA Plan submitted to the Iowa Department of Education. The district's Lau Plan ensures that there is an approved process in place for the identification of EL/MLS, as well as a plan to begin English language development services for such students immediately upon enrollment. In addition, the DCSD's Lau Plan includes screening procedures and a plan for administering an annual assessment of the students' English language development. The plan also identifies LIEP models for EL/MLS.

Philosophy and Mission

Every instructional event is also an English learning opportunity for English Learners/Multilingual Learners. Based on this premise, the Dubuque Community School District's English Learners/Multilingual Learners program provides specialized and specific instruction to support social and academic learning proficiency through a combination of formal English language instruction and academic support. In collaboration with students, teachers, and families we strive to teach all and reach all. Therefore, our mission as EL/MLS professionals will be to collaborate to fully support English Learners/Multilingual Learners and their families, both academically and culturally.

I.

LAU PLAN GUIDING PRINCIPLES

A. English Language Development

- Identify and access EL/ML students in need of language assistance in a timely, valid, and reliable manner within the first 30 days of enrollment.
- Provide EL/ML students with a language assistance program that is educationally sound and proven successful to help them develop proficiency in reading, speaking, writing, and listening.
- Staff and support the language assistance programs for ELL/MLL students.

B. Academic Achievement

- Ensure EL/ML students have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, fine arts, and graduation requirements, specialized and advanced courses and programs, sports and clubs.
- Ensure that EL/ML students with disabilities under the Individual with Disabilities Education Act (IDEA) or Section 504 are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in evaluation and delivery of services.
- Meet the language, reading and writing needs of EL/ML students who opt out of language assistance programs.
- Monitor and evaluate EL/ML students in language assistance program to ensure their progress with respect to acquiring English proficiency and grade level core content.
- Exit EL/ML students from language assistance programs when they are proficient in English.
- Monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.

C. Cross-cultural Goals

- Encourage and grow inclusion experiences for all EL/ML students with specific attention to multi-cultural backgrounds.
- Ensure meaningful communication with EL/MLs parents and guardians by providing translated materials or interpreters as needed.
- Develop a deeper understanding of the variety of multi-cultural backgrounds and linguistic diversity within our district.
- Facilitate opportunities for families of ELL/MLLs to develop home/school partnerships and connections, while encouraging family involvement in the educational process.

II.

IDENTIFICATION and PLACEMENT of EL/MLS in a LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

A. Home Language Survey

- The district includes a **Home Language Survey** (TransAct form IA, www.transact.com) in registration materials for all students and maintains these forms in student cumulative folders (Iowa Code 281-60.3)
- Home Language Survey is reviewed by building secretaries, administrators, and/or EL/ML teachers.

B. State Approved English Language Proficiency Placement Assessment

The Dubuque Community School District uses the state-approved screener, the ELPA21 Dynamic Screener. It is given by a trained administrator. The certificates of completion for trained screeners are filed at the district office of the EL/LM coordinator. The summary of results is placed in the student's cumulative file.

- *If a language other than English* is indicated on the **Home Language Survey**, the building EL/ML teacher will administer the state approved screening assessment, the ELPA21 Dynamic screener to the student within 30 days of enrollment.
- The ELPA21 Dynamic Screener will be used for Future Kindergarteners.

C. Process to Place Students in Appropriate LIEP

The DCSD uses the ELPA21 Dynamic Screener to determine a new student's proficiency level as required by the State of Iowa.

- The student will be reviewed for English Language Development
- The student will be placed in an EL/ML class where she/he will receive pull-out or push-in services from the EL/ML teacher based on the needs of the student
- EL/MLS are placed into the district's programs to develop English language and academic skills and have opportunity for meaningful participation in the educational program.
- EL/ML students have access to the same rigorous standards through universal instruction as their peers.
- EL/ML teachers, parents, counselors, and the student work together to determine appropriate placement and services.
- A variety of data may be used in addition to the ELPA21 screener such as:
 - Previous education
 - Previous school records and standardized test scores
 - IREADY and other pertinent data
- No placement should be considered permanent. The student's progress should be evaluated frequently, and any appropriate language level placement change should be made as soon as a need is determined.

D. Parental Forms Distributed in a Language Most Easily Understood

If a student qualifies for the LIEP, parents receive a copy of each of the two letters below in the language most easily understood if available. If a student does not qualify for the LIEP, parents receive the Determination of Student Eligibility letter only.

- 1) “*Determination of Student Eligibility for Program*” placement is sent once upon placement. This is eligibility notification and permission from TransACT including the parent/guardian signature.

Parent letter: <http://app.parentnotices.com/documents/view/2/168974>

- 2) TransACT “*English Learner Program Placement*” (required-meets ESSA requirements).

These notifications take place within 30 days if identified. Required forms are placed in the student’s cumulative file.

E. Process for Waiving Students from LIEP

Parents have the option to annually waive LIEP services for their child.

- A parent meeting is offered and recommended to discuss recommendations, concerns, and potential outcomes. Parents are provided with the “*Explanation of Consequences for not Participation in the English Learner Program.*” (Students will still be required to take the ELPA21 assessment even though services have been waived.)
- Signed documentation of the parents’ decision on “*Request for Change in Program Participation*” from TransACT is required. This form is placed in the student’s cumulative folder.
- Parent Waiver Form: <http://app.parentnotices.com/documents/view/2/100>
 - For those parents who choose to waive services for their child(ren), the district provides support to ensure mastery of English and academic achievement, as required by law, by providing language differentiation within the classroom. Classroom teachers receive support from the EL/ML teacher in supporting these students.
 - Un-waive Services: Parents who have waived services have the option to un-waive services.

III.

DESCRIPTION OF LIEP

A. LIEP Goals

- Language Acquisition: All English Learners/Multilingual Learners will increase their proficiency level on one or more language domains (listening, reading, speaking, writing) as measured by the Summative ELPA21.

LAU PLAN 2022-2023

Grade Level	% Grow in 1 or More Domains	% Increase in Listening	% Increase in Reading	% Increase in Speaking	% Increase in Writing
KG-5	31.16%	20.29%	16.67%	19.93%	20.65%
6-8	46.88%	20.31%	17.19%	28.13%	17.19%
9-12	49.32%	30.14%	13.70%	8.22%	13.70%

LAU PLAN 2021-2022

Grade Level	% Grow in 1 or More Domains	% Increase in Listening	% Increase in Reading	% Increase in Speaking	% Increase in Writing
KG-5	42.86%	37.30%	40.48%	50.79%	74.60%
6-8	23.81%	34.92%	39.68%	25.40%	63.49%
9-12	23.64%	18.18%	14.55%	21.82%	43.64%

LAU PLAN 2019-2020 & 2020-2021

Grade Level	% Grow in 1 or More Domains	% Increase in Listening	% Increase in Reading	% Increase in Speaking	% Increase in Writing
1-5	38.10%	26.19%	13.10%	21.43%	11.90%
6-8	50.00%	17.31%	21.15%	23.08%	5.77%
9-12	45.90%	14.75%	9.84%	32.79%	16.39%

*Data is incomplete since the 2019-20 ELPA21 testing was not completed due to COVID closures.

- Recommended instructional time: All English Learners/Multilingual Learners receive a minimum of 20 minutes ESL instruction daily or 100 minutes a week. Newcomers receive a minimum of 40 minutes of ESL instruction daily or 200 minutes a week.

B. LIEP Program Models Used in the Dubuque Community School District

All program models provide access to the district core curriculum. The English Language Proficiency perspective and standards provide guidance in choosing materials that are appropriate for the content areas that are accessible to all English learners. All identified nonparental waiver EL/MLS receive district LIEP instruction.

The district provides support to ensure mastery of English and academic achievement, as required by law. The EL/ML teacher will provide support to the classroom teacher.

B1) English as a Second Language (ESL)

A program of techniques, methodology, and special curriculum is designed to teach English language skills, and includes listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. EL/ML instruction is primarily in English.

Students who waived services: The EL/ML teacher communicates with the general education teacher regarding a plan to provide support to ensure mastery of English and academic achievement for an EL/ML who has waived services. This communication will include the student's current level of proficiency, as well as appropriate strategies the general education teacher may use to differentiate instruction.

All students who qualified for EL/ML services, including the students who waived those services, will continue to be monitored and take the ELPA21 assessment annually until they reach English language proficiency and meet state exit criteria.

High School and Middle School Level: EL/ML is scheduled for one class period per day, for approximately 43 minutes. (The Alternative Learning Center runs on a block schedule). The frequency and range of EL/ML services are determined based on the student's language proficiency level and the individual needs of the student.

Elementary Level: The frequency and range of EL/ML services are determined based on the student's language proficiency level and the individual needs of the student.

B2) Newcomer Program

K-12 Newcomer students are given additional educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. These intensive interventions are typically delivered in conjunction with core curricular classes.

C. Highly Qualified Staff

EL/ML teachers have a valid Iowa Teaching License and ESL endorsement.

EL/ML Teacher Responsibilities

- Assess EL/MLS to determine the eligibility, placement, on-going services and/or exit from the program.
- Monitor EL/MLS for two-years after their exit date.
- Provide formal language instruction (speaking, listening, reading, and writing)
- Write and distribute ILPs (Individualized Learning Plans) for EL/ML students, including current proficiency levels and appropriate strategies for instruction and assessment.
- Promote pride in English Learners'/Multilingual Learners' cultural and linguistic backgrounds.
- Support EL/MLS' academic learning in content areas.
- Collaborate and coordinate instruction and student needs with building administrators, counselors, content leaders and coaches.
- Maintain a student roster.
- Assist in determining if an EL/ML is entitled to other programs and/or services within the school (i.e., Special Education, Title 1).
- Involve the EL/ML's families and the community in the educational process.
- Provide administrators, classroom teachers and EL/ML associates professional development in the area of English Language Learning/Multilingual Learning through the most appropriate method based on need:
 - One-on-one information updates
 - Co-teaching
 - Emails or other electronic formats
 - Building and district-level professional development opportunities.

Classroom Teacher Responsibilities

- Educate EL/MLS to the same rigorous standards as all students in the district.
- Provide EL/MLS with appropriate accommodations.
- Collaborate with EL/ML teacher for delivery of services through professional learning communities (PLCs/CLCs), joint planning, common planning, and/or electronic communication as needed or when possible.
- Implement ILPs (Individualized Learning Plans) for EL/ML students by utilizing appropriate strategies for instruction and assessment.
- Promote pride in EL/MLS' cultural and linguistic backgrounds.
- Assist in determining if an EL/ML is entitled to services within the school (i.e., Speech, Gifted and Talented, Special Education, Title 1 or At-risk).
- Involve the EL/ML families and the community in the educational process.
- Participate in professional development as it pertains to EL/MLS.

D. Designed Administrator Oversight for LIEPs

In order to ensure the best educational opportunities for EL/MLS in the Dubuque Community School District, the district has appointed the EL/ML District Coordinators, Cassie McDonald and Brooke Hensley, in consultation with the Executive Director of Secondary Education, Mark Burns, and the Executive Director of Elementary Education,

Lisa TeBockhorst to be responsible for the Language Instruction Educational Program. The district EL/ML coordinators are in charge of the oversight of the LIEP.

E. Access to the Iowa Core and English Language Proficiency Standards

The program for English Learners/Multilingual Learners in the Dubuque Community School District is an avenue of access to the Iowa Core Curriculum. EL/ML students are required to meet the same rigorous standards and benchmarks as all Dubuque Community School District students. There are specialized materials and strategies that will assist EL/MLS in meeting Iowa Core Standards. Current theory in the teaching and learning of English as an additional language stress the need for students to learn content and language at the same time. This will enable them to maximize their opportunity to be successful in all English classrooms with their English-speaking peers.

F. Curriculum and Supplemental Resources

Elementary Program Resources

The EL/ML instructional materials come from the reading/language arts program HMH and other supplemental materials. There are specific teacher resources for EL/ML instruction. The EL/ML lessons are geared toward vocabulary development, listening, speaking, reading, and writing. The EL/ML teachers also use *Imagine Learning* as a supplementary resource. It supports over 15 languages, including Marshallese, which is a need in our district. Newcomer students use *"In the USA"* by Cengage National Geographic.

Middle School Program Resources

The Middle School instructional materials come from the content area classes. Additional EL/ML resource includes *Inside* by Cengage/National Geographic, *Inside Fundamentals* and *In the USA*.

High School Program Resources

The High School instructional materials come from the CORE content area classes. Additional EL/ML resources includes the Edge program, as well as, *Inside the USA* and *Rosetta Stone*.

Curriculum Review Process

EL/ML teachers and coordinators will review curriculum and supplemental materials on an ongoing basis to address current needs. In addition, a comprehensive curriculum/program review process is conducted every 7 years in coordination with the Directors of Elementary and/or Secondary Education.

When any core curriculum adoption process occurs, the needs of ELL/MLL's must be considered.

IV.

PROCESS to PROVIDE MEANINGFUL ACCESS to ALL CO-CURRICULAR and EXTRA CURRICULAR PROGRAMS

A. Process in Place for Identifying and Serving Gifted/Talented (GT) EL/MLS

Following a Program Study in the area of Gifted Services, the protocol of determining gifted needs has shifted to a process of analyzing a body of evidence which include the following measures to ensure gifted needs in students in currently underrepresented populations are identified:

- A universal ability screener is administered to all second graders to identify students with exceptional ability especially those from currently underrepresented populations, such as students who are also learning English. The screener used is the Cognitive Ability Test (CogAT) Form 7. When Form 7 was adapted in 2014, the greatest structural changes were made to the test designed for students in K-2 with the primary goal of the revisions being to make the tests more accessible to students learning English. Language-free, pictorial formats are used to make the tests less sensitive to cultural differences.
- Qualitative data gathered from observational checklists and scales is also part of the data collection in a body of evidence. Research shows that these measures support early recognition of potential in children who came from economically disadvantaged backgrounds and/or who are culturally and linguistically different from the dominant culture. Going forward, these scales will include the HOPE Teacher Rating Scales and the Kingore Observation Inventory.
- Students with gifted needs have exceptional critical thinking skills and high ability, which do not always equate to high achievement scores or demonstrated mastery of specific concepts due to implicit bias in assessments and differences in cultural experiences and background knowledge. For this reason, we have implemented the Primary Education Thinking Skills (PETS) program. PETS is a systematic enrichment and diagnostic thinking skills program that helps build a portfolio with a differentiated approach that offers opportunity for all learners and aids teams in identifying gifted needs within learners.
- Student referrals for gifted services can also be made directly by EL/ML teachers.

B. Process in Place for Identifying and Serving EL/MLS in Special Education

In alignment with best practices for identification, multiple criteria are examined to determine students in need of modifications, accommodations, and specially designed instruction. While the identifying criteria must comply with state and federal eligibility determinations, the measures may include standardized assessments, portfolio or performance data, classroom input, building team input, parent input, and student input.

Identification does not rest solely on standardized assessments. Student's rate of progress must be compared against EL/ML peers in order to determine the need for special education services. Students who are dually identified for special education services and EL/ML services will receive instruction by highly qualified EL/ML teachers and special education teachers with support for language needs. An IEP team will include someone with requisite knowledge of the student's language needs and training in second language acquisition.

C. Process in Place for Identifying and Serving EL/MLS in Extracurricular programs and Co-curricular programs.

All attempts possible will be made to identify, provide awareness, and encourage EL/MLS to participate in co-curricular activities at all levels. The EL/ML staff, counselors and classroom teachers will be first in that process. When necessary and possible, information about eligibility will be provided to parents and students in a language most easily understood. Programs may include but are not limited to:

- Performing and Visual Arts
- Athletics
- Clubs
- Honor Societies

V.

PROFESSIONAL DEVELOPMENT

Ongoing professional development for EL/ML teachers may include:

- Professional development between and among EL/ML teachers on PD days and in PLCs. The district EL/ML coordinator and content leader will plan trainings.
- On an as needed basis during the year, EL/ML staff will offer professional development for building staff on the ELP standards.
- Discussion of scholarly articles, viewing of webinars and evaluation of curriculum during meetings with the district coordinator and EL/ML staff.
- District Curriculum Coordinators will embed EL/ML awareness of accommodations, and instructional strategies in their district content and professional learning sessions with teachers, instructional coaches, and other support staff.
- All new certified professional staff will need to complete the required Iowa Department of Education EL/ML training during their first year.

VI.

**ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA21)
ADMINISTRATION**

A. Annual Training for Appropriate Staff

ELPA21 Dynamic Screener

- All EL/ML teachers must complete training in administering the ELPA21 Screener annually.
- Each EL/ML teacher sends a copy of their ELPA21 Screener Certificate to the district ELL Coordinator.

ELPA 21

- All EL/ML teachers will complete the ELPA21 Testing Administration training and send a copy of the certificate to the EL/ML District Curriculum Coordinators.

B. Dissemination of Scores to Stakeholders

- The EL/ML teachers and Coordinators meet to analyze the ELPA21 data. All information is available for district administrators and staff through the EL/ML Coordinators.
- Parents receive a copy of the results, in a language most easily understood for their child(ren).
- Staff work with parents either through conferences or home visits so that parents understand the assessment information.

C. Utilization of Assessment Results to Guide Instruction and Programming

Professional Development will be provided to assist EL/ML and general education teachers to monitor EL/MLS yearly progress on the ELPA21 in the attainment of English Language Proficiency for academic purposes, frequency and intensity of services provided, staffing needs, resources needed and other appropriate accommodations and future programming.

VII.

EXIT CRITERIA and PROCEDURES

A. Criteria for Student Exit from EL/ML Program

According to the Iowa Department of Education (IDOE) guidance, the only way a student exits the EL/ML Program is by proficiency on the ELPA 21 assessment.

B. Procedures

- Exit Letter from TransAct

- The EL/ML teacher will notify parent (in a language most understandable) using the Program Exit letter Form B (signature required) by the EL/ML teacher that their child will be exited from EL/ML services.
- The office assistant for EL/ML services will make the appropriate change in Infinite Campus.
- EL/ML teachers will identify the student as “Proficient/Monitored” in Infinite Campus under the EL/ML flag.

C. Flag Notifications

- EL/ML teachers add flags and update students ELPA21 scores in Infinite Campus annually.
- EL/ML teachers will work with school staff to help them better understand ELPA21 scores.

VIII. MONITORING PROCEDURES AFTER STUDNETS EXIT THE LIEP PROGRAM

A. Two-year Monitoring Procedures (minimum)

- Students who have been exited will be monitored for two years to ensure continued success.
- During that time, each monitored student will be identified on the roster of an EL/ML certified licensed teacher.
- Students are expected to maintain passing grades and proficiency on standardized assessments.
- A detailed monitoring form will be completed for each student.
- Monitoring could include, but is not limited to the following:
 - Monthly and/or quarterly grade checks
 - A review of student’s assessment data such as IREADY and ISASP, discussion of student progress at grade level, team, and/or department meetings or mini conferences with the student throughout the year.

B. Re-entry to LIEP Process

- If during the monitor period, it becomes evident that the student still requires LIEP support, the EL/ML teacher will meet with classroom teachers, counselors, administrators, and/or district EL/ML personnel to review data and determine if the student needs to re-enter the LIEP.
- Students can only be re-entered based on proof of a non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment)

- If re-entry is needed, parents/guardians will be personally contacted and informed of the recommendation for re-entry. Parents will be notified using the *English Language Learner Program Placement* form. It will contain the options available. Parent notification is required to re-enter a student in the LIEP program.

IX.

LIEP EVALUATION

This will include evidence regarding progress made toward meeting Lau Plan LIEP goals in English Language Development, academic achievement, and cross-cultural awareness and understanding. Based on the analysis of data, adjustments to programs, instruction, professional development, staffing and instructional materials may be made in order to meet the needs of all EL/MLS.

The EL/ML District Coordinators, Cassie McDonald and Brooke Hensley, will be responsible for facilitating the team-based process for LIEP evaluation.