

URBANDALE COMMUNITY SCHOOL DISTRICT

Dr. Rosalie Daca, Superintendent of Schools



***Mission: Teaching All - Reaching All
Vision: Urbandale will be a school district
that brings learning to life for everyone***

2024-2025

Lau Plan and Procedure Manual for serving Multilingual Learners

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No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The district's Equity Coordinator is Mrs. Stephanie Davis, equitycoordinator@urbandaleschools.com.

Bosnian Translation - Niti jedan učenik upisan u Školski distrikt Urbandale neće biti isključen iz učešća u programima distrikta, neće mu biti uskraćene beneficije niti će biti izložen diskriminaciji u programima distrikta zbog svoje rase, boje kože, vjere, spola, religije, bračnog stanja (za programe), etničke pripadnosti, nacionalnog porijekla, invalidnosti, seksualne orijentacije, rodnog identiteta, starosti (za zapošljavanje) ili socio-ekonomskog porijekla (za programe). Politika distrikta će biti da osigura obrazovne programe i stvori mogućnosti za sve učenike prema potrebi i na temelju pojedinačnih interesa, vrijednosti, sposobnosti i potencijala.

Za procesuiranje pritužbi zbog diskriminacije postoji žalbeni postupak. Ako imate pitanja ili pritužbu u vezi sa našom politikom, slobodno se obratite na adresu glavnog ureda 11152 Aurora Ave, Urbandale, IA ili nazovite 515-457-5000. Koordinator za pitanja ravnopravnosti Stephanie Davis, equitycoordinator@urbandaleschools.com.

Spanish Translation - No se excluirá a ningún estudiante inscrito en el Distrito Escolar de la Comunidad de Urbandale de la participación en, ni se denegará los beneficios de, ni será sujeto a la discriminación en los programas del Distrito a base de raza, color, credo, sexo, religión, estado civil, trasfondo étnico, origen nacional, discapacidad, orientación sexual, identidad de género, o trasfondo socio-económico. La política del Distrito será de proveer programas de educación y oportunidades para estudiantes en base de intereses individuales, valores, habilidades, y potencia. Hay un procedimiento de agravios para procesar quejas de discriminación. Si usted tiene alguna pregunta o una queja relacionada con esta política, por favor, póngase en contacto con la oficina distrital a 11152 Aurora Ave, Urbandale, IA o llame a 515.457.5000. La Coordinadora de Equidad del Distrito es la Sra. Stephanie Davis, equitycoordinator@urbandaleschools.com.

Hakha Chin Translation - Urbandale Community School District i a kai mi Sianginn ngakchia vailte hna Mibu sin ah tel terlonak, Thathnemnak pawl pek duh lonak, asiloah Urbandale Sianginn nih tuahmi chung in Miphun ruang, Taksa a zawng thleidannak, Zumhnak ruang, Biaknak ruang, Thitumnak (program caah) , Minung chuahkehnak, Chuahkehnak miphun ruang, Tlamtlinlonak ruang, Nu siruang Pa siruang ah, Nu le Pa, Kum (Rian ruang ah) asiloah Hawikomhnak le Sipuazi ruang ah pheo le thleidan khawh asi lo. Kan Districts policy ummi cawnnak program vialte le hmuhkhawhmi vialte cu sianginn ngakchia nih a herh bantuk in le duhnak a ngeihmi bantuk in, man ngei in le, thil tikhawhnak le, asi kho mi pawl a herhnak bantuk in kan bawmh lai.

Thleidannak kong i thinhun ingpuannak a um tikah phunzianak tuah ding zultun phun a um. Hi kong he pehtlai in bia halding na ngeih ahcun zaangfahnak tein 11152 Aurora Ave, Urbandale, IA asiloah 515.457.5000 ah kan chawn te. Districts Equity zohkhehtu Coordinator Pa Mrs. Stephanie Davis, equitycoordinator@urbandaleschools.com ah email ca kau te.

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Purpose

According to Iowa Code, districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280-280.4 and 60.1-6). In order to meet the linguistic, academic, social, and emotional needs of MLs, districts are required to develop a service plan.

The district plan designed to meet the instructional needs of Multilingual Learners (MLs) is referred to as the Lau Plan (Lau v. Nichols, 1974). The Lau Plan must be collaboratively written by the K-12 team to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom/content teacher(s).

The Urbandale Community School District's Lau Plan and Procedure Manual serves as guidance for addressing the linguistic needs of Multilingual learners and for implementing appropriate programming designed to reduce linguistic barriers to the core instructional program. The district's Lau Plan ensures that there is an approved process in place for the identification of Multilingual learners, as well as a plan to begin a specialized language instruction educational program (LIEP) for such students immediately upon enrollment. In addition, the UCSD's Lau Plan includes screening procedures and a plan for administering an annual assessment of the students' English language development.

Philosophy and Mission

Every instructional event is also an English learning opportunity for Multilingual learners. Based on this premise, the Urbandale Community School District's English Learner 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 professionals will be to collaborate to fully support Multilingual learners in their academic success.

Key Terminology:

- LEA: Local Education Agency
- Multilingual Learner (ML)-a student with multiple languages and may develop English skills by participating in the LIEP.
- ELL-references the English language learner program or structure to support multilingual students in accessing grade-level standards.
- LIEP-stands for Language Instructional Education Program, it is the service model created

by the district's ELL program.

- ESL-stands for English as a Second Language. This term is used in reference to teacher preparation and qualifications, also used interchangeably with ELL in some federal and state documents.

UCSD Core Values

The Urbandale Community School District's English Learner program believes:

- All MLs deserve a rich, compelling, and challenging, grade-level curriculum with evidence-based language acquisition instructional methods.
- All educators are responsible for the success of MLs.
- All students bring values, experiences, and background knowledge through their cultural and linguistic backgrounds that are assets to their learning environments and communities.
- Language acquisition and literacy learning cannot exist in isolation from academic curricula.

I. Lau Plan Guiding Principles

- A. English Language Development:** UCSD supports listening, speaking, reading, and writing skills within and beyond content to promote academic achievement in a way that preserves and values each student's cultural and linguistic backgrounds. UCSD professional development for all instructional staff will include ELL best-practices and supports. UCSD notes that English language development should not replace any student's home and/or cultural language.
- B. Academic Achievement:** All MLs have equitable opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized, and advanced courses and programs, sports, and clubs. Ensure that MLs with disabilities under the Individuals 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 evaluations and delivery of services. Meet the language and literacy needs of MLs when guardians refuse LIEP services. Monitor and evaluate MLs in language assistance programs to ensure adequate English proficiency growth and grade-level core content mastery. Exit and monitor MLs from LIEP services when they are proficient in English.
- C. Cross-Cultural Efficacy:** Involve ML families within the school and community to best provide a cooperative effort in the educational process. Interact in preferred languages to the greatest extent possible. Provide students and staff with

asset-focused information about the cultural and linguistic strengths of UCSD ML students. Encourage families to maintain and celebrate home languages through school programming, heritage language programs, and primary language literacy supports within UCSD and the greater Urbandale community.

II. Identification and Placement

According to Chapter One of the U.S. Department of Education’s EL Toolkit, identifying and assessing all potential English Learners is one of the most critical “affirmative steps” and “appropriate action(s)” that local education agencies must take to ensure eligible English learners receive language assistance services in a timely manner. Eligible students must receive placement in language instruction programs as soon as possible and within 30 days of enrollment.

Step 1: Home Language Survey (HLS)

- LEAs are required to administer an HLS for all students at the time of enrollment.
- Only one HLS should be administered upon initial enrollment and not each year.
- If student is coming from another state, the Iowa HLS must be administered.
- If student is transferring from within Iowa, the original HLS is to be used.
- UCSD uses the TransACT website www.transact.com to provide the HLS-IA to families in their first language.
- HLS-IA becomes part of the student’s permanent record and is stored in cumulative file

Step 2: Administer English Language Proficiency Screening

- Students identified by the questions of the HLS shall be assessed by the LEA.
- The ELPA21 Dynamic Screener should be administered to potential MLs in UCSD.
- All kindergartners and students newly arrived from another country are given the ELPA21 Dynamic Screener upon enrollment to determine eligibility for language development services if a language other than English is indicated on the HLS.
- If Dynamic Screener results exist for a student moving within Iowa, the Dynamic Screener does not need to be re-administered.
- When students move to Iowa from another state that administers the ELPA21 Dynamic Screener and Summative assessments, the score will be used to determine program placement.
- Students moving to Iowa from a non-ELPA21 state may be able to show proficiency as measured by another English language proficiency instrument.

Step 3: Parent Notification of EL Identification and Eligibility for EL Programming

- UCSD will provide notices within 30 days to parents of MLs regarding the student’s identification and placement in a Language Instructional Education Program (LIEP).

- If a student’s score indicates that the student is eligible for the EL program, the EL teacher will complete the “English Learner Program Placement” TransAct form.

Step 4: Placement in Language Instruction and Eligibility for EL Programming

- Student will be placed in an EL program that is designed to enable MLs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time.
- If parents opt their children out of an EL program or specific EL services, the children retain their status as Multilingual Learners.

Re-Enrollment and HLS Error Concern

- Teachers will contact the Director of Student Services and Equity for a Determination of ELL Program Eligibility Meeting.

III. Description of the LIEP

A. 2024-2025 LIEP Goals

Academic:

- 100% of Multilingual Learners will demonstrate growth on Fastbridge reading screeners from Fall to Winter and Winter to Spring.

Linguistic:

- 60% of MLL students who take the Language Proficiency Assessment in 2024 will show growth in their language proficiency level and/or exit ELL programming, as defined by the state definition of “plus one or better”. Currently-53.7%
- 16% of MLL students will exit ELL programming based on reaching proficiency on ELPA21 in the spring of 2025. Currently-14%

B. Description and Implementation of Specific State-Approved LIEP Model(s) Used in District and Process to Place Students

Urbandale K-5 Language Instruction Educational Program (LIEP) ELL Service Model

Targeted Language Development

This component focuses on “how English works” and provides students with targeted instruction in the four domains of listening, speaking, reading, and writing. Multilingual Learners are grouped together, possibly within a band of English proficiency levels. The focus of this component is on English Language Proficiency (ELP) standards. At the early levels of English language development, there may be a need for more extended focused language study, with the amount of time decreasing as students gain proficiency in English.

ELL Teacher-outside of general education setting
 Primary Focus: English language structures and vocabulary

- Facilitate student interaction to develop oral language proficiency with specific English structures.
- Directly teach high frequency social and academic vocabulary.
- Provide daily opportunities for reading, writing, listening and speaking.

Content Specific and Academic Language Expansion

This instruction calls for expansion of academic language in all content areas. The purpose of providing language support during core content is to ensure access to grade level curriculum and standards.

ELL Teacher-In Class Collaborative Teaching
 Primary Focus: Linguistic scaffolding of the subject matter for Multilingual Learners.

- Facilitate student interaction to develop oral language proficiency in the content area.
- Teach academic and social English vocabulary related to lesson content.
- Provide frequent opportunities for reading texts related to content area topics.

Achievement Level Descriptor (ALD)	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Level	1	2	3	4	5

	Not Determined	Emerging	Progressing	Proficient
English Proficiency Determination based on ELPA 21 Assessment	Incomplete assessment	A profile of 1s and 2s indicates and “Emerging” level of proficiency	A profile with one or more domain scores above Level 2 that does not meet the requirements to be proficient	A profile of 4s and 5s meets assessment targets and indicates overall proficiency

Urbandale K-5 Language Instruction Education Program (LIEP)

Description/Criteria	Program/Scheduling	Resources
<p>Proficiency Not Demonstrated</p> <p>Newcomer/Emerging A profile of 1s. Recent arrival to the United States and/or previous interrupted schooling.</p> <p>0-12 Months in U.S.</p>	<p>Kindergarten: Remain in language rich general education classroom for support of listening, speaking, reading, and writing. ELL teachers work in collaboration with classroom teachers to provide language support.</p> <p>1st-5th Grade: High quality language and content instruction by an ELL endorsed teacher that develops social and academic English of each student daily. The teacher is dedicated to creating a safe, nurturing environment to build student confidence and support students’ emotional and social transition to the American school system and culture.</p> <ul style="list-style-type: none"> ● Targeted English Language Development Instruction provided during What I Need (WIN) time. ● Multilingual learners should not be removed from general education setting during core instruction ● In-class support (when available) 	<p>National Geographic</p> <ul style="list-style-type: none"> ● Our World <p>ELP Standards</p> <p>Grade level appropriate standards used with language and visual scaffolds to make content accessible for Multilingual Learners.</p> <p>Core content materials with scaffolds</p>
<p>Emerging A profile of 1’s and 2’s across the language domains (reading, writing, listening, and speaking) on ELPA21 and/or corresponding Dynamic Screener level.</p> <p>Typically, 0-2 years in the United States</p>	<p>Kindergarten: Remain in language rich general education classroom for support of listening, speaking, reading, and writing. ELL teachers work in collaboration with classroom teachers to provide language support.</p> <p>1st-5th Grade: Language development instruction daily by an ELL endorsed teacher. Grade level appropriate standards used with language and visual scaffolds to make content accessible for multilingual learners.</p> <ul style="list-style-type: none"> ● Targeted English Language Development Instruction provided during What I Need (WIN) time. ● Multilingual learners should not be removed from general education setting during core instruction ● In-class support (when available) 	<p>National Geographic</p> <ul style="list-style-type: none"> ● Our World <p>ELP Standards</p> <p>Grade level appropriate standards used with language and visual scaffolds to make content accessible for Multilingual Learners.</p> <p>Core content materials with scaffolds</p>

<p>Progressing Intermediate and Early Advanced A profile with one or more domain scores above Level 2 that does not meet the requirements to be proficient or corresponding Dynamic Screener level.</p> <p>Typically, 2-4 years in the United States with speaking and listening domains higher than reading and writing</p>	<p>K-5th Grade: Language development instruction occurs in the general education classroom through the use of language scaffolds to provide access to grade level content and standards in the areas of reading, writing, listening, and speaking.</p> <p>In-class support through collaborative lesson planning to integrate visual and language scaffolds and/or co-teaching when/where appropriate</p> <p>Small group support may be necessary during WIN time in the areas of reading and/or writing.</p>	<ul style="list-style-type: none"> • Grade level appropriate standards used with language scaffolds to make content accessible for multilingual learners.
<p>Proficient Advanced Proficient students exit from the ELL program and no longer receive ELL services.</p> <p>A profile of 4's and 5's meets assessment targets and indicates overall proficiency.</p>	<p>Monitoring Students who score proficient on ELPA21 are exited from the program and no longer receive ELL services. Students will continue to be monitoring by ELL team for two years.</p>	<ul style="list-style-type: none"> • Grades • ISASP • FAST • Classroom formative assessments

Collaborating: Working and learning with others to collectively create new approaches, ideas and solutions through reflection, co-planning, co-teaching, data analysis and problem-solving.

Co-Taught: ELL endorsed teacher and a content teacher, co-teaching trained, with grade level peers

Scheduling Guidelines: Multilingual learners should be placed with their grade level peers, ratios $\frac{1}{3}$ or match building ratio of multilingual learners.

Urbandale 6-8 Language Instruction Educational Program (LIEP) ELL Service Model

Targeted Language Development

This component focuses on “how English works” and provides students with targeted instruction in the four domains of listening, speaking, reading, and writing. Multilingual Learners are grouped together, possibly within a band of English proficiency levels. The focus of this component is on English Language Proficiency (ELP) standards. At the early levels of English language development, there may be a need for more extended focused language study, with the amount of time decreasing as students gain proficiency in English.

ELL Teacher-outside of general education setting
 Primary Focus: English language structures and vocabulary

- Facilitate student interaction to develop oral language proficiency with specific English structures.
- Directly teach high frequency social and academic vocabulary.
- Provide daily opportunities for reading, writing, listening and speaking.

Content Specific and Academic Language Expansion

This instruction calls for expansion of academic language in all content areas. The purpose of providing language support during core content is to ensure access to grade level curriculum and standards.

ELL Teacher-In Class Collaborative Teaching
 Primary Focus: Linguistic scaffolding of the subject matter for Multilingual Learners.

- Facilitate student interaction to develop oral language proficiency in the content area.
- Teach academic and social English vocabulary related to lesson content.
- Provide frequent opportunities for reading texts related to content area topics.

Achievement Level Descriptor (ALD)	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Level	1	2	3	4	5

	Not Determined	Emerging	Progressing	Proficient
English Proficiency Determination based on ELPA 21 Assessment	Incomplete assessment	A profile of 1s and 2s indicates and “Emerging” level of proficiency	A profile with one or more domain scores above Level 2 that does not meet the requirements to be proficient	A profile of 4s and 5s meets assessment targets and indicates overall proficiency

Urbandale 6-8 Language Instruction Education Program (LIEP)

Description/Criteria	Program/Scheduling	Resources
<p>Proficiency Not Demonstrated</p> <p>Newcomer A profile of 1s. Recent arrival to the United States and 2 or more years of interrupted schooling.</p> <p>Beginning A profile of 1's across the language domains (reading, writing, listening, and speaking) on ELPA21 and/or corresponding Dynamic Screener level.</p> <p>Typically, 0-2 years in the United States</p>	<p>Targeted Language Development-Intensive English Language Service</p> <p>EL Class-ELL Teacher</p> <ul style="list-style-type: none"> ● ELL-English Language Development (newcomer or ESL) daily ● Could be multi-grade level <p>Core Classes</p> <ul style="list-style-type: none"> ● With grade level peers <ul style="list-style-type: none"> ○ Prioritize co-taught ELA or co-taught Math ○ Science and Social Studies ● Grade level appropriate standards used with language scaffolds to make content accessible to multilingual learners. ● PE, Health, Art are required by the state <p>Band/Choir</p> <ul style="list-style-type: none"> ● Take into account student interest ● Literacy level in home language 	<p>National Geographic</p> <ul style="list-style-type: none"> ● Lift Welcome ● Lift Intro ● ELP Standards
<p>Emerging Early Intermediate</p> <p>A profile of 1's and 2's across the language domains (reading, writing, listening and speaking) on ELPA21 and/or corresponding Dynamic Screener level.</p> <p>Typically, 2-3 years in the United States</p>	<p>Targeted Language Development 1 EL U-Time-ELL Teacher (mix grades 6-8)</p> <ul style="list-style-type: none"> ● ELL-English Language Development A or B days <p>Core Classes</p> <ul style="list-style-type: none"> ● With grade level peers <ul style="list-style-type: none"> ○ Prioritize co-taught ELA or co-taught Math ○ Science and Social Studies ● Grade level appropriate standards used with language scaffolds to make content accessible to multilingual learners. ● PE, Health, Art are required by the state <p>Band/Choir</p> <ul style="list-style-type: none"> ● Take into account student interest 	<p>National Geographic</p> <ul style="list-style-type: none"> ● Lift Level 1 ● ELP Standards

<p>Progressing Intermediate and Early Advanced A profile of all language domains (reading, writing, listening and speaking) above level 3 and/or corresponding Dynamic Screener level.</p> <p>Typically, 4-8 years in the United States with speaking and listening domains higher than reading and writing</p>	<p>Content Specific and Academic Language Expansion The language acquisition should be occurring in the grade level course.</p> <p>Core Classes</p> <ul style="list-style-type: none"> ● With grade level peers <ul style="list-style-type: none"> ○ Prioritize co-taught ELA or co-taught Math ○ Science and Social Studies ● Grade level appropriate standards used with language scaffolds to make content accessible to multilingual learners. ● PE, Health, Art are required by the state <p>Band/Choir</p> <ul style="list-style-type: none"> ● Take into account student interest 	<ul style="list-style-type: none"> ● Grade level appropriate standards used with language scaffolds to make content accessible for multilingual learners.
<p>Proficient Advanced Proficient students exit from the ELL program and no longer receive ELL services.</p> <p>A profile of 4's and 5's meets assessment targets and indicates overall proficiency.</p>	<p>Monitoring Students who score proficient on ELPA21 are exited from the program and no longer receive ELL services. Students will continue to be monitoring by ELL team for two years.</p>	<ul style="list-style-type: none"> ● Grades ● ISASP ● FAST ● Classroom formative assessments

Collaborating: Working and learning with others to collectively create new approaches, ideas and solutions through reflection, co-planning, co-teaching, data analysis and problem-solving.

Co-Taught: ELL endorsed teacher and a content teacher, co-teaching trained, with grade level peers

Scheduling Guidelines: Multilingual learners should be placed with their grade level peers, ratios 1/3 or match building ratio of multilingual learners.

Urbandale 9-12 Language Instruction Educational Program (LIEP) ELL Service Model

Targeted Language Development

This component focuses on “how English works” and provides students with targeted instruction in the four domains of listening, speaking, reading, and writing. Multilingual Learners are grouped together, possibly within a band of English proficiency levels. The focus of this component is on English Language Proficiency (ELP) standards. At the early levels of English language development, there may be a need for more extended focused language study, with the amount of time decreasing as students gain proficiency in English.

ELL Teacher-outside of general education setting
 Primary Focus: English language structures and vocabulary

- Facilitate student interaction to develop oral language proficiency with specific English structures.
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- Provide daily opportunities for reading, writing, listening and speaking.

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This instruction calls for expansion of academic language in all content areas. The purpose of providing language support during core content is to ensure access to grade level curriculum and standards.

ELL Teacher-In Class Collaborative Teaching
 Primary Focus: Linguistic scaffolding of the subject matter for Multilingual Learners.

- Facilitate student interaction to develop oral language proficiency in the content area.
- Teach academic and social English vocabulary related to lesson content.
- Provide frequent opportunities for reading texts related to content area topics.

Achievement Level Descriptor (ALD)	Beginning	Early Intermediate	Intermediate	Early Advanced	Advanced
Level	1	2	3	4	5

	Not Determined	Emerging	Progressing	Proficient
English Proficiency Determination based on ELPA 21 Assessment	Incomplete assessment	A profile of 1s and 2s indicates and “Emerging” level of proficiency	A profile with one or more domain scores above Level 2 that does not meet the requirements to be proficient	A profile of 4s and 5s meets assessment targets and indicates overall proficiency

Urbandale 9-12 Language Instruction Education Program (LIEP)

Description/Criteria	Program/Scheduling	Resources
<p>Proficiency Not Demonstrated</p> <p>Newcomer A profile of 1s. Recent arrival to the United States and 2 or more years of interrupted schooling.</p> <p>Beginning A profile of 1's across the language domains (reading, writing, listening, and speaking) on ELPA21 and/or corresponding Dynamic Screener level.</p> <p>Typically, 0-2 years in the United States</p>	<p>Targeted Language Development-Intensive English Language Service</p> <p>2 ELL Classes-ELL Teacher (mix grades 9-12)</p> <ul style="list-style-type: none"> ● ELL-English Language Development (newcomer or ESL) ● ELA-ELL class is core literacy class explicit/beginning to acquire the language (Foundations of English, English 9 (sheltered), Language and Literature (sheltered), American Literature and Composition (sheltered)) <p>Core Classes</p> <ul style="list-style-type: none"> ● Math, Science, Social Studies ● With grade level peers ● Grade level appropriate standards used with language scaffolds to make content accessible to multilingual learners. ● Recommend collaborative/co-teaching model, prioritize math 	<p>National Geographic</p> <ul style="list-style-type: none"> ● Timezones ● Lift Level 1 ● ELP Standards
<p>Emerging</p> <p>Early Intermediate A profile of 1's and 2's across the language domains (reading, writing, listening and speaking) on ELPA21 and/or corresponding Dynamic Screener level.</p> <p>Typically, 2-3 years in the United States</p>	<p>Targeted Language Development</p> <p>1 ELL Class-ELL Teacher (mix grades 9-12)</p> <ul style="list-style-type: none"> ● ELL-English Language Development <p>Core Classes</p> <ul style="list-style-type: none"> ● ELA, Math, Science, Social Studies ● With grade level peers ● Grade level appropriate standards used with language scaffolds to make content accessible to ELLs. ● Recommend collaborative/co-teaching model, prioritize reading and math 	<p>National Geographic</p> <ul style="list-style-type: none"> ● Timezones ● Lift Level 2 ● ELP Standards

<p>Progressing Intermediate and Early Advanced A profile of all language domains (reading, writing, listening and speaking) above level 3 and/or corresponding Dynamic Screener level.</p> <p>Typically, 4-8 years in the United States with speaking and listening domains higher than reading and writing</p>	<p>Content Specific and Academic Language Expansion The language acquisition should be occurring in the grade level course.</p> <p>Core Classes</p> <ul style="list-style-type: none"> • ELA, Math, Science, Social Studies • With grade level peers • Grade level appropriate standards used with language scaffolds to make content accessible to ELLs. • Recommend collaborative/co-teaching model, prioritize reading and math 	<ul style="list-style-type: none"> • Grade level appropriate standards used with language scaffolds to make content accessible for multilingual learners.
<p>Proficient Advanced Proficient students exit from the ELL program and no longer receive ELL services.</p> <p>A profile of 4's and 5's meets assessment targets and indicates overall proficiency.</p>	<p>Monitoring Students who score proficient on ELPA21 are exited from the program and no longer receive ELL services. Students will continue to be monitoring by ELL team for two years.</p>	<ul style="list-style-type: none"> • Grades • ISASP • FAST • Classroom formative assessments

Collaborating: Working and learning with others to collectively create new approaches, ideas and solutions through reflection, co-planning, co-teaching, data analysis and problem-solving.

Co-Taught: ELL endorsed teacher and a content teacher, co-teaching trained, with grade level peers

Scheduling Guidelines: Multilingual learners should be placed with their grade level peers, ratios $\frac{1}{3}$ or match building ratio of multilingual learners.

C. Description of Annual Parent Notification of Continuing Placement and Programming Options in Language Most Easily Understood

- Families will be notified annually of their student's continuing eligibility and level of services. The EL teacher will complete the "English Learner Program Placement" TransAct form. Family notification forms are to be sent out within 30 days of the beginning of the academic year or student enrollment, if the student enrolled after the start of the school year. The UCSD will communicate the family notification in an understandable and uniform format, to the extent practicable using both verbal and written translations. A copy of this form is kept in the individual student's cumulative folder. All identified ELs (except those who waive services) will receive LIEP with direct instruction provided by an ESL endorsed teacher.

D. Procedure for Annual Communication with parents who have Waived Services

- As described in the Placement section, the EL program is a voluntary program. If at any point the family refuses services or chooses to withdraw their student from the program, the EL teacher utilizes the TransAct form "Explanation of Consequences for Refusing English Learner Services" during the meeting. If the family proceeds with waiving services, the family member must sign a TransAct "Request for Change in English Learner Program" form. This signed form is kept in the student's cumulative folder. This waiver must be updated every year.

E. Staffing

- ELL teachers in UCSD are required to have a valid Iowa teaching license and ESL endorsement. Teachers providing instruction through content classes are endorsed in that content area. ELL teachers are appropriately trained to fully implement the LIEP program.

EL Teacher Responsibilities

- Assess ELs to determine the eligibility, placement, on-going services and/or exit from the program.
- Monitor ELs for two years after their exit date each grading period (Elementary trimesters, Secondary semesters)
- Provide formal language instruction (speaking, listening, reading, and writing).
- Promote pride in English language learners' cultural and linguistic backgrounds.
- Support ELs' academic learning in content areas.
- Collaborate and coordinate instruction and student needs with building administrators, counselors and general education teachers.
- Maintain a student roster and send information to the Director of Student Services and Equity.

- Assist in the team process of determining if an EL is entitled to other programs and/or services within the school (i.e. Extended Learning Program, Special Education, Title 1, At-Risk).
- Involve the ELs' families and the community in the educational process.
- Provide administrators, classroom teachers and EL associates professional development in the area of English language learning through one-on-one information updates, co-teaching, emails, and building and district level professional development opportunities.

Secondary EL Lead Responsibilities

- Provide support to district, building, and individual teachers.
- Plan and facilitate professional learning at the building and district level.
- Facilitate curriculum and assessment planning and implementation at the classroom level.
- Evaluate data/current reality of district initiatives and implementation efforts.
- Provide guidance, feedback and support for beginning teachers and career teachers through the ELL lens:
 - Modeling of effective teaching practices
 - Modeling of effective scaffolding within grade-level content
 - Facilitation of meetings and PLCs
 - Reflective, coaching conversations in the context of the Iowa Professional Development Model (IPDM)
 - Classroom walk-through visits and observations
- Support MTSS efforts at the building level through collaboration with teachers around effective strategies to address the multiple and diverse needs of multilingual learners.
- Meet with families of potential EL students and proctor the screener 6-12

English Language Learner Bilingual Associate Responsibilities

- Provide language interpretation and translation.
- Assist in involving the ELs' families and the community in the educational process.
- Act as a liaison between home and school.
- Assist school personnel to understand cultural/behavioral issues.
- Collaborate with the other staff to ensure the academic success of ELs.
- Assist in providing formal language instruction (speaking, listening, reading, writing, and comprehension).
- Promote pride in ELs' cultural and linguistic backgrounds.
- Assist in providing support for ELs' academic learning in content areas.
- Participate in professional development as it pertains to ELs.

Classroom Teacher's Responsibilities

- Educate ELs to the same rigorous standards as all students in the district.
- Provide ELs with appropriate accommodations.
- Collaborate with EL teacher for delivery of services through professional learning communities (PLCs), joint planning, reverse collaboration, literacy meetings, and/or common planning.
- Promote pride in ELs' cultural and linguistic backgrounds.
- Assist in determining if an EL is entitled to services within the school (i.e. LIEP exit or re-entry, Extended Learning Program, Special Education, Title 1 or At-Risk).
- Involve the ELs' families and the community in the educational process.
- Participate in professional development as it pertains to ELs.

The district will develop, implement, and review on an annual basis, a staffing plan designed to effectively carry out the district's EL program. The plan will consider:

- The number of students anticipated to be eligible for EL program in the upcoming year, and estimated enrollment thereafter.
- The student-to-teacher ratio for LIEP, taking into consideration the expected levels of services needed, in accordance with accepted educational practice.

Recommended EL program bilingual associate to student ratios:

District wide, 1 Associate; up to 70 students

F. Access to the Iowa Academic Standards and English Language Proficiency Standards

- The program for Multilingual Learners in the Urbandale Community School District is an avenue of access to the Iowa Core Curriculum and English Language Proficiency Standards. ML students are required to meet the same rigorous standards and benchmarks as Urbandale Community School District students. Therefore, there is not a separate EL curriculum in the Urbandale Community School District; however, there are specialized materials and strategies that will assist ELs in meeting Iowa Academic Standards. Current theory in the teaching and learning of English as an additional language stresses 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.
- To ensure that MLs have access to the Iowa Academic Standards, all MLs spend the majority, if not all, of their time in the general education classroom. EL

teachers and content area teachers collaborate the planning of instruction through PLCs, meetings during planning time or before/after student hours, and via email. Additionally, the Urbandale Community School District provides professional development to both EL and classroom/content teachers centered around content instruction and cultural awareness. For examples of instructional and assessment strategies see Appendix A “Instructional and Assessment Strategies of English Language Learners”.

G. Curriculum and Supplemental Resources

- The LIEP curriculum is aligned to the English Language Proficiency (ELP) Standards. Materials and supplemental resources are reviewed for alignment with the vision, standards, and needs of the students within the program. The following resources are used within the program:
District-Wide Core Curriculum
ELA: Wonders K-5, Being a Writer, Simplify Writing, Amplify ELA, My Perspectives
Math: K-12 Illustrative Mathematics

The EL teachers received training on the English Language Proficiency (ELP) Standards. They completed the first three modules during the 2015-2016 school year. Modules 4-6 were completed during the 2016-17 school year. Teachers joining the EL team are provided with standards training as needed. Professional development for other district personnel (administrators, core teachers, bilingual associates) took place at the August 2016 back to school pre-service days, as well as periodically throughout the year based on Modules 1-3. The ELP standards can be referenced on the ELPA21 website. <https://www.elpa21.org/elp-standards/>

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

A. Identification of Multilingual Learners Who Are Gifted

Urbandale Community School District has created an identification plan for the Extended Learning Program (ELP) that considers multiple data points including student assessment data trends over time, in-class performance, and input from teachers and other stakeholders. Any student, K-12 could be identified for services or be provided services in their classroom through testing and student data analyzed during the PLC process at each building.

Additional data to consider when evaluating an ML student: ELPA21, prior academic

performance in another language, ability to speak multiple languages, rapid acquisition of a second language, high ability shown in mathematics, mature sense of diverse cultures and languages, code switches easily (can think in both languages), demonstrates an advanced awareness of American expressions, and translates at an advanced level.

The purpose of identification in ELP is communication of a learning need. The ELP teacher will collaborate with the EL teacher or student's general education teacher to determine appropriate instruction.

B. Identifying and serving students for special education services

The UCSD ELL and special education departments have a process to identify and serve multilingual students in special education. Multiple criteria are examined to determine students in need of modifications, accommodations, and specially designed instruction. While identifying criteria must comply with state and federal eligibility determinations, the measures include standardized assessments, portfolio or performance data, and input from stakeholders. Identification uses but does not only utilize standardized assessments. Students' rate of progress is compared to multilingual peers to determine the need for special education services. Students receive direct instruction from both highly qualified ELL teachers and special education teachers who support language and other needs identified in the IEP. The IEP team consists of classroom teachers, special education teachers, ELL teachers, parents, and representatives of the local education agency.

Eligibility teams will follow the Iowa Eligibility Criteria and process, which includes examining relevant information through the Review, Interview, Observation and Test (RIOT) method to rule out whether a child's performance difficulties are primarily the result of a lack of English language skills. All buildings have the resource "The ELL Critical Data Process- 2nd Edition" to assist with this process.

Completed assessments are kept in the student's cumulative folder.

C. Identification / Participation in Other District Programs

ML students in UCSD have the same eligibility rights for Title 1 services, at-risk, career and technical programs, counseling services, and Advanced Placement as any other student in the district. ELL teachers work in collaboration with school administrators, counselors, and district program staff to ensure students and families are aware of the services for which the students are eligible. District programs are communicated to students and parents through district staff and ELL teaching staff. Interpreters are used to assist families. Documents are shared with families in another language to the greatest extent possible.

D. Identification of ELs Attending Private Schools

The following procedures have been collaboratively developed through a meaningful communication to ensure timely and equitable EL services to ML students attending private schools located within the UCSD attendance boundaries. UCSD will provide English language services to multilingual learners attending Des Moines Christian School and St. Pius.

Des Moines Christian Process:

1. Identifying MLs - All families enrolling children in private schools will complete a TransAct (HLS-IA) Home Language Survey. If a response on the Home Language Survey indicates a language other than English in the student's background, DMC will make the initial contact with the student's family and explain the process of EL identification, placement, services and yearly assessment. Once that has been done, DMC will contact the UCSD Director of Student Services and Equity to begin the process of identification and placement.
 - a. The UCSD Director of Student Services and Equity will contact the appropriate UCSD building principal and EL teacher(s).
 - b. The UCSD building principal or EL teacher will make contact with the private school to make arrangements to facilitate the identification process in the same manner as EL students enrolled in the UCSD. Note - the UCSD will go to the private school to complete the steps necessary to determine if the student is eligible for EL services.
2. Services - If the student qualifies for EL services the UCSD and DMC will collaborate to provide comparable services provided to UCSD EL students as described in the UCSD LIEP. These services will be provided at the student's public neighborhood school building within the UCSD boundaries. The UCSD building principal will make the transportation arrangements.
 - a. DMC will assist the families of the identified EL student(s) to complete the UCSD registration paperwork. The registration paperwork will be sent to the UCSD Director of Student Services and Equity.
 - b. The UCSD's Student Data Manager will input the ML student data in Power School as a shared student so that EL services can be provided.
 - c. EL teachers will send the New Student Information form to the Director of Student Services and Equity Administrative Assistant.
3. Yearly English Language Development Assessments - The UCSD EL teacher(s) will consult with DMC to assess and share the results according to the UCSD Lau Plan and collaborate with the private school to meet the needs of the EL student(s).
4. Waived Students – If a family requests to waive EL services, the UCSD EL teacher and DMC will meet with the family to discuss the pros and cons of waiving EL services. At this meeting or any time after, if the family wants to waive EL services the UCSD EL

teacher will follow the procedures as written in the UCSD EL Lau Plan. The Iowa Department of Education considers a student waiving EL services to be an EL student until the student meets the state EL exit criteria and has been exited from the UCSD EL program. Therefore, a waived student needs to be registered as a “shared” EL student with the UCSD and will continue to be administered the yearly ELPA21 until the student exits the UCSD EL program.

St. Pius Process:

5. Identifying MLs - All families enrolling children in private schools will complete a TransAct (HLS-IA) Home Language Survey. If a response on the Home Language Survey indicates a language other than English in the student’s background, the student is referred to the part-time teacher serving St. Pius. The teacher will make contact with the student’s family and explain the process of EL identification, placement, services and yearly assessment.
 - a. The EL teacher will complete the steps necessary to determine if the student is eligible for EL services.
6. Services - If the student qualifies for EL services the UCSD and St.Pius will collaborate to provide comparable services provided to UCSD EL students as described in the UCSD LIEP.
 - a. St. Pius will provide student contact information to the UCSD Director of Student Services and Equity.
 - b. The UCSD’s Student Data Manager will input the ML student data in Power School as a shared student so that EL services can be provided.
7. Yearly English Language Development Assessments - The UCSD EL teacher will consult with St. Pius to assess and share the results according to the UCSD Lau Plan and collaborate with the private school to meet the needs of the EL student(s).
8. Waived Students – If a family requests to waive EL services, the UCSD EL teacher and St. Pius will meet with the family to discuss the pros and cons of waiving EL services. At this meeting or any time after, if the family wants to waive EL services the UCSD EL teacher will follow the procedures as written in the UCSD EL Lau Plan (page 17 of this document).
 - a. The Iowa Department of Education considers a student waiving EL services to be an EL student until the student meets the state EL exit criteria and has been exited from the UCSD EL program. Therefore, a waived student needs to be registered as a “shared” EL student with the UCSD and will continue to be administered the yearly ELPA21 until the student exits the UCSD EL program.

V. Ongoing, Embedded District Level ELL Professional Development for Staff who Deliver Instruction or support the LIEP

- A. Ongoing ELL professional development provided for staff who support the LIEP
 - Professional learning for ELL teachers on professional development days 1-2 days/month.
 - District ELL meeting fall 2024 and spring 2025
 - Embedded ELL strategies into building level professional development.
 - Continued learning around roles of core teacher and EL teacher in providing content instruction and targeted language instruction.
- B. District Training of English Language Proficiency Standards (ELPS)
 - All certified ELL teachers have training in ELPS. To reinforce that learning, ELL PD will include review and alignment. Professional learning plans will be developed for content teachers and administration.

VI. Annual English Language Proficiency Assessment and Administration (ELPA21)

- A. Annual training to appropriate staff
 - State-approved training modules are provided for all staff to administer the English Language proficiency assessment (ELPA21 screener) and English Language Proficiency assessment (ELPA21 Summative assessment).
 - Verification certificates for each staff member are stored at the district administration office with the Director of Student Services and Equity.
 - Prior to teachers administering the ELPA21 Summative Assessments, support sessions are provided to complement training modules and address frequently asked questions.
- B. Dissemination of scores to stakeholders
 - Building score results are sent to administrators and ELL teachers.
 - Individual student scores are sent to ELL teachers and discussed with students and content teachers.
 - District and building scores are shared with the school board and posted on the district website.
 - Parents receive a paper copy of the results and a letter explaining those results.
- C. Appropriate training to interpret results for staff
 - ALL ELL teachers and building administrators receive training on the interpretation of and response to ELPA21 results.
 - ELL teachers will share these results and explanations of interpreting language proficiency levels with building staff.

Individual scores will be examined to determine whether a student is making acceptable progress. If a student isn't, the school team looks at all available data to make changes to the services the student is receiving. Adjustments may be made to the content, materials, duration, or frequency of LIEP, core instruction, or other supplemental services that may be provided or implemented.

VII. Assessment and Grading

The Urbandale Community School District recognizes that assessing the academic growth of English learners can be challenging. An English learner may have grasped the content or concept of a lesson, but may be unable to articulate this comprehension using the English language and/or conventional testing methods. Therefore, teachers must design assessments that focus on content understanding, and not on the English learner's ability to use the English language. To accomplish this goal, teachers may design alternative forms of assessment that allow the student to demonstrate knowledge in a manner that de-emphasizes the role of English language use. Teachers must differentiate assessments according to the language proficiency level of the student. For example, with content area questions, a teacher would not deduct or penalize an English learner for lack of mastery of written conventions. An English learner could also be allowed to demonstrate knowledge by using pictures, by making use of translators and/or English Language teachers to provide language assistance, or use native language to respond to test questions. Additional assessment strategies are found in Appendix A "Instructional and Assessment Strategies of English Language Learners".

In accordance with *Every Student Succeeds Act (ESSA)* legislation, teachers need to hold English learners to the same rigorous standards as all students in the district, instead of "watering down" the curriculum. Compliance with this mandate requires teachers to modify the way instruction is delivered and to adapt reading materials they use in order to make the content accessible to English learners.

In keeping with the *ESSA* legislation, English learners participate in district wide assessments for the same reasons all other Urbandale Community School District students: to obtain achievement information for making instructional decisions, and to monitor students' year-to-year progress in each of several curricular areas. English language learners may also qualify for certain accommodations on tests, depending on their levels of English proficiency and on the specific content that is being assessed by a particular test. The intent of the accommodations is to minimize the effect of an EL student's limited English language proficiency on the student's test results. See Appendix E for "Allowed Accommodations for English Learners". Accommodations used on standardized and district-wide assessments should be the same ones that are used for the English learner's day-to-day instruction and classroom assessments.

VIII. LIEP Exit Criteria and Procedures

- UCSD ELL program uses the ELPA21 test scores for exiting purposes.
- Students are determined proficient when they score 4s and/or 5s on all domain subtests of the ELPA21.
- Proficient students are no longer considered English learners and are, therefore, exited.
- Proficient students must be reclassified or “exited” between the posting of the ELPA21 results and September 30. Typically, Urbandale exits students at the end of the school year.
- Building ELL teachers complete the TransACT “English Learner Program Exit Letter.” This letter is sent home with students, signed by families, and placed in the student’s cumulative folder.
- District staff remove ELL status from PowerSchool.

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

- In alignment with ESSA requirements, each student exited from the ELL program is monitored for 2 years.
- The criterion for success in the content classroom is based on grading, district assessments, and state assessments.
- The body of evidence is collected each year to inform recommendations for the upcoming school year and reviewed by the EL teachers or building EL team. The Director of Student Services and Equity is responsible for ensuring that the monitoring is taking place.
- This information is shared with parents and if students did not show academic success in the classroom, they are recommended to re-enter the LIEP.
- Re-entry to LIEP: There are circumstances when a student could be re-entered to the LIEP. In accordance with the Office of Civil Rights, these circumstances are determined to be a result of a lack of English language proficiency and not due to an academic deficit. If the deficit persists after a student becomes English proficient, the school team of ELL teachers, Director of Student Services and Equity, classroom teachers, and building administrators, is responsible for re-entry of the student into the LIEP program, regardless of access to specialized funds. A Determination of ELL Program Eligibility Meeting of the team will determine next steps for re-entry.

X. Program Evaluation

The UCSD ELL Program will be evaluated annually and continuously. Data will be reviewed on the progress toward LIEP goals in English Language and academic achievement.

The Director of Student Services and Equity will facilitate the evaluation of the ELL programming. The LAU Lead team will hold mid and end of year evaluation meetings. The evaluation may impact future professional development, staffing levels, teacher schedules, curriculum, or program structures. Data will be shared yearly with students, families, teachers, community members, administrators and the UCSD school board.

The following data will be collected, analyzed, and shared as part of the annual Plan, Do, Study, Act (PDSA) cycle:

- Student enrollment
- Percentage of ELs families attending Family/Teacher Conferences
- EL dropout rates
- EL proficiency rates on the Iowa Statewide Assessment of Student Progress
- EL growth rates on the ELPA21
- Average years for an EL to exit the program

The results of language and achievement testing will be reviewed by the district administrators and EL teachers. This data is used with staff at each building to help make instructional changes in both the core classes and in the Language Instruction Education Program, which will increase the likelihood that students' achievement will improve.

Additionally, the Urbandale School District team reviews the Title III assurances to ensure that processes are in place to appropriately serve English learners.

[Accommodations for English Learners](#)

Glossary

Accommodation:

Adapting language (spoken or written) to make it understandable for second language learners. When assessing, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment.

Co-teaching:

A model of an ELL teacher and a classroom teacher sharing responsibility for teaching some or all the students assigned to a classroom. Teachers share the responsibilities for planning, instruction, and evaluation of students.

Differentiated instruction:

A way of addressing the needs of a range of learners within a classroom setting where generally, everyone is involved in working on the same concept, but some aspect of instruction is different for one or more students. Instruction can be differentiated through content, process, products, and/or pacing. Generally, differentiation uses a variety of techniques that include visuals, manipulative material, and technology.

EL:

English learners (ELs) are students whose first language is not English and who are in the process of learning English.

ELL:

English as a Learned Language (ELL) is an educational approach in which English learners are instructed in the use of the English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language but may also include content instruction and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program.

ELPA21:

English Language Proficiency Assessment for the 21st Century

Inclusion:

A model of educating English learners in the regular classroom for all or part of the school day. An English as a Second Language teacher meets regularly with classroom teachers to provide indirect support in the form of guidance in planning lessons to include differentiated instruction, to suggest accommodations for individual English learners, and to monitor student progress. The English as a Second Language teacher can also provide direct support to English learners in the form of a push-in model or co-teaching. Inclusion assures that students have access to core curriculum and equal opportunity to participate in district programs and activities.

Linguistics:

The science of language, including phonetics, phonology, morphology, syntax, semantics, and pragmatics:

- Phonetics - the study of speech sounds in their physical aspects
- Phonology - the study of speech sounds in their cognitive aspects
- Morphology - the study of the formation of words
- Syntax - the study of the formation of sentences
- Semantics the study of meaning
- Pragmatics - the study of language use.

LEP:

Limited English proficient (LEP) is the term used by the federal government, most states and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English learner (EL) is used in place of LEP.

LIEP:

Language Instruction Education Program

Multilingual Learner:

Students whose home language may not be English or multiple languages in the home. These students may be English Learners, or may be English proficient.

NEP:

Non-English proficient.

Pull-out ELL:

A program in which English language learners are "pulled out" of regular, mainstream classrooms for specialized instruction in English as a Learned Language.

Push-in ELL:

Push-in model is a form of direct support provided by an English as a Learned Language teacher that goes into the regular classroom to periodically support small groups of students in areas of need.

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.

Request for Interpreter

(When making request return form to Student Services at the Administration Office)

Staff Making Request:

Date Request made:

Language:

Type of Request:

In-Person Conference

3 Way Phone Conversation

Mark all that apply:

Special Education Student

Preschool Student

Complete Date / Time / Location for In-Person Conferences:

Date:

Time:

Location:

Contacts:

EL Teacher:

Phone #:

Email Address:

School:

School Address:

SPED Teacher:

Phone #:

Classroom Teacher:

Phone #:

Principal:

Phone #:

Director of Student Services and Equity: Stephanie Davis

Phone #: 457-50025

Purpose of the meeting:

Student Name:

Parent:

Phone #:

Special Instructions: