



CEDAR VALLEY
CATHOLIC SCHOOLS

Mission: To provide an exceptional Catholic education to every student, built on the foundation of faith, discipline, knowledge, and service.

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

According to the Code of Iowa, districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6). In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service plan.

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

Lau (LIEP) Leadership Team Members:

Tom Novotney, Cedar Valley Catholic Schools Chief Administrator, Daniel Thole, Columbus Catholic High School Principal and Director of Secondary Programs; Nick Satterlee, Blessed Maria Assunta Pallotta Middle School Principal; Aaron Becker, Saint Edward Principal and Director of Elementary Programs; Joanne Schwarz, CVCS Director of Assessment, Instruction and Curriculum; Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Erica Feldmann, Sacred Heart and Blessed Sacrament K-5th EL Teacher; Cyndi Bowser, Saint Edward and Blessed Sacrament K-5th EL Teacher; Amanda McNamara, Elementary School Counselor; Jacob Garnette, Blessed Maria Assunta Pallotta Middle School Counselor; Courtnee Demuth, Columbus Catholic High School Counselor; Rachel Bennett, Blessed Maria Assunta Pallotta Middle School and Columbus Catholic High School Art Teacher; Katelyn Bolander, Saint Edward First Grade Teacher; Jackie Milius, Sacred Heart Third Grade Teacher; Tracey Simon Blessed Sacrament Fifth Grade Teacher; Martha Real, CVCS Board Representative and Exited EL Student Parent; Fr. Luigi Htya Ruh, Sacred Heart Church Associate Pastor and Interpreter.

I. Lau Plan Guiding Principles

- A. English language development - To help English Learners become English proficient in the language skills of reading, writing, speaking, and listening.
- B. Academic achievement - To educate English Learners to meet the same challenging academic content and student academic achievement that all children are expected to meet.
- C. Cross-cultural goals - To facilitate the inclusion of English Learners while paying specific attention to the multicultural backgrounds of the students.

II. Identification and Placement of EL Students in a Language Instruction Educational Program (LIEP)

A. Home Language Survey

During registration, all families will complete the Home Language Survey - IA and Student Race and Ethnicity Reporting. The Home Language Survey and Student Race and Ethnicity Report is located on PowerSchool utilized by Cedar Valley Catholic Schools is derived from TransACT [form IA] and includes information regarding race and ethnicity. It will be provided to parents, to the extent practicable, in a language they can understand. Cedar Valley Catholic Schools is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English. Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support.

Daniel Thole, Columbus Catholic High School Principal and Director of Secondary Programs; Nick Satterlee, Blessed Maria Assunta Pallotta Middle School Principal; Aaron Becker, Saint Edward Principal and Director of Elementary Programs; Heather Williams and Aaron Ferrie, Assistant Principals review the HLS for their schools to verify if a language other than English is represented. Daniel Thole, Columbus Catholic High School Principal and Director of Secondary Programs; Nick Satterlee, Blessed Maria Assunta Pallotta Middle School Principal; Aaron Becker, Saint Edward Principal and Director of Elementary Programs; Heather Williams and Aaron Ferrie, Assistant Principals will share this information with the EL teacher who will conduct an English Language Proficiency Assessment.

A copy of the signed HLS-IA with information regarding race and ethnicity will be placed in each (ELL and non-ELL) student's cumulative folder.

B. EL Proficiency Program Placement Assessment

At the start of the school year for student attendance, Assessment of English Language Proficiency is required within the first thirty days of the student's arrival. If the child enters after the beginning of the school year, it is required within two weeks.

To meet these requirements, Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Erica Feldmann, Sacred Heart and Blessed Sacrament K-5th EL Teacher; Cyndi Bowser, Saint Edward and Blessed Sacrament K-5th EL

Teachers are trained to administer and score the assessments. Certificates of completion will be stored in the personnel files.

These EL teachers will administer the state required English Language Proficiency Screener to measure listening, speaking, reading, and writing levels in English, within the first 14/30 days of enrollment requirement as stated above. Each Cedar Valley Catholic Schools site's previously listed administrator will ensure that the assessment is completed within mandated timelines. Completed screening assessments will be kept in the student's cumulative folder.

C. LIEP Placement

The process to place students in appropriate Language Instruction Education Programs and content course involves the collaborative work of the Lau Leadership team. The Lau Leadership team (listed below) will use a common form to gather and review data, including the results from the English language proficiency assessment, along with state and district standardized assessments in reading and math. Cedar Valley Catholic Schools will review prior student records, teacher interview information, parent information, teacher observations, referrals, student grades, and informal assessment information.

The Lau Site Leadership teams at each site are as follows:

Columbus Catholic High School: Daniel Thole, Columbus Catholic High School Principal and Director of Secondary Programs; Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Courtnee Demuth, Columbus Catholic High School Counselor

Blessed Maria Assunta Pallotta Middle School: Nick Satterlee, Blessed Maria Assunta Pallotta Middle School Principal; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Jacob Garnette, Blessed Maria Assunta Pallotta Middle School Counselor

Blessed Sacrament: Heather Williams, Assistant Principal; Erica Feldmann, K-5th EL Teacher, Amanda McNamara, Elementary School Counselor

Sacred Heart: Aaron Ferrie, Assistant Principal; Erica Feldmann, K-5th EL Teacher, Amanda McNamara, Elementary School Counselor

Saint Edward: Aaron Becker, Director of Elementary Programs and Principal; Cyndi Bowser, K-5th EL Teacher, Amanda McNamara, Elementary School Counselor

If the student is non-English proficient or limited English proficient in any of the English language development subtest (speaking, listening, reading, and writing), or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified by the team for the LIEP.

Based on English Language development, academic needs, and other pertinent data, the team will identify EL students who will be assigned to mainstream classrooms/content courses with students the same chronological age, with no more than two years differential.

Appropriate LIEP services will begin upon identification.

D. Parental Notification

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

Notice will be sent upon:

1. Determination of student eligibility - Sent upon completion of a student's first assessment for placement in an English language development program. (Form: Determination of Student Eligibility and Permission from TransAct, English Language Development Program Placement (Sent once upon placement)).
2. Notification of English Language development program placement - Sent upon initial or annually to explain students' placement in an English language development program. (Form: Notification of English Language Development Program Placement-Version A from TransAct)
3. Notice sent no later than 30 days after the beginning of the school year for continuing students or within two weeks of initial placement for students identified later in the year. At Cedar Valley Catholic Schools, the Lau Site Leadership teams (listed previously) at each site ensures this work is completed.
4. A copy of both notices is kept in the student's cumulative folder.

E. Process for Waiving Students from LIEP

1. Parents do have the right to waive enrollment in the LIEP. If a parent wishes to decline services, a meeting is held to discuss recommendations, concerns, ELPA21 Screener and/or ELPA21 Summative Assessment requirements, and potential outcomes with parents. Parents are provided a copy of *Explanation of Consequences for not Participating in Language Program* notice. Documentation of this meeting is kept in the student's cumulative folder.
2. To waive enrollment, parents must sign a *Request for Change in Program*. The signed waiver is kept in the student's cumulative folder. (Form: Request for Change in Program Participation from TransACT)
3. The school will provide support to students who have waived enrollment in the LIEP within the classroom to ensure English language development and academic progress. The EL teacher will collaborate once a quarter with the general education teacher of the students to ensure students choosing to waive services will receive best practice instructional strategies with appropriate accommodations, based on the student's level of language acquisition performance to ensure progress towards achievement of English language proficiency and academic achievement. These students will be given the ELPA21 Summative Assessment to monitor progress towards English language proficiency until proficiency is reached.

III. Language Instruction Education Program (LIEP)

A. LIEP Goals

Long and Short Range Goals:

Academic Goal:

Long-Range Goal FAST CBM Reading-English Low Risk Percentage: Increase for the EL subgroup, based on the First Grade-Fifth Grade FAST CBM Reading-English, by one percentage point on the Spring First Grade-Fifth Grade FAST CBM Reading-English each year over the next five years (2018-2019 School Year to 2023-2024 School Year).

2017-2018 Results:

Spring CBM Reading-English: 37% of CVCS first through fifth grade EL students were at low risk or higher.

Short Range Goal for 2018-2019:

Spring CBM Reading-English: 38% of CVCS first through fifth grade EL students will be at low risk or higher.

English Language Acquisition Goal:

Long-Range Goal for English Language Proficiency: Five percent increase in the percentage of English Learners who are proficient, based on the ELPA21 Summative Assessment results, within the next five years (2017-2018 School Year to 2021-2022 School Year).

2016-2017 Results: ELPA21 Summative Assessment: 1.6% of CVCS EL were proficient.
2017-2018 Results: ELPA21 Summative Assessment: 15.6% of CVCS EL were proficient.

Short Range Goal for 2017-2018:

ELPA21 Summative Assessment: 16.6% of CVCS will be proficient.

B. LIEP Services

Cedar Valley Catholic Schools will utilize the Newcomer Program for non-English speaking students in the CVCS district who have been in the U.S. for less than two years and are in third grade or higher. The Newcomer classes are provided at Cedar Valley Catholic Elementary Schools, Blessed Maria Assunta Pallotta Middle School and Columbus Catholic High School, taught by the EL certified teacher and held a minimum of 50% of the school days: fifteen minutes per school day at the elementary level or one class period per school day at the middle school and high school level. The Newcomer Program prepares students to be able to actively participate in the general education classroom and grade specific content classes. Through this program students will develop their essential basic language and social skills through accelerated instruction as well as receive assistance in acculturation into the United States schools, community and cultures. General education and content-area teachers, who have Newcomer EL students in their classrooms, will use appropriate teaching and assessment strategies with appropriate accommodations provided to them through their Lau Leadership team members as well as scaffolding teaching techniques to provide these students access to the core. District-designed curriculum materials aligned to the Core and English Language Proficiency standards will be used.

Elementary English as a Second Language (ESL):

In addition to the Newcomer Program provided at Sacred Heart, Blessed Sacrament, Sacred Heart and Saint Edward elementary schools service EL students through one or more of the following programs.

1. English Second Language Pull-out Programs: This is a structured language acquisition program for students whose native language is other than English. The program provides EL students with direct language development instruction delivered by the EL teacher outside the EL students' general education classroom. The amount of targeted strategic instructional support time depends on the student's proficiency; that is, students with lower proficiency receive more time. The instructional time can range from 40% to 80% of the school days, with a minimum of 15 minutes per session. EL students receive this service, taught by the EL certified teacher, until they can demonstrate functional ability to read, write, listen, and speak in English language at age-appropriate and grade-level appropriate levels.
2. Content-based English Language Learner (ELL) Instruction: The goal is to prepare EL students to meet academic achievement core standards and become proficient in English language. The EL teacher pushes into the content-area class during the EL's school day to co-teach with the grade-level content area teacher. The EL-certified teacher provides language instruction that uses content as a medium for

building language skills. Although using content as a means, instruction is still focused primarily on learning English. The EL students may receive pull-out ESL instruction wherein they work with the EL teacher for short periods during other classes. Instruction is provided in English only, through blocks of time 20-30 minutes per day, 40% to 80% of the school days. The instruction is adapted to the student's level. This instruction is provided by the EL certified teacher and a highly-qualified, certified teacher.

All LIEP supports access to the district core curriculum. The Core Curriculum is aligned to the ELP Standards. Scope and sequence is aligned to both the ELP standards and ELA standards. Research based instruction and assessment that meet the needs of all learners will be provided. A minimum of monthly progress monitoring will be provided, adjustments to instruction is made based on progress monitoring, if needed.

In addition, the LIEP teacher works with the general education teachers at least once a quarter to provide identified best practice instructional strategies based on language acquisition levels in each area (reading, writing, speaking, listening). Scaffolding instructional techniques as well as differentiated instruction will be provided in the general education classroom, as needed, to provide students access to the core.

Small group strategic support, using materials at the language proficiency level that is directed by the general education teacher, Title One and/or Reading Skills teachers will be provided to build background knowledge needed to access the core, if EL students qualify for these services based on program requirements. Elementary EL students will use materials, as based on need, through supplemental phonemic awareness, phonics and/or guided reading programs. Instruction will be focused on vocabulary acquisition and comprehension. Ancillary materials will be used as appropriate to enhance language acquisition.

Middle School English as a Second Language (ESL)::

Blessed Maria Assunta Pallotta Middle School English services its EL students through a Second Language Pull-out Program. This language development instructional support is based on need, ranging from 40% to 80% of the school days, with the instructional time frame being one class period long. The language acquisition skills, which are based on individual EL student's proficiency levels, are taught by a certified EL teacher. EL students are mainstreamed into content classrooms with additional support as determined by their level of language acquisition. These supports include co-teaching classroom support. The Lau Leadership Team (listed previously) works at least once a quarter with the general education teachers to provide identified best practice instructional strategies based on language acquisition levels in each area (reading, writing, speaking, listening). The classroom teachers scaffold lessons and provide differentiated instruction, as needed, to provide students access to the core.

High School English as a Second Language (ESL)::

Columbus Catholic High School LIEP services consist of EL courses that provide appropriate instruction and support for ELL identified students. Courses and services provided are direct language instruction classes that are differentiated by students' level of English language proficiency. District-designed curricular material that are aligned to the Core and ELP standards will be used. These courses focus on the four areas of communication skills needed to access the core: reading, writing, speaking, and listening. Students also receive support as needed in a structured study hall where students receive assistance with homework, studying for assessments, and working skills that are not explicitly taught in other classes. The amount of instructional time students spend in LIEP courses each week is dependent on the proficiency levels of the students, ranging from one to five periods per week.

High School Sheltered Instruction:

Columbus Catholic High School also provides Sheltered Instruction in the area of English Language Arts for EL high school students performing at a higher level of language proficiency. In the sheltered English classes, the EL teacher will use clear, direct English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities will connect new content to students' prior knowledge, require collaboration among students, and spiral through curriculum materials aligned to the Core and ELP standards. Students will receive the same grade-level English Language Arts instruction of their English-speaking peers. Lesson delivery will be adapted to meet their English proficiency level needs. The LIEP teacher, who is certified in English Language Arts, will use physical activities, visual aids, and set the environment to teach vocabulary for concept development in this area.

The Lau Leadership Team (listed previously) works with the content course teachers at least once a quarter to provide identified instructional strategies based on language acquisition levels. In addition, the content course teachers scaffold lessons and provide differentiated instruction, as needed, to provide students access to the core.

EL Students Served: All Cedar Valley Catholic Schools EL students, identified through ELPA21 Screener or at Emerging and Progressing levels based on ELPA21 Summative Assessment will receive direct EL instruction unless parents have waived LIEP services.

C. Parent Notification and Waiving

Cedar Valley Catholic Schools will follow the process and timeline stated below for notifying parents in a language most easily understood.

1. Parents must be notified annually of student placement in the LIEP. (Form: Notification of English Language Development Program Placement (A))
2. Parents are notified no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a LIEP if a student enters after the start of the school year.
3. Assigned Site Administrators are responsible for implementing the parental notification process at their assigned sites.
4. Annual record of this notification is stored in the student's cumulative file.
5. Parents do have the right to waive enrollment in the LIEP. If a parent wishes to decline services, a meeting is held to discuss recommendations, concerns, and potential outcomes with parents. To waive enrollment, parents must sign an enrollment waiver. The waiver is kept in the student's cumulative folder. (Form: TransACT NCLB-B4a Request for LIEP Denial or Withdrawal)
6. The Lau Site Leadership teams (listed previously) at each site will ensure this work is completed.
7. A copy of both notices is kept in the student's cumulative folder.

D. Parent Communication – Waived Services

1. Annual communication with obtained parent signature will occur with parents who have previously waived services, to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes and provide the *Explanation of Consequences for Not Participating in English Language Program* notice and *Request for Change in Program Participation* form.

2. To waive enrollment, parents must annually sign the *Request for Change in Program Participation* waiver. (Form: Request for Change in Program Participation from TransACT)

3. The signed notification waiver is kept in the student's cumulative folder.

E. Staffing

The EL teachers at Cedar Valley Catholic Schools are required to have an ESL endorsement as well as content-area certification if the staff serves as the teacher of record for content area courses.

Teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

F. Administrator Oversight

Tom Novotney, Cedar Valley Catholic Schools Chief Administrator is responsible for oversight of the LIEP. He will participate in training on ELL by completing all EL standards modules and AEA PD Online - Understanding Title III Requirements as well as attending EL focused webinars and conferences.

G. Access to Iowa Core and ELP Standards

Cedar Valley Catholic Schools ensures ELs have meaningful access to instruction based on both the Iowa Core and ELP (English language proficiency) standards. General education and content-area teachers, who have EL students in their classrooms, will use appropriate best practice teaching and assessment strategies, provided to them through their Lau Leadership team members (listed previously), as well as scaffolding teaching techniques and differentiated instruction to provide these students access to the core. Focus will be placed on vocabulary development. To ensure content is comprehensible the supplemental materials and resources used, including technology resources, will be:

- Age-appropriate and support grade-level/content curriculum
- Focus on concepts being taught at a particular grade level
- Materials at a lower readability level that support age-and grade-appropriate curriculum and content area
- Whenever possible, provide different readability levels related to the same grade level topic/concept
- Match program's needs, selecting materials that preview the content instruction in the general education/content area classroom.

Collaboration between the EL and classroom/content teachers occurs at least quarterly, with other meetings as needed, during common planning times. Documentations of these meetings will include time, date, staff members present as well as an action plan to support EL students in meeting grade level ELP Standards. Each site's Lau Leadership team will be responsible for tracking the progress of the action plan. Copies of collaborative meeting documentation will be kept by each site's principal.

H. Curriculum and Supplemental Resources for LIEP

Cedar Valley Catholic Schools is currently utilizing the following curricular materials within the LIEP Program.

Elementary EL students will use district-approved materials, which align to the core ELA standards and ELP standards, to provide supplemental instruction in phonemic awareness, phonics and fluency skills. Guided reading and leveled strategy groups, which are taught by the general education teacher, use leveled books that

focus on vocabulary acquisition and comprehension. These materials are aligned to the EL students' reading levels with focus on skills based on their English language acquisition level.

At the middle school and high school level, district-approved materials that align to the students' English language acquisition levels such as leveled books for vocabulary development and reading comprehension, units that align to advance academic language development and academic achievement along with *Word by Word Picture Dictionaries* are used based on individual student's levels of proficiency in the four identified language acquisition areas.

In addition, teacher-created, district-approved materials adjusting content to ELs' language proficiency levels with focus on key knowledge and skills needed to meet the Iowa Core and ELP standards are utilized.

All materials are reviewed and updated on a regular basis, through the Cedar Valley Catholic Schools' Curriculum Review Process based on content areas. Cedar Valley Catholic Schools' Curriculum and Supplemental decision-making process follows the system's curriculum review process, supporting the CVCS vision, mission and goals. CVCS considers the needs of ELs in core curriculum reviews. When updating curricular materials, the process includes input from Lau Site Leadership Team members (previously listed).

LIEP curriculum and supplemental resources are selected, purchased, and updated based on the following criteria:

- Age-appropriate and support grade-level/content curriculum
- Focus on concepts being taught at a particular grade level
- Materials at a lower readability level that support age-and grade-appropriate curriculum and content area
- Whenever possible, provide different readability levels related to the same grade level topic/concept
- Match program's needs, selecting materials that preview the content instruction in the general education/content area classroom.

This includes technology supports that:

- Provide English learners with the ability to access, evaluate, organize, synthesize, and disseminate information
- Encourage and assist English learners in interacting with native speakers in both instructional and social contexts
- Directly targets and promotes at least one or more of the language domains (reading, writing, listening, and speaking), relying on language acquisition activities
- Enhance understanding through types of supports (sensory, graphic, and interactive) needed by English learners at different levels of language proficiency, matching learner to appropriate technology

Technology is never the primary source of instruction/learning.

IV. Access to all Co-curricular and Extracurricular Programs

A. Talent and Gifted Considerations (As a non-public accredited school, we are not required to provide a talented and gifted instructor, but students will have access to differentiation and extension activities similar to non-ELL students, Language needs of ELs will be supported.)

Cedar Valley Catholic Schools will refer to the following resources:

- [Educating Iowa's English Language Learners – A Handbook for Administrators and Teachers](#)

- Waterloo Community Public Schools ELL facilitators and consultants along with Central Rivers AEA EL consultants
- [Identifying Gifted and Talented English Language Learners](#)

B. Special Education Considerations

The Cedar Valley Catholic Schools will refer to the following resources:

- [Educating Iowa's English Language Learners – A Handbook for Administrators and Teachers](#)
- Central Rivers AEA Special Education consultants
- Waterloo Community Public Schools consultants

Cedar Valley Catholic Schools will utilize the following process to identify EL students for special education.

- Convene a full, multidisciplinary IEP assessment team including administrator, educators, Central Rivers AEA assessors, interpreters, EL teacher who is a person with a requisite knowledge of the child's language needs and training in second language acquisition. [Joint Guidance OCR/DOJ, January 7, 2015, page 27]
- Utilize pre-referral strategies and interventions with the student having difficulties. Collect data to determine whether these difficulties stem from language or cultural differences, from a lack of opportunity to learn, or from a disability.
- Determine the language to be used in testing— language dominance and proficiency will be completed before further testing is conducted for students whose home language is other than English.
- Conduct a tailored, appropriate assessment of the child and environment utilizing unbiased, appropriate instruments combined with other sources of information (observations, interviews) from a variety of environments (school, home, community) to produce a multidimensional assessment.
- Students dually identified for special education and EL services will receive direct instruction by an ESL endorsed ELL teacher and, as specified in the EL student's Individual Education Plan, by a certified special education teacher. The services will be delivered in the same manner as defined in the EL student's Individual Education Plan. The EL teacher will support the special education teacher with the language needs of the EL students.

C. Co-curricular Programs

1. The Waterloo Community Public School District (in meaningful consultation with Cedar Valley Catholic Schools) makes decisions regarding supplemental services that are appropriate to the needs of the learner and goals of instructional programs including Title 1 services, Reading Skills Program, career and technical education programs, counseling services, and Advanced Placement.
 - a. EL students are identified for co-curricular programs using the same procedures and processes as for all Cedar Valley Catholic Schools non-EL students. The EL teacher, who is a person with a requisite knowledge of the child's language needs and training in second language acquisition, will be included in the identification process.
 - b. Cedar Valley Catholic Schools district ensures ELs language needs are supported within the co-curricular programs through language supports, vocabulary development, differentiation in access to accommodations. This will be provided by staff, including the LIEP teachers and program instructor.

2. Communication regarding participation in co-curricular programs and eligibility are provided to parents and students in the language most easily understood.
3. CVCS EL teachers (Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Erica Feldmann, Sacred Heart and Blessed Sacrament K-5th EL Teacher; Cyndi Bowser, Saint Edward and Blessed Sacrament K-5th EL Teacher) are involved in the data review for placement in all programs including Title I, Reading Skills Program, career and technical programs, counseling, and Advanced Placement.

D. Extra-curricular Programs

1. Extra curricular activities are available to all students. Cedar Valley Catholic Schools will consider proficiency levels and take into account cultural considerations to provide access to and support of participation of EL students.
2. Communication regarding participation in extracurricular programs and eligibility will be provided to parents and students in the language most easily understood.

V. Ongoing, Embedded Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs

Cedar Valley Catholic Schools will provide ongoing, embedded professional development for those who deliver instruction or support the LIEPs. This includes all required staff as designated by the Iowa Department of Education for English Language Proficiency Standards: district and building administrators, ESL certified staff, content and classroom teachers and building support staff, including school counselors and specialists. During the 2018-2019 school year, all licensed staff providing services to ELs will complete the training on English Language Proficiency (ELP) Standards, including the Director of Curriculum, Instruction and Assessment, district and building administrators, EL staff, school counselors, and classroom/content teachers. Certified staff members directly responsible for delivering the LIEP and all CVCS certified staff, who have EL students in general education classroom or content area classroom, will view the Modules via AEA PD Online and take the associated brief quiz to document completion and content attainment, if this training has not been previously completed.

Certificates of completion from AEA PD online modules will be used to identify documentation of training procedures used. Each site administrator (previously listed) will be responsible in ensuring all certified staff members have completed this certification process. Certificates of completion will be stored in the personnel files.

Professional Development focusing on the implementation and evaluation of the English Language Proficiency (ELP) Standards will be provided to all CVCS certified staff members with facilitated discussions and collaborative learning activities. Additional professional learning opportunities for all staff involved in the educational process of ELs, including paraprofessionals, will include Central Rivers AEA and Waterloo Community School System's EL professional development offerings along with the Iowa Culture and Language

Conference and Our Kids state conference. A record of professional development will be maintained in personnel folders.

VI. Annual English Language Proficiency Assessment (ELPA 21)

English Learners will be evaluated annually with a standardized English language instrument recommended by the State of Iowa. For the 2018-2019 school year the state will be using the ELPA21 Summative Assessment to measure growth. Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Erica Feldmann, Sacred Heart and Blessed Sacrament K-5th EL Teacher; Cyndi Bowser, Saint Edward and Blessed Sacrament K-5th EL Teacher, who are trained to score and administer the assessment, will administer the ELPA21 Summative Assessment between mid February and mid April. All students that have been identified as English Learners, including those students whose parents have waived/refused services, will be assessed.

A. Annual Training

1. Staff administering the ELPA21 Summative Assessment will participate in training on an annual basis through the state determined training model.
2. A copy of the certification will be kept in the professional's personnel file

B. Dissemination of Scores –

1. EL teachers will share the results of the ELPA21 Assessments scores with the administrator upon receipt of the assessments scores.
2. Classroom teachers will receive information on assessment results for students they serve. EL teachers will share the results of the ELPA21 Assessment scores with the teacher upon receipt of the assessment scores.
3. ELPA 21 assessment scores will be shared with parents upon receiving of student scores. These scores will be shared through parent conferences or through mail with translation in language most easily understood. In addition, classroom teachers will also receive information on assessment results for students they serve. Teachers will use this information to adjust their instruction to meet the needs of the students' in the four identified areas in order to provide students with access to core instruction.

C. Appropriate Training for Interpretation of Results –

The EL teachers will participate in training on interpretation of results provided by the state and AEA's.

The building administrators (previously listed) will be trained on interpretation of the ELPA21 assessment scores. The EL teachers will provide this training.

The classroom/content teachers directly serving EL students will be trained on interpretation of the ELPA21 assessment scores. The EL teachers will provide this training

D. Use of Assessment Results

1. Teachers of EL students will receive information about their students' English proficiency levels along with information on appropriate best practice instructional practices and accommodations at the beginning of each school year by the LIEP teacher or administrator. Teachers will use this information to adjust their instruction and assessments to meet the students' level in the four identified areas in order to provide students with access to core instruction and guiding students to meet the grade-level ELP standards.
2. EL teachers will use test results to determine level and frequency of services and EL needs.
3. All students at Emerging and Progressing Levels based on the ELPA21 Summative Assessment or qualify based on the ELPA21 Screener will receive direct instruction provided by the LIEP teacher.
4. ELPA 21 assessment results will be considered in determining future staffing and services.

VII. LIEP Exit Criteria and Procedures

A. Exit Criteria

1. The student:

- Achieves the required score for proficiency on ELPA21

Utilizing exit criteria defined above, the Lau Leadership Team will determine exit status for EL students on an annual basis. The decision will be documented in the student's cumulative folder.

B. LIEP Exit Procedures

1. EL's will be exited from the LIEP program only during the allowable window (from end of the school year to October 1) after ELPA21 Summative Assessment results are received.
2. Parents will be notified of this change in status via a letter mailed home in language most understandable to parents/families (Form: English Language Development Program - Exit Letter from TransACT).
3. Tanya Cutsforth, Operations and Human Resource Director, is responsible for entering data, changing student coding to "exited" in PowerSchool.
4. Students exited from the program will be monitored for two-years by Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Erica Feldmann, Sacred Heart and Blessed Sacrament K-5th EL Teacher; Cyndi Bowser, Saint Edward and Blessed Sacrament K-5th EL Teacher.

VIII. Monitoring Procedures

A. Monitoring Procedures

Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Erica Feldmann, Sacred Heart and Blessed Sacrament K-5th EL Teacher; Cyndi Bowser, Saint Edward and Blessed Sacrament K-5th EL Teacher are responsible for monitoring student academic growth each semester through analysis of test data including classroom assessments, (including FAST (K-5th), Iowa Assessment subtests Reading and Math, along with ACT for EL students who take these assessments) along with communication and input from classroom/content teachers. These teachers will be responsible for communicating these results to the building site administrators.

Students that have exited the LIEP program at a Cedar Valley Catholic Schools site will continue to be monitored for a minimum of two years (or according to ESSA requirements). The Lau Leadership Team will document this review and determine based on this review, if students needs continued monitoring, has successfully completed required monitoring or needs to be considered for re-entry into LIEP due to needs. Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Erica Feldmann, Sacred Heart and Blessed Sacrament K-5th EL Teacher; Cyndi Bowser, Saint Edward and Blessed Sacrament K-5th EL Teacher will keep record of this

documentation and the forms will be kept in student's cum folder. At the end of the year, the student's status will be documented in PowerSchool, entered by Tanya Cutsforth, Operations and Human Resource Director.

B. Re-entry Procedures

1. Students will be considered for re-entry into the LIEP program if they do not meet the district-determined expectations for two or more of the three subject areas and classroom support strategies prove to be ineffective in movement towards positive growth. The team may also consider other factors not related to language needs, for example – attendance, behavior, etc.
2. Parental notification will be provided in an understandable and uniform format, and to the extent practicable, in a language that the parents can understand. (Form: Notification of English Language Development Program Placement, Version A from TransAct)

At Cedar Valley Catholic Schools, Brittany Balde, Columbus Catholic High School 9th-12th EL Teacher; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School 6th-8th EL teacher; Erica Feldmann, Sacred Heart and Blessed Sacrament K-5th EL Teacher; Cyndi Bowser, Saint Edward and Blessed Sacrament K-5th EL Teacher ensure this work is completed. A copy of the notice is kept in the student's cumulative folder.

IX. LIEP Evaluation

Daniel Thole, Columbus Catholic High School Principal and Director of Secondary Programs; Nick Satterlee, Blessed Maria Assunta Pallotta Middle School Principal; Aaron Becker, Saint Edward Principal and Director of Elementary Programs are responsible for facilitating the LIEP evaluation at their assigned site. The Lau Leadership team will evaluate the LIEP program on an annual basis. The program evaluation will be based on the following criteria:

LIEP Goals

Long and Short Range Goals:

Academic Goal:

Long-Range Goal FAST CBM Reading-English Low Risk Percentage: Increase for the EL subgroup, based on the First Grade-Fifth Grade FAST CBM Reading-English, by one percentage point on the Spring First Grade-Fifth Grade FAST CBM Reading-English each year over the next five years (2018-2019 School Year to 2023-2024 School Year).

2017-2018 Results:

Spring CBM Reading-English: 37% of CVCS first through fifth grade EL students were at low risk or higher.

Short Range Goal for 2018-2019:

Spring CBM Reading-English: 38% of CVCS first through fifth grade EL students will be at low risk or higher.

English Language Acquisition Goal:

Long-Range Goal for English Language Proficiency: Five percent increase in the percentage of English Learners who are proficient, based on the ELPA21 Summative Assessment results, within the next five

years (2017-2018 School Year to 2021-2022 School Year, from 1.6% in 2016-2017 to 5.6% in 2021-2022).

2016-2017 Results: ELPA21 Summative Assessment: 1.6% of CVCS EL were proficient.
2017-2018 Results: ELPA21 Summative Assessment: 15.4% of CVCS EL were proficient.

Short Range Goal for 2018-2019: ELPA21 Summative Assessment: 16.4% of CVCS EL will be proficient.

In addition, staff input, parent and student input, LIEP enrollment, courses/programming, co-curricular and extracurricular involvement by ELs, and percentage of ELs who exit from LIEP services will be part of the evaluation process.

1. Result data will be used by the Lau Leadership team to design and implement future programming and services for ELs, focused on improving English Language instruction and increasing English language development, including:
 - a. Professional development
 - b. Adjustment of the LIEP
 - c. Staffing
 - d. Teacher scheduling
 - e. Curricular needs, including LIEP and supplemental classroom materials and resources
 - f. Meeting individual ELs needs

2. Title III assurances will be reviewed and completed through the CASA.

Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

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

Appendix B
Description of LIEP Models
www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction.*

<http://www.nabe.org/BilingualEducation>

Appendix C

[Home Language Survey - IA](#) includes second page for race and ethnicity

[Determination of Student Eligibility with Notice of English Language Development Program Placement](#)

Notification that student was screened based on Home Language Survey-IA and reports initial placement or informs parents students who don't qualify for placement

[English Language Development Program - Exit Letter](#) for students who are eligible to exit services

[Notice of English Language Development Program Placement](#) for initial, annual and re-entry placement notification

[Explanation of Consequences for not Participating in English Learner Program](#) for parents who express intent to refuse LIEP services for EL student

[Request of Change of Program Participation](#) for parents who request change in program participation, withdrawing EL student from LIEP services

Appendix D

English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

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

- A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
- B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.
- C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning. The plan must include:
 - a. the trainers and the target audience for each training session.
 - b. The specific content and learning outcomes for each training session.
 - c. The learning activities that will be used to deliver the content.
 - d. How the trainers will assess whether or not the participants are meeting the intended outcomes.