

*This plan is currently under revision 1/19/22*



# **K-12 Lau (ELL) Plan for Serving English Learners (ELLs)**

**August 2016**

The Des Moines Public Schools English Language Learner LAU Plan was developed in collaboration with district teachers, administrators, bilingual support staff, and parents. We greatly appreciate their commitment and thank them for their time in reviewing and giving input for this plan.

## **Lau Leadership Team Members:**

## **Lau Plan Review Team Members:**

## **DMPS Lau Plan**

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). This plan is created to meet the instructional needs of English Language Learners (ELLs). It is also referred to as the Lau Plan (Lau v. Nichols, 1974). It is designed to provide information concerning the visions, beliefs, procedures, program components, and standards of the Language Instruction Education Program (LIEP). It also provides a framework and delineates information for the Language Instruction Education Program staff. The Lau Plan assists the LIEP staff in implementing a quality instructional program addressing the linguistic development of ELLs (K-12) and serves as a reference to assist in meeting English Learners' educational needs. School administrators and staff will utilize this plan as a primary source of information concerning the overall function of the DMPS LIEP.

This Lau Plan was collaboratively written by the K-12 team identified above and includes critical components required by the state of Iowa. The Des Moines Public Schools district would like to thank all individuals who assisted in the development of this plan.

## **I. Lau Plan Goals**

### **A. English language development**

The DMPS ELL department is committed to high-quality language instruction that develops the academic English of each student through scientifically-based research shown to be effective in developing the academic language of English learners.

#### Des Moines Public Schools will:

- educate English Language Learners according to the same rigorous curriculum standards as their native English speaking peers
- focus on academic development of all four language domains (speaking, listening, reading, and writing)
- implement the delivery of academic content through comprehensible input in order to make content area instruction accessible
- utilize research based materials aligned with the Iowa common core standards
- ensure that the educational process is a cooperative effort between home, community and school

### **B. Academic achievement**

The DMPS ELL department is committed to provide a high-quality language instruction education program designed to overcome language barriers that might limit English learners' access to challenging state academic content and achievement standards.

#### Des Moines Public Schools will:

- Make content area instruction accessible to English learners through comprehensible input
- Provide access to Gifted and Talented programming for English learners
- Make appropriate referrals to Special Education services for those English learners in need of specialized instruction
- Apply research-based best practices to correctly refer English learners within a Multi-Tiered System of Supports (MTSS)

- Increase opportunities for English learners to receive additional academic through summer school and afterschool support

### **C. Cross-cultural goals**

The DMPS ELL department is committed to ensure that parents and guardians are provided meaningful access to district- and school-related information.

#### Des Moines Public Schools will:

- Provide Bilingual Community Outreach Workers to support communication and relationships between DMPS and our language communities
- Provide district and school information in a language parent/guardians can understand
- Ensure that interpreters are available for Parent Teacher conferences and all other meetings as needed
- Provide opportunities for parents participating in English classes and cultural immersion
- Partner with community agencies and language minority associations in order to strengthen our outreach efforts and provide a comprehensive network of support for all families

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

The following processes are used to identify and place the appropriate students in the Language Instruction Education Program:

**A. Home Language Survey:** The Home Language Survey is a standard part of the DMPS enrollment process, and the primary method by which students are identified as potential English learners. The Home Language Survey is required by Iowa law and can be found at [www.TransAct.com](http://www.TransAct.com). Upon completion, the Home Language Survey is stored in both the students' cumulative folder and ELL Portfolio. (See attachment on Appendix A) (Electronic Portfolio version?)

**B. State-approved English language proficiency placement assessment:** If the Home Language Survey indicates that a language other than English is spoken at home, the student's English language proficiency is assessed with the Tennessee English Language Proficiency Assessment (TELEPA); the state-approved English language proficiency placement assessment. The results will be scanned onto the ELL Electronic Portfolio.

**C. Process to place student in appropriate LIEPs:** The process to appropriately assess and place students in the LIEP is explained in this plan through two flowcharts. Please refer to the figures on the following pages for the following information.

*Figure 1:* DMPS Flow Chart for the LIEP Identification & Placement of Newly Enrolled Students and

*Figure 2:* DMPS Flow Chart for the LIEP Identification & Placement of Currently Enrolled Students.

Currently enrolled students' parents and families are notified of their continuing LIEP placement within the first 30 calendar days of school beginning of the school year or 14 days later in the school year by LIEP building staff.

LIEP building staff is responsible for keeping record of parental notifications in students' ELL Portfolio. Electronic portfolio

#### **D. Parental forms will be distributed in a language most easily understood**

The district will ensure that all appropriate measures are taken to provide documents and interpretation services in a language most easily understood by parents/guardians.

1. Determination of student eligibility. Parents are notified of the TELPA results through the “Determination of Student Eligibility for Program Placement” form found at [www.TransAct.com](http://www.TransAct.com). If the student qualifies for the LIEP, the student is placed in a program appropriate to his/ her age **according to the state guidance**, prior education and English language proficiency level. The form is signed and dated by parents.

Please see the attachment on Appendix B.

2. Notification of English language development program placement.

Parents are notified of their student's English proficiency level test results and the student’s placement in the LIEP using the “**Notification of English Language Development Program Placement**” form. This document is kept in the LIEP **Electronic** Portfolio and also sent to the assigned school. Parents have the right to waive or withdraw from the services, if desired.

#### **E. Process for waiving students from LIEP.**

1. If parents decide to waive the LIEP service for their child (children), the Welcome Center staff will meet with parents/guardians to discuss recommendations, concerns and potential outcomes of waived services. All waived LIEP service students will be included in annual language proficiency assessments and reporting.

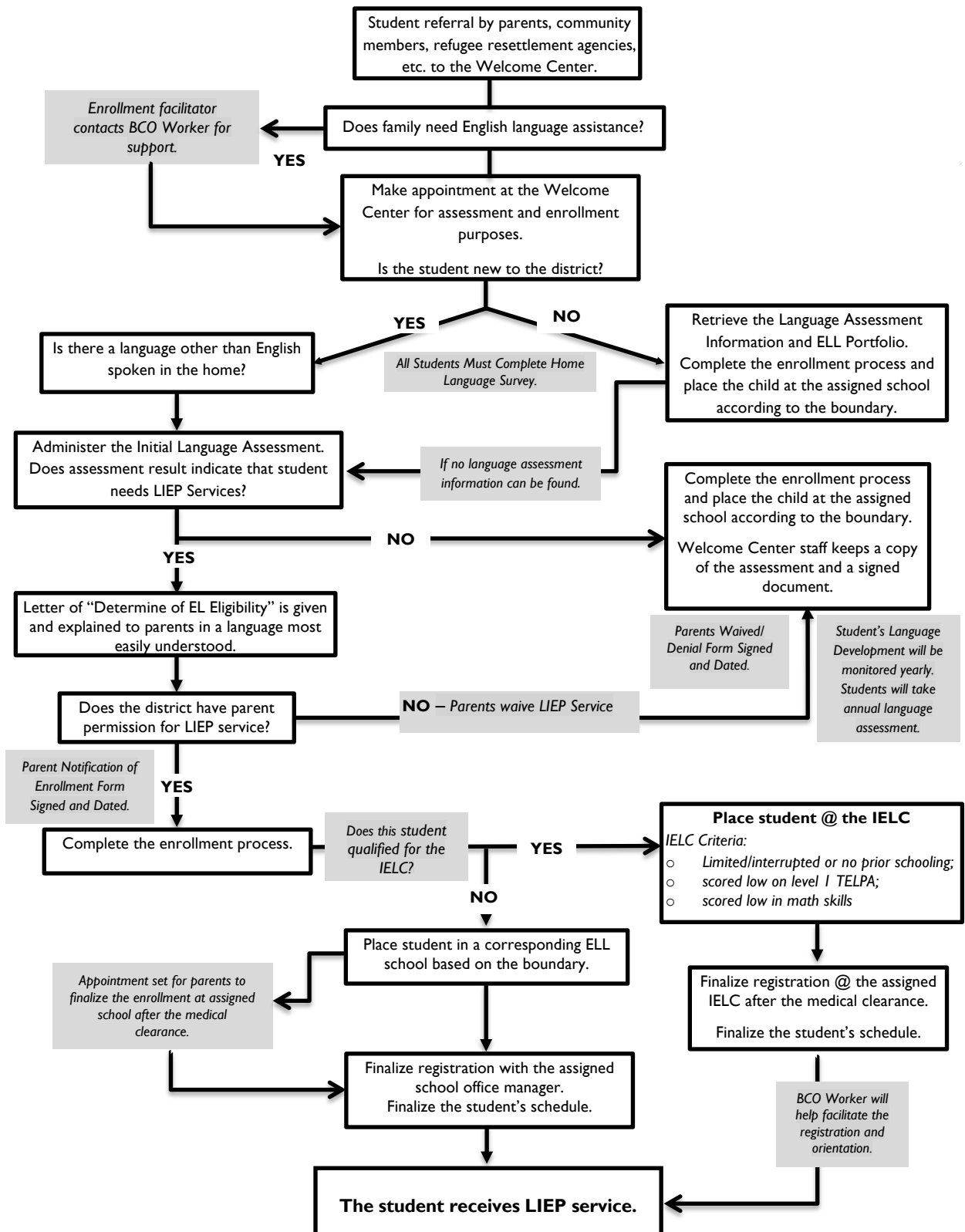
2. Upon parents’ decision to waive the LIEP service for their child (children), they are asked to sign and date the “*Request for the English Language Development Program Withdrawal/Denial of Enrollment*” form. This document is kept in the **Electronic** LIEP Portfolio and sent to the appropriate assigned school. It is also stored in students’ cumulative folder. Please see attachment on Appendix D.

3. In the event that parents choose to waive or refuse their child’s participation in the district LIEP, the student’s academic progress will continue to be monitored. The student will also be included in the annual language proficiency assessments and reporting. When parents decide to withdraw their child (children) from the current LIEP

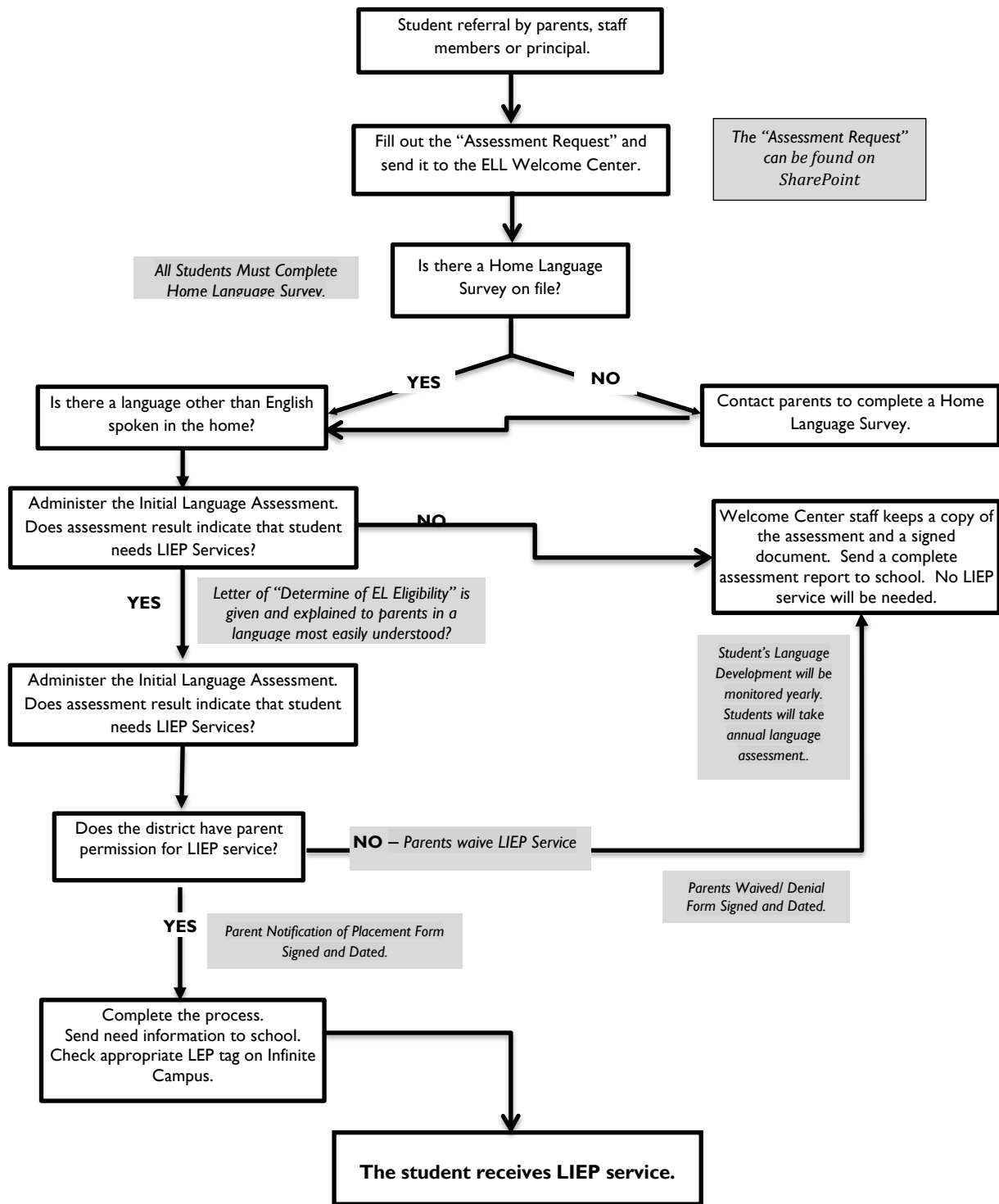
(applicable for current ELL), ELL teacher will send the “**Waiver/Refusal of English as a Second Language/Bilingual Program**” form home for parents to sign and date. The Bilingual Community Outreach Worker will follow with a phone call or home visit. The signed and dated form will be kept in the student’s ELL portfolio.



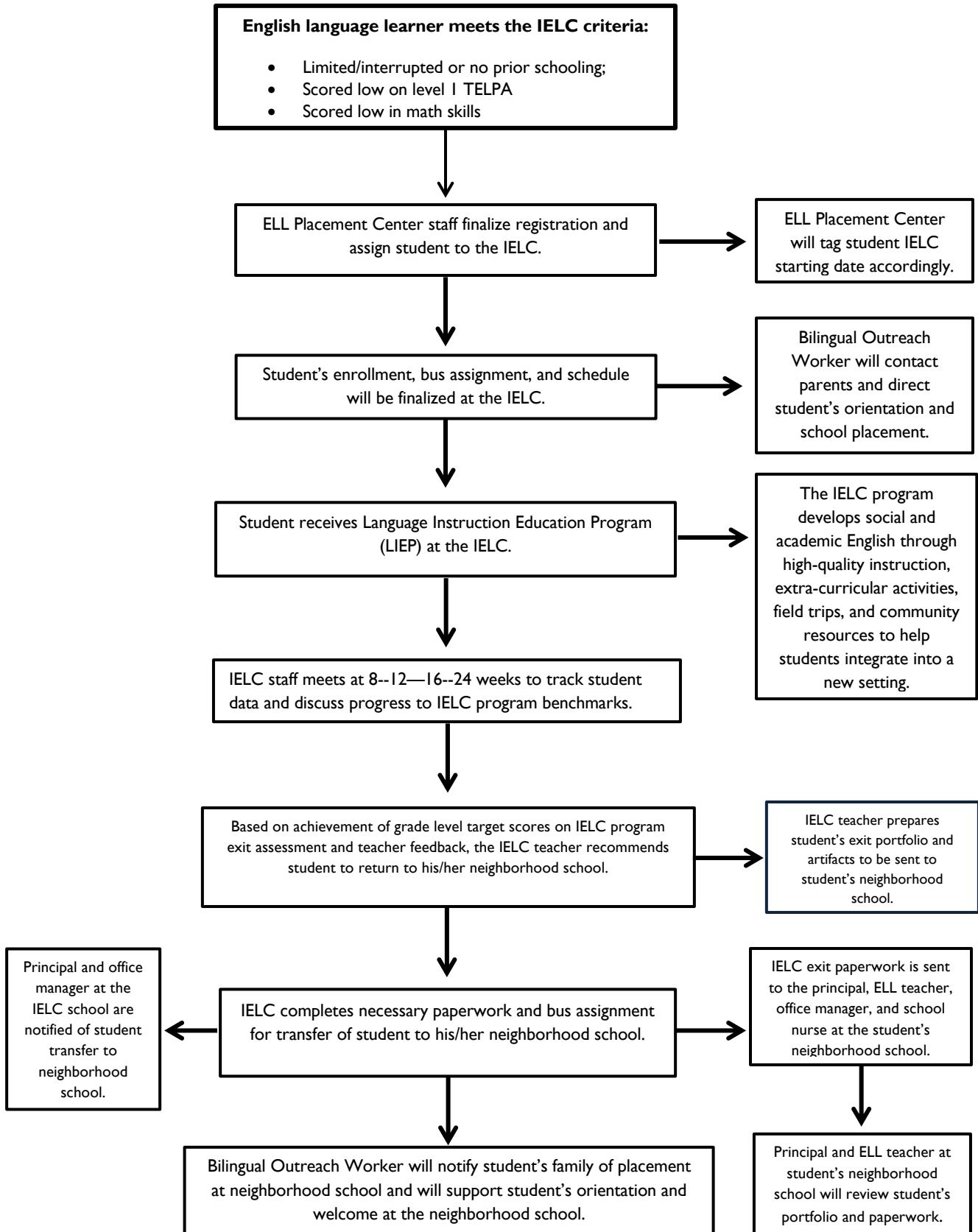
**Figure 1: DMPS Flow Chart for the LIEP Identification & Placement of Newly Enrolled Students**



**Figure 2: DMPS Flow Chart for the LIEP Identification & Placement of Currently Enrolled Students**



## DMPS Flow Chart of Intensive English Language Center (IELC) Services



### **III. Description of the Language Instruction Education Program (LIEP)**

#### **A. LIEP Goals**

1. Increase the rate of English Language Learners attaining the language growth (re-designate the language level) by 3.0 percent.
2. Increase the rate English Language Learners attaining the proficiency (at the level 6) by 2.0 percent.
3. Increase all English Language Learners percent proficient on the Iowa Assessments by 2.5 percent.
4. Provide more opportunities for parents to participate in learning English language and cultural immersion.

#### **B. Description of specific state-approved LIEP model(s) used in district and the process to place students:**

The DMPS LIEP implements a combination of the two models listed below:

1. **Newcomer Program:** Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants and refugees. Typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).
2. **English as a Second Language (ESL):** A program of techniques, methodology, and special curriculum designed to teach ELL 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. LIEP curriculum is aligned to the Common Core and ELP standards.

#### **C. Annual parent notification and procedure for waiving services:**

1. The LIEP staff notifies all currently enrolled students' parents and families of the student's continued LIEP placement within the first 30 calendar days of school, [through the Notification of English Language Development Program Placement form](#).

2. If parents choose to waive ELL services, they are also annually informed through the “Waiver-Refusal of ESL Bilingual Program” form that they have the right to withdraw from the LIEP services if they so choose. A parent signature is obtained on this form, and stored in the student’s cumulative file.
3. LIEP building staff is responsible for keeping record of all parental notifications and signed forms in the student’s cumulative file

**D. Highly qualified staff:**

1. All ELL teachers in the Des Moines Public Schools are required to have their hold the K-12 ESL endorsement from the Iowa Department of Education.
2. All content area teachers are required to hold an endorsement in the content area in which instruction is provided.

**E. Designated administrator oversight for LIEPs:**

1. Pablo Ortega, the Des Moines Public Schools ELL Program Director is responsible for development and maintenance of the district LIEP program.
2. Additional administrators who support ELL receive annual training on ELL.

**F. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards:**

1. Elementary
  - ELL students have access to the Iowa Core Standards through all content areas including English Language Arts, Social Studies, Math and Science.
  - Curriculum used in each content area is aligned with the Iowa Core Standards.
  - ELL teachers are trained in the first three modules released by ELPA21, and application of ELP standards for all content areas. Training on the ELP standards will continue as subsequent ELP modules are released.
  - This is not happening at the elementary level across our district, so I don’t think we can say that this process is in place. It varies by school, and many ELL teachers are not able to attend meetings to collaborate with teachers.

### 3. Secondary

- Access to the Iowa Core is primarily provided through the ELL curriculum which is aligned to the ELP and ELA standards. ELL also have access to the Iowa Core via ELL curriculum and the district ELA curriculum; they also receive math and science instruction based on the Iowa Core Standards in the mainstream classroom.
- ELL teachers are trained in the first three modules released by ELPA21, and application of ELP standards for all content areas. Training on the ELP standards will continue as subsequent ELP modules are released.
- For a comprehensive description of services, please refer to the DMPS Elementary and Secondary LIEP Service Models.

## **G. Curriculum and Supplemental Resources**

Please see LIEP Service Models for Elementary and Secondary, Appendices E, F and G for approved curriculum and supplemental resources.

**Do the appendices address the following questions:**

- Describe how instructional and supplemental resources are selected, purchased, and updated
- Describe how the district considers the needs of ELs in core curriculum reviews

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

### **A. Process in place for identifying and serving gifted/talented (GT) ELL**

The DMPS ELL and GT departments have collaborated to create a detailed plan to identify and serve ELL in Gifted and Talented programming. Please refer to Appendix H.

### **B. Process in place for identifying and serving ELL in special education**

Each special program has its own set of rules determining eligibility. ELL may be referred for special services and they should be accorded all of the rights and privileges that other students are granted in terms of inclusion in these programs. English Language Learners benefit from a maximum of individual attention and one-on-one help. ELL can gain considerably from the knowledge and expertise of

specialized teachers. For the referral and identification process of English language learners in the Special Education program, please refer to the district handbook, “Special Education for English Language Learners”. The DMPS ELL and Special Education departments have collaborated to create a detailed plan to identify and serve ELL in Special Education.

### **C. Process in place for identifying and serving ELL in any other district programs**

Interventions, Title I and Reading Recovery – The DMPS ELL department has created support documents to help schools differentiate between English learners in need of reading intervention and students who still need time to acquire English language. Please see “*MTSS for English Learners*” on attachment I.

At-Risk – Students qualify for services based on dropout prevention indicators. Bilingual community outreach workers are contacted to help communicate with families about this process.

Advance Placement Program - The Des Moines Public Schools is committed to leading the way in the state of Iowa and demonstrating success in creating a high-quality, AP program for all. The Des Moines Public Schools’ Advanced Placement program will align with College Board’s Equity Policy Statement:

The College Board and the Advanced Placement Program encourage teachers, AP Coordinators, and school administrators to make equitable access a guiding principle for their AP Programs. The College Board is committed to the principle that all students deserve an opportunity to participate in rigorous and academically challenging courses and programs. All students who are willing to accept the challenge of a rigorous academic curriculum should be considered for admission to AP courses. The Board encourages the elimination of barriers that restrict access to AP courses for students from ethnic, racial and socioeconomic groups that have been traditionally under-represented in the AP Program. Schools should make every effort to ensure that their AP classes reflect the diversity of their student population (College Board, 2002).

International Baccalaureate Primary and Middle years program - If attending IB school, ELLs participate in IB Programs in grades K-10.

Extracurricular Activities- English learners are not restricted from taking part in any DMPS extracurricular activities. We are aware, however, that barriers beyond the school environment may inhibit participation. Schools are encouraged to use bilingual outreach workers to communicate extracurricular opportunities to parents and families and help gather information from families that will help the school district address any barriers to participation.

## **V. Ongoing, Embedded ELL Professional Development for Staff who Support ELL**

### **A. District and building administrators**

Des Moines Public Schools has implemented a network support system in the 2015-16 school year. Network partners will meet monthly to collaborate on current policies and share information between departments. A representative from the ELL program is assigned to each network provide support, program information, and professional development training as needed.

Summer training – Full day trainings for district staff and building administrators will be held in the summer of 2017, to provide intensive professional development on various topics related to English learners.

### **B. LIEP staff (certified & support)**

Professional Learning Communities (PLC) opportunities are provided to all certified ELL teachers and support staff (Bilingual community outreach workers and ELL Associates). As English Language Proficiency Standards training modules are released, teachers have been trained on the first three modules and will continue to complete the next three in the fall of 2016.

### **C. Content and classroom teachers**

Summer training – Full day trainings will be held June 2016, to provide intensive professional development on various topics related to English Language Learners and English Language Proficiency Standards.

### **D. Paraprofessionals**



Summer training – Full day trainings will be held in August or September, 2016 to provide intensive professional development on various topics related to English Language Learners.

**E. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)**

Summer training – Full day trainings will be held June 2017, to provide intensive professional development on various topics related to English Language Learners.

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

**A. Annual training to appropriate staff**

State-approved training modules are provided for all staff in order to administer the initial English language proficiency assessment (TELPA Screener). A direct training is also provided to complement the modules. Verification certificates for each staff member are stored at the ELL Central Office.

State-approved training modules are provided to all staff who administer the annual English Language Proficiency Assessment (ELPA21). A direct training will be also provided to complement the modules. Verification certificates for each staff member are stored at the ELL Central Office.

**B. Dissemination of scores to stakeholders**

TELPA – Scores are shared with parents immediately upon completion of the TELPA. The TELPA bubble answer sheet is sent to Iowa Testing Program. The scores are placed in the student’s ELL portfolio for teachers to access.

ELPA21 – Scores are promptly shared with parents, teachers and building administrators after results are received by the ELL Central Office.

**C. Appropriate training to interpret results for staff**

All LIEP staff is trained on how to correctly interpret the results of the annual language assessment. The LIEP staff at each building is responsible to share these results and explanation of interpreting language proficiency levels with building staff.

**D. Utilization of assessment results to guide instruction and programming**

All LIEP and classroom teachers use the results of the annual assessment to appropriately schedule ELL classes and support services as well as design instructional goals based on language proficiency level results.

## **VII. LIEP Exit Criteria and Procedures**

### **A. Criteria for 2015-2016 Academic Year and Future Academic Years**

The student will be exited from the ELL program when he/she achieves the followings:

1. Level “6” of proficiency on annual language assessment, ELPA21.
2. Proficient on district-wide and state-wide assessments in Reading and Math.
3. Meeting all the above criteria in the same school year.

### **B. Procedures**

1. When students exited from the LIEP, parents are notified with the state-approved TransAct exiting form, provided in the language most understood by that family
2. The student’s code in DMPS records is changed to "exited" so the student does not continue to generate unwarranted funding. District data personnel are responsible to enter data using the *Iowa Department of Education’s Data Dictionary*.
3. Students begin the required two-year monitoring process

## **VIII. Monitoring Procedures after Students Exit the LIEP Program**

### **A. DMPS annual LIEP evaluation process**

1. Each exited ELL is monitored yearly. **Beginning 2016-17, ESSA requires district to monitor exited ELL for 3 years.**
2. A body of evidence is collected each year to inform recommendations for the upcoming school year. The information is shared with parents at the end of the school year. If students did not show academic success in the classroom, they are recommended to re-enter the LIEP.
3. The criterion for success in the content classroom is based on standards-referenced grading.
4. The monitoring staff includes: Vinh Nguyen, ELL Program Supervisor; Michelle LeBlanc, High School Support; Julie Logan, Middle School Support; *Kristina Frederickson*, Elementary School Support.

### **B. Re-entry to LIEP process**

A body of evidence is collected each year to inform recommendations for the upcoming school year. The information is shared with parents at the end of the school year. If students have not shown to be successful in the classroom, they are recommended for re-entry into the LIEP. The LIEP staff at the building level is contacted by an ELL Central Office Monitoring staff member. The district personnel at the ELL Placement Center will be responsible for entering data are contacted to change ELL coding.

## **IX. LIEP Evaluation**

### **A. DMPS annual LIEP evaluation process**

#### **1. Person responsible for facilitating process:**

**Name and position required ????**

#### **2. DMPS data used to plan EL instruction in Core classes and in ELD:**

1. Based on increasing the percentage of ELL making growth in language acquisition as measured by the ELPA21 (Annual Measurable Achievement Objective) [AMAO-1]
2. Based on increasing the percentage of ELL attaining or reaching full proficiency as measured by ELPA21 (AMAO-2)
3. Based on making Adequate Yearly Progress (AYP) in reading and math as measured by the state-required content assessments according to targets established by Title I (AMAO-3)
4. Based on mid-year and end of the year district assessments
5. Based on parent satisfaction surveys

#### **3. Impact of evaluation on future programming**

The ELL Central office will work with the district assessment department to disaggregate and analyze data to measure our LIEP success and identify areas of improvements in order to enhance a more effective LIEP and services for families. (Is this original paragraph specific enough? Do we need to discuss specifics such as 1) our consideration of requiring training and planning time for collaborating teachers, 2) PD for general education teachers,.)

## **X. Appendices**

- A. Department of Justice and Office of Civil Rights Joint Guidance
- B. Description of LIEP Models
- C. Title III Compliance Assurances: Checklist for Districts
- D. Forms
  - i. Home Language Survey - IA includes second page for race and ethnicity
  - ii. Determination of Student Eligibility, English Language Dev. Program Placement Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify
  - iii. English Language Development Program - Exit Letter for students who are eligible to exit services
  - iv. Notification of English Language Development Program Placement - Version A for initial and annual placement notification
  - v. Waiver-Refusal of ESL-Bilingual Program - waive or withdraw from bilingual services

## 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](http://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.*  
[www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)



**Appendix C**  
**Title III Compliance Assurances: Checklist for Districts**

- \_\_\_ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)
- \_\_\_ The district has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]
- \_\_\_ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]
- \_\_\_ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].
- \_\_\_ The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]
- \_\_\_ The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]
- \_\_\_ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.
- \_\_\_ The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]
- \_\_\_ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]
- \_\_\_ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]
- \_\_\_ The district has a designated administrator overseeing the district's LIEP.
- \_\_\_ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district has developed programs and activities for ELs and immigrant children and youth [NCLB, Pub. L. No. 107-110].

- \_\_\_ The district offers high quality professional development to classroom teachers (including teachers in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].
- \_\_\_ The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]
- \_\_\_ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]
- \_\_\_ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.
- \_\_\_ The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]
- \_\_\_ The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]
- \_\_\_ The district uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]
- \_\_\_ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]
- \_\_\_ The district reports required EL data elements on Iowa's Student Reporting System.
- \_\_\_ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]
- \_\_\_ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.
- \_\_\_ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.
- \_\_\_ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist Completed by (print name): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent (print name): \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix D

Home Language Survey - IA includes second page for race and ethnicity

Determination of Student Eligibility, English Language Dev. Program Placement Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

English Language Development Program - Exit Letter for students who are eligible to exit services

Notification of English Language Development Program Placement - Version A for initial and annual placement notification

Waiver-Refusal of ESL-Bilingual Program - waive or withdraw from bilingual services

**DES MOINES PUBLIC SCHOOLS  
HOME LANGUAGE SURVEY**

Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex:  Male  Female  
 Parent/Guardian Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

1. Was your child born in the United States?  Yes  No  
 If yes, in which state? \_\_\_\_\_  
 If no, in what other country? \_\_\_\_\_

2. Has your child attended any school in the United States  Yes  No  
 For any three years during their lifetime?  
 If yes, please provide school name(s), state, and dates attended:  
 Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
 Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_  
 Name of School \_\_\_\_\_ State \_\_\_\_\_ Dates Attended \_\_\_\_\_

3. What language is spoken by you and your family most of the time at home? \_\_\_\_\_

4. If available, in what language would you prefer to receive  
 Communication from the school? \_\_\_\_\_

5. Is your child's first-learned or home language anything other than English?  Yes  No

**If you responded "Yes" to question number 5 above, please answer the following questions:**

6. What language did your child learn when he/she first began to talk? \_\_\_\_\_

7. What language does your child most frequently speak at home? \_\_\_\_\_

8. What language do you most frequently speak to your child? (Father) \_\_\_\_\_  
 (Mother) \_\_\_\_\_

9. Please describe the language understood by your child. (check only one)
- A.  Understands only the home language and no English.
  - B.  Understands mostly the home language and some English.
  - C.  Understands the home language and English equally.
  - D.  Understands mostly English and some of the home language.
  - E.  Understands only English.

\_\_\_\_\_  
 Parent or Guardian's Signature

\_\_\_\_\_  
 Date

OFFICE USE ONLY			
Student ID#	Date Distributed	Date Received	

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**DES MOINES PUBLIC SCHOOLS**  
**Student Race and Ethnicity Reporting**

Student Name: \_\_\_\_\_ Date Form Completed: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  Male  Female

Person Completing This Form:  Parent/Guardian  Student  Other: \_\_\_\_\_

The U.S. Department of Education has implemented new standards for school districts to report student race and ethnicity. Your answers to the following will be held strictly confidential and data will be used only in the aggregate.

1. Is your child of Hispanic, Latino, or Spanish ethnicity:  Yes  No

If you answered “Yes” to question #1, you may also check one or more of the racial categories in question #2. If you answered “No”; please check one or more of the following racial categories.

2. Racial Categories:

- American Indian or Alaska Native  
Origins in any of the original peoples of North, Central, and South America who maintain a tribal Affiliation or community attachment.
- Asian  
Origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent for example Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Philippine Islands, Thailand, and Vietnam.
- Black or African American  
Origins in any of the black racial groups of Africa
- Native Hawaiian or Other Pacific Islander  
Origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White  
Origins in any of the original peoples of Europe, the Middle East, or North Africa.

Please complete the entire form and return it to:

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

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**DES MOINES PUBLIC SCHOOLS**  
**Determination of Student Eligibility**  
**For English Language Development Program Placement**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Dear Parent/Guardian:

When your child registered for school, a Home Language Survey was completed and indicated that a language other than English is spoken by your child or in the home. Based on this information, the school assessed your child to determine their eligibility for placement in the English language development program. As a result, we:

- recommend an English language development program for your child.
- do not recommend an English language development program for your child.

To determine our recommendation, we tested your child's English language abilities in:

- speaking     reading     writing     listening and understanding.
- and used other information, such as prior education and social experiences; written recommendations and observations by current and previous instructional school staff; Eligibility Placement Committee meeting; mastery of basic skills in English and their home language; and/or grades from current or previous years.

Based on your child's language abilities in English, your child will be placed in the following program:

- a regular grade level classroom with instruction in English.
- an English language development program as described on, "Notification of English Language

Development

Program Placement", that is either attached or will be shared with you in the near future.

- Other: \_\_\_\_\_

We feel this program will help your child meet high academic grade level standards and graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions.

_____ Name	_____ Title
_____ Telephone Number	_____ Email Address

Eligibility Placement Committee (if applicable):

Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____
Name: _____	Signature: _____	Title: _____	Date: _____

***Parent/Guardian: Please complete the section below and return the entire form to your child's school.***

Name of Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

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**DES MOINES PUBLIC SCHOOLS**  
**Notification of English Language Development Program Placement**  
 **Initial Placement**       **Continuing Placement**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
 School Location: \_\_\_\_\_

Dear Parents:

Based on your child’s English proficiency test scores and level of academic achievement, we are pleased to inform you that your child will receive instruction in our district’s English language development program. The goal of our English language development program is to help your child learn English so that she/he will be able to meet age appropriate academic standards for grade promotion and graduation.

Your child’s level of English proficiency was measured using the following test(s):

- \_\_\_\_\_  
(Test used to measure level of English proficiency)
- \_\_\_\_\_  
(Test used to measure level of English proficiency)
- \_\_\_\_\_  
(Test used to measure level of English proficiency)

Level of English Proficiency: \_\_\_\_\_

If applicable, your child’s level of academic achievement was measured using the following test(s):

- \_\_\_\_\_  
(Test used to measure level of academic achievement)
- \_\_\_\_\_  
(Test used to measure level of academic achievement)
- \_\_\_\_\_  
(Test used to measure level of academic achievement)

Level of Academic Achievement: \_\_\_\_\_

The method of instruction used in your child’s English language development program is:

- \_\_\_\_\_ **Bilingual:** Instruction provided in both English and your child’s home language
- \_\_\_\_\_ **Transitional Bilingual:** Instruction provided mostly or all in English adapted to student’s level
- \_\_\_\_\_ **Content-based English Language Learner (ELL)/English as a Second Language (ESL):**  
English only and adapted to student’s level
- \_\_\_\_\_ **Pull-out ELL/ESL:** Student leaves his/her English-only classroom during the day for ELL/ESL instruction
- \_\_\_\_\_ **Title III Supplemental Services, if available:** See document entitled Program Withdrawal/Denial enrollment
- \_\_\_\_\_ **Other:** \_\_\_\_\_

Your child’s program \_\_\_ is \_\_\_ is not the district’s only English language development program. Additional information about your child’s program and other district language programs, if available, is attached.

The primary contact for ELS/Bilingual program is:

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
 Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Please contact this person if you have questions.

OFFICE USE ONLY				
Student ID#	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**DES MOINES PUBLIC SCHOOLS**  
**Waiver/Refusal of English as a Second Language/Bilingual Program**

Date \_\_\_\_\_

Dear Parent or Guardian:

Your child, \_\_\_\_\_, has been identified as being eligible for an English as a Second Language/Bilingual program. This determination is based on an assessment of your child's ability to understand, speak, read and write English.

If you do not agree with this determination or do not want your child in this program, please sign the waiver notice below and return it to the school. If you have any questions, please call me at \_\_\_\_\_.

Sincerely,

\_\_\_\_\_  
Principal or Program Designee

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**DES MOINES PUBLIC SCHOOLS**  
**Waiver/Refusal of English as a Second Language/Bilingual Program**

Dear Principal or Program Designee:

I do **not** want my child, \_\_\_\_\_, to be placed in the program.

Name of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Phone: \_\_\_\_\_

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