

Johnston Community School District

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



2024-2025

Johnston Community Schools District Goals 2024-2025

Mission:

In collaboration with educators, families, and the community, we strive to create a supportive learning environment where ELs can navigate language and cultural differences to confidently reach their full potential by achieving fluency and literacy in English.

Vision:

Creating a culture of excellence where students come first.

Beliefs:

We believe in...

Relationships

- fostering the district's pillars of good character and citizenship
 - a collaborative process involving all stakeholders

The environment.

- a teaching and learning environment that is safe, supportive and respectful
- a stimulating learning environment that meets individual student needs
 - a culture of excellence within a professional community

Teaching and learning.

- our responsibility to ensure that every child will learn
- excellence as the hallmark of our district and our measure of accountability
- rigorous and relevant academic experiences with high expectations for student achievement
 - the use of research-based, effective models of instruction
 - student needs being frequently assessed and actions taken based on that assessment
 - skillful use of modern technology as an essential tool for learning
- a continuous improvement process where schools regularly use data to guide change and improvement

Leadership.

- Board of Education and administration focused on adopting policies to support best teaching practices and achievement
 - professional learning to enhance the skills and knowledge of people in the organization
 - fiscal responsibility and always seeking more effective and efficient uses of their resources

Community.

- broad-based business and stakeholder support
 - partnerships and community involvement
- responsive to the needs of parents and families

LAU Leadership Team Members

Adam Busch

Director of Student Services

Melissa Grinstead

K-12 ELL Instructional Coach/Specialist

2024-25 District Leadership Team- see page 4 of LAU plan

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20121-2022 Johnston Community Schools ESOL Program Staff

Building	Teacher Name	Role	Phone Number
Beaver Creek Elementary	Eric Toot	Principal	515-278-6228
Beaver Creek Elementary	Merima Pasalic	Teacher	515-278-6228
Beaver Creek/Horizon Elementary	Eric Hammans	Paraprofessional	515-278-6228
Horizon Elementary	Lindsey Cornwell	Principal	515-986-1121
Horizon Elementary	Amy Brinker	Teacher	515-986-1121
Horizon Elementary	Debora Strong	Teacher	515-986-1121
Horizon Elementary	Katie Fox	Paraprofessional	515-986-1121
Lawson Elementary	Nikki Heidemann	Principal	515-278-0478
Lawson Elementary	Maria Bartemes	Teacher	515-278-0478
Lawson Elementary	Sonja Florer	Paraprofessional	515-986-1121
Timber Ridge Elementary	Raine Mollenbeck	Principal	515-331-4379
Timber Ridge Elementary	Morgan Vana	Teacher	515-331-4379
Timber Ridge Elementary	Evan Hammans	Teacher	515-331-4379
Timber Ridge Elementary	Marty Dolde	Paraprofessional	515-331-4379
Wallace Elementary	Suzie Pearson	Principal	515-278-6977
Wallace Elementary	Elma Karic	Teacher	515-278-6977
Summit Middle School	Kaniesha Pettaway	Principal	515-986-0318
Summit Middle School	Claire Petersen	Teacher	515-986-0318
Summit Middle School	Rachel Burgess	Teacher	515-986-0318
Summit Middle School	Max Kalbach	Paraprofessional	515-986-0318
Summit Middle School	Isobel Chowanec	Paraprofessional	515-986-0318
Johnston Middle School	Luke Dillon	Principal	515-278-0476
Johnston Middle School	Jacqueline Orcutt	Teacher	515-278-0476
Johnston Middle School	Ryan Dalton	Teacher	515-278-0476
Johnston High School	Ryan Woods	Principal	515-278-0449
Johnston High School	Emily Kenny	Teacher	515-278-0449
Johnston High School	Jessica Drafahl	Teacher	515-278-0449
Johnston High School	Susan Buckley	Teacher	515-278-0449
District Level	Adam Busch	Director of Student Services	515-278-0470

Johnston K-12 Lau (ESOL) Plan for Serving English Learners (ELs)
Johnston Community School District

Iowa Non-English-Speaking Legislation:
Chapter 280.4, Uniform School Requirement – Iowa Code

280.4 English learners — weighting.

1.

a. The medium of instruction in all secular subjects taught in both public and nonpublic schools shall be the English language, except when the use of a world language is deemed appropriate in the teaching of any subject or when the student is an English learner. When the student is an English learner, both public and nonpublic schools shall provide special instruction, which shall include but need not be limited to either instruction in English as a second language or transitional bilingual instruction until the student is fully English proficient or demonstrates a functional ability to speak, read, write, and understand the English language.

b. As used in this section:

(1) **“English learner”** means a student whose language background is in a language other than English, and the student’s proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English language background. Each English learner shall be identified as either an intensive student or an intermediate student.

(2) **“Fully English proficient”** means a student who has attained a level of English-language skill in reading, writing, listening, and speaking to be proficient under the state’s English language proficiency standards, as measured by the state-adopted assessment of English language proficiency as required by section 1111 of the federal Elementary and Secondary Education Act of 1965, as amended by the federal Every Student Succeeds Act, Pub. L. No. 114-95.

(3) **“Intensive student”** means an English learner who, even with support, is not proficient under the state’s English language proficiency standards, as measured by the state-adopted assessment of English language proficiency.

(4) **“Intermediate student”** means an English learner who, either with or without support, approaches being proficient under the state’s English language proficiency standards, as measured by the state-adopted assessment of English language proficiency.

2. The department of education shall adopt rules relating to the identification of English learners who require special instruction under this section and to application procedures for funds available under this section.

3.

a. In order to provide funds for the excess costs of instruction of English learners specified in paragraph “b” above the costs of instruction of pupils in a regular curriculum, each English learner identified as an intensive student shall be assigned an additional weighting of twenty-six hundredths, each English learner identified as an intermediate student shall be assigned an additional weighting of twenty-one hundredths, and the applicable weighting shall be included in the weighted enrollment of the school district of residence for a period not exceeding five years as provided in paragraph “b”. However, the school budget review committee may grant supplemental aid or a modified supplemental amount to a school district to continue funding a program for students after the expiration of the five-year period.

b. For students first determined to be English learners for a budget year beginning on or after July 1, 2010, the additional weighting provided under paragraph “a” shall be included in the weighted enrollment of the school district of residence for a cumulative period of time not exceeding five years beginning with the budget year for which the student was first determined to be an English learner. The five years of eligibility for the additional weighting need not be consecutive and a student’s eligibility for the additional weighting is transferable to another district of residence.

I. Lau Plan Guiding Principles

District Program Overview: The English for Speakers of Other Languages (ESOL) provides English Learners (ELs) with an opportunity to acquire proficiency in listening, speaking, reading and writing English. The ESOL Program promotes a positive learning environment in which each student’s first language, culture and ethnic heritage is valued. The ESOL teachers work with students whose first language is a language other than English and who qualify for ESOL services through a testing and referral process. There are specific strategies, methodologies and curriculum used to help students acquire English so that they can become successful in achieving the **Iowa Common Core requirements and expectations**, as well as the **English Language Proficiency (ELP) Standards**.

- A. To promote and provide a learning environment for **English language development** for all ELs.
- A. To promote and provide a learning environment that supports **academic achievement** for all ELs.
- B. To promote and support the inclusion of ELs with specific attention to **multicultural and multilingual backgrounds**. (Activities designed to allow understanding and appreciation for other cultures.)
- D. To promote and support the interaction of ELs and non-ELs to create a reciprocal **culturally and linguistically diverse learning environment**.

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

A. Home Language Survey-IA (www.TransAct.com)

- a. Home Language Survey, including student race and ethnicity, is administered to all new students through online enrollment by the district registrar, or via paper copy in the language most easily understood (when available).
- b. Home Language Survey (HLS) is stored in Infinite Campus and located in the Person Documents tab
- c. Responses to the Online Registration (OLR) prompt a response of Yes or No in the HomeLanguage Identifier field of Infinite Campus. The K-12 ELL Instructional Coach identifies whether the student needs to be given the ELPA21 screener and notifies ESOL teachers if the ELPA21 Dynamic Screener needs to be administered. Both the Enrollment Specialist and building secretaries will receive training in HLS review.

B. Johnston Schools will use the state approved **English language proficiency placement assessment.** (ELPA21 Dynamic Screener)

If any one or more questions on the Home Language Survey (HLS) indicates a language other than English, the ELPA21 Dynamic Screener is the instrument that is administered to potential English learners (ELs) enrolling in Iowa schools for the purpose of determining proficiency in English and need for an EL Program. The following protocols for screening new students will be observed:

1. Students Moving within the State of Iowa

- a. When a student moves between Iowa schools, the Dynamic Screener does not need to be re-administered.
- b. Upon enrollment of a new student, the Enrollment Specialist will notify the K-12 ELL Instructional Coach.
- c. K-12 ELL Instructional Coach will gather ELPA21 scores, initial identification date and other pertinent information from EdInsight or by contacting the previous district if necessary. This information will be added to Infinite Campus by the ELL Instructional Coach and communicated to the building ESOL teacher(s).
- d. The incoming district identifies the student as an EL based on the previous district's ELPA21 Dynamic Screener results. If the student arrives with a determination of Proficient on an ELPA21 Summative assessment, the student is not identified as an EL.
 - i. If the student's ELPA21 proficiency date is less than two years prior, the student will be added to the building ESOL teacher's exit monitor list in Infinite Campus.

2. Students Moving to Iowa from Another ELPA21 State

- a. When students move to Iowa from another state that administers the ELPA21 Dynamic Screener and Summative assessments, the scores may be used to determine program placement.
- b. Upon enrollment of a new student, the Enrollment Specialist will notify the K-12 ELL Instructional Coach.
- c. K-12 ELL Instructional Coach will gather ELPA21 scores, initial identification date and other pertinent information from cumulative files or by contacting the previous district if necessary. This information will be added to Infinite Campus by the ELL Instructional Coach and communicated to the building ESOL teacher(s).
 - i. Students with scores of Emerging and Progressing should be identified as ELs and should continue receiving services.
 - ii. Students arriving with a Proficient determination should not be identified as an EL.
 - iii. Other ELPA21 states are: Arkansas, Louisiana, Nebraska, Ohio, Oregon, Washington, and West Virginia
- d. If information regarding ELPA21 scores from the previous out-of-state district cannot be found in a timely manner, the student will be screened using the ELPA21 Dynamic Screener

3. Students Moving to Iowa from a Non-ELPA21 State

- a. Students moving to Iowa from a non-ELPA21 state will need to be assessed on the ELPA21 Dynamic Screener if the answers to the three required questions on the HLS indicate a language other than English is spoken in the home. Iowa does not accept screener or summative scores from other states which administer tests that were not developed from the same English language proficiency standards.
- b. The ELPA21 Dynamic Screener will be administered by a certified screener administrator.
- c. Electronic certification of training for each Test Administrator and Test Coordinator will be housed at the District Office.
- d. ELPA21 Dynamic Screener scores will be listed in Infinite Campus under the Assessment tab as well as a digitally housed in the student's ELLevation profile.
- e. The Future Kindergarten Screener has different scoring rules than other grades-a domain profile of all 3s (3,3,3,3) will be considered Proficient.

C. Process to Place Students in Appropriate LIEP and Content Courses

1. An ELPA21 Dynamic Screener score of Proficient means that the student is proficient and is NOT placed in the LIEP. ELPA21 Dynamic Screener scores are housed in the Assessment tab of Infinite Campus and the student is marked "Not EL" in the Program Participation tab.
2. An ELPA21 Dynamic Screener score of Emerging or Progressing indicates that the student is not English proficient and is appropriately placed in the LIEP.
3. Parents will be notified using the "JCSJ Notification of Initial English Program Placement" form (from ELLevation) once upon initial placement. "JCSJ Notification of English Language Program Continuation" form (from ELLevation) will be issued annually thereafter. All forms will be distributed in the language most easily understood,

as they are available. Families may also be notified using an interpreter to support their understanding.

- f. This notification will take place **no later than 30 calendar days after enrollment, both upon initial and annual school enrollment.**
 - g. The ESOL teacher is responsible for notifying parents of this placement and a copy of the notification will be housed in the student's profile in ELlevation.
 - h. Interpreters are available to support the communication process so that all parents are adequately informed.
4. Following the completion of identification and placement procedures, the ESOL teacher, the classroom teacher, the building principal, the building counselor and/or a district administrator will help determine the appropriate level of service for each student.
 - a. They will use a collection of academic and other pertinent data.
 - b. They will collectively review the data and make recommendations for content, courses, and program supports that match the students' English language development and academic needs referring to the [Johnston Language Instruction Education Plan](#) (LIEP).
 - c. The team will support and describe the placement in a general education setting that is age appropriate.
 2. K-12 ELs will be served in their home buildings, unless moved due to grade level capping.
 3. Parents or guardians will be notified if their child qualifies for ESOL services in the language most easily understood. Johnston Community School District will notify students' parents of their rights.
 - a. The reason for placement in a program for English Language Learners.
 - b. The student's level of language proficiency, the assessment used to determine proficiency, and their level of academic achievement.
 - c. The method of instruction used in the child's educational program.
 - d. Exit requirements for the program.

D. Parental forms distributed in a language most easily understood, when available (found on ELlevation)

1. If a student qualifies for LIEP, parents will receive a copy of the following forms:
 - "JCSD Notification of Initial English Language Program Placement" form is sent to parents/guardians once placement is determined, (no later than 30 calendar days after enrollment) using the document from ELlevation. A copy of this form is housed in the student's profile in ELlevation.
 - "JCSD Notification of English Language Program Continuation" form is sent annually to students who are continuing ELs (no later than 30 calendar days after enrollment/start of the academic school year). A copy of this form is housed in the student's profile in ELlevation.

E. Process for parents considering waiving students from LIEP

If ELs and their parents choose to waive ESOL services offered, the following protocol will occur:

1. Administration, ESOL and classroom teachers, parents and other pertinent individuals will meet to discuss and problem solve to determine the educational needs of the EL. This meeting will take place **annually** and will be documented in

the student's cumulative file. The communication will be in the first language of the parents so that they gain meaningful and supportive information. Recommendations, concerns, ELPA21 assessment requirements and potential outcomes will be discussed.

2. Parents will be provided with a copy of "Request for Change in English Language Program" form annually. They will complete and sign the form and it will be uploaded to the student's profile in ELlevation. This is completed annually.
3. The ELL Instructional Coach will mark the student as waived in Infinite Campus, listing the date that parents declined services.
4. In the event of services being waived, the ESOL teacher will:
 - a. Meet with the classroom teachers to ensure the educational needs of the child are being met through differentiated instruction and learning opportunities. Supplemental supports and resources will be provided by the classroom teacher(s) as needed, according to each student's individual needs.
 - b. Evaluate the child's progress via the ELPA 21, annually. In addition, ELs will be assessed by the classroom teacher formatively through district approved grade-level assessments.

II. Description of Language Instruction Education Program (LIEP)

A. LIEP Goals

1. Each EL will make growth towards language acquisition by demonstrating growth in each language domain on the state determined assessment, ELPA21.
2. Each EL will make comprehensive progress towards proficiency on the state determined assessment, ELPA21.

Actions we are committed to in order to achieve these goals

- a. To educate ELs to the same standard of excellence for academic content and achievement as all students are expected to meet in JCSD.
- b. To teach English language comprehension through listening, speaking, reading, and writing skills with an emphasis on comprehension in both social and academic settings *with emphasis on academic rich language*.
- c. To instill positive self-concepts and attitudes toward school in EL students.
- d. To assist ELs *and their families* in functioning and understanding within their school *and* community.
- e. To promote pride in ELs' cultural and linguistic backgrounds.
- f. To communicate with families in their first language when needed.
- g. To encourage parental involvement in their child's school and education.

B. Description of District LIEP Model

JCSD implements the following state approved LIEP models. Students are provided access to core curriculum in each of these program models and receive direct or collaborative services from an ESOL endorsed teacher.

1. **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. Instruction is primarily in English.
2. **Sheltered Instruction**- Sheltered instruction is an approach to teaching English language learners which integrates language and content instruction. Teachers make use of the SIOP strategies and framework to support students in learning content and vocabulary. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.
3. For students who have waived services:
 - a. ESOL teacher will:
 - i. Meet and collaborate with the classroom teachers to ensure the educational needs of the child are being met through differentiated instruction and learning opportunities. Supplemental supports and resources will be provided by the classroom teacher(s) as needed, according to each student's individual needs.
 - ii. Evaluate the child's progress via the ELPA21. In addition, ELs will be assessed formatively through district approved grade-level assessments.

Frequency and Intensity of Services

The type of ESOL programming that each student receives is based on many factors including their language and academic needs. ELPA21 scores as well as other data are used to determine the most appropriate programming and instructional supports for each student. The [JCSJ LIEP](#) plan outlines possible service pathways for students at different proficiency and grade levels.

C. Annual parent notification and procedure

- Notification of placement **initially** and **annually**. This notification will take place no later than 30 calendar days after enrollment, both upon initial and annual school enrollment. If a student enrolls after the beginning of the school year. ESOL teachers in each building are responsible for notifying parents of this placement and adding a copy of this notification to the student's profile in ELlevation.
 - a. The reason for placement in a program for English Language Learners.
 - b. The student's level of language proficiency, the assessment used to determine proficiency, and their level of academic achievement.
 - c. The method of instruction used in the child's educational program.
 - d. How the program will meet the needs and build on the academic strengths of the child.
 - e. How the program will go about teaching the child English and preparing him/her to meet academic standards for promotion and graduation.
 - f. Exit requirements for the program.
 - g. Information regarding parental rights

D. Annual process for waiving students from LIEP

If ELs and their parents choose to waive ESOL services offered, the following protocol will occur:

1. Administration, ESOL and classroom teachers, parents and other pertinent individuals will meet to discuss and problem solve to determine the educational needs of the EL. This meeting will take place **annually** and will be documented in the student's cumulative file. The communication will be in the first language of the parents so that they gain meaningful and supportive information. Recommendations, concerns, ELPA21 assessment requirements and potential outcomes will be discussed.
2. Parents will be provided with a copy of "Request for Change in English Language Program" form annually. They will complete and sign the form and it will be uploaded to the student's profile in ELlevation. This is completed annually.
3. The ELL Instructional Coach will mark the student as waived in Infinite Campus, listing the date that parents declined services.
4. In the event of services being waived, the ESOL teacher will:
 - c. Meet with the classroom teachers to ensure the educational needs of the child are being met through differentiated instruction and learning opportunities. Supplemental supports and resources will be provided by the classroom teacher(s) as needed, according to each student's individual needs.
 - d. Evaluate the child's progress via the ELPA 21, annually. In addition, ELs will be assessed by the classroom teacher formatively through district approved grade-level assessments.

E. ESOL staff qualifications and responsibilities:

- All JCSD ESOL staff are highly qualified teachers with their ESOL endorsement who can successfully deliver LIEP services.
- All core content teachers are highly qualified to deliver the core content instruction to our ELs. The core content teachers will work in collaboration with the ESOL teachers to ensure that the learning and language needs of all ELs are addressed and met.
- The Johnston District will flag potential ELs through administering the Home Language Survey. The screening assessment used, will provide the ESOL teachers with the data to determine if students qualify as an EL. The ESOL teachers, using those two data points, will communicate EL status to appropriate school personnel.
- The ESOL staff will be responsible to oversee the language acquisition process of the ELs and provide formal language instruction in speaking, listening, reading, and writing and comprehension of the English language in collaboration with the classroom teachers.
- The ESOL teachers will assist in determining if an EL is entitled to other or additional programs and services (i.e. Extended Learning Program, Reading Support, Special Education). The data points used to determine program eligibility for general education students applies with our ELs as well. In addition, the ESOL teachers will work closely with their special program colleagues to ensure that all possible data are reviewed to ensure program accessibility. JCSD also provides the CoGAT as a screening tool to all second-grade students. These results provide an additional data point for identifying students for ELP services. This will also ensure that ELs receive the information regarding all other clubs and student organizations in a language that they clearly understand.
- ESOL staff will work with classroom and content area teachers to provide guidance and feedback on appropriate accommodations, modifications, and differentiated instruction and assessment for ELs.
- The ESOL and core classroom teacher will work together to involve families in the educational process and the community.

F. Designated Administrator Oversight for LIEP

The Associate Superintendent, Jill Van Woerkom, the Director of Student Services, Adam Busch, and the ELL Instructional Coach, Melissa Grinstead, will oversee the ESOL program and ensure that EL needs are being met.

- Director of Student Services and ELL Instructional Coach will engage in all designated IDE and AEA trainings for the ESOL Program.

G. JCSD is continually working to align our teaching and learning with the Iowa Common Core Standards and English Proficiency (ELP) Standards.

- All ELs have access to the Iowa Common Core Standards within the district's core curriculum by the utilization of sheltered instruction strategies and ELD (English Language Development- a model used to develop English language proficiency) data to drive instruction. The ESOL teachers will collaborate at least monthly with core classroom teachers during PLC time and other collaborative efforts to

optimally support ELs. In addition, core classroom and ESOL teachers will provide access to the English Language Proficiency (ELP) Standards.

- The core classroom and ESOL teachers will collaborate according to each building's schedule and during ESOL PLC collaboration times.
- The English Language Proficiency Standards can be located at <http://www.elpa21.org/elp-standards>.

H. Curriculum and Supplemental Resources for LIEP: The learning of ELs will be supported through our guaranteed and viable curriculum in each content/curricular area. Teachers have, and continue to work on, common units, achievement expectations and formative/summative assessments to monitor learning. Each building has a bank of supplemental resources that can be used to support ELs.

- Curriculum Materials:
 - i. National Geographic/Mind Tap materials
 - ii. Imagine Learning
 - iii. Academic Vocabulary Toolkits-Kate Kinsella
 - iv. Saddleback Welcome Newcomers materials
 - v. Rosetta Stone Software
 - vi. Words Their Way
 - vii. Study Sync
 - viii. IXL
- Our district is committed to obtaining materials for our K-12 ESOL Program that will best support the learning needs of our ELs. We will
 1. review the ELP standards and determine key attributes we will look for as we investigate ESOL materials.
 2. determine the best practices for assessing and monitoring growth of language acquisition for our ELs.
 3. review materials that will provide a scope and sequence and quality assessments so the ESOL teachers can provide quality instruction and monitor learning for our ELs in language acquisition.
- Curriculum Resource Acquisition and Distribution
 1. Curriculum materials and resources are acquired by the district and managed through an inventory process that is facilitated by Teaching & Learning.
 2. Collection of Retired Resources- Near the end of the school year teachers of any curricular area that will implement new curriculum should complete the following:
 - a. Gather all old teaching resources including items such as:
 - i. Teacher guides
 - ii. Student textbooks
 - iii. Student workbooks
 - iv. Supplemental resources aligned with the textbooks, and

any other instructional materials that will no longer be used

3. These old resources will be sold on GovDeals.com and used to help fund our new textbooks. Therefore, they should not be distributed to students or thrown away.
4. The materials, organized according to course and textbook, need to be placed in an area designated by the building principal no later than the last teacher work day and will be sent to the warehouse for posting on GovDeals.com.

- District Acquisition and Distribution of New Curriculum Resources

1. As part of the curriculum review process, the Curriculum/Program Review Team reviews instructional resources and recommends the selection of resources to the Johnston Board of Education. Upon approval of appropriate funding, the resources are purchased and distributed to the buildings. All textbook and material orders are placed by Teaching & Learning.
2. Textbooks/resources are received at the district warehouse and inventoried.
3. During the curriculum/program review process, a plan for purchasing and distributing new resources is developed by the team. The plan includes the type and number of resources needed for general education staff and support staff. As other resource needs develop, the following process will be used for textbook distribution at the elementary and secondary levels respectively.
4. Each building principal will review their grade level/course enrollments and submit textbook needs to Teaching & Learning. Distribution of resources will be based on the deadline.
 - a. The district will distribute the number of books/digital licenses in accordance with the number of students assigned to the building. These records will be kept by the Teaching & Learning Administrative Assistant responsible for technology.
 - b. Additional material requests (textbooks and/or digital licenses), due to increased enrollments or additional class sections, will be made by the principal and submitted to Teaching & Learning for acquisition and/or redistribution

- Curriculum Materials Ordering and Receiving

1. Teaching & Learning has district responsibility for textbook and curriculum resource management.
2. District Personnel
 - a. Review district and building inventories
 - b. Maintain District Textbook Inventory System
 - c. Maintain Digital License Inventory System
 - d. Establish management procedures
 - e. Textbooks and curriculum resources are issued to teachers for distribution to students

- f. All excess textbooks, at the building, are kept in a secure location as determined by the building principal. Five extra textbooks/digital licenses should be kept at the district warehouse.
- g. Excess textbooks may be requested for transfer amongst buildings. This process is initiated by Teaching & Learning.

3. Textbook/Digital Licenses and Materials Inventory

- a. A district inventory of textbooks and Digital Licenses is kept on file in Teaching & Learning

4. Textbook/Digital License and Material Transfers

- a. Textbook requests are sent to Teaching & Learning (attn: Shawn Sandhoff) by the building principal or his/her designee
- b. Textbook transfers occur through an email request from Teaching & Learning
- c. The building secretary requests the textbook(s) from the point person at the department or grade level and sends the book(s) through inter-district mail

5. Textbook/Digital License and Material Fines

- a. At the conclusion of the school year, teachers will assess if a textbook is returned in a condition that is expected for its age. If a fine is needed, a fine schedule is available from Teaching & Learning. The building principal, or his/her designee, generates a letter to communicate the fine to the student/family. The fine is collected by the building, and will go into the district's general fund.

6. Student Transfers

- a. Students who transfer outside the district are required to leave all resources, both consumable and permanent, with their classroom teachers. These materials may also be used with students who move into the district throughout the school year. Students transferring within the school district take all consumable resources with them to their receiving school. However, all other permanent textbook resources remain with the sending school.

7. Teacher Transfers

- a. All teacher resources are the property of the school district. Resources must remain in the building to which they have been assigned unless they are transferred using the process outlined previously. If a teacher transfers to another Johnston School and is teaching the same grade level/course, they may transfer resources between buildings by working with the principal and the Teaching & Learning Department. However, if the teacher transfers to a different grade level or course assignment, then the original resources should remain at the school site. Any physical transfer of resources must also include the transfer of resources within the district's electronic inventory system.

8. Plan for Classroom Consumable Resources

- a. Student consumable resources utilized in grades PK-12 are replenished each school year through a process initiated at the district office. Funding, ordering and shipping all occur under the direction of district office personnel.

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

- A. **Extended Learning Program (ELP)** : Our ELs have the opportunity to be identified and served for ELP services. The identification process may require the use of an interpreter/ESOL teacher support for access to directions or parent/student information. As part of the screening process for gifted children, classroom teachers are asked to list EL students who are demonstrating advanced language, acculturation or reasoning skills compared to others who have been in a U.S. School for a similar length of time. These students will be reviewed on an individual basis through Pathway 2 to allow an EL's potential to be estimated using multiple measures and within an appropriate norm group.

The district's identification process for gifted learners is described as follows:

Identification of academic talent development is an ongoing process. It is expected that children will cycle in and out of the program as they mature and as their levels of support and academic challenge change. Some may demonstrate ability in STEM, others in Humanities. A smaller number of students will excel in both fields, and are referred to as having general intellectual ability. An annual review of multiple criteria by the ELP staff is a research-based best practice. ELP staff meet with classroom and ESOL teachers each spring to collect data, and then meet as a team with math and language arts specialists to determine programming and contact teachers and parents regarding students' academic needs and placement. Students are serviced depending upon need demonstrated and options available.

PATHWAY 1 for ELP identification:

- 1. ISASP (Iowa Statewide Assessment of Student Progress):** This at-grade level test serves as an indicator of student achievement. ISASP is a general achievement test, and norms are not specific to our district. Many students score above 90th percentile in JSCD. Using our local population, a student in the 95th percentile may not need extensive accommodations when compared to other classmates. Consistent high scores in ISASP along with high MAP scores are useful to provide an indicator of high ability and form the initial basis of an ELP placement.
- 2. MAP – Measures of Academic Progress:** Scores are specific to Johnston standards and benchmarks. While many students score in the *Hi* (75th percentile or above) range, reading and math scores that are two standard deviations above the norm are a strong indicator of very high ability.
- 3. Classroom Teacher Recommendation:** This is based on products, processes, motivation and grades when applicable. Teachers are trained in the identification process and are able to provide information on high quality products, initiative to complete extensions, evidence of high-level thought process, and rapid acquisition of knowledge. Teachers complete the Extended Learning Observation, including the Renzulli Rating Scale derived from research literature on characteristics of the gifted.
- 4. ELP Staff Recommendation:** Observed characteristics, performances, and products over time are noted. Staff watches for trends in consistent, high scores in student data or

performance to help determine strengths. Rates of learning English will also be considered.

5. **Parent Information:** Characteristics that show up in the home provide valuable insight. Parents are asked to give specific examples when possible. A parent may request a nomination form or fill out one electronically from the JSCD web site regarding his/her child.
6. **Cognitive Abilities Tests/ Other Ability Tests/ Records from Previous Schools:** Cognitive Abilities Tests (Form 7) are not an achievement test, but an aptitude test that measures the natural ability to reason, think and solve problems. They provide reliable data to indicate a need for placement in advanced programming, especially if some information is incomplete or inconsistent. ELP staff also considers any available data, such as other out-of-level tests or data from previous schools to assist in appropriate placement.
7. **Student Nomination:** Student motivation and initiative is important, thus students in secondary buildings can provide information about themselves through a form on the JSCD web site to assist in appropriate placement to maximize their strengths.
8. ELP Staff will work closely with the **ESOL teachers** to support the language needs of the ELs that are identified as gifted.

Pathway 2 for ELP identification

Case Study Approach: Students with a unique circumstance, i.e. EL, twice exceptional, or underachieving will be reviewed individually by a committee of educators. Data, including work samples, observations, teacher and/or parent recommendations from pathway 1 will be utilized when possible as part of the student profile. Interviews with student/and/or parents and previous teachers may be conducted. Students will be evaluated against others of similar subgroups. In some cases, students may be placed on a trial basis.

Student services for gifted EL students: Programming will involve collaborating with ESOL teachers and will be inclusive of student interests and needs, allowing for choice and variety. Students may be served in STEM or Humanities or both as well as for social-emotional needs.

B. Special Education Services Identification Process for ELs:

1. ELs may receive assistance from special education. However, during the decision-making and problem solving process, some important questions about the students' language and educational background will be considered. The team will consider exclusionary factors, as well as EL-specific considerations (see [JCS D Guide to Steven Gill's ELL Critical Data Process document](#)).

NOTE:

- During the referral process, EL documentation/data should be used. A general education intervention should be implemented with a systematic progress monitoring system to measure the intervention effects. ESOL teacher will be consulted to help design the intervention based on the data to match linguistic needs.
- Interpreters should be used during the testing process if needed.

- ESOL teachers must be part of the IEP team and be included in the referral process and coordination of programming should occur when students are staffed.
- Heartland AEA will help fund interpreters for the initial IEP meeting, using funds dedicated for special education.
- Special considerations will be given to an EL who is also identified for special education services since s/he is entitled to receive both streams of service.

C. Process in place for identifying and serving ELs in any other district programs (Title I, At Risk, career and technical programs, counseling services, Advanced Placement, etc.)

1. ELs will have equal opportunity to participate in all program services according to the district/building protocols for each program/service. ESOL teachers will work in collaboration with specialty program teachers to ensure the equitable access for all ELs to these programs.
 - a. Buildings will provide communication to EL parents about programs and eligibility in a language most easily understood.
2. Some of the assessments for identifying services for various programs include FAST assessment for Title I and At-Risk, ISASP proficiency determines eligibility for DMACC Dual credit opportunities for all students, completion of Algebra 1 for Project Lead the Way, and course prerequisites or their equivalent must be met for all students for AP classes. The ESOL and classroom teachers work collaboratively to ensure all ELs have an equitable opportunity to participate in all extra programs outside of Core.
3. The ESOL team will work to develop common protocols to ensure equitable inclusion and supports for language needs of all ELs in curricular and extra-curricular programming. JCS D encourages growth and inclusion for ELs in
 - Career and Technical programs
 - Counseling Services
 - Advanced Placement
 - Performing and Visual Arts
 - Clubs
 - Honor Societies
 - Athletics
 - Postsecondary Pathway Planning

D. Process for identifying and serving ELs in extracurricular programs:
(performing and visual arts, athletics, clubs, honor societies, etc.)

The ESOL team will work to develop common protocols to ensure equitable inclusion and supports for language needs of all ELs in curricular and extracurricular programming. Each building will communicate the programs that are available to each EL family in a language most easily understood. JCS D encourages growth and inclusion for ELs in

- Career and Technical programs
- Counseling Services
- Advanced Placement
- Performing and Visual Arts
- Clubs

- Honor Societies

V. Ongoing, Embedded EL Professional Learning for Staff

Who Support ELs

All Johnston ESOL staff will be supported with ongoing professional learning (PL) through the use of district/building PL time. All ESOL teachers will be participating members of a large PLC group as well as small advisory group differentiated by building and department to discuss and provide differentiated learning opportunities for staff on how to meet the linguistic needs of ELs. In addition, as staff engage in district professional learning times, ESOL teachers can provide break out sessions or other types of professional learning opportunities that will address the linguistic and content needs of all ELs.

Topics of PL will be determined by current student data trends and determined staff needs. A collaborative effort between the ESOL coordinator, Instructional Coach, and teachers will be utilized to set a year-long calendar PL schedule.

Current PL opportunities include:

- Investigate program needs and ideas
- UCLA Cresst courses
- Engage in ELP Modules released by the Iowa Department of Education (IDE)
 - All certified staff will engage in each module made available by the IDE.
 - Condition of hire for all new certified staff
- AEA/Drake University courses (optional for staff)
- ESL Paraprofessional training through Heartland AEA 11 (required for ESL para-educators)
- SIOP Training

English language proficiency standards, are available at:

<http://www.elpa21.org/standards-initiatives/elp-standards>

A. Ongoing EL Professional learning Opportunities provided for staff who support the LIEP:

A. District and Building Administrators

1. Opportunity to annually attend ESL professional development
 - a. District PL – break out sessions around ESOL needs will be offered
 - b. UCLA Cresst courses

B. LIEP Staff

1. Opportunity to annually attend ESL conferences
2. District PL – break out sessions and embedded sessions during identified PLC time around ESOL needs are offered to content and classroom teachers

C. Content and Classroom Teachers

1. UCLA Cresst courses
2. District PD – break out sessions around ESOL needs are offered

D. Paraprofessionals

1. The paraprofessionals in each building will be provided on-going professional learning opportunities through workshops, district PL break out sessions, and during other building job-embedded professional learning opportunities.
2. ESL Paraprofessional training through Heartland AEA 11 (required for ESL para-educators)

E. Building/District Staff (teacher leaders, instructional coaches, counselors, etc.)

1. ESOL teachers will attend and support PLCs as determined by each building
2. ESOL teachers support district and building Professional Learning (PL), as determined by each building
3. Opportunity will be provided to annually attend ESL conferences
4. District PL – break out sessions around ESOL needs and new ELP standards have been and will continue to be offered.

IV. Annual English Language Proficiency Assessment (ELPA21) Administration

Per ESSA, English Language Learners (ELL) are required to take state and district-wide assessments. English Language Learners must be tested for the same reasons other students are tested: to obtain achievement information for making instructional decisions, to monitor their year-to-year progress in curriculum areas, and to contribute to grade level and aggregated groups for district level reporting. Assessments include, but are not limited to, ISASP, benchmark tests, and ELPA21.

Accommodations may be used when testing an English Language Learner for the ELPA21 Summative Assessment. The accommodations allowed for the ELPA21 are selected within the ELPA21 online system. For dual served students, ESOL and Special Education teachers will collaborate to determine appropriate accommodations. These will be noted in the IEP and shared with the ELL Instructional Coach so that they can be entered into the testing system.

A. Annual training for staff to administer the ELPA21

1. All ESOL staff and any educator administering the ELPA21, will certify or recertify for administering the ELPA21, coordinated through the ELPA21 Training System.
2. All ESOL teachers certify or recertify administering the ELPA21 Dynamic Screener through the ELPA21 Training System. Their certificates of completion for both assessments are electronically housed at the District Office.

B. Dissemination of ELPA21 and other ESOL data scores to stakeholders

1. As soon as ELPA21 scores are made available, data is shared with each ESOL teacher and building administrator.
2. ELPA21 Summative and Dynamic Screener scores are available on the Assessment tab in Infinite Campus and in the student's ELlevation profile.
3. Each building provides an overview to all staff regarding those results and their significance for the learning and teaching of all ELs.
4. ESOL teachers and building teams share the ELPA21 results with parents in a timely manner.

C. Appropriate training to interpret results for staff

1. ESOL staff will attend and support PLCs as determined by the buildings. Building leadership team members can support ESOL teachers with the data teaming process.
2. ESOL teachers will meet with classroom teachers to discuss each student's level of English acquisition using ELPA21 data, the Language Acquisition Chart: Guidelines for Differentiating Instruction and Assessment document and any other data or information needed.
3. ESOL teachers and administrators will be offered data professional learning from the ESOL Instructional Coach and the AEA.
4. ESOL instructional groupings will be determined based on the learning needs of the students being served.

D. Utilization of assessment results to guide instruction and programming

1. Staff will utilize the assessment data and language acquisition chart to inform their instructional practices in response to ELs needs during core instruction.
2. ESOL staff will utilize the assessment data to determine ELs ESOL programming needs and instructional practices during LIEP instruction.
3. These data will be used to help determine support services needed for each student and support building teams as they engage in future planning/programming for each EL.

E. Other district assessment protocols

- English Learners should be included in district-wide testing as directed by the Iowa Department of Education.
- All ELs will be tested annually using a state and ESSA approved test to measure their English language development. Currently the ELPA21 is used.
- The [Allowed Accommodations for English Learners](#) document should be used as a reference to clarify questions regarding testing ELLs. When testing ELs, appropriate accommodations can be made.

V. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

1. Achieves required score for proficiency on the ELPA21 for grades K-12.

B. LIEP Exit Procedures

Any student being exited from the end of the previous school year must occur during the allowable window only (between the distribution of ELPA21 scores and Oct. 1 each year).

1. ESOL teachers will notify parents with state-approved ELlevation exiting form, "JCSJ ESOL Exit Letter" in a language most understandable. Interpreters will be used as needed to support.
2. The ELL Instructional Coach will change student coding to "Exited EL" in Infinite Campus so the student does not continue to generate unwarranted funding.
3. District data personnel responsible for entering data will refer to IDE's data dictionary.
4. Begin required two-year monitoring process.

VI. Monitoring Procedures after Students Exit the LIEP Program

A. Description of two-year monitoring procedures

1. Review district assessments appropriate for grade level and monitor proficiency as indicated by that assessment data and criteria.
2. Collaboratively, the ESOL and classroom teachers will review and discuss classroom grades. The student must demonstrate consistent evidence of meeting the expected grade level standards.

3. Teachers will complete the district monitoring form sent out from ELLevation each trimester or quarter that will describe the student's progress for a minimum of 2 years. These forms will be saved to the student's ELLevation profile.
4. For those students not meeting expectations, ESOL teachers can re-enter a student into the ESOL program as described in the following section below (*B. Re-entry to LIEP description*).

B. Re-entry to LIEP description

Checklist for re-entering ELs:

If after exiting a student begins to demonstrate non-proficiency on district, state assessments, fails to sustain academic progress and classroom performance, he/she may be re-entered into the ESOL program. The decision to re-enter a student should include:

- Parents will be notified and invited to meet with school staff regarding the child's performance.
- There will be a meeting with all appropriate school staff, including classroom teachers, counselors, administrators, and any special staff, such as at-risk, that can give insight into the student's performance and abilities.
 - In that discussion between all appropriate school staff, opportunities will be shared, such as other programs that might be available to assist the student.

After the above steps have been taken, a student may be re-entered into the ESOL program when:

- All of the Entry Criteria have been met
- ELPA21 Dynamic Screener assessment scores on file
- Parent signature on the "JCSJ Notification of English Language Program Continuation" form from ELLevation (initially and annually thereafter)

VII. LIEP Evaluation

A. LIEP evaluation process

The Director of Student Services will support the ESOL team in reviewing this process and complete all Title III assurances. For 2024-25, Adam Busch will be the administrator supporting this process.

GOALS	EVALUATION METHODS/PROCESS	PERSONS RESPONSIBLE	TIMELINE
Each EL will make growth towards language acquisition on the state determined assessment, ELPA21.	Use the ELPA21 assessment data to determine growth in language acquisition. Data will be used to determine programming and level of services needed for each EL. Along with the assessment data, teachers will use the language acquisition chart to better determine supports needed for ELs to gain the language needed for academic success. Classroom teachers will also use the data to inform instructional practices. Building and district teams will use the data to help inform future programming and services in the following areas: professional learning	ESOL, classroom teachers, administrators.	Annual

	needs, necessary adjustment to the LIEP, staffing needs, teacher scheduling/placement, curricular needs, and other measures needed to meet the individual needs of all ELs.		
Each EL will make comprehensive progress towards proficiency on the state determined assessment, ELPA21.	Use the ELPA21 assessment data to determine proficiency. Evaluate student growth on the ELPA21 by domain score calculation. ESOL teachers will analyze this data to inform future instructional	ESOL, classroom teachers, administrators, Heartland AEA Assessment Consultant	Annual

X. Appendices

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

<http://www.2.ed.gov/about/offices/list/ocr/ell/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 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.

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

Appendix E
Title III Compliance Assurances: Checklist for Districts

For the full Consolidated Accountability and Support Application (CASA) Assurances 2024-25 document, click [here](#).