



Bettendorf
Community
School District

Bettendorf Community School District
K-12 Lau Plan for Serving
English Language Learners
(ELLs)

September 2016

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). “No Child Left Behind” legislation added some additional requirements as well. In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service plan.

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

Lau (ELL) leadership Team Members:

Mike Raso, Interim Superintendent; Julie Tropa, Principal; Jayme Olson, Principal; , Principal; Kay Ingham, Director of Students Services; Lana LaSalle, Elementary Administrator; Kristy Cleppe, Secondary Administrator; Beth Douglas-Hafner, Counselor; Tony Hiatt, AEA/Title III Consultant; Cathy Weis, Secretary; Theresa Schlichting, Secretary; Caralee Blayney, Community member; Brenda Wilson, Parent; Ann Braught, ESL Teacher; Betsy Justis, Board Member; Diane Whiteman, Pre-K Teacher; Jaci Sullivan, Academic Interventionist; Michele Tabares, ESL Teacher, Siobhan Wood, classroom teacher, Alissa Cripe, 2nd grade; Kaysha Ballentine, BHS Science teacher; Kaye Meyers, District Literacy Curriculum and Professional Development Leader

I. Lau Plan Guiding Principles

Bettendorf Community School District supports ELLs' English language development and academic needs in the content areas at grade level and educates ELLs to the same rigorous Iowa Core standards as all students in the district at grade appropriate levels. Bettendorf Community School District provides instruction and support for ELL to develop awareness of the language in the social setting which includes instruction on cultural behavior traditions in American society. To accelerate academic language and conversational English language proficiency in the areas of reading, writing, speaking, and listening, Bettendorf students are given explicit language instruction. They are provided with the opportunity to develop academically with their peer group which could include assistance in their first language for understanding. The Bettendorf Community School District encourages involvement of all families in activities, clubs, and organizations in the community to create a connection between the educational process, home, school, and the community. Parent Teacher Association(PTA) and Parent Teacher Organization(PTO) include all district parents to participate in school related meeting and events. This connection at all levels promotes partnership with families from multicultural backgrounds and diversity integration with students and families.

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

A. Home Language Survey

A Home Language Survey (www.TransAct.com, Form used for Iowa) is completed at registration for all students that enroll in the Bettendorf Community School District. The Home language survey(HLS) is available in many languages and the district is prepared to conduct oral or native language interviews in the student's home language with the adults who may not have sufficient English communication or literacy skills to complete a HLS. Every reasonable attempt will be made to provide support to families to complete documents and registration materials in the language they are most comfortable with. Each building secretary forwards a copy to Michele Tabares, the ESL Coordinator, who will proceed through the screening process. A copy of the HLS is kept in the student's cumulative file.

B. State-Approved English Language Proficiency Placement Assessment

The ESL Coordinator, Michele Tabares, is given a copy of the completed HLS and then administers and scores the initial assessments for qualification into the ESL program for the district. A trained administrator uses TELPA for K-12 students that have a HLS which indicates a language background other than English. The State approved

Tennessee English Language Proficiency Assessment (TELPA) identifies English proficiency in reading, writing, speaking, and listening. The TELPA results and completion documents are filed in each student's cumulative file and the original bubble answer sheets are given to the Administrative Assistant of the Director of Student Services. She mails the bubble answer sheets(BAS) to Iowa Testing Programs to assure accountability and verification of students' initial identifying level and state ID number.

C. Process for Placement in an appropriate LIEP/Content courses

After receiving the language background information from the HLS and going through the TELPA screening process, students that qualify for ESL services are entitled to programming designed to meet their developmental linguistic and academic needs. A team is formed to determine student's placement in the appropriate grade level for their age but no more than 2 years age difference from his/her peers and educational plan. TELPA scores in addition to other assessments (DIBELS, FAST, GOLD, IDGI) can be used to determine academic and language level. Other placement assessments are administered by the ESL Coordinator, ESL teachers, Academic Interventionists, or Literacy coaches. Parent interviews, previous teacher interviews, observation, referrals, informal assessments, and transfer records are used to assess language and academic background for appropriate academic and language instruction. The ESL Coordinator compiles the data and shares it with classroom/content teachers, school counselor, and the building administrator to assure proper placement. TELPA scores are used as a baseline for ELLs to compare to the annual English Language Assessment. TELPA placement assessment results are kept in the student's cumulative file.

The team typically includes the ESL teacher, the classroom/content teacher(s), a school counselor, a building Administrator, and any other invited faculty that would be needed to determine placement. Team members can also include faculty that evaluate and collect data at the district level. Expertise in these areas ensures proper academic and language level placement. The Bettendorf District uses differentiated instruction, Multi-Tiered System of Support(MTSS)/95% for vocabulary and phonemic development, as well as explicit language and academic vocabulary instruction for ELLs. Based on assessment data, academic evaluation data, transfer information from previous school, parent input, and any other information, students will be placed in courses or classes(LIEP programming) where they will be able to have academic success with instructional support. ESL services are flexible and may be changed depending on the student's needs. The ELL's progress is monitored and evaluated frequently to identify changes in instructional programming.

D. Parental Notification of eligibility

The Bettendorf School District notifies parents in a language most easily understood of the results of the determination of the student's ESL status within the first 30 days of the academic year or within 2 weeks from the date of transfer into the district. The ESL Coordinator communicates with parents how the status was determined using the state approved notification letter found on TransAct for recommendation of placement. This notification form is signed by the parent and a copy is placed in the student's cumulative file. Copies of the Bettendorf Determination of Student Eligibility and Notification of LIEP Placement from TransAct are attached at the end of this Lau Plan.

E. Parent Documentation of waiving/withdrawal from LIEP

The ELL program is offered by the district and complies with State and Federal Guidelines of educating ELLs. However, if at any point the parents wish to waive ESL services, they have the right to sign a "Waiver of ESL Services." A meeting is held to discuss the recommendations, concerns, ELPA21 requirements, and potential learning outcomes with and without ESL support. If parents decide to waive services, a copy of the signed document from TransAct(Waiver-Denial of Enrollment of LIEP) is kept in the student's cumulative folder. All students that qualify for ESL services, including waived services students, will continue to receive Iowa Core instruction with the goal of meeting standards in all Content areas as well as continued development in English through differentiated instruction which could include accommodations. All students in LIEP, including waived students, are administered FAST and/or MAP multiple times each year to determine continued English language development and academic progress.

III. Description of LIEP

A. Program Goals

Linguistic Achievement Goals

- Current ELLs advance at least one language level each year until reaching proficiency level (6) on the ELPA21
- 80%of ELLs will achieve proficiency as measured using the FAST assessment by the Spring 2017 testing window

Academic Achievement Goals

- 80% of ELLs will achieve proficiency on the 2016-2017 Iowa Assessments in the areas of math, science, and literacy
- 80% of ELLs will meet their individual growth targets as measured by the Spring 2017 MAP assessment

B. The LIEP program is an English as a Second Language model in Bettendorf and is an avenue of access to the Iowa Core Curriculum. ELLs are required to meet the same rigorous standards and benchmarks as non ELLs. Therefore, the curriculum in the Bettendorf School District incorporates specialized materials and strategies that will assist ELLs in meeting Iowa Core Standards. Current theory in teaching and learning English as an additional language stresses the need for students to learn content through language. This enables ELLs to maximize their learning opportunity inside and outside of the classroom. At the elementary level, pull-out and push-in programming are used. At the middle and high school levels, pull-out, push-in, and ELL placement in co-taught content classes are options for delivery of services. ELLs at the secondary level have a period or block of ESL until they reach Transition status(level 6 proficiency). As determined above, ELLs receive explicit language instruction between 3-5 times per week depending on their language proficiency level, linguistic, and academic needs. ELPA21 scores help guide areas of need for ELLs language proficiency level in each skill area of reading, writing, speaking, and listening. All students, including Non ELLs and waived services, in Bettendorf Schools are given instruction from their classroom/content area teachers to meet standards using the Iowa Common Core.

Common Guidelines

Levels 1-3 receive ESL 5 days/week	Levels 4-5 receive ESL 3 days/week
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- C. Parents are notified annually within 30 days of the beginning of the school year using the Notification of LIEP Form A from TransAct. Michele Tabares, the district ESL Coordinator, is responsible for implementing the parental notification process. Copies of the parental notification documents are filed in the student’s cumulative folder each year.
- D. Services are reviewed annually with parents that waived ESL support. Documentation of this notification is stored in the student’s cumulative file.
- E. The Bettendorf ESL Program has two certified ESL Teachers that deliver direct LIEP instruction to ESL students in addition to 1 ESL Tutor that provides additional support to students. District Human Resources ensures that teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.
- F. The Director of Student Services, Kay Ingham, is designated for the oversight of the ESL Program. The Director’s role is to be a liaison between the ESL staff and administration. Kay attends AEA Consortia meetings as well as Our Kids and ICLC. The Director of Student Services advocates for equity of curriculum implementation and professional development to effectively support ELLs language and academic development as well as access to the Iowa Core Curriculum. The Director of Student Services,

administration, classroom and content teacher, and ESL staff collaborate to ensure connections between school, home, and the community.

- G. Classroom/Content teachers meet weekly for collaboration. Professional Learning Communities are being implemented at all levels which ensures that the content is presented at a level that is comprehensible to the student. At the middle and secondary level, teams and departments meet for collaboration in addition to PLC meetings. Grade level teams at the elementary level meet weekly to ensure ELLs have meaningful access to both Iowa Core and ELP standards.
- H. Wonders is used for literacy curriculum and Envisions is used for math content at the elementary level. The Bettendorf District uses differentiated instruction, Multi-Tiered System of Support (MTSS)/95% for vocabulary and phonemic development as well as explicit language instruction for ELLs.

Instructional materials are selected based on criteria established for the content area or grade level. Alignment to Iowa Core, remediation and extension supports provided, training provided by the vendor, pedagogy and research-based, results achieved by other users to name a few. Both Envisions and Wonders programs were selected in part because of supports aimed specifically at ELLs or because of the excellent supports for all learners. The process is followed for the secondary levels as selected by course in content areas. Although adopted materials have embedded academic support strategies, the adoption process ensures the resources strengthen the curriculum for all learners.

Bettendorf has adopted Imagine Learning as a web-based supplemental support for our ELLs. The program addresses components of literacy, phonemic awareness, phonics, academic language, listening, speaking, and writing. Students are able to work at their language level based on the results of a pre screening assessment. Students have access at both school and home.

Materials are purchased using district funds as part of the adoption cycle. ESL teachers and students are provided the same materials as all learners. The Imagine Learning licenses are paid in part by using Title III funds from AEA9 consortium. New curricular or supplemental programs are being reviewed for purchase, and supports for ELLs are taken into consideration. ELLs at the secondary level also have access to Imagine Learning. All secondary students, grades 6-12, are provided a chromebook for use in the classroom and at home.

These electronic devices offer 1:1 technology integration at middle and secondary level and are supplements to access the core curriculum.

During Core Curriculum review, the needs of ELLs are considered at all levels. The Bettendorf District has adopted the Professional Learning Community (PLC) model as the framework for academic and behavioral planning. All grade levels are going through the process of prioritizing and unwrapping standards, developing common formative and summative assessments, and identifying supports and extensions for students in an MTSS system. PLC's review student data and identify the students that need additional support(Tier II or Tier III). MTSS groups are reviewed every 3 weeks to determine student progress. ELLs are part of this process.

The Bettendorf Community School District recognizes that assessing the academic growth of English language learners can be challenging. An English language learner may have grasped the content or concept of a lesson, but may be unable to articulate this comprehension using the English language and/or conventional testing methods. Therefore, teachers must design assessments that focus on content understanding, and not on the English language learner's ability to use the English language. To accomplish this goal, teachers may design alternative forms of assessment that allow the student to demonstrate his/her knowledge in a manner that deemphasizes the role of English language use. Teachers must differentiate assessments according to the language proficiency level of the student. For example, with content area questions, a teacher would not deduct or penalize an English language learner for lack of mastery of written conventions. An English language learner could also be allowed to demonstrate knowledge by using pictures, by making use of translators and/or English Language teachers to provide language assistance, or use his/her native language to respond to test questions. Additional assessment strategies are provided through Wonders Literacy program and the math program, Envisions. In accordance with No Child Left Behind legislation, teachers need to hold English language learners to the same rigorous standards as all students in the district, instead of "watering down" the curriculum. Compliance with this mandate requires teachers to modify the way instruction is delivered and to adapt reading materials they use in order to make the content accessible to English language learners.

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

- A. ELLs have equal opportunity to be involved in the Talented and Gifted Program. Placement in these programs are based on the student's educational needs and development. The district attempts to determine ability levels in the ELL's native language. Guidelines aligned to Project GOTCHA(Galaxies of Thinking and Creative Heights of Achievements) for ELL identification appreciating the influence of language and cultures. Other factors that influence participation of exceptional programs are district assessments,(with a broadened acceptance range to compensate for English language level), students work samples, inventories, and teacher recommendations. Each elementary has Professional Learning Communities(PLC) in which students with unique abilities are identified and placed in smaller groups to address instructional needs. The team implements interventions or extensions to supplement Iowa Core Curriculum. In addition to academic challenges, ELLs continue to be supported for English language development in the LIEP curriculum.
 - o <http://aea11gt.pbworks.com/f/IdentifyGiftedTalentedELL.pdf>
- B. The Special Education Program in Bettendorf is inclusive to all students in need of services. Exclusionary factors such as language difference, cultural background, prior education and instruction. Extensive, culturally sensitive interviews are conducted with parents, classroom teachers, AEA representatives, counselors, and administrators to address exclusionary factors. ELL specific considerations are noted to determine eligibility for special education services. Dually identified students(special education and ELL) receive direct instruction by highly qualified ELL teachers and special education teachers to ensure language and academic needs are met. In the case of an IEP(Individual Education Plan), the team representatives include classroom/content teachers, special education teacher, ESL teacher, counselor, parent(s), AEA representative, and administrator.
- C. Bettendorf Schools uses the Tiered system of identification of educational need. All students are assessed in reading and in math based based on FAST assessments. Based on individual results, intervention groups are formed addressing learning needs. Those students that demonstrate deficiency are placed in intervention groups that focus the specific skill area. ELLs are included in this process of identification. A variety of scientifically based interventions are provided by classroom teachers or support personnel. (MTSS, Title, Reading Recovery, etc.) Data is reviewed at three week intervals and adjustments for individual students are made. Bettendorf uses a variety of resources for blended learning as key components of assistance for ELLs which address language needs. These resources target student learning at their language and academic instructional level. Parents are notified about programs and eligibility in a language most easily understood. ESL teachers are involved in various PLC groups to review data for ELL placement and consideration in all programs.

- D. Extracurricular activities are offered and encouraged at all levels for all students. ELLs fully participate in advanced and honors courses, sports programs, fine arts, honor societies, and various clubs offered at all levels. Resources are available for any student that are faced with financial barriers, cultural differences, or transportation struggles. Parents are provided with communication about extracurricular activities in a language most easily understood.

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

- A. To ensure all ELLs have access to the Iowa Core Curriculum, the Bettendorf Community School District provides professional development to both ESL and classroom/content teachers centered around content instruction and cultural awareness. One of our CSIP goals is that all students will achieve at high levels of comprehension and be prepared for success beyond high school. PLCs, monthly content meetings, and scheduled inservice meetings are used for collaboration with teachers across the district. This opportunity allows for sharing and clarification that ELLs are assured delivery of rigorous content curriculum at their language level. Instructional strategies and support offered to all teachers is specifically designed to incorporate scaffolding and explicit instruction so our students can reach high levels of proficiency and learn content. Iowa Common Core Curriculum is used to meet the English Language Proficiency Standards. In-services and grade level meetings also include time to discuss with teachers of ELLs accommodations, teaching content at specific language levels, and alternate assessments to meet language needs. Teachers of ELLs, as well as classroom and content teachers, academic interventionists, literacy coaches, paraprofessionals, counselors, and administrators are encouraged to participate in ELL specific professional development offered through Title III funds. District representatives attend monthly Title III Consortia meetings facilitated by AEA 9 staff. Examples of these professional development opportunities include, but are not limited to:
- The annual Iowa Culture and Language Conference (ICLC)
 - Our Kids Summer Institute
 - Workshops offered through Area Education Agency
 - QTELL Institute, San Francisco, CA
 - AEA Online ELP Standards Modules
- B. The Bettendorf Community School District plans to allow time for all staff of ELLs to complete the AEA PD Online for English Language Proficiency Standards certification(Option B). After completing the certification, staff will meet to discuss how the standards apply to their curricular area and how these ELP

Standards affect the instruction of ELLs. The Bettendorf District Instructional coaches will facilitate practice activities and discussion to ensure the information from the training will be implemented in instruction and curricular areas throughout the academic year 2016-2017.

- C. Completed certificates for the ELP Standards will be stored with the employee's file located at the District Administration Center.

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

- A. Annually, the ESL teachers administer the ELPA21 after completing the AEA PD Online training modules. After successful training completion, certificates are printed and stored on file with the ESL Coordinator and a copy is submitted to the ESL teacher's professional portfolio. This training reviews and provides the essential information to assure the validity of administration of ELPA21.
- B. Although this will be the first year students receive ELPA21 scores, the district ESL teachers will continue to share scores with classroom/content teachers that currently serve ELLs, administrators, and parents. This information is shared at the beginning of the academic year, but also review each quarter to compare growth in Reading, Writing, Speaking, and Listening. Teachers are also made aware of language and academic goals each quarter as well as teaching strategies in order to include these factors in the district LIEP.
- C. ESL teachers meet with LIEP teachers, administrators, and all other staff directly serving ELLs so they can appropriately interpret the ELPA21 scores and how to base instruction to increase their language level.
- D. ELPA21 data is useful for classroom/content area teachers because it allows them to understand the student's language level. With the knowledge of the student's language level, LIEP, core, ESL, and other direct service staff can implement instructional strategies to allow for language development growth. This future programming of language development will be recognized in the data for the following year of ELPA21.

VII. LIEP Exit Criteria and Procedures

- A. Criteria for exiting the ESL program is met when a proficient score on ELPA21 and scores proficient on IA Assessment in the areas of reading and math in the same academic year.
- B. Student's LIEP status can be changed to exit if the proficiency requirements are met and it is within the allowable window. This window opens when ELPA21 scores are received.

The data is combined with state assessment score to determine exit status. ELLs can be exited at the beginning of the academic year, but before October 1. When the student meets the requirements to exit LIEP, parents are notified with a state approved TransAct form(English Language Development Program-Exit Letter). A copy of the exit form is filed in the cumulative folder, and the student's ESL coding is changed in SRI by the Administrative Assistant of the Director of Student Services, Joyce Meyer, to assure funding is no longer received. The ESL Coordinator will monitor each exited student for 2 years to ensure continued academic success.

VIII. Monitoring Procedures after Students Exit the LIEP Program

- A. Exited ELLs are monitored by the ESL Coordinator for 2 years after the student exits the program which includes parental notification. Classroom and content teachers are made aware of the Exited Student status so they will contact the ESL Coordinator if there are academic or language concerns. At the elementary level, teacher contacts are made at least once each month and at grade reporting. At the middle and secondary levels, midterm grades check, Infinite Campus checking of current grades, missing assignments, and attendance are done at least each month for each exited student by the ESL Coordinator, Michele Tabares. If a letter grade of at least a C or higher is not maintained, the ESL teacher, counselor, classroom/content teachers, administrator, and parents meet to discuss the students sustained academic progress. At that time, the team determines if the exited ELL will continue to be monitored, successfully completes the monitoring stage, or is considered for re-entry to the LIEP program due to language needs.
- B. If the exited (yet monitored) student demonstrates that they are not able to have success in regular content classes without support, the ESL Coordinator, Michele Tabares, facilitates a meeting for the team members to determine possible changes. Parental input is also collected at the meeting. Based on the collected data, the student may re-enter LIEP and parents are notified using the TransAct form, Notification of English Language Development Program Placement.

IX. LIEP Evaluation

- A. The Bettendorf LIEP is evaluated annually. Kay Ingham, Director of Student Services, facilitates the team meeting to conduct the evaluation. Data is matched with each goal from Section III. The data shows accountability for goals met or not yet met. Meeting the program goals will help the district determine if students' language and academic needs are being met each year. Bettendorf Program Evaluation reflects the ELL District Self

Study Guide published by the Iowa Department of Education.
<https://www.educateiowa.gov/sites/files/ed/documents/District%20Self%20Study%20Guide.pdf>

ELL student ELPA21 scores are used to determine annual growth from year to year. If data shows that students are not continuing to show growth in all areas, then LIEP must be revisited and adjusted. Programming and services for ELLs could be affected. This could include PD for classroom/content teachers and ESL teachers, staff changes, scheduling, and identification of curricular needs. Meeting the language and academic needs of ELLs is the essential component of LIEP.

Another Program measurement tool that is used for evaluation is the goal accomplishments for our AMAO(Annual Measurement of Achievement Objectives). These also assure that the district meets federal requirements in LIEP for Title III funding.

AMAO 1: Progressing in English language acquisition(I-ELDA)

AMAO 2: Attaining English proficiency(I-ELDA)

AMAO 3: Making Adequate yearly Progress(Iowa Assessments)

If AMAOs are not met the then parents are notified annually. AMAO results are shared at board member meetings, parent notification letters, and posted on the Bettendorf Schools website.

Bettendorf Community School District
**Evaluation of the English as a Second Language
 Program**

Program Evaluation Met	Criteria Met	Criteria Not
1. ELLs show achievement growth on annual I-ELDA results	_____	_____
2. Exited ESL students score at or above the 41 st percentile on Iowa Assessments.	_____	_____
3. Staff professional development to better serve ELL students	_____	_____
4. ELL graduate at similar rate as peers	_____	_____
5. ELL students show success in college entrance exams, college admissions, and job placements ₂	_____	_____
6. ELLs exit ESL program according to district criteria shown in end of year reports	_____	_____

*1 Iowa Assessments Annual data | *2 PSAT, PLAN, ACT data

Bettendorf Community 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

© TransACT 2013 v 18
Lynnwood, WA 98036
250358

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Bettendorf Community 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: _____

04/01

© TransACT 2013 v 18
Lynnwood, WA 98036
250358

Bettendorf Community 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):** Instruction is provided in 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 of 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 ESL/Bilingual programs 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.

Bettendorf Community 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 an 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: _____

**Bettendorf Community Schools
English Language Development Program
Exit Letter**

Name of Student: _____ Date: _____

School: _____

Dear Parent,

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. As a result of your child's improved English language skills, he/she no longer qualifies for services provided by the school district's English Language Development Program.

Thank you for your assistance in helping make your child's exit from the English Language Development Program a success. If you have any questions or concerns, please call your child's school or teacher.

Sincerely,

Name

Title

Phone

Email Address