

Bettendorf Community School District

Lau Plan Guidance Document

Academic Year 2019-2020

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

Team Members:

Mike Raso, Superintendent
Dave Hlas, Director of Special Services
Brian Walthart, Paul Norton Principal
Jillian Dotson, Director of Curriculum and Equity Coordinator
Kristy Cleppe, Secondary Administrator
Michele Tabares, ESL Teacher/Coordinator
Ann Braught, ESL Teacher
Carrie Reed, Instructional Coach
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Lau Plan

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

I. Lau Plan Guiding Principles

A. Bettendorf Community School District supports ELs' English language development and academic needs in the content areas at grade level and educates ELs to the same rigorous Iowa Core Standards as all students in the district at grade appropriate levels. English Language Proficiency Standards are used to determine language demands for content instruction. Bettendorf Community School District systemically provides instruction and support for ELL to develop an 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 systematically introduced to explicit language instruction.

B. Students are provided opportunities to develop academically with their peer group which could include assistance in their first language for understanding. Teachers collaborate with ESL teachers, coaches, interventionists, and other team members to ensure that rigorous

academic achievement is attainable for all ELLs. Their individual language needs are considered and implemented in the content instruction.

C. 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 and encourage all district parents to participate in school-related meetings and events. This connection at all levels systemically 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) Home Language Survey-IA (www.TransAct.com)

A. Home Language Survey 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 of any HLS-IA to Michele Tabares, the ESL Coordinator, that has a language identified other than English. Michele will then proceed through the screening process for qualification in the LIEP. A copy of the HLS is kept in the student's cumulative file.

B . State-Approved English Language Proficiency Placement Assessment

1. The ESL Coordinator and trained ELPA21 Dynamic Screener administrator, Michele Tabares, is given a copy of the completed HLS to identify students that need the language screening assessment. Michele Tabares then administers and reports the scores from the initial assessments for qualification into the ESL program for Bettendorf. A trained administrator for the ELPA21 Dynamic Screener completes the required certification for administration. These Test Administrator certifications are printed and kept in the personnel file. ELPA21 Dynamic Screener is used for grades 1-12 students that have HLS which indicates a language background other than English. Kindergarteners are screened using the Dynamic Screener for Future Kindergarteners. The State approved ELPA21 Dynamic Screener identifies English proficiency in reading, writing, speaking, and listening. The ELPA21 Dynamic Screener results and completion documents are filed in each student's cumulative file. ELPA21 Dynamic Screener results are reported to the State to assure accountability and verification of students' initial identifying level and matching state ID number.

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

1. After receiving the language background information from the HLS and going through the ELPA21 Dynamic Screener process, students that qualify for ESL services are entitled to programming designed to meet their developmental linguistic and academic needs. 1. 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. 2. The team reviews the data collected for recommendations for LIEP. The educational plan is designed with consideration of their language and academic level. ELPA21 Dynamic Screener scores in addition to other assessments (DIBELS, FAST, GOLD, IDGI, A-Math) can be used to determine academic and language level placement. 3. Other placement assessments are administered by the ESL Coordinator, ESL teachers, Academic Interventionists, or Literacy coaches are presented to the team to consider placement of content courses. 4. Parent interviews, previous teacher interviews, observation, referrals, informal assessments, and transfer records are used to assess language and academic background for age placement. The ESL Coordinator compiles the data and shares it with the team to assure proper placement in LIEP. ELPA21 Dynamic Screener scores are used as a baseline for ELLs to compare to the annual English Language Assessment. ELPA21 Dynamic Screener placement assessment results are kept in the student's cumulative file.

The team mentioned above typically includes the ESL teacher, the classroom/content teacher(s), a school counselor, the building Administrator, and any other faculty that would be needed to determine accurate 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. The student's age is also factored in to their placement. ESL services are flexible and may be changed depending on the student's language and academic needs. The ELL's progress is monitored and evaluated frequently through collaboration among team members to identify needed changes in instructional programming.

D. Parental Notification of eligibilityThe Bettendorf School District notifies parents in a language most easily understood of the results of the determination of the student's ESL

status and placement within 30 days of enrollment. The ESL Coordinator communicates with parents how the status was determined using the state approved notification letter found on TransAct(*English Learner Program Placement*) for recommendation of placement. This document meets ESSA requirements. Notification forms are signed by the parent and copies are placed in the student's cumulative file.

E. Parent Documentation of waiving/withdrawal student services from LIEP

1. A meeting is held to discuss the recommendations, concerns, ELPA21 requirements for exiting the program, assessment data, and potential learning outcomes with and without ESL support. A copy of *Explanation of Consequences for not Participating in English Learning Program* form from TransAct will be provided to parents. |
2. If at any point the parents wish to waive LIEP services, they have the right to sign a "*Request for Change in Program Participation*" from TransAct. The signed document (*Request for Change in Program Participation*) is kept in the student's cumulative folder.
3. 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 Language and 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. ESL teachers continue to collaborate with Content/Classroom teachers to ensure progress and development of all students.

III. Description of LIEP

A. Program includes language and academic goals

1. 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 2020 testing window

2. Academic Achievement Goals

- 80% of ELLs will achieve proficiency on the 2019-2020 ISASP in the areas of math, science, and literacy
- 80% of ELLs will meet their individual growth targets as measured by the Spring 2020 MAP assessment

B. Description and Implementation of specific state approved LIEP models used in the district and the process to place students.

1. The LIEP program is an English as a Second Language(ESL) 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 language through supported content instruction. This enables ELLs to maximize their learning opportunity inside and outside of the classroom.
2. At the elementary level, pull-out and push-in programming models 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 or approaching proficiency. As determined above, ELLs receive explicit language instruction between 2-5 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.
3. All students, including students with disabilities, Non ELLs, and waived services, in Bettendorf Schools are given direct LIEP instruction from their classroom/content area teachers to demonstrate proficiency of the standards using the Iowa Common Core. Collaboration between ESL Teachers and Content/Classroom teachers is routine even for students that are waived from services.

Common Guidelines

Levels 1-3 receive ESL 4-5 meetings/week	Levels 4-5 receive ESL 2-3 meetings/week
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C. Description of annual parent notification of continuing placement and programming options in language most easily understood

1. Parents are notified annually within 30 days of the beginning of the school year using the *English Learner Program Placement* form from TransAct.
2. Michele Tabares, the district ESL Coordinator, is responsible for implementing the parental notification process.
3. Copies of the *English Learner Program Placement* documents are filed in the student's cumulative folder each year.

D. Procedure for annual communication with parents who have waived services

1. Services are reviewed annually with parents that waived ESL services. *Explanation of Consequences for not Participating in English Learner Program* form is signed annually if parents wish to continue the service waiver.
2. *Request for Change in Program Placement* form is also updated (signed) annually.
3. Documentation for record of these notifications are stored in the student's cumulative file.

E. Highly qualified LIEP and content staff

1. The Bettendorf ESL Program has two certified ESL Teachers that deliver direct LIEP instruction to ELLs. In addition, one ESL Tutor provides additional academic and language support to students.
2. District Human Resources ensures that highly qualified teachers are providing instruction through content area classes and are endorsed in the content area in which instruction is being provided throughout the district.

F. Designated administrator

1. The Director of Special Services, Dave Hlas, is designated for the oversight of the ESL Program(LIEP). The Director's role is to be a liaison between the ESL staff and administration. Dave Hlas attends AEA Consortia meetings as well as Our Kids and ICLC. The Director of Special 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.
2. The Director of Special Services, all administration, classroom and content teachers, and ESL staff collaborate to ensure connections between school, home, and the community. All instructional staff receive training regarding ELLs.

G. Access to both Iowa Core Standards and English Language Proficiency Standards

1. Classroom/Content teachers meet regularly for collaboration. Weekly Professional Learning Communities(PLC) meetings have been implemented at all levels which ensure that the Iowa Core Standards are used in the LIEP and ELP Standards are instructed 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. Curriculum and Supplemental Resources for LIEP

1. 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.
2. 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 support aimed specifically at ELLs or because of the excellent support 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 School District 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.

3. 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 reduces the role of English language demands but ensures the content objective. Teachers must differentiate assessments according to the language proficiency level of the student. Teachers have the flexibility to incorporate a various resources to enrich the curriculum. 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. Process in place for identifying and serving gifted/talented ELS

1. 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 building 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.

2. In addition to academic challenges, ELLs continue to be supported for English language development in the LIEP curriculum.

<http://aea11gt.pbworks.com/f/IdentifyGiftedTalentedELL.pdf>

B. Process in place for identifying and serving ELs in special education

The Special Education Program in Bettendorf is inclusive to all students in need of services. Exclusionary factors are considered when student needs are assessed. These factors can include language differences, cultural background, prior education, and previous 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 LIEP) receive direct instruction by highly qualified LIEP 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. Process in place for identifying and serving ELs in any other district programs for which they are eligible (e.g., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, etc.)

1. Bettendorf Schools uses the Tiered system of identification of educational need. All students are assessed in reading and in math 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 on 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.
2. Parents are notified about programs and eligibility in a language most easily understood.
3. LIEP teachers are involved in various PLC groups to review data for ELL placement consideration and curricular language accommodations in all programs.

D. Process in place for identifying and serving ELs in extracurricular-(e.g., performing and visual arts, Athletics, clubs, honor societies)

1. Co-curricular activities are offered and encouraged at all levels for all students. ELLs fully participate in fine arts, sports programs, various club offerings, student leadership, and RSVP that are offered at elementary and secondary 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. Professional development for those who deliver instruction or support the LIEP

1. To ensure all ELLs have access to the Iowa Core Curriculum, the Bettendorf Community School District provides professional development to both LIEP 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. Professional Learning Communities (PLCs) meetings, 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 English proficiency in conjunction with learning 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 in the LIEP program, as well as classroom and content teachers, academic interventionists, literacy coaches, paraprofessionals, counselors, preschool teachers who serve ELs, 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
 - National TESOL Conference
 - QTELL Institute, San Francisco, CA
 - AEA Online Modules

B. District training of ELP Standards and Implementation plan; has a plan for required PD for staff for ELP standards completion and implementation

1. The Bettendorf Community School District has allowed time for all staff to complete the AEA PD Online for English Language Proficiency Standards certification (Option B). After completing the certification, staff met to discuss how the standards apply to their curricular area and how these ELP Standards affect the instruction of ELLs. The Bettendorf District facilitates practice activities and discussions to ensure the information from the training will be implemented in instruction and curricular areas. Current certified staff have finished Modules 1-6.
2. After staff completes modules, certificates are printed
3. Completed certificates for the ELP Standards are sent to District Administration Center to be stored with the employee's file.
4. New staff will be trained and complete modules 1-6 in the academic year they sign a contract.

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

A. Annual training to appropriate staff with certificate on file

1. Annually, the ESL teachers administer the ELPA21 after completing the AEA PD Online training modules.
2. 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. Dissemination of score to stakeholders

1. The district ESL teachers share ELPA21 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.
2. Teachers are made aware of language and academic goals each quarter as well as teaching strategies in order to include these factors in the district LIEP. Parents are notified of ELPA21 scores with their annual notification of program placement letters.
3. Parents are also given a copy at Parent Teacher conferences to discuss and address questions as well as language goals.

C. Appropriate training to interpret results for staff

1. - 3. LIEP teachers meet with classroom/content 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 progressing language level.

D. Utilization of assessment results to guide instruction and programming

1. ELPA21 data is useful for classroom/content area teachers because it allows them to understand the student's language level. Incorporating ELP Standards with the knowledge of the student's language level is essential for all staff that provide direct services to students.

2.-3. These include LIEP staff, classroom and content teachers, 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. LIEP Exit Criteria-Criteria for exiting the ESL program is met when a proficient score on ELPA21 is achieved.

B. LIEP Exit Procedures

1. 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 and ends October 1.

2. When the student meets the requirements to exit LIEP, parents are notified with a state approved TransAct form(*English Language Development Program Exit Letter B. signature required*).

3. A copy of the exit letter is filed in the cumulative folder, and the student's LIEP coding is changed in SRI by the Administrative Assistant of the Director of Special Services, Joyce Meyer, to assure additional funding is no longer received.

4. 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 including parent notification

A. Describe monitoring procedures in place after students exit the program.

1. Exited ELLs are monitored for 2 years after the student exits the program which includes parental notification.

2. Classroom and content teachers are made aware of the Exited Student status so they will contact the ESL Coordinator, Michele Tabares, 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.

3. 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 with interventions, successfully completes the monitoring stage, or is considered for re-entry to the LIEP program due to language needs.

B. LIEP re-entry procedures in place

1. Re-entry into the LIEP is considered based only on proof of non-proficiency in a language domain area(ELPA21 Dynamic Screener).
2. If the exited(yet monitored)student demonstrates that they are not able to have success in regular content classes without additional support, the ESL Coordinator, Michele Tabares, facilitates a meeting for the team members to determine possible changes and/or placement in LIEP again. 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, *English Language Learner Program Placement*.

IX. LIEP Evaluation

A. Describes team-based process for how the LIEP is evaluated annually that includes:

1. Dave Hlas, Director of Special Services, facilitates the team based process to conduct the evaluation.
2. 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>
3. 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. LEA English Learner Assurances are signed in CASA.

<https://educateiowa.gov/sites/files/ed/documents/2018-19CASAAssurances.pdf>

X. Appendices

A. Letter to Districts from the U.S. Department of Justice:

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

B. LIEP Model 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 the first language.

C. TransAct.com Documents www.transact.com

D. ELP Standards Training Options

Home Language Survey-All students complete at registration

Determination of Student Eligibility for Program Placement-Initial Placement letter for parent notification

English Learner Program Placement-Explanation of LIEP

Request for Change in Program Placement-Signed form for waiver of services