



K-12 Lau (EL) Plan

2024-2025(Review Annually)

Lau Plan Advisory Committee

Jen Vance, Superintendent

Tim Felderman, High School Principal and Equity Coordinator

Rudi Hameister, Lambert Elementary Principal

Jacqueline Lahey, Middle School Principal

Cathy Heisler, EL Teacher

Shelby Piersch, High School Guidance Counselor

Alicia Soppe, Middle School Guidance Counselor

Rachel Hageman, 4th Grade Teacher

Jenn Lang, 7th Grade Teacher

West Delaware County Community School District

701 New Street

Manchester, Iowa 52057

No student enrolled in the West Delaware Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district office at 701 New Street, Manchester, IA or call 563-927-3515. The district's Equity Coordinator is Mr. Tim Felderman, timfelderman@w-delaware.k12.ia.us

Introduction

The Code of Iowa, **requires all school districts to create a plan to identify and serve the educational needs to Limited English Proficient Students (Chapter 280-280.4 and 281-60.1-6)**. In order to meet the linguistic, academic, social and emotional needs of ELs, districts are required to develop a service plan.

The district plan designed to meet the needs of English Learners (ELs) is referred to as the Lau Plan (Lau vs. Nichols, 1974). The Lau Plan must be collaboratively reviewed and updated by the K-12 team, to include: district administrator(s), building administrator(s), equity coordinator, EL teacher, and classroom/content teacher(s). In order to meet the academic, social, and emotional needs of English Language Learners (EL), West Delaware County Community School District has developed the following plan. Resource:

<https://ncela.ed.gov/educator-support/toolkits/english-learner-toolkit>

Lau Plan Guiding Principles

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 reviewed annually.

A. English language development

- *To help students become English proficient in the language skills of speaking, reading, writing, and listening as measured by the ELPA21 results.*

B. Academic achievement

- *To assist students in gaining access to the same challenging*

academics that are available to all West Delaware students as measured by passing grades.

- *To provide a warm, supportive and inclusive learning environment for all students so they can achieve their maximum potential as measured by student feedback and weekly check ins.*

C. Cross-cultural goals (Iowa Code Chapter 256.11)

- *To encourage the involvement of families in the educational process in order to form a partnership between home and school as measured by evidence of documents and emails translated into native language and quarterly check ins with EL teacher.*

II. Identification and Placement of EL students in a LIEP

Chapter 280, Section 280.4, of the *Iowa Code* defines a *Limited English Proficient* student as follows: “A student’s 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.”

Identification

The first step in identifying an English language learner is to conduct a Home Language Survey. The West Delaware Community School District uses the TransACT website <https://www.transact.com/> to provide the “Home Language Survey-IA” (HLS-IA)  to families in their first language. Every attempt is made to provide native language interpretations to assist families with completing documents and assist with the registration process. Families complete the HLS-IA for all students new to the district, including kindergartners, transfer students, refugees, migratory children, and immigrants.

The completed HLS is reviewed by the Registration Secretary and if a response on the HLS-IA indicates a language other than English in the student’s background, the registration secretary, informs the EL teacher who begins the identification process.

The HLS-IA becomes part of the student’s permanent records and is stored in the student’s cumulative file. It is also available to the student’s teachers. The process for identifying potential ELs typically falls into one of three types of situations.

Each situation requires different considerations for screening.

- Students enrolling in a U.S. school for the first time (typically kindergartners and students arriving from another country)
- Students moving within the state of Iowa
- Students moving to Iowa from another state

Students Enrolling in a U.S. School for the First Time

All kindergarten students, including transitional kindergarten (TK) students and students newly arrived from another country are given the ELPA21 Dynamic Screener upon enrollment to determine eligibility for language development services if a language other than English was indicated on the Home Language Survey..

Students Moving within the State of Iowa

If ELPA21 Dynamic Screener results exist, results should be used to determine EL eligibility. When a student moves between Iowa schools, the district does not need to re-administer the screener. The incoming district identifies the student as an EL based on the previous district's ELPA21 Dynamic Screener results.

Students Moving to Iowa from Another State

If a student moves to Iowa from a state that administers the ELPA21, test scores from the previous state may be used to determine eligibility. Students enrolling from a state that used a different English proficiency test will need to be screened with the ELPA21 Dynamic Screener. For more guidance on screening transfer students, please consult [Best Practices in Assessment for English Learners | Department of Education](#)

Erroneously Identified Students

An erroneously identified EL is a student who was identified as an EL but should not have been because the student does not meet the definition of “English learner” in ESEA section 8101(20). The erroneous identification may have occurred as part of the initial identification process, e.g., due to a parent’s inaccurate completion of the home language survey, administration of an EL screening assessment without providing for appropriate accommodations for a student with disabilities, or other reasons. On these rare occasions, when a student is erroneously identified, it is the role of the district to determine if a mistake was made. If a district has evidence that the student is an EL, the student remains an EL and should be supported as such. If a mistake has been made and the district has evidence that the student is not an EL, then the district’s EL administrator should contact the state to rectify the error. In all cases, careful documentation should be made regardless of the decision. It should be noted that a parent's objection to the designation of “English learner” is not grounds for considering erroneous identification.

State Approved Screener for EL

The EL Teacher administers the ELPA21 Dynamic Screener to measure listening, speaking, reading, and writing levels in English within 30 days of the registration. Dynamic Screener is designed to allow schools to place students, based on their acquisition of English language proficiency skills, into classrooms and services best suited for their current level. The ELPA21 Dynamic Screener results are stored in the students’ cumulative files. The West Delaware EL teacher are trained on the ELPA21 Dynamic Screener administration every year, utilizing the AEA training site. Each teacher’s certificate of successful completion is stored in their employee files.

Depending on the student’s age and grade level a variety of formal and informal assessment tools may be used to determine a student’s literacy and math instructional levels. See tables below additional screening information.

Level	Language Screening & Person Administering (Administered when a language other than English is indicated on the Home Language Survey)
Elementary, Middle School, and High School	ELPA21 Dynamic Screener EL teacher
Level	Literacy Screening and Person Administering
Elementary	Review of Student Records Building Principal, Classroom teacher, and EL teacher
Elementary	FAST CBM (Grades 2-4) Classroom teacher, reading teacher, ELeacher FAST Early Literacy Assessments Classroom teacher, Reading teacher, or EL teacher

	FAST amath (Grades 2-4) Classroom teacher, reading teacher, EL Teacher FAST Early Math Assessments Classroom Teacher, or EL Teacher
Middle School	Review of Student Records Building principal (or counselor), Classroom Teacher(s) EL Teacher
Middle School	FAST CBM (Grades 5-6) Classroom Teacher, Reading Teacher, EL Teacher FAST areading (Grades 7-8) Classroom teacher, Reading teacher, or EL Teacher
Middle School	FAST amath (Grades 2-4) Classroom teacher, reading teacher, EL Teacher FAST Early Math Assessments Classroom Teacher, or EL Teacher
High School	Review of Student Records Building principal (or counselor) Classroom Teacher(s), EL Teacher

Placement and Program Design

English learners are placed at grade levels appropriate for their ages, unless there are extenuating circumstances, which will be considered on an individual basis. Best practice is that a student will be assigned to a classroom no more than two years different from similarly aged peers (60.3(3)a).

The EL teacher and/or classroom teacher will assess academic skills in relation to the student's grade or age level. Differentiation is practiced by all teachers during the school day to ensure that ELs learn grade-level content.

At the elementary level, all students learn the same content. At the middle school, most students take all of the same courses. All students have the option of participating in band or choir. At the high school level, a team which may include the counselor, administrator, EL teacher, core teacher, and the family / student make class choices based on transcripts (if available), skill level, and the student's goals.

Based on the assessment results, an EL is matched with the appropriate English language service delivery model. This initial placement is flexible and may be changed based upon classroom and EL teacher observations. The EL teacher determines initial placement and may consult with the building administrator or general education teacher. No placement is considered permanent. The student's progress is monitored and evaluated frequently, and appropriate program changes are made by the EL teacher as needed.

Family Notification

Family notification is a critical component of serving ELs. If a student's score indicates that the student is eligible for the EL program, the EL teacher will complete the "English Learner Program Placement" TransAct form. If a student's score indicates that the student is not eligible for the EL program, the EL teacher will send home the "Determination of Student Eligibility" form indicating that a LIEP is not recommended. The EL teacher will send a copy of the form home, along with the score report.

Family notification forms are to be sent out within 30 days of the student registering. West Delaware will communicate the family notification in an understandable and uniform format, to the extent practicable using both verbal and written translations. The forms are also placed in the student's cumulative folder.

The EL program is a voluntary program, and if at any point the families refuse services or choose to withdraw their student from the program, the EL teacher discusses the school's recommendation of services, concerns about not receiving services, and the potential outcomes of the decision with the family member. The EL

teacher utilizes the TransAct form “Explanation of Consequences for not Participating in English Learner Program” during the meeting. If the family member proceeds with waiving services, the family member must sign a TransAct “Request for Change in Program Placement” form. This signed form is kept in the student’s cumulative folder. This waiver must be updated every year. The date of this discussion is reported to the program administrator.

The EL teacher communicates with the general education teacher(s) regarding a plan to provide support to ensure mastery of English and academic achievement for any EL who has waived services. This communication will include the student’s current level of proficiency, as well as appropriate strategies the general education teacher may use to differentiate instruction. All students who qualified for EL services, including the students who waived those services, will continue to be monitored and take the ELPA21 assessment annually until they reach English language proficiency.

EL services and programs must be educationally sound in theory and effective in practice. EL programs must be designed to enable ELs to attain both English proficiency and parity of participation in the standard instructional program within a reasonable length of time. Districts must offer EL services and programs until ELs are proficient in English and can participate meaningfully in educational programs without EL support. To be able to participate equally and meaningfully in instructional programs, English learners have to acquire English proficiency and recoup any deficits that they may incur in other areas of the curriculum as a result of spending extra time on English language development, (Castañeda, 648 F.2d at 1011).

Additionally, districts must provide appropriate special education services to ELs with disabilities. Districts must ensure that English learners who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are located, identified, and evaluated in a timely manner and that the language needs of students who need these related services are considered in evaluations and delivery of services.

The EL teacher will provide one or more of the following services commencing immediately upon determining eligibility to provide services.

- ★ pull out program with a focus on English language development
- ★ pull out program with a focus on managing coursework for graduation

- ★ support and training to general education teachers to support students using the SIOP model.

All ELs will be placed in core content courses for access to Iowa Core standards. Modification and accommodation will be administered based on language development needs.

The U.S. Supreme Court ruled that school districts could not deny enrollment to a student who lacks proper immigration documents (*Plyler v. Doe*, 1982). Therefore, we cannot request or require papers such as a green card or social security number from any student. We can only require proof of age and residency in West Delaware. However, school districts are not required to enroll those persons who are in the United States on a non-immigrant visa, such as a tourist or student visa. If a district chooses to enroll these students, tuition can be charged.

EL teachers annually complete the online training provided by the Iowa Department of Education for both the ELPA21 Dynamic Screener and the English Language Proficiency Assessment for the 21st Century (ELPA21) prior to administering these assessments to students. EL teachers submit their certificate of completion to the Coordinator of Student Services.

ELPA21 or the ALT-ELPA21 is administered every year during the designated testing window. ELPA21 is administered to every student who has been identified as an English learner (including those students whose families have waived services). Upon receiving the results of the ELPA21 or ALT-ELPA21, the EL teachers will participate in training to interpret results and plan how to share the results with others. These results will be used to guide instruction and programming.

The results of ELPA21 or ALT-ELPA21 are shared with:

- Students - The EL teachers discuss individual results with the students.
- Families - The school district sends home individual results.
- Classroom/content area teachers - The EL teachers discuss individual results with teachers. Based on these results, the EL teachers make recommendations regarding student placement, accommodations, and instructional strategies that would benefit the learner.

- Administrators – the Program Administrator will keep district administration up to date on the results.
- School Board - The Program Administrator presents a yearly update. This update includes ELPA21 results along with staffing and programming recommendations.
- Community - Results are posted on the district website.

Individual scores will be examined to determine whether a student is making acceptable progress. If a student isn't, the school team looks at all available data to make changes to the services the student is receiving. Adjustments may be made to the content, materials, duration, or frequency of LIEP, core instruction, or other supplemental services that may be provided or implemented.

Assessment and Grading

The West Delaware County Community School District Community School District recognizes that assessing the academic growth of English learners can be challenging. An English 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 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 knowledge in a manner that de-emphasizes 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 learner for lack of mastery of written conventions. An English 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 native language to respond to test questions.

In accordance with *Every Student Succeeds Act (ESSA)* legislation, teachers need to hold English 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 learners.

In keeping with the *ESSA* legislation, English learners participate in district wide

assessments for the same reasons all other West Delaware County Community School District students: to obtain achievement information for making instructional decisions, and to monitor students' year-to-year progress in each of several curricular areas. English language learners may also qualify for certain accommodations on tests, depending on their levels of English proficiency and on the specific content that is being assessed by a particular test. The intent of the accommodations is to minimize the effect of an EL student's limited English language proficiency on the student's test results. See

 Allowable Accommodations for English Learners Accommodations used on standardized and district-wide assessments should be the same ones that are used for the English learner's day-to-day instruction and classroom assessments.

The program for English Learners in the West Delaware Community School District is an avenue of access to the Iowa Core Curriculum. EL students are required to meet the same rigorous standards and benchmarks as West Delaware Community School District students. Therefore, there is not a separate EL curriculum in the West Delaware Community School District; however, there are specialized materials and strategies that will assist ELs in meeting Iowa Core Standards. Current theory in the teaching and learning of English as an additional language stresses the need for students to learn content and language at the same time. This will enable them to maximize their opportunity to be successful in all-English classrooms with their English-speaking peers.

To ensure that ELs have access to the Iowa Core Curriculum, all ELs spend significant time in the general education classroom. EL teachers and content area teachers collaborate the planning of instruction through PLCs, meetings during planning time or before/after student hours, and via email. The frequency of collaboration varies depending on the purpose and the level of student language acquisition,. Additionally, the West Delaware Community School District provides professional development to both EL and classroom/content teachers to learn instructional and assessment strategies that support EL's.

Communicating EL Identification and Eligibility for EL Programming

Districts must provide parents of ELs a notice of EL services eligibility within thirty days of an EL student's identification and placement in a language instruction educational program (ESEA § 1112(e)(3)). Districts must, to the extent practicable,

translate such notices into a language that the parent can understand. The notice is available in 29 languages on the Transact website. It is best practice to provide the notice in both the home language and English. If written translations are not practicable, districts must offer EL parents free oral interpretation of the written information. In light of these obligations and the duty to timely identify all English learners, districts will need to assess potential English learners' English proficiency and identify non-proficient students as EL as soon as practicable and should be well before the thirty-day notice deadline. The parent notice is to be sent annually as long as the student is eligible for services. (20 U.S.C. §§ 1400-1419; 34 C.F.R. pt. 300; 29 U.S.C. § 794; 34 C.F.R. pt. 104)

If parents opt their children out of an EL program or specific EL services, the children retain their status as English learners, and the district remains obligated to take the "affirmative steps" required by Title VI and take "appropriate action" required by the EEOA to provide these English learners access to its educational programs, OCR Guidance; 20 U.S.C. § 1703(f).

Opting Out (Waiving) EL Services

The law allows parents the right to opt their children out of EL programs (i.e., waive services) or particular EL services. This decision must be voluntary and based on a full understanding of the EL child's rights, the range of services available to the child, and the benefits of such services to the child. If a parent decides to opt his or her child out of EL programs or particular EL services, that child still retains his or her status as an EL. Districts must continue to monitor the English language proficiency (ELP) and academic progress of students who opt out of EL programs and services. If a student does not demonstrate progress in learning English or maintain appropriate academic levels, the district must inform the parents in a language they understand and offer EL services. This must occur annually.

The Language Instruction Educational Program is a voluntary program, and if at any point the parents refuse services or choose to withdraw their student from the program, then the parent must sign a "Request for Change in Program Participation" form and the student is placed in general education only without modifications. These signed forms are kept in the student's cumulative folder. If they have not scored as proficient on the ELPA21, they continue to take this assessment annually.

The EL teacher will hold a meeting with parents to discuss recommendations, concerns, and potential outcomes as discussed in section C. If parents waive enrollment, a Program Administrator will be included in the meeting with the parents. This meeting will include recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s). The "Explanation of Consequences for not Participating in English Learner Program" notice will be

handed out at this time. The administrator will file a signed copy of “Request for Change in Program Participation” from TransACT in the student’s cumulative folder. Parents are notified by the EL teacher no later than 30 calendar days. They are required to complete and return signed documents. All documents are kept in the student’s cumulative records folder.

Parental Notification must include:

- reasons for identification
 - child’s level of English language proficiency
 - method of instruction
 - how the program will meet the educational strengths and needs of the child
 - how the program will help the child learn English
 - the program’s specific exit requirements
 - how the program meets the objectives of the IEP of a child with a disability
- information pertaining to parental rights that includes written guidance detailing: the right that parents have to have their child immediately removed from such program upon their request; and
- the options that parents have to decline to enroll their child in such a program.

Students of families that waive services will have their needs met through Multi-Tiered System of Supports (MTSS) as any other student that shows the need for support. Students waving services will be tested annually using the English Language Proficiency Assessment - ELPA21. This may include but is not limited to school wide intervention programs or classroom differentiation.

III. Description of LIEP

A. LIEP Program Goals

1. *To increase student’s English proficiency in the language skills of speaking, reading, writing, and listening as measured by the ELPA21 results.*
 - Goal: 100% of EL students will show improvement in at least one domain.*
2. *To assist students in gaining access to the same challenging academics that are available to all West Delaware students. as measured by passing grades.*
 - 100% of EL students will pass all classes.*
3. *To provide a warm, supportive and inclusive learning environment for all students so they can achieve their maximum potential as measured by feedback from EL students and question/answer periods.*
 - 80% of all EL students will answer in the affirmative during check in with EL teacher*

4. *To encourage the involvement of families in the educational process in order to form a partnership between home and school. as measured by documents being sent home in native language and EL teacher check ins quarterly or at trimester..*
- 100% of communication to families will be in native language unless they request something different.*
 - 100% of families are logged as having received the check in and responded positively.*

The West Delaware CSD will implement two specific, state-approved LIEP models to place students in an environment in which the EL student can be successful– Newcomer Program and/or English as a Second Language.

Newcomer Program: *Newcomer students are recent immigrants who have little or no English proficiency and who may have had limited formal education in their native countries. These students have needs that traditional English as a second language (ESL) and bilingual programs are usually not designed to address. Our district will assess the needs of our newcomers. Based on the results of the assessments, our district will implement instruction to support the needs of our newcomers and help bridge the gap between their needs and regular language support programs. The objective of our program is to develop students' English language skills, help them acculturate to U.S. schools, and make them aware of educational expectations and opportunities. Providing a welcoming and safe environment will be the main focus when a newcomer arrives. Assigning a mentor to the student, teaching school routines, (such as how lunch works, how to do recess, how to pass in hallways, the how to's of the classroom, etc.), teaching commands and basic English, and mentoring the family will help to bridge the gaps.*

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.*

Based on the results of the screening or assessment that is completed, it is determined which level of support that students may need in Language Instruction Educational Programming. Students who are shown to be in pre- production, early-production, speech emergence or intermediate fluency in English skills are put into appropriate levels of programming or support to assist in their continued acquisition of English. The intensity and frequency of services must be such that services for each EL student are reasonably calculated to ensure benefit based on each student's individual needs in both language domains and academic learning.

This is true until each EL student is deemed proficient. EEOA and Title VI of the Civil Rights Act using Castaneda standards, 648 F.2d at 1010)

The district will provide one or more of the following Language Instruction Educational Program services immediately upon determination:

- pull out program with a focus on language development
- pull out program with a focus on supporting students through graduation requirements and/or supporting access to the Core.
- curriculum differentiation.

West Delaware Community School District Plan of Instruction

ELPA 21	Time	Frequency	Instruction
Level 1 & 2 (Grades K-8th)	20-30 minutes	daily	“Imagine Learning” Language & Literacy differentiated software program.
(Grades K-12)	20-30 minutes	daily	Content area big ideas and vocabulary and instruction incorporating reading, writing, speaking, and listening. (HMH English 3D program.)
Level 3 & 4 (Grades K-8th)	20-30 minutes	daily	“Imagine Learning” Language & Literacy differentiated software program.
(Grades K-12)	20-30 minutes	daily	Content area big ideas and vocabulary instruction incorporating reading, writing, speaking, and listening. (HMH English 3D program.)
Level 5 & 6 (Grades K-8th)	20 minutes	daily	“Imagine Learning” Language & Literacy differentiated software program.

(Grades K-12)	20 minutes	daily	Content area big ideas and vocabulary instruction incorporating reading, writing, speaking, and listening. (HMH English 3D program.)
---------------	------------	-------	--

All identified Non-Parental Waiver ELs including those with disabilities at all proficiency levels receive direct LIEP instruction.

Description of annual parent notification of continuing placement and programming options in language most easily understood

- Parents are notified by the EL teacher no later than 30 calendar days. They are required to complete and return signed “English Learner Program Placement (Required-Meets ESSA Requirements)”
- The district EL teacher will hold a meeting with parents to discuss recommendations, concerns, and potential outcomes.
- All documents are kept in the student’s cumulative records folder. This information will be communicated in a language the parents/guardians can best understand and use Transact Forms when indicated.

Procedure for annual communication with parents who have waived services

If parents waive enrollment, the Program Administrator will be included in the meeting and will file a signed copy of “Request for Change in Program Participation” in the student’s cumulative folder. In addition, a parent signature on the “Explanation of Consequences for not Participating in an English Learner Program” will be obtained.

Highly qualified staff (ESL endorsement)

West Delaware will retain a teacher, who holds the ESL endorsement from the Iowa Department of Education and is trained to administer the ELPA21. EL teacher is responsible for delivering direct LIEP instruction for all identified students in the West Delaware County Community School District.

All teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided as verified by the Iowa Department of Education's Basic Educational Data Survey (BEDS).

B. Designated administrator oversight for LIEP

1. A district administrator is selected to act as the Program Administrator. The Program Administrator, along with the building principals, are responsible for the Language Instruction Educational Program (LIEP). For the past several years, professional development opportunities have focused on the needs of regular, grade-level classroom and content-area teachers in working more effectively with ELs and their families (281-12.5(8), 12.8(1), and 60.3(3) b5).
2. Training for this administrator includes but is not limited to:
 - Understanding Title III Requirements
 - ELP Standards Modules
 - Keystone AEA Administrator Meetings

Access to both Iowa Core Standards and English Language Proficiency

Elementary, Middle, and High School Language Instruction Educational Program consists of direct language development instruction delivered by an EL teacher. The amount of instructional time depends on the student's proficiency; that is, students with lower proficiency receive more EL time. Additional time may be provided by the EL teacher, depending on the needs of the child. All materials and instruction are aligned to the *CCSSO English Language Proficiency Standards, and Iowa Core Curriculum*.

To ensure access to Iowa Core Curriculum, all students will be integrated into all Core classes. Support will be provided as directed by the needs of the student. The placement process will direct these needs. ELs are provided equal access to core instruction at the elementary and middle levels through:

- Careful planning of the master schedule, so weekly ongoing EL time does not interfere with core subjects, or with access to other elective choices.
- Grouping students in grade level classes by language proficiency to allow appropriate weekly ongoing EL instruction.
- Sheltered instruction used at all levels, as feasible (SIOP). ELs are provided equal access to core instruction at the high school level through:
- Careful planning of the master schedule, so weekly on -going EL time does not interfere with core subjects, or with access to other elective choices.

EL teacher will be trained in the ELP Standards . The ELP Standards correspond to the Common Core State Standards (CCSS) and the Next Generation Science Standards, highlighting and amplifying the critical language, knowledge about language, and skills using language in the CCSS necessary for ELs to become

successful in schools. All teachers that have identified students in their classrooms will be trained in the new ELP standards.

This training will allow WDCCSD to use the ELP Standards to facilitate the development of English language proficiency essential to students as they increase competence in the disciplinary (i.e. subject-specific) practices associated with English language arts, mathematics, and science.

The process for collaboration between EL and content area teachers is provided and reinforced by training held each fall between core classroom teachers and EL teacher. Through collaboration with EL and classroom teacher classroom accommodation and modification. Mainstream teachers will report through report cards and progress reports the student's achievement and growth (60.3(1)b) on authentic assessments and content area tests (modified as necessary) in the regular classroom. Scaffolds will be placed to support students until the student is able to achieve academically in the classroom with age and grade level peers.

District-Wide Assessments EL must be tested on the district-wide assessments with or without accommodations for reading, math and science. West Delaware participates in one district wide assessment, the ISASP. Grades K-8 participate in screening assessments that include: reading, CBM, Early Reading, Early Math and amath. In addition FastTrack Math and FastTrack Reading are administered. The EL teacher will determine the modifications and accommodations on district-wide assessments. The modifications and accommodations are documented through the EL teacher and communicated to the Program Administrator.

[Copy of Allowable Accommodations for English Learners](#)

Curriculum and Supplemental Resources for LIEP

Materials/texts used with ELL students may be, but are not limited to:

- Houghton Mifflin Harcourt English 3D is a curriculum program to support 4-12 ELL students. The program focuses on current issues that give students the opportunities to practice daily spoken and written responses. It teaches English grammar, vocabulary and sentence structure, while preparing students for assessments and content area instruction.
- Ongoing collaboration with EL and classroom teachers classroom accommodation and modification such as appropriate use of reading materials.
- Ancillary materials may be used as appropriate to enhance language acquisition. These may be teacher created or supplemental materials

- included with district core curriculum purchases.
- Reading A-Z <http://www.readinga-z.com/> - Reading A-Z supports a vast library of printable and projectable readers at 27 levels of difficulty. Books are in many genres and formats, fluency passages for timed reading, worksheets, poetry, reader's theater scripts, Spanish, French and British English versions.
- Imagine Learning – A web-based software program that accelerates English learning focusing on oral language, academic vocabulary, instruction in the five essential components of reading, and strategic first-language support.

West Delaware will select, purchase, and update instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280—180.4). State funding is provided for the “excess costs of instruction of ELL students.”(281—60.4 and 60.6 (280)). Weighted funding (.22) is currently available for four years.

Instructional and supplemental resources are selected, purchased, and updated on an annual basis based on the needs and growth of the district. Guidelines for selecting materials may include, but are not limited to:

- Materials support the development of learners' English language proficiency for effective communication in real-world situations.
- Materials are consistent with learning outcomes and support the tasks included in the curriculum.
- Materials build on learners' skills, backgrounds, and experiences.
- Materials focus learners on the academic language in use.
- Materials support the development of intercultural communicative competence.
- Materials expose learners to a rich variety of current, relevant, stimulating, and meaningful language in use.
- Materials present language at an appropriate level for learners, that is, at a level that is not too easy, and not too difficult.
- Materials accommodate a flexible responsive approach to instruction.
- Materials aligned with the core curriculum standards and ESL standards.
- All adopted curriculum materials come with supplemental ESL materials that are reviewed by the EL teacher during the curriculum review. . If materials are not available they are teacher-created with support from the EL teacher.

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

The West Delaware Community School District uses a Multi-Tiered System of Supports (MTSS) to address student concerns. Problem solving is a framework of evidence-based practices in instruction and assessment that addresses the needs of

all students starting in general education. The procedures used are designed to look at different factors that might be affecting student success, such as what is taught, how it is taught, and how the student responds to these processes. Parents are key participants during all facets of problem solving. During the MTSS process, school personnel (including special education staff and Keystone special education personnel) may be involved in gathering information that will be used to develop effective interventions. If a child is recommended for special education services, parents must give written consent. Parents may also request that their child be considered for special education services at any time by contacting the child's principal.

MTSS is a process used to figure out how teachers and parents can work together to help a student who is having some type of difficulty. The MTSS process is just a little more structured so we know what things we try to make a positive difference. The process begins when a parent or a member of the school staff has a concern about a student. It begins very informally.

STAGE ONE is initiated by communication between the parents and the teacher. They talk about the problem and come up with ideas to try. Those ideas are put in place and their success is evaluated. If these initial supports work, the process stops. If they don't work...

STAGE TWO is initiated. Additional ideas for helping the student are sought from other teachers or staff members. All of these ideas are considered. Some are selected to try, they are implemented, and their success is evaluated. If the problem gets better, the process stops here. If not...

STAGE THREE sees the group reaching out for even more support. The school assistance team is used to get even more support. The school assistance team is used to get even more ideas. The building level team consists of both regular and special education staff, counselors, administrators, and others who meet on a regular basis to discuss options for students who are experiencing difficulty. Members of the school's AEA team may be involved as well. The child's problem is discussed in detail to make sure that the exact problem has been identified. Discussions are held regarding what has helped and what has not, and a plan is developed to try additional support. This plan is monitored to see how well it works. If this plan still does not solve ...

STAGE FOUR: Special education, Talented & Gifted, or other services are considered only when:

- The interventions attempted at the earlier stages of problem solving did not correct the problem.
- The interventions tried are working but the amount of resources necessary make it

- impossible to continue the support without assistance or...
- The family requests that other services be considered

Process in place for identifying and serving gifted/talented (GT) ELs

The following identification committee will be identified: gifted teachers, EL teacher, TAG administrator or building principal, classroom teacher

- Accumulate portfolio data/information.
- Meet with the team when substantial data has been collected.
- Make gifted identification determination.
- Meet with EL teachers and parents, if necessary to discuss service options (as outlined in the District TAG Personalized Education Plan).

Portfolio should include, but not limited to:

- code switching ability-use six point Likert scale
- rate of acquisition of English-six point Likert scale
- high math ability-in classroom assessments
- KOI-Language, quantitative and creative samples
- Iowa Statewide Assessment of Student Progress (ISASP)
- CogAT, especially quant and nonverbal (3-12) Instructions in first language if needed
- FAST testing (K-8)
- First Language Reading level (2 grade levels above)
- SIGS teacher rating scale (classroom and EL)
- anecdotal observation-using checklists for gifted characteristics
- Acculturation Quick Screen (gives us a better understanding of the student, not their language acquisition score)
- The student has a higher than average rate of language acquisition.
- The student frequently translates for others when necessary.
- The student is very accurate in their translation.The student can easily perform code switches.

Supporting the language needs within the program

Teachers will enlist the following to support the language needs of EL students in the TAG program:

- Make learning visual.
- Build-in group work.
- Communicate with the ESL teacher.
- Allow some scaffolding with the native language.
- Look out for culturally unique vocabulary.
- Use sentence frames to give students practice with academic language.
- Pre-teach whenever possible.

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

The multiple criteria used to identify students for special education programming may involve any combination of the following:

- English language proficiency tests
- Acculturation scales
- Input from the student’s cultural group
- Prior academic performance in the child’s first language
- Parent interviews
- Assessment data
- Student observations
- Portfolio assessments

The following factors will not exclude a student from special education services:

- Language difference
- Cultural considerations
- Prior education
- Prior instruction

Students dually identified for special education and EL will receive direct instruction by a highly qualified EL teacher and special education teacher with support for language needs.

In conjunction with Area Education Agency (AEA) personnel, school staff will analyze intervention data and English proficiency to determine if there is a need for additional services. An assessment of skills in a student’s first language is also completed before a possible referral for a Full Individual Evaluation for special education. The IEP team should include, but are not limited to; AEA special education consultant, EL teacher, classroom teacher in the academic area of the goal being considered, parent, building principal, and special education teacher. The EL teacher should have requisite knowledge of the child’s language needs and training in second language acquisition.[Joint Guidance OCR/DOJ, January 2015, page 27].

Process in place for identifying and serving ELs in co-curricular programs (i.e.,

Title I , At-Risk, career and technical programs, counseling services).

The MTSS steps above will be followed. A group of teachers and other staff such as principal, counselor, classroom teachers, EL teacher, parents will be on the team to determine eligibility. Other staff may be on the team as determined by need, such as, AEA personnel, At- Risk service providers, Athletic director, etc.

Teachers may enlist the following to support the language needs of ELL students in any extracurricular activity:

- Make learning visual.
- Build-in group work.
- Communicate with the ESL teacher.
- Allow some scaffolding with the native language.
- Look out for culturally unique vocabulary.
- Use sentence frames to give students practice with academic language.
- Pre-teach whenever possible.
- Parents and students will be provided with communication about programs and eligibility in a language most easily understood.

The EL teacher will be included in the data review for placement/consideration in all programs.

Process in place for identifying and serving ELs in extra-curricular (eg., performing and visual arts, athletics, clubs, honor societies)

Any student interested in participating in activities based on student interests (with the exception of those that have entrance criteria) may participate without discrimination.

Parents and students will be provided with communication about programs and eligibility in a language most easily understood.

Identification of ELs Attending Private Schools

The following procedures have been collaboratively developed through a meaningful communication to ensure timely and equitable EL services to EL students attending private schools located within the WDCCSD attendance boundaries. WDCCSD will provide English language services to English learners attending St. Mary's.

Identifying ELs - All families enrolling children in private schools will complete a TransAct (HLS-IA) Home Language Survey. If a response on the Home Language Survey indicates a language other than English in the student's background, The teacher will make contact with the student's family and explain the process of EL identification, placement, services and yearly assessment.

The EL teacher will complete the steps necessary to determine if the student is eligible for EL services.

Services - If the student qualifies for EL services the WCCSD and St.Mary's will collaborate to provide comparable services provided to WCCSD EL students as described in the WCCSD Lau Plan.

- St. Mary's will provide student contact information to the WCCSD ELL administrator..
- The WCCSD's Registration Secretary will input the EL student data in Power School as a shared student so that EL services can be provided.

Yearly English Language Development Assessments - The WCCSD EL teacher will consult with St. Mary's to assess and share the results according to the WCCSD Lau Plan and collaborate with the private school to meet the needs of the EL student(s).

Waived Students – If a family requests to waive EL services, the WCCSD EL teacher and St. Mary's will meet with the family to discuss the pros and cons of waiving EL services. At this meeting or any time after, if the family wants to waive EL services the WCCSD EL teacher will follow the procedures as written in the WCCSD EL Lau Plan.

- The Iowa Department of Education considers a student waiving EL services to be an EL student until the student meets the state EL exit criteria and has been exited from the EL program. Therefore, a waived student needs to be registered as a “shared” EL student with the WCCSD and will continue to be administered the yearly ELPA21 until the student exits the WCCSD EL program.

V. Ongoing, Embedded EL Professional Development for Staff Who Support ELs

Ongoing EL professional development (PD) provided for staff who support the LIEP: Professional development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards

- district and building administrators
- LIEP staff (certified and support)
- content and classroom teachers
- paraprofessionals and building/district support staff (instructional coaches,

- curriculum coordinators, counselors, etc.)
- preschool teachers who serve EL's.

The EL teacher will keep a record of the professional development activities. The professional development will be assessed based on the student's language acquisition level and teacher's previous professional development experience.

Examples of professional development opportunities include, but are not limited to:

District and building administrators

- EL Boot Camps provided by Keystone AEA
- Administrator professional development through Keystone AEA
- Participate in new English Language Proficiency (ELP) standards through The State of Iowa
- Participate in 1 day training around ELP standards and "7 Steps to Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students" by John Seidlitz and Bill Perryman

LIEP staff (certified & support)

- Additional training in appropriate accommodations and modifications for new level of student needs entering the district
- EL focused workshops when available through Keystone AEA
- Training on new technology as needed
- ELPA21 training annually
- Complete English Language Proficiency (ELP) standards through the six modules provided by the State of Iowa or by attending the one day training provided by West Delaware.

Content and classroom teachers

- Workshops on SIOP (Sheltered Instruction Observation Protocol) when available through Keystone AEA.
- District led coaching/training opportunities for classroom teachers instructing EL students mainstreamed into his/her classroom
- Proficiency level distinction including appropriate accommodation and modifications
- EL teacher will provide a one day training around ELP standards and "7 Steps to Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students" by John Seidlitz and Bill Perryman.
- Training on new technology as needed

Paraprofessionals

- District led training opportunities for paraprofessionals assisting/supporting EL students (ex. a basic understanding of specific culture or language level)
- There may be specific instructional and behavioral strategies that are particularly effective for some students. This would require more specific training.
- Training on new technology as needed

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

- District led coaching/training opportunities for classroom teachers instructing EL students mainstreamed into his/her classroom
- Proficiency level distinction including appropriate accommodation and modifications
- EL teacher will provide professional development in one day training around ELP standards and “7 Steps to Language-Rich Interactive Classroom: Research-Based Strategies for Engaging All Students” by John Seidlitz and Bill Perryman.
- Training on new technology as needed

VI. Annual English Language Proficiency Assessment (ELPA 21) & Administration

English Language Learners will be evaluated annually with a standardized English language proficiency instrument recommended by the state of Iowa. The state is currently using ELPA21 (Iowa English Language Proficiency Assessment) to measure growth and proficiency.

Every year during February-March, WDCSD trained EL teachers(s) assess all current ELs and any other students who have not received a composite score of proficient (including students whose parents have waived services.) Tests are sent to state service for scoring and the district receives a district-level score report as well as individual score reports, which are shared with parents and teachers. The data is used by the EL teacher to determine areas of growth and the program is modified as needed.

Annual training to staff assigned to administer ELPA21 or ALT-ELPA21

- EL teacher will train annually on ELPA21 or the ALT-ELPA21 through AEA Learning Online at least two weeks before all testing dates.
- The teacher will keep certificates of completion and a copy placed in the teacher’s employment records.

Dissemination of scores to stakeholders

- All administrators will receive ELPA21 scores through a communication from the EL Program Administrator.
- All teachers work through the professional learning community process to share all EL data and discuss modifications to instruction within 30 days of all testing.
- Each EL student will have an individualized learning plan that is reviewed

annually by the EL teacher in collaboration with parents and classroom teachers. All assessment data including ELPA21 will be shared with parents. This meeting will be documented and placed in the student's cumulative folder.

Appropriate training to interpret results for staff

- EL teacher and administrator will participate in ELPA21 data interpretation by Keystone AEA staff.
- EL Teacher will train other district administrators.
- EL teachers will participate in grade level PLCs that serve ELs to train in ELPA21 or ALT-ELPA21 data interpretation.
- Data interpretation and student results will be shared at that time.
- If additional training is needed, training will be sought for teachers to determine the use of the data to implement classroom instruction.

Utilization of assessment results to guide instruction and programming English Language Proficiency)

- All teachers work through the professional learning community process to share all EL data and discuss modifications to instruction within 30 days of all testing.
- Teachers serving ELs will work with the EL teacher and PLC members to guide instruction for each student. The use of the Language Acquisition Chart, AEA resources to consider, and Explanation of Composite Proficiency levels may guide the work.
- EL teacher will review ELPA21 data to determine growth on the assessment. Decisions will be made for each individual student to determine the change in programming. Generally, an increase will move students to the new level of programming. Decrease or stagnant growth will mean a deeper analysis of student achievement data to determine an appropriate, specific change in instruction.

VII. LIEP Exit Criteria and Procedures

LIEP Exit Criteria

The student:

- Achieves the required score for proficiency on ELPA21.

Procedures:

- Process occurs during the allowable window (Students can only be exited between the distribution date of ELPA21 scores and Oct 1 each year).
- Notify parents using the "Program Exit Letter-Form B" in language most understandable to parents/families

- Entered into SRI by designated student information system coordinator.
- Begin required two-year monitoring process.

VIII. Monitoring Procedures after Students Exit the LIEP Program

Monitoring English Learners The term monitoring can be confusing as it is used in many contexts. In this context, it is referring to keeping track of students' annual progress in learning English which is required while the students are participating in the language instruction education program. English learners, including those who have opted out of EL programs and services, are to be included in the district's monitoring process. Monitoring must occur at least annually for progress in achieving English language proficiency (ELP) and acquiring content knowledge. District monitoring of ELs should include progress toward established benchmarks for expected growth in ELP and grade-level content areas as well as assisting students who are not making timely progress towards those goals. Considerations for language support and academic support must be made. All English learners must take the annual ELPA21 summative assessment or Alt ELPA21 (for ELs who are alternate test takers). **There are no exceptions to this requirement. Until a student scores proficient on the annual ELPA21, the student must continue to receive EL services.** It is prudent at this time to review the student's individual progress to ensure that the student's language needs (frequency and intensity of support) are being met. It is also equally important to ensure that each student is getting the appropriate level of support in academic areas. Lau v. Nichols requires English learners be provided access to the curriculum with support when appropriate. ELs benefit from the same high level of rigor offered to non-English learners in content areas.

Each spring, EL staff reassesses students with the English Language Proficiency Assessment. EL teachers will monitor students for 2 years minimum after the exit date.

Determination of ELs sustained academic progress

The student:

- Does not score proficient on district-wide and statewide assessments in reading and math.
 - Is identified through parent and staff interviews as a struggling student.
- Meets both of the above criteria in the same school year.
- The EL teacher is responsible for the monitoring of students.

Team review process

- The EL teacher, EL Program Administrator, and the student's classroom

- teacher(s) will determine the status of exited students each year until exited.
- The following criteria will be used for each annual review.

Criteria	Year	Program Status
Proficient on both ELPA21 & district assessment	1	Continue monitoring
	2	Successful completion of monitoring
Proficient on ELPA21 but not on district assessment	1	Continue monitoring, provide MTSS intervention
	2	Successful completion of monitoring w/MTSS intervention
Proficient on district assessment but not ELPA21	1	Consider of reentry due to language needs
	2	Consider of reentry due to language needs

LIEP re-entry procedures

Reclassification (i.e., Exiting) of English Learners Iowa no longer uses academic test scores as part of EL exit criteria. As indicated by the Office of Civil Rights, students should be in EL services and programming because of language needs and not because of academic or content deficits; therefore, upon receiving a proficient score on the ELPA21 summative assessment, the student has demonstrated the language skills necessary to access curriculum. If deficits in content areas exist, the district is responsible for remedying those deficits swiftly. Districts must wait until ELPA21 test scores are available before exiting ELs from services. When students score 4s and/or 5s on all domain subtests of the ELPA21 (listening, speaking,

reading, and writing), they will receive a determination of proficiency. **Proficient students are no longer considered English learners and are to be exited from the special status.** Proficient students must be reclassified on the state record system between the posting of the summative assessment (ELPA21) results and September 30 in order that reclassified students are reported properly.

Students can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener. The EL teacher will hold a meeting with parents to discuss recommendations, concerns, and potential outcomes.

- A plan for programming will be created using “English Learner Program Placement”.
- Change student coding to EL 1 or 2. District data personnel responsible for entering data should refer to the Iowa *Department of Education’s Data Dictionary*.
- Begin an EL service as outlined for all current EL students unless waived by parents

IX. LIEP Evaluation

Instructional services for English Language Learners are evaluated each spring. Program Administrator is responsible for conducting the team-based evaluation and for subsequently sharing the information relating to the evaluation outcomes with staff, students, parents and the community.

Evaluation of the program occurs through student evaluation, parent-teacher conferences and dialogue with content area teachers and administrators. Our evaluation is based on the following three goals:

Goal #1: 100% of EL students will show improvement in at least one domain.

Goal #2: 100% of EL students are receiving all passing grades

Goal #3: 100% of EL students will respond in the affirmative when asked if they feel safe and supported by the EL teacher.

Goal#4: 100% of communication to EL families will be in their language of choice.

100% of EL families will answer in the affirmative when asked by EL teacher at quarter/trimester if they understand and can contact school personnel.

Goal #1 is measured by an annual review of the scores from our English Language Proficiency Assessment (ELPA 21). The measurement of success is that each student moves at least one proficiency level each school year. We consider individual student

results, as well as overall results as an indicator of a successful instructional program.

Goal #2 is measured by how closely we are meeting our state academic targets as measured by the Iowa Statewide Assessment of Student Progress and program evaluation measured by response to the

We annually review student achievement outcomes in reading and math to ensure students participating in EL programs are achieving at rates similar to our typically performing students. Any gaps recognized through this analysis became improvement goals for future years and are included in improvement planning.

Goal #3 is measured through conversations the student has with the EL teacher and/or content teachers. These check-ins will occur weekly with the EL teacher and the EL teacher gathers notes from content teachers.

We annually review implementation through implementation of the district's identification process, the student initial identification assessment process, placement of EL program services to all identified with language needs, evaluation of adequate staff, professional development, and materials, evaluation of district's exiting/reclassification process, monitoring practices for students who have transitioned from EL.

It is our overall goal to ensure ELs are receiving quality instruction by ensuring students are provided with adequate instructional time and expertise that does not conflict with their content area access and progress.

RESOURCES

■ elpa21_achievementlevel_descriptors_K-12.pdf

TransAct Documents and Links

<https://app.parentnotices.com/documents/list/1/1/1>

Program Exit Letter

<https://app.parentnotices.com/documents/view/1/323716>

“English Learner Program Placement (Required- Meets ESSA Requirements)”

<https://app.parentnotices.com/documents/view/1/323716>

“Request for Change in English Learner Program”

Parent Notices

“Explanation of Consequences for Not Participating in English Learner Program”

<p>West Delaware County Community School District English Language Learner Individual Learning Plan (ILP)</p>				
ELL Student Name:	Grade:	School:		
School year/date for ILP:				
Program for instruction:				
____ Specific English Language Learner classes (pull-out ELL) _____ times/week= _____ total minutes/week				
____ Classroom Accommodations and/or Modifications only with no ELL pull-out (Accommodations by the classroom teacher only)				
ELPA21 (English Language Proficiency Assessment for the 21st Century)				
Reading ____	Writing ____	Listening ____ Speaking ____ Composite ____		
Reading:		Writing:		
<table border="1"><tr><td> </td></tr></table>			<table border="1"><tr><td> </td></tr></table>	
Listening:		Speaking:		
<table border="1"><tr><td> </td></tr></table>			<table border="1"><tr><td> </td></tr></table>	
ELL Teacher Signature _____ Date shared with General Education Teacher(s) _____				
General Ed Teachers Signature(s) _____				

AEA Resources to Consider

If your English Language Learner has no English language proficiency, AEA resources to consider include:

- Native language resources
Keystone AEA has added some boxed book sets in Spanish, appropriate for language arts/English teachers to send home with students as an alternative reading assignment.
- World Book and EBSCO (online/funded by AEA's, Spanish option)
- Some CD ROMs and Videodiscs (for various disciplines and grade levels) have the capability of being switched to a Spanish version.
- Read and Write Gold or Kurzweil
- Foss kits (K-Jr. High) usually include a disk that has a Spanish version.
- Small media resources that include manipulatives.
- Resources to assist with English language acquisition (at Keystone AEA we search under the following headings: "alphabet," "concepts," "color," and "early childhood." (Our Leapfrog resources are under "early childhood.")
- ClipArt (online, funded through AEA's) available to support making your own visuals.

If your English Language Learner has developed oral English language proficiency skills, but is a non-reader, AEA resources to consider include:

- Videos (a rich resource for any discipline. A student not ready to read about the Civil War might learn much about the Civil War via a heavily visual format).
- Read-Alongs
- CD ROMs

If your English Language Learner is a limited English language reader, AEA resources to consider include:

- Read-Alongs
- Closed Caption Videos
- High Interest/Low Vocabulary textbooks (if your AEA has a Curriculum Lab) (Global Fearon and American Guidance are good companies to consider)