

Edgewood Colesburg Schools

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

Revised August 12, 2018

Required Lau Leadership Team Members:

Rob Busch (Superintendent/Elementary Principal)

Dawn Voss (High School Principal)

Karla Trenkamp (At Risk Coordinator, ELL Coordinator/Teacher, Equity Coordinator)

Robin McCool (Resource Room Teacher/ELL Teacher)

Molly Brouillette (Classroom Teacher)

Morgan Weaver (At Risk Coordinator)

Suggested Additional Lau Leadership Team Members:

Sarah Brinks (AEA Title III Consultant)

Kevin Klies (Spanish Teacher)

Lau Plan

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau vs. Nichols*, 1974.) The Lau Plan must be collaboratively written by the K-12 team identified above and must include the following required critical elements:

I. Lau Plan Guiding Principles

- A. English Language Development – Help EL students become English proficient in language skills and comprehension skills through instruction in speaking, reading, writing, and listening.
- B. Academic Achievement – Help EL students meet challenging academic achievement as required by all students by participating in classroom learning situations and other school activities.
- C. Cross Cultural Goals – Help EL students become familiar and exposed to new cultures while maintaining pride in their own culture.

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

- A. "Home Language Survey-IA" (Form IA which includes race and ethnicity) (www.TransACT.com) is completed by all incoming students and filed in cumulative folders.
1. Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide support. A copy of the home language survey, Form IA, which includes race and ethnicity, is included in the district's registration materials packet.
 2. The counselor at each level shares the information from the Home Language Survey by email and discussion with staff. Other data that may be used to initially identify an ELL student includes, but not limited to: ELPA21 Dynamic Screener, student records, teacher interview, parent information, teacher observations, referral, student grades, and/or informal assessments.
 3. The counselor at each level is responsible for screening the Home Language Survey to verify that a language other than English is represented and the counselor will share this information with the staff. The Home Language Survey will include a parent signature and will be filed in the students' cumulative file.
- B. State-approved English Language Proficiency Placement Assessment
1. **ELL staff will administer and score the ELPA21 Dynamic Screener.**
 2. **The building administrator will check to make sure that a trained and licensed staff member will give the ELPA21.** Staff working with EL students will complete the Module Trainings at AEAPDOnline.
 3. The certificates of completion from the Module Trainings will be stored in the staff personnel files.
 4. The summary of the ELPA21 will be placed in the student's cumulative file.
- C. Process to place student in appropriate LIEP
1. The district Lau Leadership team (consisting of Principal, ELL teacher, At-Risk Coordinator) uses the Process and Procedures for Delivery of ELL services chart (See Appendix F) to gather

additional academic data and any pertinent data to determine the EL student needs.

2. The district uses the ELL Assessment timeline chart (See Appendix F). The ELL needs will be based on the proficiency levels on the ELPA21. This will also determine the frequency and duration of the programming. The academic needs will be based on the proficiency levels of the reading and writing scores on the ELPA21 and will be placed in interventions accordingly.
3. The district will use the graduation requirements, grade level, and age along with the proficiency levels on the ELPA21. Accommodations will be made in classes according to their levels on the ELPA21. The students will follow the core along with the ELP Standards in their content classes.
4. The ESL students will be placed in a general education setting that is age appropriate within two years of actual age.

See the table below for other academic testing to be done to assess students' academic skills and when possible will be doing in students' native language.

Informal academic assessments	Classroom/content teacher
Iowa Assessments (grades 2-6)	Classroom teacher
Iowa Assessments (grades 7-11)	Classroom teachers
NWEA Map testing (grades 2-6)	Technology teacher currently
FAST testing (grades PreK-6)	Title/principal/technology teachers
MAP testing (grades 7-11)	Classroom teachers

D. Initial Parental forms distributed in a language most easily understood (found on TransAct).

1. Determination of Student Eligibility: Program Placement (sent once upon placement) – eligibility notification and permission from TranAct, including parent/guardian signature.
2. NCLB – Notice of Program Placement for initial and annual placement notification and program description from TransAct.
3. Within 30 days if identified at beginning of year, or within two weeks if identified later in year and communicates this with parents in a language most easily understood.
4. The required signed forms are placed in the students' cumulative file.

- E. Parent documentation of initial waiver/withdrawal from LIEP programming (included only if parents indicate they want to waive or withdraw from services)
 - 1. Documentation of the meeting with the Lau Leadership Team and parents will be held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes with parent(s) and provide the “Explanation of Consequences for not participating in the English Language Program” notice.
 - 2. The “Request for change in Program Participation” will be used as signed documentation of the parents’ decision and will be placed in students’ cumulative file.
 - 3. As the district would do with any student, a meeting would be held with staff to discuss accommodations and/or modifications that are appropriate for the student to succeed in the regular classroom.

III. Description of the LIEP

A. LIEP Program Goals

- 1. The district will use the following goals that are measureable and based on district level data tied to the evaluation process:
 - a. Language Goal: Help the EL students to become English proficient in the language skills of speaking, reading, writing, and listening as measured by the ELPA21.
 - b. Academic Goal:
 - 1. 80% of Pre-K graders will meet FAST benchmark on Spring testing.
 - 2. 85% of K-4th graders will be instructional at their grade level on the Spring Fountas and Pinnel diagnostic assessment.
 - 3. 80% of 5th and 6th graders will be at lexile grade by Spring Map Assessment.
 - 4. 80% of K-6th graders will achieve 80% on the end of the year Go Math assessments.

B. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students (See Appendix B)

- 1. English as a Second Language (ESL) with pull out.
- 2. The frequency and intensity of services will be based on ELPA21 data. Levels 1-2 will get 30 minutes daily. Level 3 will get 30

minutes 3 days a week. Levels 4-5 will get 15 minutes 2 times a week.

3. There will also be collaboration with classroom teachers to support the academic needs as we would with all students. Identified Non-Parental Waiver EL's at all proficiency levels will receive direct LIEP instruction.

C. Annual parent notification and procedure for waiving services:

1. The parents will be notified annually within 30 days of the beginning of the school year using the "Notice of Program Placement".
2. Karla Trenkamp, ESL Coordinator/Teacher, will send the above notification.
3. A copy of this notification will be stored in the students' cumulative file.

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

1. Review annually with parent signatures obtained each year and share "Explanation of Consequences for not participating in the English Learner Program".
2. The district will use documentation of parent-waived services using the required "Request for Change in Program placement" form.
3. This documentation will be filed in students' cumulative file.

E. Highly Qualified LIEP and Content Staff:

1. The district will have staff that holds the appropriate endorsements deliver direct LIEP services for all identified students. Karla Trenkamp, ESL Coordinator/Teacher and Robin McCool, Resource Room Teacher/ESL Teacher.
2. Instructors teaching in the content area will be certified in that content area.

F. Designated Administrator oversight for LIEP's:

1. Mr. Rob Busch, Superintendent/Elementary Principal will oversee the LIEP services.
2. Mr. Rob Busch, Superintendent/Elementary Principal will complete AEAPD Online Modules for ELL and attend Keystone trainings regarding EL's.

G. Access to Iowa Core and English Language Proficiency (ELP) Standards:

1. As we would with any other student we will meet with staff to discuss appropriate accommodations and/or modifications that are appropriate for students to succeed in the regular classroom. EL teachers will participate in ELP Standards Training Modules and will use within service time as trained.
2. Classroom and ESL teachers will meet monthly after school to discuss progress.

H. Curriculum and Supplemental Resources for LIEP

1. Imagine Learning
Resources from Keystone AEA
The Oxford Picture Dictionaries
Content area supplements
Intervention materials
2. The Instructional and Supplemental Resources are selected by choosing classroom curriculums that have ELL lessons. Resources are delivered from Keystone AEA. The Oxford Picture Dictionaries are updated as needed.
3. The district will include certified ESL teachers in the discussions when purchasing new curriculum materials. The ESL staff will ensure there are supplemental materials for the ESL students included in the curriculums purchased.

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

A. Process in place for identifying and serving gifted/talented (GT) EL'S:

1. District will use same criteria that is used for non ELs
 - NWEA tests (using 90%tile and above)
 - Iowa Assessments (using 90%tile and above)
 - For EL students we use ELPA21 scores
 - Classroom observations
 - Parent interviews
2. District will also receive support from the local AEA. Along with this will be consideration of the culture, language proficiency and

development in first and second languages, prior schools information, and parent input, Gifted and Talented Teacher, Administrator, and EL Teacher are also included. Other supports will include, but not limited to, visuals, manipulatives, graphic organizers, and time limits lifted for testing.

B. Process in place for identifying and serving EL's in special education:

1. Initial evaluation is completed by local AEA and students' evaluation progress, need, and discrepancy are analyzed (District also makes sure that lack of appropriate instruction was not the contributing factor for the educational discrepancy). District will also receive support from local AEA – 1st Language Assessment from Keystone AEA. Consideration of culture, language proficiency and development in first and second languages, prior schools, and parent input is also included along with ELPA21 scores, classroom observations, and the 1st Language Assessment results.
2. ELL students who are dually identified for Special Education and LIEP will receive direct instruction by a qualified ELL instructor and special education instructor who will both support language needs.
3. The IEP team that will make this determination will include the ESL instructor, classroom instructor, special education instructor, administrator, and the Keystone AEA consultant. (Joint Guidance OCR/DOJ, January 7, 2015, page 27)

C. Process in place for identifying and serving ELs in all co-curricular programs (e.g. Title I, Reading Recovery, At-Risk, career and technical education programs, counseling services, Advanced Placement and International Baccalaureate courses).

1. The district identifies Title 1 students by using the Fast scores which proficiency is based on the testing period and testing grade level. The language needs of the students will be supported by the use of visuals, manipulatives, grade and proficiency levels, and appropriate accommodations.
2. Communication about these programs and eligibility will be in a language that is most easily understood by the parents and the students.
3. The LIEP instructors will be included in the data review for placement/consideration in all programming.

- D. Process in place for identifying and serving ELs in Extra-curricular activities (e.g. performing and visual arts, athletics, clubs, honor societies)
1. Extra Curricular activities will be open to all students and will be communicated through emails, newsletters, bulletin boards, and daily announcements.
 2. The district will post in newsletters, online, school website, daily announcements, and through email the activities in a language that is most easily understood.
 - 3. -National Honor Society -** Membership in the NHS is not a right of any student, but is an honor bestowed by the council based on the four criteria of selection listed below. There is no magic number of candidates or quota to be reached; every student is measured on their own merit using a large amount of collected data that is evaluated by an 8 member board, 5 of whom make up the selection council having voting rights in the final selection.

Scholarship: *The student demonstrating scholarship academic ability that is well above average, and shows a consistent interest in the pursuit of academic excellence.*

Leadership: *The student who exercises leadership is resourceful in identifying problems, applying principles, and making suggestions. The leader demonstrates initiative in promoting school activities, demonstrates academic initiative, and exercises influence on peers in upholding school ideals. The leader is able to delegate responsibilities effectively, and is reliable and dependable. The leader exemplifies positive attitudes, and inspires positive behavior and attitudes in others. The leader is a forerunner in the classroom, at work, and in school and community activities.*

Service: *The student who serves is willing to uphold scholarship and maintain a loyal school attitude, and participates in some positive outside school activity. The student who serves volunteers dependable assistance, is gladly available, and is willing to sacrifice to offer assistance. The student who serves works well with others, is willing to take on difficult or inconspicuous responsibilities, and cheerfully and enthusiastically renders requested service to the school.*

Character: The student of character takes criticism willingly and graciously, and demonstrates the highest standards of honesty and reliability. The student of character consistently exemplifies qualities of behavior such as cheerfulness, friendliness, poise, and stability, upholds principles of ethics, and shows courtesy, concern, and respect for others. The student of character has powers of concentration and sustained attention as shown by perseverance and application to studies.

Each year, students, in grades 10-12 who have a minimum cumulative GPA of 3.25 at the end of the first semester are notified that they are eligible to be considered by the Faculty Advisory Council for membership in the Edgewood-Colesburg chapter of the National Honor Society. At that time, students are given the opportunity to decline consideration by the council.

The council solicits opinions and information concerning eligible students from the staff to help assess the character, leadership, and service attributes of the candidates. This information is compiled by the advisors into an anonymous format and distributed to the council to be studied and considered. The council then meets to discuss the merits of each candidate. The four qualities of Scholarship, Leadership, Service, and Character are considered equally when making the decision.

V. Ongoing EL Professional Development (PD) provided for staff who support the LIEP:

- A. Ongoing Professional Development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards as follows:
By 2017-2018, in accordance with the new definitions in rule 281-60.2(280) in Chapter 60, all staff responsible for the LIEP service or supporting such services, must be trained (e.g. paraprofessionals, instructional coaches, **and Preschool Staff**).
- If the district has no ELs, the ESL Coordinator/Teacher will keep updated on EL requirements that will be relayed through Keystone AEA.
- B. District training of English Language Proficiency Standards and Implementation

1. The district has a plan for PD for required staff for the English Language Proficiency (ELP) students that addresses:
 - A. View the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment (Training Option A). The document of certification will be sent to the Superintendent's secretary and be stored in the staff personnel file.
 - B. All staff and new staff will be required to complete the ELP Modules on AEAPDOnline by Christmas break. By Nov. 1 the ESL Coordinator will check with the Superintendent's secretary and notify the staff of what modules they still may need to complete.
 - C. Implementation of the modules will be monitored through walk through's and monthly discussions with ESL teachers and classroom teachers.
2. The staff will turn their completed module certificates into the Superintendent's secretary as they complete them.
3. The ELP Module certificates will be stored in the staff personnel files at the district office.
4. The ESL Coordinator, Karla Trenkamp, will meet with all new staff for ESL PD. The staff will be shown how to access the modules and discuss that they need to be completed by the end of that school year and the certificates submitted to the personnel office in Edgewood.

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

- A. Annual training of staff assigned to administer ELPA21
 1. Annual training to appropriate staff will be done through AEA PD Online for ELPA21.
 2. The certificates for completion of this training will be on file in the districts main office and will be put in their personnel file.
- B. Dissemination of score to stakeholders
 1. The counselor at each level will give a hard copy of the test score results to teachers, administrators, and parents.
- C. Appropriate training to interpret results to staff

1. Provide appropriate training to interpret results to staff. Test Administrators, LIEP teachers, and administrators will meet with classroom/content staff to discuss scores and appropriate classroom support. The training to interpret the ELPA21 scores will be through a state approved training.

D. Utilization of assessment results to guide instruction and programming

1. The ELL teachers will have a student roster and share accommodation/modification ideas with teachers. The ELL staff will use assessment scores for appropriate services.

Classroom Assessments:

Mainstream teachers will report the student’s achievement and growth through authentic assessments and content area tests (modified as necessary) in the regular classroom.

Accommodations will be made to support students until the student is able to achieve academically in the classroom with age and grade levels.

- The district also uses the Individual Learning Plan (ILP) that has accommodation ideas and the ELPA21 scores listed on.
- Meeting minutes of grades/teams K-12 are documented to ensure that accommodations are provided to ELs.
- District Wide Assessments
- ELs must be tested on the district wide assessments with or without accommodations for reading, math, and science
- The district currently uses:

Informal academic assessments	Classroom/content teacher
Iowa Assessments (grades 2-6)	Classroom teacher
Iowa Assessments (grades 7-11)	Classroom teachers
NWEA Map testing (grades 2-6)	Technology teacher currently
FAST testing (grades PreK-6)	Title/principal/technology teachers
MAP testing (grades 7-11)	Classroom teachers

The district uses Guidelines for inclusion of English Language Learners in K-12 (<https://www.educateiowa.gov/sites/files/ed/documents/IowaELLguidelines.pdf>) assessments to ensure that the appropriate accommodations are identified. (See Labeled Tab).

2. The ELPA 21 data will impact future programming when we see consistent patterns in scores and will use curriculums accordingly.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria:

1. **The student achieves the required score for proficiency on the ELPA21. (This is the only exit requirement beginning spring of 2019.)**
2. The student is proficient on district wide and/or statewide assessments in Reading and Math (*Use Iowa Assessments if available with the 40th percentile being proficient. The FAST district wide assessments will be used in grades K-6 which tests fluency, accuracy, and comprehension the proficiency is based on the testing period and the testing grade level, and NWEA will be used for grades 3-6 with the 40th percentile being proficient.*)
3. The student meets both of the above criteria in the same school year.
***Numbers 2 and 3 above are effective for 2018 determination.**

B. LIEP Exit Procedures:

1. The students can exit the program from the end of the school year until Oct. 1 (student count) after ELPA21 results are received.
2. The school will notify parents using the "Program Exit Letter" in a language most understood by parents.
3. The school secretary will change the student coding to "exited" so the student does not continue to generate unwarranted funding. The secretary is responsible for entering data should refer to *Iowa Department of Education's Data Dictionary*.
4. The school will then begin the two-year monitoring (pending ESSA guidance).

VIII. Monitoring Procedures After Students Exit the LIEP Program

A. Monitoring procedures in place detailing how students are monitored for 2 years minimum after students exit the LIEP program including parent notification.

1. Monitoring students will involve using classroom grades, NWEA scores, FAST scores and Iowa Assessments scores. The students will need to score at benchmark/proficiency or above.
2. Karla Trenkamp, ESL Coordinator/Teacher, will be responsible for monitoring students.

3. The Lau Leadership Team will meet quarterly to discuss data (classroom grades, assessments) to determine which of the following options is best:
 - continue monitoring
 - successful completion of monitoring
 - consideration of re-entry due to language needs

- B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians
 1. If the data indicates that the student needs to re-enter the LIEP Program, Karla Trenkamp, ESL Coordinator/Teacher, will meet with parents to discuss data and options.
 2. The school will notify parents using the “Notification of Program Placement” form.

IX. LIEP Evaluation

- A. LIEP evaluation in place
 1. Karla Trenkamp, ESL Coordinator/Teacher, will conduct the annual LIEP evaluation process with the team members (administrator, ESL teacher, and classroom teacher, which will include evidence regarding progress toward meeting Lau Plan Guiding Principles in both English Language Development and academic achievement.

 2. Evaluation will center upon the following criteria:
 - a. Increasing the percentage of ELs making growth in language acquisition as measured by ELPA21.
 - b. Increasing the percentage of ELs attaining or reaching full proficiency as measured by ELPA21.
 - c. Adequate Yearly Progress (AYP) in reading and math as measured by the state-required content assessments according to targets established by Title 1.
 - d. May be based on other district data such as NWEA, FAST, and Iowa Assessments.

 3. Evaluates the impact on future programming and services for EL’s by:
 - a. Professional Development will be given by ESL staff at the beginning of each year to those who will be involved with ESL kids.

- b. Adjustments of the LIEP will be made yearly after the ELPA21 scores are received.
 - c. Depending on the number and needs of the ESL students, staff maybe hired accordingly.
 - d. Teachers scheduling will be accommodated to meet with the ESL staff monthly and more if needed.
 - e. The curricular needs will be evaluated as the district buys new materials. Keystone AEA materials will also be available for options.
 - f. Formative assessment will be given and placements into groups will happen accordingly so that interventions will be appropriate for the needs of the students. Differentiated instruction will take place based on formative and summative assessments given.
4. The Title III Assurances page is attached at the end of this document and will be signed by the administrator.

X. Appendices

- A. Letter to Districts from the U.S. Department of Justice:
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>
- B. Description of LIEP Models
- C. "Title III Compliance Assurances: Checklist for Districts"
- D. TransACT.com documents

Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

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

Appendix B

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction. www.nabe.org/BilingualEducation*

Appendix C
Title III Compliance Assurances: Checklist for Districts

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

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

Checklist Completed by (print name): _____

Signature: _____

Date: _____

Superintendent (print name): _____

Signature: _____

Date: _____

May 2016

Appendix D

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

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

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

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

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

Appendix E

English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards:

- A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
- B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.
- C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning. The plan must include:
 - a. The trainers and the target audience for each training session.
 - b. The specific content and learning outcomes for each training session.
 - c. The learning activities that will be used to deliver the content.
 - d. How the trainers will assess whether or not the participants are meeting the intended outcomes.