
North Butler Community School District

North Butler Elementary - (319) 267-2212
North Butler Jr./Sr. High School - (641) 816-5631



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

Written September 3, 2014
Updated June 20, 2023
Board Approved July 10, 2023

LAU Plan

This plan was written with input from the LAU leadership team:

Mark Olmstead - North Butler Superintendent

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Annalisa Miner - AEA 267 English as a Second Language Specialist

*The North Butler LAU Plan will also be reviewed annually by the School Improvement Advisory Committee approved annually by the North Butler School Board.

I. LAU Plan Guiding Principles *(See Appendix A)*

The goals of North Butler's LIEP include:

A. English language development

- To help students become English proficient in the language skills of speaking, reading, writing, and listening.

B. Academic achievement

- To help students to successfully participate in classroom learning situations and other school activities.
- To prepare students to meet the same challenging academic content and student academic achievement that all children are expected to meet.

C. Cross-cultural goals

- To orient students to the cultural patterns of the classroom, school, and community to enable participation in activities.
- To help students develop and/or reinforce positive attitudes toward self, school, and community.
- To provide a nurturing school environment in which English language learners can attain academic success.

- To involve parents in the school and their children's education.

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

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

All families with students new to the district will be asked to complete a [Home Language Survey](#)- IA (281-60.3(1)a) including the student race and ethnicity reporting beginning 2016-2017. A copy of this survey, Form A on the [TransAct website](#), is included in the district's registration materials packet. Families registering children will be assisted in completing documents and registration materials on-site as needed. Our district is prepared, with the assistance of the local AEA, to conduct oral or native language interviews in the student's home with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281-60.3(1)). The forms will be reviewed by the secretarial staff at registration, and any student indicating another language other than English is used at home will be referred to the ESL Coordinator for screening. Copies of the Home Language Survey will be placed in student's Cumulative Folder. See [Appendix A](#).

B. State-approved English language proficiency placement assessment - The ELPA21 Dynamic Screener plus additional measures.

If the Home Language Survey indicates a language other than English in the Student's background, the ELPA21 Dynamic Screener will be administered within the first thirty days of the student's arrival (NCLB, Sec. 3302[a]) or if the child enters after the beginning of the school year, within two weeks (NCLB, Sec. 3302[d]), to determine English proficiency. Future kindergarten students will be assessed using the Dynamic Screener for Future Kindergarteners (available April 2 - November 30th). Results of the ELPA21 Dynamic Screener or other state-approved English language proficiency placement assessment will be placed in the student's cumulative folder. Trained and certified ELL staff will administer the ELPA21 Dynamic Screener. Certifications of training completion will be kept in district personnel files. ELL staff will also assess academic skills in relation to the student's grade or age level (281-60.3(1)b). To the extent possible, the district will assess the student's academic skills in their first language. These will be done by informal and formal assessments, dependent on the language, grade level, etc. When applicable we will try to utilize any native language assessments available through the AEA.

If the student is non-English proficient or limited English proficient in any of the English language proficiency subtests (speaking, listening, reading, writing) or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the Language Instruction Educational Plan (LIEP). A summary of the results will be placed in the students' cumulative file.

C. Process to place students in appropriate LIEPs

After the initial assessment, a preliminary placement of an English language learner in a particular level of a Language Instruction Educational Plan (LIEP) may be tentative until more performance data can be collected. English language learners should be placed in the grade in which other students of the same age are placed. Interactions with same-age peers encourage English language learners to use oral English and to make social and cultural adjustments. English language learners will be placed in the program that address matching their English language development needs based upon the previously described assessment, observation, and information gathering. This decision will be made using a team approach, including, but not limited to, the following: the student, general education teacher(s), ELL coordinator, AEA 267 English as a Second Language Specialist, counselor, parent(s), and the administrator. The team should analyze student performance data in both academic and language skills to determine his or her appropriate placement, to review and make recommendation for the LIEP program, and to review and make recommendations for content courses. No placement should be considered permanent. The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as need is determined.

D. Parental forms distributed in a language most easily understood (found on TransAct) within 30 days of enrollment

1. Determination of student eligibility (sent once upon placement)

As soon as the student is identified as an English language learner and placed in a LIEP, notification of eligibility, parental rights, program components and opportunities for involvement will be sent to parents (no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a LIEP if a student enrolls after the beginning of the year) in the language most easily understood. Signed copies will be kept in students' cumulative files.

2. Notification of English Language Development Program Placement (Version A), initially and annually

As required in section 3302 of the *No Child Left Behind Act of 2001*, the student's parent(s) will be notified regarding:

- the reason for placement in a program for English Language Learners (Sec. 3302[a][1]);
- the student's level of language proficiency, how it was assessed, and their level of academic achievement (Sec. 3302[a][2]);
- the methods of instruction used in the child's educational program, use of English and the native language in that program, and other program options available within the district (Sec. 3302[a][3]);
- how the program will meet the needs and build on the academic strengths of the child (Sec.3302[a][4]);
- how the program will go about teaching the child English and preparing him/her to meet academic standards for grade promotion and graduation (Sec. 3302[a][5]);
- exit requirements for the program, expected transition rate of students from the program to programs not designed specifically for English language learners, and the expected rate of graduation for students participating in the program (Sec. 3302[a][6]);
- for special education students, how the program will fulfill requirements of the student's IEP (Sec.3302[a][7]); and
- information regarding parental rights, including rights to remove the student from the program, to information about other program options, and assistance in selecting from various programs and teaching methods if more than one is available (Sec. 3302[a][8]).

The [Parental Notification Form](#) (Form A) from [TransACT](#) will be used in the language most easily understood. Signed copies will be kept in students' cumulative files. See [Appendix B](#).

E. Process for waiving students from LIEP

At any point in time only the parents/guardians of the student may choose to waive their child's eligibility for participation in the English Language Learner program. A meeting will be held with parents to discuss recommendations, concerns, ELPA21 assessment requires and potential outcomes. The [Withdrawal/Denial of Enrollment Form](#) from [TransACT](#) will be provided upon

request in the language most easily understood. See [Appendix C](#). If a parent waives the student from LIEP, the district will keep the following documents on file:

- Documentation of the meeting held to discuss recommendations, concerns, and potential outcomes with parent(s)
- Signed documentation of the parents' decision will be kept in the student's cumulative file.

The district will provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP. Support will include additional scaffolding provided by the classroom teacher.

III. Description of the LIEP

A. LIEP Goals

The goals of the North Butler LIEP include:

1. English learners will make sufficient growth as measured by ELPA21. (State target for 2015-2016; 64.7%)
2. English learners will attain English proficiency as measured by ELPA21. (State target for 2015-201; 26.1%)
3. English learners K-3 will increase their proficiency in reading as measured by FAST.

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

All identified Non Parental Waiver ELs at all proficiency levels will receive direct LIEP instruction and will have access to the district core curriculum with services to support this curriculum. The intensity and frequency of services will be a team decision based on the student's individual needs for English language development and LIEP support to access district core curriculum. Based on assessment results, ELLs should be assigned to mainstream classrooms with students of the same chronological age, no more than two years differential (60.3(3)a). LIEP services will begin upon determination using the ELP21 Dynamic Screener. The following program is used at North Butler:

- **PK-12 English as a Second Language Program** which is a program where EL students are "pulled out" of regular, mainstream classrooms for special instruction in English as a second language. This pull-out is designed to assess, and provide additional language support to classroom teachers based on information gathered in the pull-out sessions with the ELL endorsed teacher.

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

Annual parental notification (no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a LIEP if a student enrolls after the beginning of the year) of continuing placement and programming options are provided to families in the fall of each year. The “Notification of English Language Development Program Placement (A)” (TransAct forms) will be in a language the parents/guardians can best understand. Heather Holm or current ESL Coordinator will be responsible for sending the parental notification and storing the record of the notification in the student’s cumulative folder.

D. Description of procedure for communicating with parents who have waived LIEP services is in place annually

Annual communication with parents who choose to waive their child’s eligibility will take place to discuss eligibility and recommendations. A signed copy of Waiver-Refusal of ESL-Bilingual program form from [TransACT](#) will be kept in the student's cumulative folder. See [Appendix C](#).

The district will provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP. Support will include additional scaffolding provided by the classroom teacher.

E. Highly qualified staff (ESL endorsement)

The teacher providing LIEP instruction will hold a valid ESL endorsement to instruct students qualifying for ESL services (281—60.3(2)). In addition proper endorsement for content teachers who deliver content area instruction to ELs will be held.

F. Designated administrator oversight for LIEPs

The ELL coordinator, Billie Buss, is responsible for the oversight for the LIEP and holds an ESL endorsement (281—60.3(2)). She, or the current ELL coordinator, will engage in continuous training for working with ELLs.

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

The district will implement the IA ELP standards. Support will be provided to learn English and also to access the the Iowa Core Curriculum through scaffolding and pull-out instruction. The ESL teacher will work closely with the content area teachers during Wednesday professional development to

ensure appropriate support to access the Iowa Core Standards and ELP Standards. In addition, time during inservice will be devoted to aligning these standards with instruction.

H. Curriculum and Supplemental Resources

Students in the LIEP will be assigned to classrooms with their same age peers. ELLs will receive core instruction from classroom teachers with support and pull-out services in ELL by a qualified ESL instructor. Individual needs will be determined by the placement team.

The district will consider the needs to ELs in the core curriculum reviews. When selecting new core curriculum materials, the district utilizes a spreadsheet with specific criteria. The analysis includes accessibility to the curriculum for all populations with the following considerations:

1. Materials and activities are responsive and adaptable to a variety of learning styles and developmental differences, including students requiring remediation, and offer teachers strategies to meet the needs of a range of learners.
2. The program provides resources for acceleration and extension of learning.
3. The program provides resources for supporting English Language Learners (ELL's) regular and active participation with grade-level text.
4. The program incorporates strategies, materials, activities, etc., that consider the special needs of all students, especially students with disabilities, and follows the principles of Universal Design.
5. The program allows and encourages all students, regardless of aptitude or background, to work with rich and rigorous grade-level texts, questions, and writing prompts.

In addition, someone on the team will have knowledge of language acquisition, English learners, and multicultural best practice to ensure that core curriculum materials meet the needs of ELs.

The district has purchased the research-based Access Newcomers program:

- Highly visual approach to teach content skills, key concepts, and academic language
- Standards-based curriculum helps students build language and communication skills

- Formatted for the reading level of English language learners.

In addition, the research-based Earobics program has been purchased for use with students with beginning English skills. Each implementation of Earobics includes software that provides instructions in the student's native language, and built-in opportunities for specialized practice and support for English language learners in nearly every Earobics lesson.

In addition, supporting materials are explored and purchased on an on-going basis to accompany the content text and support language development. Due to our small ELL population, we are able to evaluate student needs and purchase resources based on needs. When a student is placed in the LIEP, resources are selected and purchased for the student based on evidence of effectiveness in LIEPs and student learning needs.

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

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

North Butler follows an enrichment model for gifted and talented programming for students. Teacher teams examine student academic achievement data and determine if enrichment services are warranted. All students are considered part of the initial candidate pool. Academic classroom achievement data, parent and teacher advocacy data, formalized testing data as well as the Renzuli's characteristics of giftedness are used to determine placement. A committee of teachers and administrators look at student data to determine if placement into gifted programming is appropriate. Accommodations and modifications will then be provided as necessary through the TAG program given students English proficiency level to meet each student's unique learning and language needs.

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

For placement into special education a learning disability must also present itself in the student's home language. ELLs cannot be placed into Special Education (SE) programming due to ELL status alone. The same process for eligibility determination to special education services is followed for students entitled to ELL services. The process will also include both first and second language acquisition and skills, cultural differences, prior schooling, etc. When a student is brought to the team, we will use the "Considerations for ELLs" document as a

starting point in considering language or disability. IEP team will include someone with knowledge of second language acquisition. If an ELL is placed in SE, direct highly qualified instruction for SE and LIEP will be provided.

- C. Process in place for identifying and serving ELs in any other district programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, etc.)

ELLs will have access to all district programs and will qualify with the same standards with the exception of English language skills. There is a process in place for identifying students using the ELPA21 Dynamic Screener and serving ELLs. Once identified, parents and students will be provided with communication about programs and eligibility in a language most easily understood. Heather Holm or current ESL Coordinator will work with program coordinators for placement/consideration in all programs to provide equal access to these programs by removing the language barrier.

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

ELLs will have access to all district extracurricular activities and will qualify with the same standards with the exception of English language skills. There is a process in place for identifying students using the ELPA21 Dynamic Screener and serving ELLs. Once identified, parents and students will be provided with communication about activities and eligibility in a language most easily understood. Billie Buss, or current ESL Coordinator, will work with activity directors for placement/consideration in extracurricular activities to provide equal access to these activities by removing the language barrier.

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

- A. North Butler Schools provides continuous professional development training and support for staff who support or deliver instruction to ELs. The district will attend training and implement instruction as provided by the training provided by the ELL Coordinator or local AEA Specialist.

District and building administrators

Administration and the ESL Coordinator have the opportunity to attend professional development in language acquisition and sheltered instruction techniques and are able to assist in leading the ELL programs.

LIEP staff (certified & support)

In-service training is provided by the ESL Coordinator or AEA Specialist for LIEP staff (certified and support) involved in the educational process of ELs. The continued training includes instructional techniques and modifications for ELL students. Teachers will also be encouraged to take instructional courses about sheltered instruction techniques through the local area education agency.

Content and classroom teachers

In-service training is provided by the ESL Coordinator or AEA Specialist for content and classroom teachers involved in the educational process of ELLs. The continued training includes instructional techniques and modifications for ELL students. Teachers will also be encouraged to take instructional courses about sheltered instruction techniques through the local area education agency.

Paraprofessionals

In-service training is provided by the ESL Coordinator or AEA Specialist for LIEP staff (certified and support) involved in the educational process of ELLs. The continued training includes instructional techniques and modifications for ELL students.

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

In-service training is provided by the ESL Coordinator or AEA Specialist for all building/district support staff (instructional coaches, curriculum coordinators, counselors, etc.) involved in the educational process of ELLs. The continued training includes instructional techniques and modifications for ELL students. Teachers will also be encouraged to take instructional courses about sheltered instruction techniques through the local area education agency.

B. District training of ELP Standards and implementation plan

The ESL Coordinator and ESL teacher will individually or collectively complete the training modules for ELP Standards and implementation of the standards via AEA PD Online and take the associated brief quiz to document completion and content attainment (training model A). Certifications of completion will be used for documentation of required personnel. The certificates will be kept in personnel files in the superintendent's office.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

English language development assessment and administration will take place annually in the spring, with the Iowa English Language Proficiency Assessment for the 21st Century (ELPA21) to measure growth. The ELPA21 will be administered annually to all students who qualify for the LIEP between March 1st and April 15th. Students that have waived the right to ESL services will also be assessed.

A. Annual training to appropriate staff

ELPA21 test administrators will complete the annual state on-line training via AEA PD Online. Billie Buss or current ESL Coordinator will collect documentation of training for all ELPA21 test administrations and store the certificates in the central office teacher files.

B. Dissemination of scores to stakeholders

The scores will be disseminated and explained to the appropriate stakeholders (administrators, classroom teachers serving ELLs, and parents) by Billie Buss or current ESL Coordinator via letter.

C. Appropriate training to interpret results for staff

Administrators, LIEP teachers, and other staff involved in the education of an ELL will receive training to interpret the results of the ELPA21 from the ESL Coordinator or AEA Specialist during professional development.

D. Utilization of assessment results to guide instruction and programming

Results will be used to guide Core and LIEP instruction and LIEP services decisions. Heather Holm or current ESL Coordinator will review all data on an annual basis to evaluate the effectiveness of instruction and work with classroom teachers to make improvements for the future instruction of individual students or the district-wide programs.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

In compliance with the Iowa mandate, students in North Butler Community School District are enrolled in the Language Instruction Education Program until the student achieves the required score for proficiency on ELPA21.

B. LIEP Exit Procedures

- a. Exiting from the LIEP program must occur during the allowable window (end of previous year and the Oct. 1st student count date).

- b. Parents are notified with state-approved TransACT exiting form in language most understandable to parents/families via the "Program Exit Letter - Form B". A parent signature is required.
- c. The student code will be changed to "exited" by the building secretary so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to *Iowa Department of Education's Data Dictionary*.
- d. Monitoring will begin upon exit and take place for two years.

VIII. Monitoring Procedures after Students Exit the LIEP Program

A. Monitoring

Once students have formally exited the program, the district will continue to monitor student progress for two years to determine sustained academic progress. Billie Buss or current ESL Coordinator will monitor standardized test data to ensure continued proficiency. The classroom teacher will also do periodic checks on students that were served in the LIEP for classroom performance including grades, curriculum based measurements, and behavior including social and emotional needs. The team will meet to determine continue to monitor, successful completion of monitoring for 2 years minimum (pending ESSA guidance), or consideration of re-entry due to language needs.

B. Re-Entry to LIEP

If a student does not perform as well as anticipated in an all-English mainstream environment, students will be allowed to re-enter the English language program when the student:

- 1. Does not achieve the required score for proficiency on ELPA21
- 2. Does not score proficient on the Iowa Assessments

Billie Buss or current ESL Coordinator will notify the parent/guardians using the [Parental Notification Form](#) (Form A) from [TransACT](#). See [Appendix B](#).

IX. LIEP Evaluation

A team evaluation process is facilitated by the ESL Coordinator, Billie Buss, or current ESL Coordinator annually with the results being used to improve current LIEP programming and content instruction of Iowa Core classes. North Butler Schools conducts periodic program evaluations in light of the following questions. (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p.35):

- 1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;

2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

The progress toward the following program goals is measured as part of the program evaluation process:

- To help students become English proficient in the language skills of speaking, reading, writing, and listening.
- To help students to successfully participate in classroom learning situations and other school activities.
- To prepare students to meet the same challenging academic content and student academic achievement that all children are expected to meet.
- To orient students to the cultural patterns of the classroom, school and community to enable participation in activities.
- To help students develop and/or reinforce positive attitudes toward self, school, and community.
- To provide a nurturing school environment in which the English language learner can attain academic success to the best of their ability regardless of the linguistic, cultural, racial, or religious background and experience.
- To involve parents in the school and their children's education.

North Butler evaluates the services provided in the areas of student identification, student assessment and evaluation, staff, exit criteria, program evaluation, equitable access, special education, professional development opportunities/needs for ESL teachers, classroom teachers, and notices to parents using a district developed questionnaire. The results of the evaluation help provide insight into areas in need of improvement. The evaluation results can lead to changes in procedures regarding:

- a. professional development needs
- b. adjustment of the LIEP
- c. staffing
- d. teacher scheduling
- e. curricular needs
- f. meeting the needs of individual ELs and/or subgroups

The district utilizes the [District Self-Study Guide](#) periodically for assessment. See [Appendix D](#).

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 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: _____

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.