

Hartley-Melvin-Sanborn
Community School District

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

School Year 2017 - 18

August, 2017
(revised)

Committee Members:

Bill Thompson, Superintendent
Cathy Jochims, Principal
Nathan Hemiller, Principal
Mark Dorhout, Equity Coordinator
Kristin Triplett, K-8 Guidance Counselor
Kim Spier, 9-12 Guidance Counselor
Julie Swenson, Kdg. Teacher
Robin Sindt, LIEP Teacher
Sherri Anderson, Northwest AEA EL Consultant

MISSION STATEMENT

The mission of the Hartley-Melvin-Sanborn Community School District's Language Instruction Educational Program (LIEP) is to nurture and prepare all LIEP students to reach their potential and develop the academic and personal skills so that they are able to become responsible citizens equipped to meet the challenges of an ever changing world.

I. LAU PLAN GUIDING PRINCIPLES

English Language Development Goals

It is the goal of the Hartley-Melvin-Sanborn Community School District's LIEP to:

- teach English comprehension through the four domains (listening, speaking, reading, and writing) to attain English proficiency and academic competence.
- promote pride in each student's cultural and linguistic background.
- build upon the strengths of each student while understanding their biography.
- develop the skills of English Learners (ELs) so they can function in school and in society at a level comparable to their native English-speaking peers.
- promote the generalization of language acquisition skills into the content instruction.

Academic Achievement Goals

Hartley-Melvin-Sanborn Community School District is committed to accommodating all learners. To enhance academic equity and excellence, this plan establishes a renewed emphasis and commitment to educating ELs in our schools. Each school district in the state of Iowa is required to have goals and procedures in place for the identification and assessment of English Learners, the development of an appropriate special language instruction program, a system for evaluation of that program, and criteria whereby students are exited from the program.

The goals of the program are to:

- Educate ELs in the content classrooms with the same rigorous standards of excellence as non-ELs in the school district.
- Teach listening and reading English skills with an emphasis on comprehension in both social and academic settings.
- Teach speaking and writing English skills with an emphasis on quality production in both social and academic settings.
- Instill positive self-concepts and attitudes toward school in EL students.
- Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
- Involve parents and families of EL students in the educational process in order to develop positive home/school relationships.
- Encourage ELs to become involved in community and school activities.

Cross-Cultural Goals

Multicultural, Gender-Fair Education

1. Iowa Code Chapter 256.11 EDUCATIONAL STANDARDS
Rationale for Multicultural, Gender-Fair Approaches:

When students see the contributions and perspectives of their group included in the curriculum, the learner becomes connected to the curriculum. It tends to contribute to a higher self esteem, stimulate greater motivation to learn, and ultimately, lead to higher achievement.

In addition, students may be prevented from developing an inflated sense of self or group superiority, which can contribute to ethnocentric perspectives, paternalism, and subtle forms of racism and sexism over time. This exposes students to the diversity of their country and the world and therefore better prepares them to live and work successfully in a diverse world and a global economy.

The Goals of Multicultural Gender-Fair Education:

- To help students to develop positive and realistic self concepts regardless of their gender, race, national origin, or disability.
- To assist students to understand that both men and women, diverse racial/cultural groups, and persons with disabilities have made valuable contributions to the heritage of the United States and this rich diversity enriches and strengthens our country.
- To assist students to understand that all persons are members of the human race and that they have common needs, feelings, and struggles.
- To assist students to develop positive interpersonal and intrapersonal communication techniques as well as the motivation to play an active role in the solution of societal problems and conflicts.
- To provide a nurturing, supportive and inclusive learning environment for all students so that they can achieve their maximum potential.

The board of the Hartley-Melvin-Sanborn Community Schools will not discriminate in its educational activities on the basis of race, color, national origin, creed, socio-economic status, religion, sex, disability, sexual orientation, gender identity or marital status. In addition, the board, affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and/or harassment.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes. The LIEP program provides students with the opportunity to reach proficiency in all four domains of English. Students are further able to develop an understanding of American society and culture. These goals are promoted in a respectful environment in which the first language and culture of students are valued and pride is maintained in their ethnic heritages.

II. IDENTIFICATION AND PLACEMENT OF ENGLISH LEARNERS IN THE LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

A. Home Language Survey-IA

Students who speak a language other than English follow all district enrollment procedures with the following additions.

All families are required to complete the front and back sides of the Home Language Survey (IA) (Iowa Code 280-60.3(1)a) during fall registration (Appendix A). The Home Language Survey-IA, which includes the Student Race and Ethnicity form (beginning 16-17), is available in 28 different languages and is accessed through the TransAct website at www.transact.com. Every effort will be made to assist adults who may not have sufficient English or literacy skills to complete the Home Language Survey (IA) and other documents. All Home Language Surveys (IA) will be signed by parent/guardian and filed in the student's cumulative file. The Student Race and Ethnicity Report will also be placed in the student's cumulative file. **Please Note:** *If a student enters mid-year from a district in Iowa, the HLS-IA will be used from that Iowa district and the family will not fill out a new one. However, if a student enters mid-year from an out of state district, the family must fill out the HLS-IA and it must be placed in the cumulative file of the student.*

If an entering family indicates a language other than English on the Home Language Survey-IA or there are other indicators of LIEP need, the enrolling secretary notifies the LIEP teacher about the arrival of the student. The LIEP teacher facilitates the identification process as needed. See Appendix B for LIEP Placement Procedures and Timeline and the personnel responsible.

The Hartley-Melvin-Sanborn Community School District will make every attempt to find a competent adult in our community or surrounding area to assist parents and staff to complete paperwork and discuss needs and expectations. *Please note:* a positive response to an item on the Home Language Survey-IA does not in itself identify a student as an EL; it merely helps to screen students for potential consideration.

In *Plyler v. Doe*, 1982, the United States Supreme Court ruled that school districts could not deny enrollment to a student lacking proper immigration documents. Because of this, requesting or requiring papers such as a green card or social security number is not allowed. Proof of age and residency in the HMS school district may be required. 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.

B. State-Approved English Language Proficiency Placement Assessment

ELs are identified by assessing their English proficiency in reading, writing, speaking, and listening using teacher observation and oral and verbal skills tests. Currently, the LIEP teacher administers the Tennessee English Language Placement Assessment (TELPA) to measure listening, speaking, reading, and writing levels in English. This takes place within 30 days of the beginning of the school year (NCLB, Sec. 3302(a)) or two weeks of the student's enrollment, if a student enrolls after the start of the school year (NCLB, Sec. 3302 (d)). Completed assessments, results, and placement identification are kept in the student's cumulative file.

Administrators of TELPA will be trained through the online training offered by the IDE on an annual basis. The certificate from the training will be stored in the personnel file located in the HMS Business Office. *Note: While the TELPA is the current screener being used for the Fall, 2016, Iowa is transitioning to using ELPA21. At that time, ELPA21 will be the assessment for screening and monitoring students.*

C. Process to Place EL in Appropriate LIEP and Content Courses

1. *Describes how teams gather additional academic and pertinent data to determine ELs needs*

Based on the results of screening or assessment, the Lau Committee will meet to review the data and determine the appropriate level of support for each student. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine appropriate placement. If the student is non-English or limited English proficient on the English language development screener or based on previous records, the student will be identified for the LIEP and services will begin upon this determination.

The following assessments are used for academic testing and considered when making placement and programming decisions for students.

In the K-4 grades, Fountas & Pinnell Benchmark System, FAST, Iowa Assessments, and ELPA21 scores can be used to obtain more information about a student.

At the middle school and high school levels, Iowa Assessments can be used to obtain more information about the student. The LIEP teacher, along with administration, will determine appropriate assessments if educational concerns arise. In addition, it will be beneficial to determine any educational background of the student, including prior placement. NWAEA personnel can also be a valuable resource when determining placement into content courses matching their language and academic needs/strengths.

2. *Describes team-based placement process of ELs into **LIEP** matching their:*
 - a. *English language development needs*
 - b. *Academic needs*

Once language and academic skills have been assessed, the LIEP teacher reviews the data with appropriate administrators and members of the Lau Leadership Team. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine placement. If the student is non-English or limited English proficient on the English language development screener (TELPA) or based on previous records, the student is identified for the LIEP.

3. *Describes team-based placement process of ELs into **content courses** matching their:*

- a. *English language development needs*
- b. *Academic needs*

Once language and academic skills have been assessed, the LIEP teacher reviews the data with appropriate administrators and members of the Lau Leadership Team. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine placement. If the student is non-English or limited English proficient on the English language development screener (TELPA) or based on previous records, the student is identified for the LIEP. This data will help in determine the content courses appropriate for the student in meeting his or her language and academic needs. Students will be placed in appropriate content courses based on their language and academic needs.

4. *Describes placement in general education setting that is age appropriate (within two years of actual age).*

Each student is placed at the grade level appropriate for his or her age, unless there are extenuating circumstances; these will be considered on an individual basis. Best practice is that a student be assigned to a classroom of peers no more than two years different (Iowa Code 60.3(3)a). Building staff will assess academic skills in relation to the student's grade or age level (Iowa Code 281-60.3(1)b).

D. Initial Parental Notification of Eligibility following state guidelines, in language most easily understood:

Parent notification is an important component of the law (NCLD, Sec. 3302).

- Parents must be notified every year (annually): For an initial placement, parents are notified *no later than 30 calendar days* after the beginning of the school year or *within two weeks* of a child being placed in a language instruction program (if a student enrolls after the beginning of the year).
- Parental Notification of student eligibility must include:
 - * Reasons for identification
 - * Child's level of English language development
 - * Method of instruction
 - * How the LIEP will meet the educational strengths and needs of the student

- * How the LIEP will help the student learn English
- * Specific exit requirements of the LIEP
- * How the LIEP meets the objectives of the IEP of a student with a disability
- The LIEP teacher will send notifications initially and annually to parents. Parental information must be provided in “an understandable and uniform format, to the extent practicable,” in a language that the parents can understand. The parent notification forms, *Determination of Student Eligibility For Program Placement* (Appendix C), which is sent upon placement-eligibility notification and permission from TransAct including parent/guardian signature. Parents are also given the *Notice of Program Placement* formerly titled *Description of District English Language Development Program(s) Version A* (Appendix D), which is for initial and annual placement, can be found at www.transact.com.
- The signed Parent Notification forms are placed in the student’s cumulative folder by LIEP teacher. The LIEP teacher will follow up with unreturned forms.

E. Parent documentation of initial change from LIEP programming (included only if parents indicate they want to waive or withdraw from services)

The LIEP program is a voluntary program and parents may choose to waive enrollment in the program. A meeting with parents, the LIEP teacher, and administration will be held to discuss recommendations, concerns, EPLA21 assessment requirements, and potential outcomes. At this meeting, parents will be provided with the *Explanation of Consequences for not Participating in English Learner Program* notice.

Documentation of this meeting indicating the decision of the parent will be signed by the parents, the LIEP teacher, and the administrator. If parent chooses to waive enrollment in the LIEP, the *Request for Change in Program Participation* formerly titled *Waiver/Refusal of English as a Second Language Bilingual Program* - Appendix E), found at www.transact.com, is then signed by the parents and placed in the student’s cumulative folder. The classroom teacher will be made aware of the waiver and be expected to provide appropriate linguistic support and accommodations to ensure mastery of English and academic achievement. *Note: These students; however, will continue to be tested with the ELPA21 until they have met state criteria for proficiency. In addition, the LIEP teacher will continue to serve the language needs even if the parent has waived enrollment.* Parents will be contacted annually by the LIEP teacher to review their child’s eligibility and enrollment in the LIEP.

III. DESCRIPTION OF THE LIEP

A. LIEP Program Goals

Hartley-Melvin-Sanborn Community School District LIEP believes ...

- Language acquisition is developmental and acquired in stages.
- Promoting a student's use of the native language in the classroom provides a foundation whereby learning in the second language can be built.
- Language is best acquired through purposeful practice of content in the target language.
- Each EL brings their unique biography and experiences to the classroom.
- Rate of acquisition differs among language learners.
- ELs acquire language best when their level of instruction narrowly supersedes the level of their comprehension.
- ELs need to develop basic interpersonal communication skills (BICS).
- ELs need to develop cognitive academic language proficiency (CALP).

Quality instruction for ELs:

- allows language learners to engage deeply with content.
- promotes an understanding and acquisition of the academic vocabulary and language needed in the classroom.
- includes collaboration between the general education teachers and the LIEP teacher.
- promotes the use of the native language in the home to enhance second language acquisition.
- promotes proficiency in all four domains of learning English.
- supports linguistic needs of students while accessing the Iowa Core Standards.
- includes appropriate strategies to make the content comprehensible for ELs.
- is necessary to achieve the level of proficiency needed to be successful in the general education curriculum.

LIEP Goals:

Language Goals:

The percentage of EL students in the school year 2016-2017 moving to the next higher level for language proficiency on the state-approved language proficiency assessment will increase by 10% from 2016-2017 results.

ELs will increase their proficiency level on the Reading portion of ELPA21 by 2% in 2017-18 as compared to their proficiency level on the Reading portion of ELPA21 in 2016-17.

Academic Goals: 5% of EL students participating in Iowa Assessments will score Proficient in reading and math in 2017-2018

B. Description and Implementation of Specific State-Approved LIEP Model

The Hartley-Melvin-Sanborn Community School District believes that all students and families should feel welcomed in our schools; this is no different for ELs and their families. We provide the following models for our ELs:

- The *Intensive English for Newcomers* model (Appendix H) provides intensive English instruction and a cultural, social, and academic orientation to the United States.

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. HMS 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 build a bridge between their needs and general 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.

- *Other English as a Second Language* model (Appendix H) provides English instruction in the content classroom with a supplemental LIEP to increase English proficiency.

This program is an avenue of access to the Iowa Core Curriculum taught in the general education classroom and is a program of techniques, methodology, and supplemental curriculum designed to teach English language skills, which include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. While the native language is encouraged, the general education classroom and LIEP instruction is presented in English with minimal use of the native language. ELs are required to meet the same rigorous standards and benchmarks as all other students in the HMS Community School District. Therefore, there is not a separate LIEP curriculum at HMS; however, there are specialized materials and strategies that will assist ELs in meeting district goals.

ELs are grouped together in small groups by grade level or English proficiency and receive instruction from the LIEP teacher, unless services are waived. There could be opportunities in which a trained paraeducator may work with students under the supervision of the LIEP teacher. Services are usually provided for 30 minutes daily; however, to accommodate students at different levels of English proficiency, the Lau Committee will determine if services are offered more or less than this. Students are

typically in the LIEP program for 4 - 6 years. When necessary, students are served at all three levels with this instructional model.

Literature is the basis of the instruction in the LIEP program and all four domains are taught from literature. Current research supports that students read at the level that is “just right”. In addition, students practice their listening skills as a higher level of text is read to them with speaking and listening skills embedded in the lessons. It is the belief that students learn to read better by writing and write better by reading. Reading and writing work together to improve thinking. Engaging ELs in substantive conversation promotes the understanding of concepts as well as listening and speaking skills.

Current theory in the teaching and learning of English as an additional language stresses the need for students to learn content and language simultaneously. This enables ELs to maximize their opportunity to be successful in all-English classrooms with their English-speaking peers. It may take from 7 to 10 years for students to score on average with non-ELs on standardized achievement tests. For this reason, classroom teachers need professional development to learn how to be most effective with ELs. Many teachers call these strategies “just good teaching;” however, they are more appropriately identified as “essential teaching” since ELs are unlikely to be successful without them. Whenever possible, the LIEP teacher will support the ELs access to the core curriculum while in the content classroom. ELs at all proficiency levels receive direct LIEP instruction unless services have been waived.

Classroom teachers will be made aware of students whose parents have waived LIEP instruction. Teachers will be expected to provide appropriate support and accommodations to the student to ensure mastery of English and academic achievement. The district uses a wide range of pedagogical strategies to meet the needs of all of its learners and to support their academic progress.

C. Description of Annual Parental Notification of Continuing Placement and Programming Options in Language Most Easily Understood

In the Hartley-Melvin-Sanborn Community School District, parents are invited to a Spring meeting in which conversation is shared about assessment scores, questions and concerns are addressed, and placement is determined for the next fall. If parents do not attend this meeting, LIEP teacher makes personal contact with parents.

- Parents must be notified every year:
 - * Parents are notified no later than 30 calendar days after the beginning of the school year.
 - * Within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year).
- Parental Notification must include:
 - * Reasons for identification
 - * Child’s level of English language development

- * Method of instruction
- * How the LIEP will meet the educational strengths and needs of the student
- * How the LIEP will help the student learn English
- * The program's specific exit requirements
- * How the program meets the objectives of the IEP of a student with a disability
- Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language that the parents can understand. (See www.transact.com for parent notification form *Notice of Program Placement formerly titled Notification of English Language Development Program Placement (A)*).
- Any necessary Parent Notification forms are completed and are returned with the parent's signature and placed in the student's cumulative folder by LIEP teacher. The LIEP teacher will follow up with unreturned forms.

The LIEP teacher, Robin Sindt, is responsible for implementing the parental notification process and seeing the process through to the end. All records of notification are placed in students' cumulative files annually.

Our district realizes that parent involvement is beneficial to students, teachers, and families. Any positive parental involvement has the potential to increase student achievement and affect the school climate positively. Because of this, parents are invited to two parent meetings; one in the fall and one in the spring. These meetings are in addition to two parent/teacher conferences with the LIEP teacher. An interpreter is available so that parents will have a complete understanding of their child's progress and have any questions and/or concerns addressed. In addition, every effort is made to provide childcare so that parents are free to participate in the meeting. Parents are also encouraged to attend and participate with their child in the freshman orientation at the high school in the spring. Even though translating class information and school notes can be difficult, every effort is made to translate into the first language of the student. When communicating with parents by phone, interpreters are used if possible.

D. Procedure for Annual Communication with Parents Who Have Waived LIEP Services

The LIEP is a voluntary program and parents may choose to waive enrollment. If a parent requests a waiver from LIEP services, an initial meeting with parents, the LIEP teacher, and the administrator will be held to discuss recommendations, concerns, and potential outcomes with the *Explanation of Consequences for not Participating in English Learner Program* (www.transact.com). If the parent still chooses to waive enrollment, the *Request for Change in Program Placement*, formerly titled *Waiver/Refusal of English as a Second Language Program*, is then signed by the parents and placed in the student's permanent record as well as the *Explanation of Consequences for Participating in English Learner Program*. The classroom teacher will be made aware of the waiver and be expected to provide appropriate linguistic support and accommodations to ensure mastery of English and academic achievement. The

waiver, *Request for Change in Program Placement (Waiver-Refusal for ESL-Bilingual - Appendix E)* can be found at www.transact.com. Note: These students, however, will continue to be tested with the ELPA21 until they have met state criteria for proficiency. In addition, the LIEP teacher will continue to serve the language needs even if the parent has waived enrollment. For students who have waived services, an annual meeting with the parents and LIEP teacher will be held to discuss continued recommendations, concerns, and potential outcomes.

Parents who have chosen to waive LIEP Services will also receive invitations to the parent meetings and receive the same options for an interpreter at conferences.

E. Highly Qualified LIEP and Content Staff

The No Child Left Behind Act (NCLB) requires an increased accountability and the right of parents to know the professional qualifications of their child's teacher(s). It is the right of a parent to ask for the following information about each of the child's teachers:

- Whether the State of Iowa has licensed or qualified the teacher for the grades and subjects he/she is teaching.
- Whether the teacher is teaching under an emergency or provisional status for which the State of Iowa licensing criteria have been waived.
- The teacher's college major, whether the teacher has any advanced degrees, and, if so, the subject of the degrees.

If stakeholders would like to receive the information regarding your child's teacher, the school principal can be contacted. The Hartley-Melvin-Sanborn Community School District is committed to the success of all child and we appreciate the partnership of our parents in our efforts.

Currently, Robin Sindt has the ESL Endorsement from the State of Iowa and serves the Hartley-Melvin-Sanborn Community School District as the K-12 LIEP teacher. This position is a shared position with Reading Recovery/Title I/Comprehensive Intervention Model Coach. For an explanation of staff responsibilities, see the following page.

Teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided. Parents can receive information regarding the teachers by contacting the school principal.

Staffing Responsibilities

LIEP Teacher and Building Administrator Responsibilities (K-12):

- Oversee and direct the district's delivery of LIEP services
- Collaborate and coordinate with classroom teachers and LIEP associates
- Coordinate with NWEA ESL Consultants and provide training opportunities for classroom teachers and LIEP associates

- Provide instructional materials and resources to classroom teachers and LIEP associates as requested
- Provide support to classroom teachers and LIEP associates in differentiating instruction
- Collect and submit data
- Communicate with administration
- Communicate with classroom teachers and LIEP associates
- Problem Solver
- Advocate for students, teachers, and families
- Grants
- Scheduling and identifying proper placement and/or appropriate accommodations for the BEST INTEREST of the STUDENT

LIEP Teacher Responsibilities:

- Provide instruction to ELs in the four domains of English and learning about American culture
- Coordinate instruction and student needs with general education teachers
- Assist in providing resources and instructional materials to teachers in order to meet needs of ELs
- Provide information about progress of ELs to general education teachers
- Maintain the LIEP student roster
- Supervise LIEP associates assigned to the program
- Complete language proficiency assessments and assist with accommodations with district assessments
- Maintain LIEP student records
- Follow entry, exit, and monitoring procedures
- Maintain the ESL endorsement

Classroom or Content Teachers:

- Follow list of recommended accommodations/strategies provided by LIEP teacher
- Coordinate and collaborate with LIEP teacher
- Promote cultural awareness and understanding of diversity
- Provide instruction and instructional materials to meet the needs of all students in the classroom
- Utilize associates to reinforce content to ELs
- Provide materials to associates (notes, overheads, text, etc.) to aid ELs in reinforcement of skills and content
- Complete the ELP Modules within one year of being hired

F. Designated Administrator Oversight for LIEPs

Cathy Jochims, Elementary Principal, oversees the LIEP of the Hartley-Melvin-Sanborn Community School District.

Mrs. Jochims, as well as other administrators and teachers, has the opportunity to attend EL trainings such as Our Kids Summer Institute, Iowa Culture and Language Conference (ICLC) and other workshops and professional development provided by the Iowa Department of Education, Prairie Lakes AEA and Northwest AEA. Administrators overseeing LIEP are encouraged to watch the webinar titled *“Understanding Title III Requirements”* found on AEA PD Online. These certificates are found in the personnel files located in the HMS Business Office.

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

The Hartley-Melvin-Sanborn Community School District uses a pull out model in the LIEP. This pull out program integrates the English Language Proficiency Standards (ELPS) and the Iowa Core Standards. Communication between the LIEP teacher and the general education teachers is important; therefore, the LIEP teacher will continue to initiate ongoing and frequent communication with the general education teachers. This communication will include, but not be limited to, lesson planning, instructional materials, and appropriate strategies for English acquisition and success with all four domains.

In the 2017-18 school year, all certified staff will have completed the training for the English Language Proficiency Standards (ELPS). Any certified staff new to HMS during the 2017-18 school year will have 12 months in which to complete the 6 modules of ELPS training. To promote content learning and language acquisition for ELs, it is best practice for a language standard to accompany a content standard. With the dissemination of the ELPS, content teachers will be able to see how the ELPS and the Iowa Core Standards fit together and be able to identify appropriate connections for ELs through the use of reading, writing, speaking, and listening activities during the content instruction. The LIEP teacher will initiate and facilitate these conversations at the beginning of the year and several times throughout the year to assist where possible.

H. Curriculum and Supplemental Resources for LIEP

The LIEP uses the Iowa Core Standards to guide instruction along with the English Language Proficiency Standards.

LIEP supplemental resources at the K-4 level include a great variety of library books, Bookflix, and leveled text by Reading Reading and Pioneer Valley. In addition, Reading A to Z and Readworks are also resources used at this level. At the middle school level, Readworks, current events, and self chosen library books are used as resources to support the Iowa Core Standards taught in the general education classroom. Students at the high school level are linguistically supported through all of the above mentioned materials. The LIEP teacher has access to TrueFlix and NWAEA’s EL Loan Out Library for supplemental materials. Students at proficiency levels 1, 2, or 3 are also engaged in the Imagine Learning program at the elementary level.

The above supplemental resources are not a finite listing. The LIEP teacher and general education teacher will also search out the most effective and appropriate, research based strategies to utilize with ELs so that they are able to meet the rigorous academic demands. Classroom teachers will differentiate instruction of the grade level content within their classroom so that the needs of ELs will be met. The LIEP teacher is available to collaborate with teachers and support ELs while in the general education setting.

During core curriculum reviews, the district will consider the language and academic needs of their ELs. The LIEP teacher and general education teacher(s) will also search out the most effective and appropriate, research based strategies and materials to utilize with ELs so that they are able to meet the rigorous academic demands. The focus will be on reading, writing, speaking and listening.

The district will purchase and modify instructional materials that are appropriate to the needs of the ELs and the instructional program. (Iowa Code 280-180.4) State funding is provided for the “excess costs of instruction of (EL) students.” (Iowa Code 281-60.4 and 60.6(280)).

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

A. Process for Identifying and Serving ELs in Gifted and Talented Program

Iowa code states that gifted and talented students are “those identified as possessing outstanding abilities who are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability.” ELs will be evaluated for TAG services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American expressions, translates at an advanced level (orally), and/or navigates appropriate behaviors successfully within both cultures. The LIEP referral form serves as a starting point for this process. The Lau Leadership team, led by ELL Coordinator, Cathy Jochims or Bill Thompson, will meet and discuss recommendations with the TAG teacher. The team may choose to gather more information, such as work samples, test scores, and teacher input, and may choose to do a follow-up meeting to review prior to referral for TAG services. If the team determines TAG services are needed, the data collected will be used to develop services to extend the student’s learning in the areas in which he/she demonstrates a need. These services will be provided in collaboration with the TAG teacher, LIEP teacher, and the classroom teacher and will be tailored to the student’s unique learning needs. Accommodations will be provided during TAG time to support the student’s language needs. Reading, writing, listening and speaking skills will be incorporated into the TAG services based on EL’s language needs.

See “*Educating Iowa’s English Language Learners (ELL): A Handbook for Administrators and Teachers (2007)*”, pp. 4-7. Also refer to “*Northwest Area Education Agency: Procedures for English Language Learners (ELLs) (Fall 2005)*”, Section C and Section D. In addition, refer to *Identifying Gifted and Talented English Language Learners: Grades K-12*, which is found on the Iowa Department of Education website under the category: Talented and Gifted.

B. Process in Place for Identifying and Serving ELs in Special Education

Students who are not progressing in the general education classroom at a rate typical of their age and language appropriate peers should have their programming examined to determine if additional supports are necessary for the student to be successful. Levels of interventions that target the needs of a student should be provided if students are not successful in the general education classroom. In conjunction with the AEA personnel, school staff will analyze intervention data and English proficiency to determine if there is a suspected disability. An assessment of skills in a student’s first language should be considered prior to a referral for a full individual evaluation for special education services.

ELs have specific needs and consideration that must be taken into account when they are progressing through the stages of language acquisition. Such considerations include:

- Is the learning environment supportive for language development of ELs?
- Have personal and family factors been considered?
- Have physical and psychological factors been taken into account?
- Has information been gathered about the previous school experiences of the EL?
- Is the child proficient in oral language and literacy in both first (L1) and second language (L2)?
- Is there academic achievement in both L1, if available, and L2?
- Have cross-cultural factors been considered?
- How is information gathered about others’ way of doing things and their values and beliefs?

Prior to any special education referrals being put into place, EL strategies should be tried. These strategies are best developed through collaboration between the LIEP teacher and the classroom teacher and should be implemented in the general education setting with adequate assessment data collected. The strategies should be universal strategies that are good for all students. The EL should only be referred to special education after various linguistic supports and strategies have been tried over time and yet no progress is being made in the EL’s English language acquisition. If the strategies do not improve the EL’s progress in English language acquisition, the special education process may begin. *Special note: EL strategies should not be used to qualify ELs for special education nor should the LIEP be seen as a special education intervention.*

In addition: A student may receive special education and EL services if they meet the requirements for services in both areas. Special education services do not trump LIEP.

Additional testing and a review of records, including teacher interviews, student interviews, parent interviews, academic achievement records, and state assessments, will be used to make this determination. The EL referral form serves as a starting point for this process. The LIEP teacher, administrators, guidance counselor, and content teachers (Appendix F: Joint Guidance OCR/DOJ, January 7, 2015; page 27) will meet to discuss concerns and make recommendations. A follow-up meeting is set and recommendations are made at that point for special education services so academic and linguistic needs are met.

C. Process in Place for Identifying and Serving ELs in All Co-Curricular Programs

The LIEP teacher will work with administrators and other educators in the identification and placement of students in a variety of other programs in (Title I, At-Risk, Migrant Student Services, counseling services, Advanced Placement, career and technical education programs, etc).

When determining eligibility for Reading Recovery, the Kindergarten teachers, in May, rank students according to the process described by Marie Clay. From this list of students, the Reading Recovery teachers administer the Observation Survey to the students identified as the lowest performing. When determining placement into the Reading Recovery program, the Reading Recovery teachers use the scores, not the language acquisition.

Title I services are offered to students who have scored below the 40% on the Iowa Assessment. In addition, if a teacher is seeing that a student is struggling in the Reading and Writing curriculum, the Title I teacher may administer the Woodcock-Johnson to determine if placement in Title I services would be beneficial.

In both, Title I and Reading Recovery (K-4), parents are included in the conversation of placement as well as the general education teacher. Language acquisition does not promote nor detour placement.

After school tutorial programs are offered at HMS Community School District as well. If students are struggling to keep up with expectations, the student may be recommended for an after school program so that they may receive extra support in a small group or individual setting.

The language needs of the EL will be supported within each program with a focus on reading, writing, listening and speaking. The school will provide parents and students with communication about programs and eligibility in a language most easily understood. The LIEP teacher is included in all data review for placement consideration of ELs.

D. Process in Place for identifying and serving ELs in Extra-curricular Programs

All students, EL and never-EL, are encouraged to participate in various clubs, athletics, and organizations offered by the district. All staff at HMS, including the LIEP teacher, will work with students and their families to determine interests and points of contact to assist the EL to become involved in extra-curricular opportunities.

The language needs of the EL will be supported within each program with a focus on reading, writing, listening and speaking. The school will provide parents and students with communication about programs and eligibility in a language most easily understood.

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

A. Ongoing EL Professional Development (PD) Provided for Staff Who Support the LIEP

In-service training is provided for all staff involved in the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel have opportunities to receive in-service training regarding instructional techniques and modifications for EL students, with continuing training provided according to district's Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). A record of professional development activities will be maintained.

The district provides opportunity for LIEP and general education staff to attend conferences and workshops offered by Northwest AEA and the IDE that focus on EL issues and pedagogy. An annual EL in-service will be provided to all staff focusing on strategies that benefit EL learners. The EL teacher is available for consultation and collaboration regarding adaptations, modifications, and accommodations appropriate in assisting those with English language needs. Building administrators have opportunities to attend workshops pertaining to EL needs, advise and assist in editing this plan as needed, assist in creating appropriate in-service topics to be delivered, attend EL in-services, and encourage the use of EL methodology/strategies within the classroom.

Administrators and LIEP teacher(s) are encouraged to view the webinar titled "[Understanding Title III Requirements](#)" found on AEA PD Online.

Annually, the LIEP teacher informs all teachers about ELs in his/her classroom. This information may include ELPA21 results and students' current levels of English language acquisition utilizing the Language Acquisition Chart.

LIEP teacher has the opportunity to participate in the Our Kids Conference at Waukee High School in June and the Iowa Culture and Language Conference in Cedar Rapids in November. In addition, LIEP teacher has opportunities to attend training offered by

the Iowa Department of Education and NWAEA regarding appropriate teaching strategies and best practices for ELs, assessment trainings, and data interpretation. These professional development opportunities are supplemental and covered using Title III funding. General education teachers and administrators are encouraged to attend.

B. District Training of English Language Proficiency Standards (ELPS) and Implementation

Professional development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards. *“Beginning in 2016-2017, all licensed staff providing service to ELs (i.e. content teachers and other certified support staff) must complete the training. By 2017-18, 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).” - as stated in memo from Dave Tilly Oct. 7, 2015.*

Option A: Certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.

Currently, all certified staff and building administrators have completed the ELP Standards training Modules 1-6. New staff will have 12 months to complete Modules 1-6.

All documentation of completion of the six training modules will be kept in personnel files in the HMS Business Office.

Lau Committee

The Lau Committee members will meet two times per year. The first meeting will take place in the fall and will address the following:

- Review of the district’s Lau Plan
- TELPA (or current screener) scores
- Number of ELs in district and current placement
- Programming services
- EL professional development for the current school year

The second meeting of the Lau Committee will take place in the spring and will address the following:

- Discuss ELPA 21 results/scores
- Determine which students meet the exit criteria

- Review and make changes, if needed, to the district's Lau Plan based on district's evaluation process
- Update Lau Plan with revised rubric from the Iowa Department of Education (revised date, Lau members updated, ELP standards, etc...)
- Update the District Self-Study document

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

A. Annual Training to Staff Assigned to Administer ELPA21

ELs will be evaluated annually with a standardized English Language Development instrument recommended by the state of Iowa. Currently, the state of Iowa is using the ELPA21 to measure growth of language acquisition. The LIEP teacher administers the assessment in the spring so that there is no conflict with other district-wide assessments such as Iowa Assessments. The testing window is identified by the Iowa Department of Education and HMS abides by this timeframe.

The results of these tests will be used to measure progress and assist in meeting individual student needs. Information will be disseminated to appropriate staff for instructional decision making and program development.

The LIEP teacher completes the annual ELPA21 online training to administer and score the assessment. The training certificate is stored in the personnel file in the HMS Business Office. All students who have been identified as ELs (including those students whose parents have waived/refused services) are assessed. Prior to assessing ELs, the *Notice of Annual Assessment of English Language Proficiency* (located at www.transact.com), will be sent to parents by the LIEP teacher.

B. Dissemination of Scores to Stakeholders (Parents, Staff, and Administrators)

All parents of ELs are invited to a spring meeting where they receive ELPA21 scores to see the growth of their child's language acquisition. It is also at this time that parents are given opportunity to ask questions about the progress of their child and discuss the student's placement for the next year. Parents are also asked to fill out a survey, which gives their input into the LIEP services. The surveys are kept in the LIEP classroom. If the scores are not in district at this time, scores will be sent by mail and parents will be invited to a meeting at the beginning of the year to discuss the previous points.

In addition, the assessment data is shared with other staff and administrators who are part of the student's team. Staff is also asked to fill out a survey indicating their concerns and/or opinions of the LIEP. This survey is kept in the LIEP classroom.

Throughout the year, ELPA21 data can be used when determining the most appropriate instructional strategies and interventions. While the ELPA21 scores are analyzed to

drive instruction in the LIEP and content classrooms, students are constantly learning and acquiring their English language; therefore, it is important to include on-going formative assessments and classwork as a part of conversation about the needs and strengths of our ELs.

C. Appropriate Training to Interpret Results for Staff

Training to interpret ELPA21 results has come from the Iowa Department of Education (IDE). The LIEP teacher will receive the appropriate training as recommended by AEA staff and IDE. Administrators are encouraged to attend the training. Analyzed results will also be shared with the additional staff working directly with the EL to identify areas of need and strength in order to drive the instruction.

D. Utilization of Assessment Results to Guide Instruction and Programming

The LIEP teacher analyzes the data, along with other stakeholders, to make the appropriate instructional supports and program decisions for ELs regarding LIEP instruction, content instruction, and future programming. Our focus is on students' language acquisition skills in reading, writing, speaking and listening.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

Criteria for 2017-2018 Academic Year and Future Academic Years

The student:

- Achieves the required score for proficiency on ELPA21.
- Scores proficient on district-wide and statewide assessments in Reading and Math.
- Meets both of the above criteria in the same school year.

B. LIEP Exit Procedures

- Notify parents with a copy of the *Program Exit Letter, formerly titled English Language Development Program - Exit Letter - Appendix G*; from www.transact.com) in a language most understandable to parents/families. A copy of this letter is filed in the student's cumulative folder.
- Change student coding in SRI to "exited" 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.
- LIEP staff begins two-year monitoring process, pending ESSA guidelines.
- Must occur during the allowable window (end of the school year to the Oct. 1 student count date) after ELPA21 results are received.

VIII. Monitoring Procedures after Students Exit the LIEP Program

Monitoring Procedures in Place After Students Exit Program

Once students have formally exited LIEP, the state of Iowa, through the Student Reporting System, still “monitors” the student for AYP purposes for two more years, pending ESSA guidelines.

ELs who have exited the program are monitored by the LIEP teacher and the general education teacher. Students will be monitored at least three times per year, including the parent-teacher conference times. The criteria used to determine the sustained academic progress of the EL will be the grades from the general education classroom, attendance, Iowa Assessments, and any other district level assessments. The Lau Committee and/or the building HELP Team will review data and engage in discussion to determine the monitoring status of ELs. The team will determine what the monitoring status will be: continue monitoring, successful completion of monitoring, or consideration of re-entry due to language needs. Parent input will also be considered with this crucial decision.

The certified, licensed person responsible for monitoring ELs who have exited the LIEP program is: Robin Sindt.

District data personnel responsible for entering data should refer to *Iowa Department of Education’s Data Dictionary*

LIEP Re-entry Procedures in Place, If Indicated by Data, Including Notification of Parents/Guardians

While during the two years of monitoring (pending ESSA guidelines), the student is not doing well, the classroom teacher will fill out the paperwork for the district’s HELP team. Through this process, the best decision of placement for the student will be determined and/or more data will be collected. Options would include after school tutoring, further assessments, more linguistic/academic support by the classroom teacher, or re-entry into LIEP. Parents will be contacted with concerns by the classroom teacher and LIEP teacher will assist as needed. When a decision has been made, it will be documented, signed by parents and staff, and placed into student cumulative folder. If the student will re-enter LIEP, the *Notice of Program Placement formerly titled Notification of English Language Development Program Placement*) form will be signed and placed in student’s cumulative file.

The district data personnel responsible for entering data should refer to the *Iowa Department of Education’s Data Dictionary*.

IX. LIEP Evaluation

Annual LIEP Evaluation Process

The LIEP annual evaluation will be initiated by the LIEP teacher, Robin Sindt, with the assistance of the Lau Committee to determine the effectiveness of the program and the growth of the students being served. The following questions (but not limited to) will be examined:

- Is the program based on an educational theory recognized as sound by experts in the field of educating ELs?
- Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

The evaluation will examine these areas:

- Professional Development needs for content teachers, LIEP teacher, or administration
- Assessments and assessment data to plan for EL instruction
- Adjustment of the LIEP
- Exiting and monitoring of ELs
- Staffing and scheduling
- (AMAOs may change to other criteria after ESSA is finalized)
- Lau Plan updates
- Equitable Access to Iowa Core Standards and programs in the district
- Curricular needs
- Meeting the needs of individual ELs or subgroups of students
- Notices to Parents (appropriate forms used, filed appropriately, timeliness)
- Title III Assurances (Appendix E)

The tool that will be used to assist the district with the program evaluation is “*District Self-Study Guide*,” pages 73-79 of *Educating Iowa’s English Language Learners: A Handbook for Administrators and Teachers* available at educateiowa.gov.

X. Appendices

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document may be downloaded 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](http://www2.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

[Home Language Survey - IA](#) includes second page for race and ethnicity

[Determination of Student Eligibility for Program Placement](#) Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

[Program Exit Letter](#) for students who are eligible to exit services

[Notice of Program Placement](#) for initial, annual and re-entry placement notification

[Request for Change in Program Participation](#) - waive or withdraw ELL/bilingual Services

[Explanation of Consequences for not Participating in English Learner Program](#)

Appendix D

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.

Appendix E

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: _____