

**New Hampton Community School District**

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

**September 2018**

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**Lau Plan**

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

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

- A. English language development
  - To help students to 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.
  - Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet.
- C. Cross-cultural goals
  - To help students to develop and/or reinforce positive attitudes toward self, school, and community.
  - English learners who attend New Hampton Schools and participate in the ELL program will smoothly navigate American culture and follow American norms while continuing to appreciate and embrace their native culture and language.

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

- A. Home Language Survey ([www.TransAct.com](http://www.TransAct.com)) version IA

**All families are asked to complete a Home Language Survey (281—60.3(1)a) during registration.**

**The district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281—60.3(1)). Home language surveys in a variety of languages are available and used from Transact.com. New Hampton Schools uses**

**Transact.com's Home Language Survey form IA which includes student race and ethnicity reporting.**

**Families registering children will be assisted in completing documents and registration materials on-site as needed.** If home language assistance is necessary in order to secure accurate data, **every reasonable attempt will be made to provide this support.** The New Hampton Community School District creates a welcoming environment by having multicultural posters to make all families feel welcome and included.

**Home language surveys will be screened by the office secretary to see if there are languages other than English represented in the home.** Home language surveys will be kept on file in cumulative folders for all students. If another language is represented in the home, then those students will be referred to the ELL teacher by the secretary via email or voicemail. When students are referred to the ELL teacher, the teacher will then give the student the ELPA21 Dynamic Screener language assessment.

- B. State-approved English language proficiency placement assessment  
Assessment of English Language Proficiency will occur 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]).  
**The ELL Coordinator of the New Hampton Community School District will administer the English language proficiency assessment –ELPA21 Dynamic screener. This is accessed through the Iowa Portal. The ELL Coordinator will be trained yearly to administer the ELPA21 Dynamic Screener and certificates of completed training will be kept in the teacher's personnel file in the superintendent's office. Any person administering ELPA21 Dynamic Screener will be a licensed teacher and will have completed the training modules. The results of ELPA21 Dynamic Screener scores will be kept in the student's cumulative file in the green ELL folder.**

- C. Process to place student in appropriate LIEPs

**1. Assessment of academic skills, in relation to the student's grade or age level**

**(281-60.3(1) b).** See *"Educating Iowa's English Language Learners,"* available at:

[http://educateiowa.gov/index.php?option=com\\_content&task=view&id=683&Itemid=1391](http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391)

The classroom teacher, ELL teacher and administrator will meet to decide who will assess the academic needs of each EL student. Assessments are available through Keystone AEA. The district uses TADELL Math Assessments, Los Pasos, or

Snapshot depending on the student's situation. Tests are given in the home language when possible.

2. Data will be collected and reviewed for new ELs, including the results from the English language proficiency assessment, assessment of academic skills and other pertinent data.

The ELL teacher will lead the review of the data for all new students and will coordinate this with building principals, counselors, and classroom teachers. The team of educators will meet and review testing data, prior student records, parent information and informal assessments to determine LIEP services. If the student is non-English proficient or limited English proficient in any of the English language development subtests (speaking, listening, reading, and 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 LIEP. (See Flow Chart in Appendix F) The frequency and intensity of LIEP services will be determined based on the data collected. LIEP services will reflect language development and academic needs.

3. The ELL teacher will meet with the principal, counselor, and classroom teachers to determine how content will be taught during class time to meet each student's English Language and academic needs. Content courses will be determined based on age and prior school records

4. Based on assessment results, the EL should be assigned to mainstream classrooms with students the same chronological age, with no more than two years differential (60.3(3)a). LIEP services begin upon identification.

- D. Parental notification of eligibility following state guidelines, in a language most easily understood (found on TransAct)  
**(NCLB, Sec. 3302) (see Appendix B)**

When a student is identified for the LIEP:

Parents must be notified every year initially and annually of LIEP placement. Parents are notified no later than 30 calendar days after the beginning of the school year. If a student enrolls after the beginning of the year, their parents must be notified of placement within two weeks of a child being placed in a language instruction program.

**Parental Notification must include:**

1. Reasons for identification
2. Child's level of English language development
3. Method of instruction

4. How the program will meet the educational strength and needs of the student
  5. How the program will help the student learn English
  6. The program's specific exit requirements
  7. How the program meets the objective 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.

Once EL students are tested and entered into the LIEP program parents are notified by the ELL instructor. The ELL instructor then sends Determination of Student Eligibility for Program Placement and Notification of Program Placement forms home. The district uses the forms from Transact.com so forms can be sent home in the family's home language. These forms will be sent home for parent signatures and copies of these forms are also kept in the green LIEP folder in the student's cumulative file in the office to ensure that notification takes place.

- E. Parent documentation of initial waiver/withdrawal from LIEP programming (included only if parents/guardians indicate they want to waive or withdraw from services)

Parents do have the right to waive LIEP services. If a parent/guardian wishes to waive LIEP programming, a meeting would be held with the parents/guardians to discuss their concerns, recommendations, ELPA21 assessment requirements and potential outcomes. At this meeting parents will be given the Explanation of Consequences for not Participating in English Learner Program form from transact.com. If they should still decide to waive services then the parents/guardians would sign the Request for Change in Program Participation form, found at transact.com, which also serves as documentation of the meeting kept in the student's permanent file. If a student's parents/guardians waive LIEP services, then the ELL teacher will meet with the classroom teacher to discuss strategies that are useful for EL students and accommodations will be put into place within the classroom setting. In addition, extra services can be provided by the Reading Interventionist teachers.

### **III. Description of the LIEP**

#### **A. LIEP goals**

- To help students to become English proficient per the ELPA 21 proficiency score in the language skills of speaking, reading, writing, and listening.
- Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to be proficient as measured by Iowa Assessment or FAST data.

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

New Hampton Schools offers English as a Second Language pull out for their LIEP program. Students are pulled individually out of the classroom to receive services for an average of 30 minutes every other day for upper level or high functioning language skills. Students at lower language levels meet with the ELL teacher everyday. At the beginning of each school year, the ELL teacher shares with mainstream classroom teachers each EL students' Individual Learner Plan. The plan contains each student's ELPA21 scores and the accommodations that should be given to each student. At this time the LIEP teacher also shares the Language Acquisition chart that tells teachers what strategies to use with each student. To ensure collaboration throughout the school year, the mainstream teachers and ELL teacher communicate through email and informal meetings during prep times or after school. All identified Non Parental Waiver ELs at all proficiency levels receive direct LIEP instruction.

C. Annual parental notification and procedure for waiving services

Parents must be notified every year of LIEP 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 must include:**

1. Reasons for identification
2. Child's level of English language development
3. Method of instruction
4. How the program will meet the educational strength and needs of the student
5. How the program will help the student learn English
6. The program's specific exit requirements
7. How the program meets the objective 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.

Once EL students are tested and entered into the LIEP program parents are notified by the ELL instructor. The ELL instructor, Kelly Matthews, then sends Notification Program Placement form home. The district uses the forms from Transact.com so forms can be sent home in the family's home language. Signed copies of these forms are also kept in the green LIEP folder in the student's cumulative file in the office to ensure that notification takes place.

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

Parents do have the right to waive LIEP services. If this should happen a meeting would be held with the parents to discuss their concerns. If they should still decide to waive services then the parents would sign the Explanation of Consequences for not Participating in English Learner Program form, found at [transact.com](http://transact.com), which also serves as documentation of the meeting kept in the student's permanent file.. If a student's parents waive LIEP services, then the ELL teacher will meet with the classroom teacher to discuss strategies that are useful for EL students and accommodations will be put into place within the classroom setting. In addition, extra services can be provided by Empowerment and/or the Reading Interventionist teachers. The waiver will be reviewed each year with parents and a new signature will be obtained each year on the Change in Program Placement form on the [transact.com](http://transact.com) website.

E. Highly qualified staff LIEP and content staff

The ELL teacher of the district is required to have an ESL endorsement (281-60.3(2)). This ensures teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided. The administrator responsible for LIEP services is the high school principal.

F. Designated administrator oversight for LIEPs

To ensure adequate and appropriate language instruction the ELL teacher turns in lesson plans and schedules to the high school principal, Sarah Updegraff. The overseeing administrator, supporting ELL will receive training in the ELL area offered through Keystone AEA and the Iowa Department of Education (Examples: LAU Plan, ELP Standards, and the proficiency assessment).

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

1. All teachers in the district will be trained on the new ELP standards through modules on the AEA PD Online website. These new trainings and previous trainings on Iowa Core Standards will help drive instruction to support LIEP students in the classroom. LIEP students will be supported through the use of visuals, manipulatives, and modified directions in order to make content more comprehensible. ELL students must be tested on the district-wide assessments (MAPS, FAST, etc.) with or without accommodations for reading and math and science. Please refer to "*Guidelines for the Inclusion of English Language Learners in K-12 Assessments*" for further clarification, including suggestions for accommodations.  
(<http://www.state.ia.us/educate/ecese/is/ell/doc/guidelines04.pdf>)  
To ensure collaboration throughout the school year, the

mainstream teachers and ELL teacher communicate through email and informal meetings during prep times, in the morning, after school or during PLC times to discuss accommodations. A formal collaboration time will be set up quarterly for the ELL teacher to meet with the mainstream teachers and associates working with the ELL students.

#### H. Curriculum and Supplemental Resources for LIEP

**Instructional Resources:** Districts will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280—180.4). State funding is provided for the “excess costs of instruction of ELL students.”(281—60.4 and 60.6 (280)). This weighted funding (.22) is currently available for five years. For assistance with reviewing and selecting supplemental instructional resources designed to engage ELs in the Common Core while simultaneously promoting language development, contact our local Title III Consultant.

Currently the district uses curriculum materials checked out from Keystone AEA, specifically the On Our Way to English series. The LIEP teacher also uses materials she creates and pre-teaches classroom content. We use Imagine Learning to boost student skills and supplemental ELL materials available in our reading series. Our reading series is updated every six years. If the district chose to purchase more resources, a committee would be formed to look through materials and select the best for our needs. The LIEP teacher will be involved with the committee too help choose materials that support English Language development.

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

A. Process in place for identifying and serving gifted/talented (GT) ELs  
All students go through a screening process for the Extended Learning Program (ELP) during second grade. They are given the Cognitive Abilities Test. Then the ELP instructor looks at the scores for the Cognitive Abilities test, Iowa Assessments and teacher recommendation to decide who qualifies for ELP services. If students come after the second grade then they would be referred to the ELP teacher if a classroom or the LIEP teacher feels they would qualify or their test scores show they would qualify for services. These students also take the Cognitive Abilities Assessment. Kindergarten through second grade students are served in this program through lessons taught to the whole class by the ELP instructor. For third through twelfth grade students in ELP receive services in a pull out small group setting for approximately 90 minutes per week to support their cognitive and affective

needs. The ELP teacher supports language needs through strategies learned in professional development, visuals and manipulatives.

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

Students who are being considered for Special Education services go through the Child Find process to see if they qualify for services. Child Find is a series of interventions done by the classroom teacher or reading interventionists to improve student achievement. If students then do qualify, EL students would also have to do probes in English and their home language to be sure that they truly have a learning disability and it is not just their language barrier causing them to struggle with classroom content. The New Hampton School district ensures students dually identified for special education and ELL receive direct instruction by highly qualified ELL teachers and special education teachers with support for language needs. If an EL student is identified for special education services then the LIEP teacher would be included in the IEP team to be sure that the student's language needs are met. Students in special education will receive direct instruction from both the special education teacher and the LIEP teacher to support their language needs.

B. Process in place for identifying and serving ELs in all co-curricular programs (i.e., Title I, Reading Recovery, performing and visual arts, athletics, clubs, honor societies, etc.)

Students in the Title I program are identified for screening based on scores from the FAST Bridge to Learning Universal screening as well as teacher recommendations. Student placement into the Title I program are based on scores on the Qualitative Reading Inventory for accuracy, fluency, self-correction rate, and comprehension for the two levels, as well as Basic Reading Inventory reading passage. (At present grade level and previous grade level).

Reading Recovery selection procedures are as follows: At the end of kindergarten, the teachers rank their students from lowest to highest. When first grade begins, I administer Marie Clay's Observation Survey to all new students and the lowest 30% on the kindergarten ranking sheets. The four students who score the lowest on the six assessments are selected for Reading Recovery. Once enrolled, they receive 12-20 weeks of one-on-one instruction. The goal of Reading Recovery is to bring students up to the class average with their literacy skills.



Other academic supporting opportunities include CTE courses, Empowerment/ At-Risk, and counseling. These opportunities are encouraged by the teachers/administration in observing and meeting with students interested or needing them. Each activity will try their best in providing parents and students interested with communication about their programs and eligibility in a language most easily understood. An interpreter may be used if needed. The LIEP teacher may help ensure ELL students will be supported through accommodations such as modified directions/instruction, use of visuals/manipulatives, extra on-on-one support, etc.

None of these programs replaces LIEP services, they are provided in addition to LIEP services. Teachers in supplemental programs use strategies they have learned through professional development to support the language needs of all LIEP students. All programs in the district provide parents with information about their programs in a language that is easily understood by the family. The LIEP teacher is included in data review for placements and/or consideration in all programs.

- C. Process in place for identifying and serving ELs in extra-curricular (e.g. performing and visual arts, athletics, clubs, honor society)

All extra-curricular programs and clubs are advertised in the school's bulletin and shared with students each day to encourage participation in a variety of events. All students have access to all extra-curricular activities. Each activity will try their best in providing parents and students interested with communication about their programs and eligibility in a language most easily understood.

## **V. Ongoing, Embedded EL Professional Development for Staff who Support ELs**

- A. Ongoing EL professional development provided for staff who support the LIEP

- B. District and building administrators  
Administrators of the district have been given training on LIEP information through AEA meetings. They are also invited to attend LIEP in-services at Keystone, Iowa Culture and Language Conference and Our Kids Conference. Administrators will attend trainings to learn about the new English Language Proficiency standards. They also took the ELP standards training in the summer of 2016 and will be implementing the new standards during the 2016-17 school year. Administrators will be monitoring during their classroom walk through to ensure the standards are being used.

- C. LIEP staff (certified & support)

**In-service training is provided for all staff involved in the educational process of ELL (281—12.5(8), 12.8(1), and 60.3(3)b5).** All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for LIEP students, with continuing training provided according to district's Comprehensive School Improvement Plan. LIEP staff underwent training on the new ELP standards during the 2015-16 and 2016-17 school years. Beginning in September, LIEP staff will access training modules through AEA PD Online. LIEP staff also attend trainings at Keystone AEA as they are offered along with Iowa Culture and Language Conference and Our Kids conference.

**D. Content and classroom teachers**

Content and classroom teachers are offered professional development during in-services at school or through Keystone AEA. They are invited to attend Iowa Culture and Language Conference and Our Kids Conference through the state. Teachers accessed training modules through AEA PD Online to learn about the new English Language Proficiency standards and how to implement them during the 2015-16 and 2016-17 school years. All PK-12 teachers underwent training option A on the new ELP standards during the 2016-17 school year. Teachers were required to complete AEA PD online trainings 1-3 during the summer 2016. Trainings 4-6 were completed during professional development during the 2016-17 school year. LIEP staff will access training modules through AEA PD Online. Completion certifications for these modules will be kept in each teachers personnel file. Once modules are completed all staff will be required to implement the ELP standards in classrooms containing LIEP students. This will be monitored by administration during classroom walk throughs and in lesson plans to ensure they are being implemented. Staff new to the district will be given time to do the modules once they are hired into the district. Once they have finished their modules, then they will print their certificates and file them in their personnel file.

**E. Paraprofessionals**

Paraprofessionals are invited to attend district professional development trainings to learn more about how to better serve the district's EL population. The ELL teacher will meet with paraprofessionals to teach them about language support strategies as needed.

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

Building/district support staff are offered professional development during in-services at school or through Keystone AEA. They are invited to attend Iowa Culture and Language Conference and Our Kids Conference through the state. Support staff will access training modules through AEA PD Online to learn about the new English Language Proficiency standards and how to implement them.

G. Preschool teachers who serve ELs will be offered the same trainings as the primary school teachers. In addition they will be taught how to use differentiation and accommodations to meet the needs of LIEP students.

2. District training of English Language Proficiency Standards and Implementation

A. New Hampton School district will be using training option A for educating their staff on the ELP standards. All certified staff will view the modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment. Modules 1-3 were required to be completed during the summer of 2016. Modules 4-6 will be completed during professional development throughout the 2016-17 school year. Certificates of completion will be printed by each teacher at the completion of each module and stored in their personnel file. The ELP standards will then be implemented during the 2017-18 school year. All new staff to the district after the 2017 school year will be required to do the ELP modules through their mentoring work and have them completed by the end of their first year of employment in the district.

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

A. Annual training to appropriate staff

The LIEP teacher will do the annual training for ELPA 21 and ELPA21 Dynamic Screener through AEA PD Online. The certificate of completion will be printed and stored in the LIEP teacher's personnel file.

B. Dissemination of scores to stakeholders

Assessment scores will be shared with parents when notification of placement is sent home with students in the fall. A copy of the ELPA21 scores are sent home to each student's parents. Assessment scores will also be shared with the mainstream teacher, as well as other support staff involved with meeting the student's needs, parents and administration. All results from LIEP program, classroom, and district assessments will be used in guiding programming and instruction.

C. Appropriate training to interpret results for staff

The LIEP teacher and administrators will attend trainings to interpret test results through the AEA and AEA PD Online. At the beginning of the school year the LIEP teacher shares the Language Acquisition chart and student scores with classroom teachers and administration. They discuss what score each student received on ELPA21 and what kind of language they can expect from the student and what strategies they can use to support each student.

D. Utilization of assessment results to guide instruction and programming

The results of the annual spring assessment, ELPA21, will be distributed to the students' teachers. The LIEP teacher will use the results to help guide instruction and programming through understanding the frequency and intensity needed for each of the students. This data will help staff

understand what standards each student still needs to reach. It will also assist staff in choosing appropriate accommodations to meet the language needs of students.

## **VII. LIEP Exit Criteria and Procedures**

### **A. LIEP Exit Criteria**

The student:

The student:

1. Achieves the required score for proficiency on ELPA21

### **B. Procedures**

1. Occurs during the allowable window (End of previous year and the Oct. 1<sup>st</sup> student count date)
2. Notify parents with state-approved TransAct exiting form in language most understandable to parents/families "English Language Development Program-Exit Letter"
3. ELL teacher will help secretaries/counselor in changing student coding 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*)
4. Begin required two-year monitoring process (pending ESSA guidance)

## **VIII. Monitoring Procedures after Students Exit the LIEP Program**

### **A. Monitoring procedures in place after students exit the program**

Students who have been exited from the LIEP program will be monitored for two years. The ELL teacher, Kelly Matthews, will monitor grades, testing data and the failing list at the high school for students who have been exited from services. She will meet each month with exited students to monitor progress throughout the year. The ELL teacher will also monitor state assessment scores to ensure exited students are still thriving in the classroom. Each quarter the teachers and administrator who work with each student being monitored will meet to discuss progress and concerns about ELL student. Parents will be notified about their child being exited and each year that they are being monitored. This notification will be sent both in English and the spoken language of the house.

### **B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians**

If data shows signs of a student needing to be re-entered into the LIEP program, then the team of teachers who work with the student and the principal would meet as a team to discuss services. If it is agreed by the team to re-enter the student into services then a meeting would be set up with the parents to discuss re-entry. The LIEP teacher will then do Notice of Program Placement form and have the parents sign it. A new Individual Learner Plan for the student will also be created by the LIEP teacher at this time.

## **IX. LIEP Evaluation**

A. The LIEP program will be evaluated annually by Sarah Updegraff, high school principal. The program will be evaluated on the following:

1. Increasing the percentage of ELs making growth in language acquisition as measured by the ELPA21 (Annual Measurable Achievement Objective) [AMAO-1]
2. Increasing the percentage of ELs attaining or reaching full proficiency as measured by ELPA21 (AMAO-2)
3. Making Adequate Yearly Progress (AYP) in reading and math as measured by the state-required content assessments according to targets established by Title I (AMAO-3)

B. The evaluation scores will be used to determine the efficacy of the program and will be used to drive further instruction in the following year as well as the following:

1. Professional Development needs
2. Adjustment of the LIEP
3. Staffing
4. Teacher scheduling
5. Curricular needs
6. Meeting the needs of individual ELs and/or subgroups

Evaluation scores will be used to determine changes in services. We will use this data to decide frequency and intensity of services offered to students.

C. Title III Assurances (See Appendix C)

## **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

## **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](http://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 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](http://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  
<http://www.nabe.org/BilingualEducation>