

Durant Community School District

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

September 4, 2020

Required Lau Leadership Team Members: Mr. Joe Burnett (Superintendent/Equity Coordinator), Mr. Joel Diederichs (High School Principal), Mrs. Rebecca Stineman (PK-8 Principal), Ms. Cristie White (Instructional Coach /ELL Coordinator, Title III Subgrantee EL Consultant), Mr. Jeffrey Trask (EL Teacher, Native Language Interpreter), Mrs. Maria Brown (Director of Instruction, Title III Subgrantee EL Consultant), Mrs. Leslie Callison (Classroom/Content Teacher), Mrs. Carla Whitlock (DCSD Board Member)

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. (See Appendix A for guidance around Lau requirements and critical elements.)

I. Lau Plan Guiding Principles:

- A. EL Students will be taught English language development through instruction focusing on comprehension listening, speaking, reading, and writing skills to attain English language proficiency and academic competence.
- B. EL students will be educated to meet the same challenging academic content and student academic achievement that all children are expected to meet.
- C. All Students, through universal tier framework, will be exposed to multicultural resources and materials. The emphasis will be on currently enrolled ELL students, their culture and language.

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

A. Home language Survey (www.transact.com, form HLS-1A)

1. Every attempt is made to identify potential English Learners in the Durant Community School District. To do this, we use the Home Language Survey-IA (www.transact.com,) at registration for PK-12 for all new students at their time of registration.
2. Families registering children will be assisted in completing the documents on-site as needed. Every reasonable attempt will be made to provide support to complete this task. If a parent marks any language other than English is spoken in the home then the student is flagged as EL suspect.
3. Building secretaries will screen these surveys and file in the students' cum folders. If a language other than English is represented, the survey will be sent to

the building principal for further review and consultation with the ESL endorsed teacher.

B. State-approved English language proficiency placement assessment

1. Successful academic performance depends on proficiency in listening, speaking, reading, and writing English. A student's level of proficiency in these skill areas may vary. Therefore, assessing the student's English language proficiency by using ELPA 21 Dynamic Screener for Future Kindergarteners (available April 2 - November 30th) is an important step in deciding upon placement in an English language instructional program.
2. Initial identification and assessment will be made within 30 days for students registering at the beginning of the school year and within two weeks for new Students registering during the School year. Certified screener administrator; licensed teacher, Cristie White will administer the ELPA 21 Dynamic Screener.
3. Cristie White is trained with ELPA 21 Training modules. These certificates will be kept in the Central Office in Cristie's personnel file.

C. Process to place students in appropriate LIEPs and Content Courses

1. Team collection of academic and other pertinent data will be analyzed the EL should be assigned to mainstream classrooms with students the same chronological age, with no more than two years differential.
2. Team-based data review and recommendations for LIEP program will be dependent upon the developmental and linguistic needs of the student, placement may be appropriate in mainstream classrooms, LEP, TAG, or special education.
3. Team-based data review and recommendations for LIEP program begin upon identification.
4. Age appropriate placement will take place within the classroom and school social settings (lunch, recess, or before/after school time) observations and interviews with the child and/or family may also assist in determining proficiency or appropriate programming.
5. The Title III Coordinator, Cristie White, I will collect the above data as well, as other formal and informal assessments to determine existing literacy and instructional levels. The district will also attempt to assess the academic skills in their native language. Prior student records, teacher interview, student grades and other informal assessments may be included. All data will be placed in the student's cum file. The Title III Coordinator will then meet with the ESL endorsed teacher, the classroom teacher (s), as well as, anyone else involved from the LAU leadership team to determine the next steps.
6. 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 she/he will not be successful in the regular classroom because of language background, the student is identified for LIEP.

D. Parental notification of eligibility and placement, in language most easily

understood (TransACT) within 30 days of enrollment

1. Meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s) and providing a copy of "Explanation of Consequences for not Participating in English Learner Program" notice.
2. "Request for Change in Program Participation" - signed copy to document the parent/guardian decision is placed in student's cumulative file.
3. Describe the process by which the district provides support to ensure mastery of English and academic mastery of English and academic achievement as required by law without enrollment in the LIEP.
4. Required copies will be placed in students' cumulative files.

E. Process for parents considering waiving services from LIEP

If parents waive services, a meeting will be held to discuss program information, recommendations, concerns, potential outcomes, and provide the "Explanation of Consequences for not participating in English Learner Program" notice. . Meeting notice to parents is to be recorded and kept in students cum folder. A signed waiver form, "Waiver-Refusal of ESL-Bilingual Program" or "Request for Change in Program Participation" will be place in the student's cum file.

1. The ESL endorsed teacher and the classroom teacher (s) will meet to discuss a framework that leads to explicit language instruction to ensure mastery of English and academic achievement without current enrollment in LIEP.
2. The district will continue to provide support in the classroom and one-on-one to ensure mastery of English and academic achievement without enrollment in LIEP through analyzing data.
3. Parents will be informed on how they can become involved, how they can actively participate in helping their children learn English and achieve in the core academic subjects, as well as, notice of meetings for parents to provide suggestions and recommendations regarding their child's education.

III. Description of the LIEP

A. LIEP Goal (s)

1. 100% of ELL students receiving LIEP services will attain at least one (1) language acquisition level based off of the ELPA 21, by the end of the 2018-2019 school year. At least 67% of ELL students receiving LIEP services will obtain proficiency of the English Language as determined by ELPA 21, by the end of the 2018-2019 school year.
2. At least 67% of ELL students receiving LIEP services will obtain proficiency in all academic (content-curriculum) areas, by the end of the 2018-2019 school year.

B. Description and implementation of the specific state-approved LIEP model(s) used in

district and the process to place students

1. The Durant Community School District (high school) uses a content-based ELL approach (Crandall, <http://www.cal.org/resources/digest/cranda01.html>). The Durant Community School District (elementary & middle school) uses EL Education curriculum <https://eleducation.org/>.

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

All ELL students will receive Iowa Core Instruction.

2. Iowa Core instruction will be provided on a daily 45 min class schedule in elementary and every other day in middle school and high school through an 88 min block Scheduling

a. English language development K-12 daily 88 min class, 5-12 every other day in 88 min block

b. LIEP Supports access to the district core curriculum support through ELL resource time for 15 min 4 times per week (k-5) will utilize Imagine Learning (<http://www.imaginelearning.com/>) for language and literacy support.

3. Identified ELs (who have not waived services), including those with disabilities, will continue to provide in the classroom and one-on-one to ensure mastery of English and academic achievement without enrollment in LIEP through analyzing data.

C. Annual Parent Notification and Procedure for waiving services

1. Parents are notified, with "English Learner Program Placement" form no later than 30 calendar days after the beginning of the School year or within two weeks of the child enrolling in the district after the start of the school year of continuing placement and programming options in a language most easily understood.
2. Title III Coordinator, Cristie White, is responsible for parental notification.
3. The appropriate forms name the form "English Learner Program Placement" should be completed by the district, with the ESL endorsed teacher giving copies to the student's family and placing them in the student's cum file.
4. Parent information will be provided in an understandable and uniform format, to the extent practicable, in a language that the parents can understand.
5. If parents waive services, a meeting will be held to discuss program information, recommendations, concerns, and potential outcomes. A signed waiver form will be placed in the student's cum file.
6. The ESL endorsed teacher and the classroom teacher (s) will meet to discuss a framework that leads to explicit language instruction to ensure mastery of English and academic achievement without current enrollment in LIEP.
7. Parents will be informed on how they can become involved, how they can actively participate in helping their children learn English and achieve in the core academic

Subjects, as well as, notice of meeting for parents to provide suggestions and recommendations regarding their child (ren)'s education.

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

1. This is reviewed annually with parents who have waived LIEP services with parent signature obtained each year and giving parents a copy of "Explanation of Consequences for not Participating in English Learner Program" and "Request for Change in Program Participation."
2. Documentation of parent signature on required "Request for Change in Program Placement" form.
3. "Request for Change in Placement" is stored in student's Cumulative files

E. Highly Qualified LIEP and content staff

1. ELL/LIEP services will be delivered by a highly qualified ELL teacher with appropriate licensure as required by the Iowa Board of Educational Examiners.
2. Content teachers are endorsed in content area in which instruction is taking place content teachers will be trained in ELL instruction.

F. Designated Administrator Oversight for LIEP

1. The Durant Community School District under the direction of Joe Burnett, Administrator and the LAU Leadership team are responsible for the implementation and evaluation of the LIEP.
2. Administrators supporting ELs will receive training regarding ELs

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

1. All ELS receiving LEP services will receive equitable access to universal instruction, regardless of language, within the core curriculum. The concepts and skills the students are learning within the universal tier carry forward to the LIEP. These concepts and skills are instructed parallel to the age and grade level English language proficiency standards that are differentiated to meet individual ELS English language proficiency levels. A process is being created between the ESL endorsed teacher and content teachers to provide frequent collaboration opportunities.
 - a. Common prep time, weekly Professional Development.
2. All LIEP staff will have access to Common Core and English Language Development (ELD) Standards posted on the Iowa Department of Education website: WWW, iOWaCore.gov. Content teachers and Cristie White will meet once weekly to plan and determine best practices for ELs.
3. LIEP staff will meet with district curriculum director, Maria Brown to determine textbook/curriculum options.

H. Curriculum and Supplemental Resources

- The Durant Community School District will modify instructional materials that are appropriate to the needs of the learner and goals of the 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)).

1. All curricular materials are modified based on specific needs of EL students. Modifications will include scaffolding and visual cues as deemed necessary by qualified ESL teacher.
2. EL Education resources provides, K-8 students in our district, Iowa Core curriculum such as trade text reading materials, appropriate grade level reading non-fiction, technology and applications with lesson modification specifically for ESL students.

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

1. Criteria other than standardized assessments or language-based measures will be used to identify ELs for GT services. Use COG AT 7 Screening Form as a gifted screening measure for ELL student. See also: Identifying Gifted and TAlented English Language Learners: Grades K-12. This guide was developed and distributed by the Iowa Department of Education & The Connie Belin & Jacqueline N. Blank International Center for Gifted & Talented Development.
<http://www.educateiowa.gov/sites/files/ed/documents/identifyGifted%20Talented%20ELL.pdf>. The LAU team as well as TAG teacher and classroom/content teachers, will all be involved in this decision and the ESL endorsed teacher will notify parents about programming for the gifted. All programming will support language needs within the program. The IOwa Code specifies that students with gifts and talents will demonstrate Creative ability, Creative thinking, leadership ability, Visual and performing arts aptitude, Specific ability aptitude.
2. Criteria Such as language proficiency, Culture, and access to prior Schooling will be considered in identification and serving of ELGT students.

B. Process in place for identifying and serving ELS in Special Education

1. Durant CSD will administer ELPA21 Dynamic Screener assessment and will consider language proficiency. Linguistically measures as well as culture, educational history, and prior experiences will all be taken into consideration while determining placement.
2. Durant CSD assures students dually identified for special education and LIEP receive direct instruction by highly qualified LIEP staff and special education teachers.
3. The LAU team, as well as special education teacher and classroom/content teacher, are involved in this decision and the LIEP teacher will notify parents about programming for special education.
4. If a disability is suspected, based on a convergence of data over time, the student will be identified for special education services and special education services will be followed.

C. Process in place for identifying and serving ELs in any other district programs for which they are eligible.

1. All students have the opportunity to self-select other district programs that fall outside of federal mandated programming, when and if appropriate. This includes district programs such as Title I, Reading Recovery, Advanced Placement courses, etc.: Durant CSD's process for ensuring ELS would include appropriate co curricular programs in addition to LIEP services include
 - a. Identification is made from the student's Iowa Assessment data
 - b. Supporting language is provided by highly qualified ESL teacher by coplanning with general education teacher and special education teacher.
2. The district will provide parents and students with communication about programs and eligibility in a language most easily understood, by using Trans Act Parent Notices.
3. The district will include the ESL teacher in data review for placement/consideration in all.

D. Process in place for identifying and serving ELS in all extra-curricular such as performing and visual arts, athletics clubs, etc.

1. District provides a process for identifying and Serving ELs in all extra-curricula's by utilizing data from ELPA 21 screening, Iowa Assessment, observations, and input from general and special education teachers.
2. The district will provide parents and students with communication about programs and eligibility in a language most easily understood by using Trans Act Parent Notices.

E. Durant Community School District Virtual Learning Plan

1. When given a choice between in person instruction and online instruction, Durant will be utilizing EdGunity for online learning.

V. Ongoing, Embedded EL Professional Development for Staff who Support the LIEP for ELs

A. Professional development for those who deliver instruction or support with LIEP.

1. District and building administrators
2. LIEP staff (certified & support)
3. Content and classroom teachers
4. Paraprofessionals an building/district support staff (e.g. instructional coaches, curriculum coordinators, counselors, etc.)
5. Preschool teachers who serve ELs

B. District training of ELP Standards and implementation plan; has a plan for PD for required staff for ELP standards completion and implementation:

1. The district uses Option A for professional development

- a. Option A (see appendix d)
 - b. Proposed timelines for training
 - c. Description of process for implementation within the district
2. Staff members have completed the online training modules and certificates are located in each staff members personnel file in the central office.
 3. Certificates of completion will be stored in Central Office and in the ESL Coordinator's (Cristie White) office.
 4. All new staff will view the modules online and take required associated brief quiz to document completion and content attainment.

VI. Annual English Language Proficiency Assessment and (ELP21)

- A. Annual Training to Appropriate Staff with certificate on file
 1. Training for all staff as needed accessing online training. Currently the ESL endorsed teacher is trained.
 2. Successful completion of training certificate will be stored in appropriate staff member's file in Central Office and in the ESL Coordinator's (Cristie White) office.
- B. The dissemination of scores to stakeholders
 1. Administrators
 2. Teachers serving identified ELs
 3. Parents
- C. Appropriate training to interpret results for staff
 1. LIEP Teachers
 2. Administrators
 3. Staff directly serving ELs
- D. Utilization of assessment results to guide instruction:
 1. assessment data from core instruction will be analyzed by content teacher and ESL teacher to determine instruction
 2. LIEP instruction is determined upon individual student needs

VII. LIEP Exit Criteria and Procedures

- A. LIEP Exit Criteria: The student achieves the required score for proficiency on ELPA21.
- B. LIEP Exit Procedures
 1. Occurs during the allowable window (Students can only be exited between

the distribution date of ELPA21 scores and Oct 1 each year)

2. The district will notify parent/family with state-approved TransAct exiting form in language most understandable to parents/families "Program Exit Letter - B" Use form B; signature required.
3. Change student coding to "exited" in SRI including date by Holly Neitfeldt or Lynne Benton, Office Assistants, so unwarranted funds are no longer generated as instructed by Cristie White (Instructional Coach / ELL Coordinator).
4. The district will begin a required two-year monitoring process

VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification

A. Describe monitoring procedures in place after students exit the program

1. Once students have formally exited the program, Cristie White, Title III Coordinator, will monitor the student using data to determine exited EL's sustained academic progress during each grading period.
2. Cristie White, licensed EL instructor will be responsible for the monitoring procedure.
3. Academic monitoring of exited student will apply for 2 years.
4. By using universal screenings, Common Formative Assessments (CFAS), or student grades, when monitoring indicates a student is not being successful in School, a meeting will be held with the building administrator, the ESL endorsed teacher, classroom or content teacher and other appropriate staff, to determine if the student's lack of success is due to language needs.

B. LIEP re-entry procedures in place

1. Student will only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener.
2. Parent notification will be sent using the annual "English Learner Program Placement" form from TransAct.

IX. LIEP Evaluation

A. Team based process for how the LIEP is evaluate annually

1. Cristie White, EL Coordinator is responsible for facilitating the team-based process for LIEP evaluation.
2. ELPA 21 data, AYP data, Iowa Assessment data will lead to a root cause analysis of the progress in the areas of Reading and Math, the district monitors EL students through a continuous process of data driven decision making. Based off of the ELS English language development, achievement-test data, and exit

criteria, the district will be able to determine program effectiveness. This will be the responsibility of the LAU Leadership Team. Program Evaluation will occur yearly, when ELS are enrolled in a LIEP program in the district.

3. The District must and will evaluate the impact on future programming and services for ELS in the areas of:

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

4. Title III Compliance Assurances (Appendix C)

X. Appendices

A. Letter to Districts from U.S. Department of Justice:

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

B. Description of LIEP Models

C. TransAct.com documents

D. ELP Standards Training Options

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document may be downloaded from:

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

Appendix B

Description of LIEP Models

<http://www.2.ed.gov/about/offices/list/ocr/ell/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
<http://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 B 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 -

- a. describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and
- b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

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 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 ~~frame~~ (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. 116(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). V
- _____ The district ensures the implementation of the English Language Proficiency (ELP) standards, 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.
- _____ 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) V. The district monitors exited EL students for two years after exiting the program (Changing to 3years 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 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. سمي
- _____ 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:

Superintendent (print name)

Signature:

Date