

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

Louisa-Muscatine CSD

September 1, 2026

Lau Plan Team Members: Anthony Ryan-Superintendent, Amy Lantigua-Director of Curriculum & Special Education, Heidi Sievert-ELL Coordinator, David Janzen-Secondary Principal, Aimee Wedeking-Elementary Principal, Stacy Peterson- Content Area Teacher (ELA).

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 is collaboratively written by the K-12 team identified above.

I. Lau Plan Guiding Principles

A. English language development goals:

By May 2027, any LIEP student enrolled at L-M will show an increase in English Language Proficiency as determined by the ELPA21 test administered to identified LIEP students. Appropriate rate of growth will be determined by length of time in the country, length of time in the EL program, initial proficiency placement data, and annual proficiency test data.

B. Academic achievement goals

By May 2027, any LIEP student enrolled at L-M will attend and participate in all general education content area classes with age-appropriate peers, and will demonstrate the ability to complete modified class assessments with the assistance of ESL-endorsed teachers.

C. Cross-cultural Efficacy

By May 2027, the percentage of staff members who increase usage of multicultural resources with specific attention to varying languages and multicultural backgrounds (including potential LIEP students) in their classroom will increase, as evidenced by quarterly communications between classroom teachers and their supervising administrator, classroom walkthroughs, and formal observations.

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

A. Use of Home Language Survey-IA

Louisa-Muscatine CSD provides parents/guardians with an electronic version of the Home Language Survey (HLS-IA, as found on the TransAct website) in the parents' native language at the time of registration (August 10, 2026). This survey includes student race and ethnicity reporting, which began in 2016-2017. At that time, the survey is explained to parents and reviewed by the Curriculum Director/Title III Liaison to identify students who need to take the state-approved English language proficiency placement assessment (ELPA 21 Dynamic

Screener). Home language surveys (HLS-IA) are kept in PowerSchool, the district's data management system.

B. Use of State-approved English language proficiency placement assessment

Beginning August 1, 2018, the Louisa-Muscatine CSD uses the state-approved English language proficiency placement assessment, ELPA 21 Dynamic Screener and the Dynamic Screener for Future Kindergarteners (available April-June and again August-November 30), which will be given by Amy Lantigua or other trained licensed staff member, whose certificates will be filed in the Central Administration Office Personnel Files. A summary of the screening results will be placed in the student's cumulative file.

C. Team-based placement process of ELs into LIEP programming, matching their English language development needs

A team consisting of teachers, counselors, and administrators will review ELPA 21 Dynamic Screener results, conduct parent/student/teacher interviews, review formative assessments, universal screening, and high-stakes testing data, analyze rate of improvement over time, etc., when determining whether or not a student needs LIEP programming. If so determined, what level of services is needed based on proficiency? This process is reviewed each semester to determine if placement has been successful or needs to be modified to meet student needs in content courses. This is based on a student's language development needs and other academic needs the student may have. The Lau Team at Louisa-Muscatine CSD is made up of the individuals listed above.

As a general rule, EL students should be placed at the grade level that corresponds with their chronological age. It may take several years for the EL student to perform grade-level tasks; however, socialization with same-age peers is as important, which will aid in the development of the student's language skills.

ELs' academic experiences may vary greatly, partly dependent on their past opportunities to participate in academic endeavors in any language. Academic skills may be more appropriately assessed in the student's first language. If academic skills are assessed in English, it is important to remember that a lack of English skills may influence the performance in content-area testing.

D. Parental notification plan

Parents will be notified in their native language (using the TransAct document, "Determination of Student Eligibility for Program Placement") of ELPA 21 Dynamic Screener results within 30 days of enrollment of their student's language proficiency by the Curriculum Director/Title III Liaison. The "Determination of Student Eligibility for Program Placement" will include a location for Parent/Guardian signature, and a copy will need to be signed and returned to the district, to be kept on file in the student's cumulative file. Additionally, a "Notice of Program Placement" for initial and annual placement notification and program description will be given to parents.

E. Process for parents considering waiving services from LIEP

If a parent chooses to refuse ESL services for their child(ren), they have the option to waive services by sending a written notification ("Request for Change in Program Participation" from TransACT) to the Curriculum Director/Title III Liaison. A meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes with the parents and to provide the "Explanation of Consequences for not Participating in English Learner Program" notice. After the meeting, if parents still choose to waive services, the "Request for Change in Program Participation" form will be filed in the student's cumulative file. Students who have services waived will continue to receive support and English language development opportunities, with appropriate accommodations to continue to make academic progress like their peers.

III. Description of the LIEP

A. LIEP Program Goals

By May 2027, the Lau team at L-M will devise a Language Instruction Education Program that will help EL students (including those students who have the Parental Waiver) develop language skills so they can function well and grow in the development of the English language, both in academic and social settings, comparable to their native English-speaking peers.

1. 100% of ELs receiving LIEP services will attain at least one level of language development as measured by the annual ELPA 21.
2. At least 67% of ELs receiving LIEP services will be proficient in English as measured by the annual ELPA 21.
3. 100% of FAY ELs will achieve proficiency in reading and math, either by growing one year without sliding back a performance band and/or by attaining grade-level proficiency, as measured by the annual Iowa State Assessment of Student Progress.

B. LIEP model and services

(See Appendix B for Description of LIEP Models)

1. The Louisa-Muscatine school district will use two models of instruction for EL students:
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. Content is reinforced by an ESL-endorsed teacher.
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 the native language.

2. The amount of support given to teachers will depend on the level of proficiency of the student. For example, a newcomer student will receive a greater amount of support in the classroom than a student who is very close to English proficiency. ELP standards will be the basis of EL language instruction for each grade level K, 1, 2-3, 4-5, 6-8, and 9-12. ELs will have equitable access to the district core curriculum as core teachers identify language objectives in addition to content objectives for ALL students. ELs needing additional support will be provided pull-out services to ensure core learning is taking place and that EL students are able to be successful in core classes.
3. Identified LIEP students at all proficiency levels will receive direct LIEP instruction unless services have been waived. The intensity and frequency of services will be such that services for each EL student are reasonably calculated to ensure benefit based on each student's individual needs in both language domains and academic learning. This is true until each EL student is deemed proficient. (EEOA and Title VI of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010.)
4. EL students with disabilities at all proficiency levels will receive direct LIEP instruction unless services have been waived.

C. Parental Notification of continuing placement

Annually, parents will be notified in their native language (if available) via TransAct forms ["English Learner Program Placement (Required-Meets ESSA Requirements)"] of continuing placement eligibility as determined by ELPA 21 results within 30 calendar days, by the Curriculum Director/Title III Liaison. Copies of the notification letter ["English Learner Program Placement (Required-Meets ESSA Requirements)"] will be stored in the student's cumulative file.

D. Annual Communication with Parents who have Waived Services

If a parent chooses to refuse ESL services for their child(ren), they have the option to waive services by sending a written notification ("Request for Change in Program Placement" from TransACT) to the Curriculum Director/Title III Liaison. Annually, a meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes with the parents. At this meeting, parents or guardians will receive a copy of "Explanation of Consequences for not Participating in an English Learner Program." After the meeting, if parents still choose to waive services, the signed form will be filed in the student's cumulative file. Students who have services waived will continue to receive support and English language development opportunities, with appropriate accommodations to continue to make academic progress like their peers.

E. Highly Qualified LIEP and Content Staff

EL-identified students will receive LIEP services from teachers who hold a current ESL Endorsement from the Iowa Department of Education. Teachers who will be providing instruction through content area classes are endorsed in the content area in which the instruction is being provided.

F. Designated administrator oversight for LIEP

Mr. Tony Ryan, Superintendent of Schools, and Mrs. Amy Lantigua, Director of Curriculum & Special Education, will oversee the LIEP at Louisa-Muscatine CSD. Both individuals have participated in the required Module training by the State Department of Education.

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

All EL students will be taught content based on Iowa Core standards and will receive additional support in English development through the use of English Language Proficiency Standards.

ESL teachers and Core Content area teachers will meet weekly in Professional Learning Community meetings to discuss EL's progress and appropriate ways to modify curriculum to make content learning accessible for ELs and proficiency in reaching the standards and objectives of core classroom instruction.

H. Curriculum and Supplemental Resources

Louisa-Muscatine recognizes that the selection of instructional materials is a vital component of the school district's curriculum. Licensed employees work closely together to ensure vertical and horizontal articulation of instructional materials in the education program. In reviewing current instructional materials for continued use and in selecting additional instructional materials, the licensed employees consider the current and future needs of the school district as well as the changes and trends in education and society. The licensed employees will select materials which: support the educational philosophy, goals and objectives of the school district; consider the needs, age, and maturity of students; are within the school district's budget; foster respect and appreciation for cultural diversity and difference of opinion; stimulate growth in factual knowledge and literary appreciation; encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints; portray the variety of careers, roles, and lifestyles open to persons of both sexes; and, increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society. All materials are selected at the Elementary level, which has an ELL component that can be accessed if the need arises.

In the circumstance that a student requiring LIEP services enrolls at Louisa-Muscatine, the district would contact the Mississippi Bend AEA Title 3 Liaison about the use of the Imagine Learning program, which is designed to meet the needs of ELs in English language acquisition.

Louisa-Muscatine Community Schools utilizes the Edgenuity online learning platform for their ELs per parent request during times of the global pandemic. Families and students who do not request online learning will continue to receive learning services from the district's highly qualified instructors. The school district ensures continued equitable access to high-quality education for all students.

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

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

1. Uses criteria other than standardized assessments to identify ELs for GT services

Identification of students is both quantitative and qualitative. The goal of identification is to identify students reflective of the diversity represented in the district population. For ELs, qualitative data will be used to try to determine the students' giftedness manifested within their native language and/or culture. Key traits of gifted ELs will be noted: fluent in both languages, a leader in their peer group, willingness and ability to translate at a young age, understanding nuances of languages, and interpreting.

Qualitative data is obtained through classroom observation starting in kindergarten. Student, parent, and teacher nomination forms highlight gifted characteristics (such as exceptional musical talent, artistic talent, creative problem-solving abilities, and other non-linguistic observable behaviors) notable in EL students. Additionally, tests that are designed to be related to ability rather than content will be used, including CogAT Form 7 and Ravens. The scores from such standardized tests will be interpreted through a qualitative lens rather than a cut-off score.

The GT specialist will participate in PD regarding serving underrepresented groups and will thus serve as an ongoing resource for the district.

ELs, like other GT students, will be served based on individual needs that go beyond the regular curriculum. For many EL students, those services will include a need for collaboration with the classroom teacher. The student will have access to higher-order thinking and problem-solving with scaffolding in place to provide access. An example of this in reading: the student may need lower-level instruction for reading the text, but should still have access to higher-level discussions and comprehensive skills that high-performing students are involved in.

2. Supporting Language needs within the program

GT can also provide time and resources for helping the student accelerate language acquisition, as the GT specialist(s) will also participate in the ELP training modules.

B. Process for identifying and serving ELs in special education

The AEA team in the district will be consulted about concerns and issues that may arise with EL students. EL students who experience academic difficulty in the general education setting may

or may not be in need of special education services. Students who qualify for both Special Education and LIEP services will be dually serviced by both Special Education and highly qualified LIEP-designated teachers with support for language needs. Special Education staff are trained in the ELP modules.

A comprehensive process is in place to ensure that a child's needs are met by taking into account language barriers and acculturation issues that may exist. Culture, language proficiency, and development in first and second languages are taken into consideration. According to Iowa Code Chapter 41, 281 – 41.306, a child cannot be determined eligible for special education services if the determining factor is limited English proficiency. The Area Education Procedures Manual provides guidance to teams in determining if school difficulties are primarily due to limited English proficiency or due to an educational disability. The At-Risk team gathers evidence from multiple data sources to determine if the child's educational performance and progress discrepancy is or is not the result of limited English proficiency. The evaluation team reviews the relevant information through RIOT (Review, Interview, Observe, and Test) methods to rule out whether a child's performance difficulties are primarily the result of cultural differences or limited language proficiency.

The At-Risk team considers the child's unique linguistic variables. The team determines a child's unique linguistic variables by comparing the child's performance to peers with similar linguistic backgrounds. If the performance is similar to peers, then the team determines the child's needs are not likely due to a disability requiring special education. The team uses other sources of data to corroborate this finding.

When conducting the evaluation, and the family's primary language is not English, the parents are interviewed in their native language. The team determines if the child's deficits are present in both English and the primary language. It only constitutes a disability if the problem presents in both English and the individual's primary language. The evaluation team uses data from multiple sources to rule out language and acculturation as the primary reason for the performance deficit(s).

Evaluation teams consider the following during the evaluation process:

- The materials and methods used in the evaluation process are nondiscriminatory.
- Assessments or other evaluation activities are administered in the child's primary language.
- During the intervention process, the child's linguistic variables are taken into consideration.
- The child's language aptitude is measured in areas such as interpersonal communication skills, cognitive academic language proficiency, etc.
- Based on the information gathered, the team can rule out language as the primary factor in the child's performance and progress.

If limited English proficiency is ruled out as the primary factor in the child's performance and progress, and the child meets eligibility criteria, then the IEP team determines if specially designed instruction is needed to meet the child's identified needs. If a child qualifies for special

education services, the IEP team considers the child's language needs as the IEP is developed. It should be noted that the IEP team will include someone with requisite knowledge of the child's language needs and training in second language acquisition [Joint Guidance OCR/DOJ, January 7, 2015, page 27]

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

EL identified students (as a result of ELPA 21/Screeners testing) are encouraged to participate in all co-curricular and extra-curricular programs. EL students acquiring language will be served as needs dictate in Title 1, Reading Recovery, At-Risk, and Career and Technical Education programs. The designated LIEP teacher will help facilitate identification and appropriate language learning strategies to help struggling learners be successful and determine if Title 1 and At-Risk services are beneficial. When available, students will be placed in a setting where a fellow student can translate, if possible. All communication for placement in the above-noted district programs will be communicated to parents in their native language if possible.

It is the policy of the Louisa-Muscatine CSD not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, gender, disability, religion, age, political party affiliation, socioeconomic status, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code. This policy extends to EL students. Every effort is made to be inclusive of all students, who are encouraged by staff to participate in all organizations and programs available for their growth and development as productive citizens of the school community. Equity checks are conducted annually of all classes and programs at Louisa-Muscatine CSD. EL students enrolled in academic programs and classes will have necessary accommodations provided. Teachers, club sponsors, coaches and mentors will have guidance and support from the ELL team and LIEP teachers on an as-needed basis.

D. Process for identifying and serving ELs in all extra curricular district programs (e.g., performing and visual arts, athletics, clubs and honor societies, etc.)

EL identified students (as a result of TELPA testing) are encouraged to participate in all co-curricular and extracurricular programs. When available, students will be placed in a setting where a fellow student can translate, if possible. All communication for placement in the above-noted district programs will be communicated to parents in their native language if possible.

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and development as productive citizens of the school community. Equity checks are conducted annually for all classes and programs at Louisa-Muscatine CSD. EL students enrolled in academic programs and classes will have necessary accommodations provided. Teachers, club sponsors, coaches, and mentors will have guidance and support from the ELL team and LIEP teachers on an as-needed basis.

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

- A. During the 2026-27 school year, Louisa-Muscatine will provide ongoing district level EL professional development for all District and building administrators, LIEP staff (certified and support), content/classroom teachers, paraprofessionals, and building/district support staff, Instructional Coordinators, Counselors, Curriculum Director, and Preschool teachers who serve ELs, via ELP Standards Modules from the Iowa Department of Education.
- B. **In subsequent years**, EL professional development will be delivered annually for new teachers in the district and for teachers who have EL students in their classrooms. During the 2018-19 school year, Louisa-Muscatine participated in the ELP Standards Modules professional development, using Option A. The staff completed all 6 modules. As modules were completed, personnel were required to print certificates of completion, which are housed in their professional personnel files in the Central Administration Office. New faculty are under the same expectations to complete modules throughout the current year and submit certification for their files to the Central Administration Office as the modules are completed.

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

A. Annual training processes for those assigned to administer state-approved and required English Language Proficiency assessments

Staff who administer state-approved and required English Language Proficiency assessments will be provided annual training, as needed. This training will occur through Iowa Learning Online. Documentation will be collected and retained, illustrating how the staff is trained in the ELPA 21 Screener and ELPA21 Summative Assessment administration. All documentation collected pertaining to this training will be stored in individual employee files in the Central Administration (Superintendent's) Office. The District has assigned Amy Lantigua, Director of Student Success and Curriculum, to be the ELP Assessment administrator.

B. Dissemination of assessment scores to all stakeholders

Initial placement and annual assessment scores of EL students will be shared with administrators in Lau Team planning meetings at the beginning and end of each school year. All staff will be made aware of students with an EL status to ensure that the student is receiving necessary help in any circumstance, academic or social. Parents will receive written notification

of scores via US mail delivery, along with an invitation to discuss scores at the school with the Title III liaison.

C. How staff are trained to interpret EL assessment scores

All administrators, LIEP teachers or other staff who have direct contact with EL students will be trained by the Title III Liaison yearly during professional development time in August of each school year (or as needed throughout the year) on the interpretation of EL assessment (ELPA21) scores.

D. Utilization of assessment results to guide instruction and programming

Specific staff will be trained to report information to all staff members on a regular, as-needed basis. Training and information will be provided through the AEA, webinars, and website information about each assessment. Staff will collaborate with AEA consultants and the LIEP instructors to determine and guide appropriate core instruction, LIEP instruction, as well as future programming needs.

VII. LIEP Exit Criteria and Procedures

A. LIEP exit criteria

To be exited from the Louisa-Muscatine LIEP, a student must achieve the required score of proficiency on the ELPA21. (This is the only exit requirement beginning spring of 2019.)

B. LIEP exit procedures

Exiting the LIEP occurs during the allowable window: the end of the school year, 5/21/27 to October 1st of the following school year. Parents will be notified with the state-approved TransAct exit form (Program Exit Letter-B), which requires a parental signature, in the family's native language (if available). This will occur during the window from the end of the school year to October 1 of the following year. Student coding will be changed to "exited" so the student does not continue to generate unwarranted funding in SRI by designated staff positions. The required two-year monitoring process (pending ESSA guidance) begins after parents have been notified.

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

A. Monitoring procedures in place after students exit the program

District data personnel responsible for data entry will refer to the Iowa Department of Education's *Data Dictionary* to ensure accuracy. Students who have exited the LIEP are monitored academically for two years by Amy Lantigua, Director of Curriculum & Special Education, or the designated Title III Liaison at monthly PLC meetings with the Student Services department. This team, consisting of administrators, counselors, classroom teachers, and appropriate EL-trained personnel, will review data: classroom grades, assessment scores, etc,

and criteria determined by classroom teachers (under guidance from the Title III liaison) regarding successful classroom participation, behavior, and academic proficiency. Parental communication of student progress is ensured at quarterly reporting periods. If a student is unsuccessful, the team will meet to determine if the data shows a need for re-entry into the LIEP. A student will be considered successful if data sources such as: attendance reports, parent/student interviews, observations, pre/post assessment data in core classes, universal screener data, and PBIS data indicate academic progress is being made. Amy Lantigua, Director of Curriculum & Special Education, Tony Ryan Superintendent, and Heidi Sievert, ESL Endorsed Teacher, will be personnel responsible for monitoring student success indicators.

B. LIEP re-entry procedures, if need is indicated by data/Includes process to notify parents/guardians

If a student is determined to be unsuccessful at maintaining academic proficiency, the Lau team will meet to determine the proper amount of support the student needs to become successful again, and a personal education plan will be created. If the Lau team determines that a previously exited student needs to begin receiving LIEP services again, parents will be notified in their native language (if available) via the appropriate TransAct document, "Notice of Program Placement". A copy of the notification will be placed in the student's cumulative folder.

IX. LIEP Evaluation

The LIEP is evaluated annually

Each year in May, during the end-of-year designated professional development time, the Lau team, facilitated by Amy Lantigua, Director of Curriculum & Special Education, will convene to evaluate the LIEP.

Various data will be reviewed, including:

EL's making adequate yearly progress in reading and math, as measured by the Iowa State Assessment of Student Progress, and other district data such as FAST Reading, FAST Math, and other benchmark assessments. As the Lau team reviews data, particular attention will be given to the progress of EL students in each content area/grade level. As needs are identified, care will be taken to ensure content is comprehensible for EL students, and additional training support will be provided through the AEA and ESL-endorsed staff members. Additionally, programming and services such as professional development needs, adjustment to the LIEP, staffing, teacher scheduling, and curricular needs will be discussed and addressed as needed to ensure the needs of individual and EL subgroups are being met.

Title III Assurances are accepted annually in the District's Comprehensive School Improvement Plan.

X. Appendices

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

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

B. Description of LIEP Models

- C. 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:

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

Appendix B

Description of LIEP Models

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.*

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. An approved LIEP model using sheltered instruction must include direct instruction by an ESL-endorsed teacher.*

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 Transact.com Documents

- Home Language Survey - IA includes a second page for race and ethnicity
- Determination of Student Eligibility for Program Placement (Optional) Notification that the 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
- English Learner Program Placement (Required - Meets ESSA Requirements) 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 the 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. AEA's 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 AEA's/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.