



*Burlington Community School District*  
K-12 Lau (ELL) Plan for Serving English Learners (ELs)  
Revised September 2024

Mission

*Inspiring and challenging students through diverse opportunities.*

Lau Leadership Team:

Shawn Stringer, Principal, North Hill Elementary

Krystal Malik, K-12 EL Teacher

Jennifer Krieger-Coen

Alexandra Cushman, Aldo Leopold Language Arts

Cory Johnson, Director of Curriculum and Equity Coordinator

Stephanie Vititoe, Assistant Director of Curriculum

Laci Johnson, Director of Human Resources and Equity Coordinator

Sara Watkins, Associate Principal, Aldo Leopold Intermediate School

Amanda Brink, AEA EL Consultant

## K-12 Lau (ELL) Plan

*The district plan to meet the needs of our English Language acquisition students is referred to as the Lau Plan (Lau v. Nichols, 1974). The purpose is to ensure that English Language Learners develop English proficiency and meet the same academic achievement standards that other children are expected to meet.*

*The EL program is an integrated component of the district's Comprehensive School Improvement plan. Staff members associated with the ELL program participate in research-based professional development through the Burlington Community School District, Great Prairie Area Education Agency, and the State Department of Education.*

### I. Lau Plan Guiding Principles

The Burlington Community School District is actively responding to the unique needs of ELs. The goals of our program are aligned with Title III of the *Every Student Succeeds Act*, the Iowa Department of Education publication, *Educating Iowa's ELs: A Handbook for Administrators and Teachers*, and the *Iowa Teaching Standards and Criteria*.

- A. Teach English language comprehension through listening, speaking, reading and writing skills to attain English proficiency so that ELs can meet challenging academic content and student academic achievement.
- B. Assist students in understanding and functioning within American society.
- C. Involve families in the educational process in order to make education a cooperative effort between home and school.
- D. Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism

### II. Identification and Placement of English Learners in a Language Instruction Education Program

#### A. Home Language Survey

- 1. All families are asked to complete a Home Language Survey, including student race and ethnicity reporting (TransACT.com Documents Appendix C) during registration.
- 2. The district will provide the Home Language Survey in the student's home language whenever possible.
- 3. 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.
- 4. Home Language surveys will be kept in the student's cumulative file.
- 5. Building secretaries will screen the forms and pass on the names of the identified students to the Lead EL Teacher.

#### B. State-approved English language proficiency placement assessment ELPA21 Dynamic Screener

- 1. Once a student has been identified from the Home Language Survey as having a primary or home language other than English, the building staff where the student is enrolled shall contact the ELL instructor for that grade level and request that the state approved English language assessment (ELPA21 Dynamic Screener) be administered.
- 2. The placement test will be administered by trained EL teachers.

3. Training certificates will be stored in certified teachers' personnel files.
4. ELPA21 Dynamic Screener test results will be placed in the student's cumulative file.

C. Process to place a student in appropriate LIEP

1. Based on that assessment, in conjunction with input from the family, a determination is made about whether services are needed. The ELL teacher is designated to administer and score the ELPA21 assessment within the time frames allotted with support from building administrators. Results will be stored in the student's cumulative folder.
2. ELPA21 data will be reviewed by the ELL teacher, who will consult with a team determined by the administrator, to place the student in the appropriate LIEP program based on their English language development needs and academic needs.
3. A building level team comprised of the ELL teacher, content teacher(s), and principal (or designee) will review the data collected from formal and informal assessments in order to appropriately place students according to their content level/academic needs and their English language developmental needs.
4. Based on assessment results, the EL will be assigned to a mainstream classroom with students the same chronological age, with no more than 2 years differential.

D. Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language the parents can understand.

1. "ESSA-Notification of English Learner Program Placement" (TransACT documents Appendix C) will be sent to parents in a language most easily understood.
2. Parents will be notified of English language development program placement initially and annually by the EL teacher.
3. Assessments will be completed within the first thirty days of school or, if the child enters after the beginning of the school year, within two weeks.
4. The signed copies will be placed in students' cumulative files.

E. Process for waiving students from LIEP

1. Parents do have the right to waive enrollment in the LIEP but must complete a waiver form to do so.
2. A documented meeting with the parents, discussing the implications that the waiver may have on the student's progress and ELPA21 Assessment requirements, will be held. Parents will be provided with a copy of the "Explanation of Consequences for not participating in English Learner Program" notice (TransACT documents Appendix C). A signed "Request for Change in Program Participation" (TransACT Documents Appendix C) form documenting the parents' decision to waive services is placed in the student's cumulative folder.
3. The district uses a wide range of pedagogical strategies to meet the needs of all of its learners and to support their academic progress. Collaboration between the student's classroom teacher and the district EL teacher will provide open communication on strategies and student progress regardless of participation in LIEP programming. The student will be assessed with ELPA21 regardless of the waiver as well.

III. Description of the LIEP

- A. Language Instruction Education Program (LIEP) Goals  
80% of our identified EL students will demonstrate a year's growth according to Iowa Statewide Assessment of Student Progress (ISASP) and English Language Proficiency Assessment (ELPA21).
- B. The Burlington Community School District uses the English as a Second Language model. This includes 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. ESL instruction is in English.

1. ELs in grades K-12 will receive the following services provided by an ESL certified teacher:
  - a) Individual and small group intensive instruction in English: reading, writing, listening and/or speaking skills aligned to the Iowa Core. Specifically designed instruction will be designed for each student dependent on English Language Proficiency Assessment (ELPA21) scores.
  - b) Tutorial assistance with mainstream classes ensuring access to all components of the Iowa Core Curriculum and English Language Proficiency Standards.
  - c) Inclusive instruction with accommodations, which may include teacher differentiation of instruction, assignments, and/or assessments that align with the student's developing English skills. The delivery method, frequency and intensity of services will be dependent on student needs and all data collected. Time will be provided for EL teachers to collaborate weekly with classroom and content area teachers as needed.
2. Description of frequency and intensity of services by grade level / span.
  - a) Intensity and frequency of services are calculated for each EL student to reasonably ensure benefit based on each student's individual needs in both Language domains and academic learning. General guidelines are as follows.
    - (1) At the elementary level students are provided services daily for 30 - 60 minutes based on their English language proficiency level.
    - (2) At the middle school level students are provided services daily for one to two class periods based on their English language proficiency level.
    - (3) At the high school level students are provided services daily for one class period.
3. All identified non-parental waiver ELs, including those with disabilities, at all proficiency levels receive direct LIEP instruction.

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

1. Each year, within 30 days after the beginning of the school year or within two weeks of a child being placed in an LIEP if a student enrolls after the beginning of the year, the EL teacher will provide notification to parents in a language most understandable using the "English Learner Program Placement" form.
2. EL teacher Krystal Malik will be responsible for notifying parents of placement.
3. TransAct forms will be used when available and copies of the notifications will be maintained in the students' cumulative files.

D. Process for waiving students from LIEP

1. Parents who have waived enrollment in the LIEP will be provided with the "Explanation of Consequences for not participating in English Learner Program" notice and the "Request for Change in Program Participation" form.
2. A signed "Request for Change in Program Participation" form documenting the parents' decision to waive services.
3. The signed form is placed in the student's cumulative folder annually.

E. Highly Qualified Staff

1. Teachers who provide direct services for ELs have ESL endorsements. These teachers are responsible for the LIEP.
2. Teachers are evaluated annually to ensure that adequate and appropriate language instruction and support are provided.

F. Oversight of all LIEP services is the joint responsibility of the building principal and the Director of Curriculum or his designee.

1. Cory Johnson is the Director of Curriculum.
2. Administrators supporting ELs receive training through the ELP Standards modules.

G. Students have access to both Iowa Core Standards and English Language Proficiency (ELP) Standards

1. All staff who are teaching ELs will take online modules provided by the Department of Education to ensure students are provided access to instruction based on the Iowa Core and ELP Standards. Current Content Teachers have been trained on the New ELP Standards to begin implementation of the standards.
2. The ESL teacher and content teacher will collaborate monthly to discuss support and resources for Core Content Areas to make it accessible to ELs.

H. Curriculum and Supplemental Resources for LIEP

1. The district uses the following resources in meeting the needs of ELL students: Iowa Core State Standards and the newly adopted English Language Development Standards aligned with the Common Core State Standards. A draft can be found at the following link: <http://www.cde.ca.gov/sp/el/er/eldstandards.asp> . ELs will have access to instruction based on Iowa Core Standards in their general education classrooms. The EL teacher will collaborate with the classroom/content teacher(s) to ensure this process. The classroom/content teacher(s) will be provided professional development opportunities. ELs will have access to instruction based on English Language Proficiency (ELP) Standards in their direct English language instruction provided by the ESL teacher. BCSD utilizes a variety of other supplemental resources to support the LIEP. The material used in the district range from flashcards, manipulatives, workbooks, pictures/realia to books. All materials used to support the attainment of English language proficiency by emphasizing the approved EL standards in Reading, Writing, Listening and Speaking.
2. All resources are teacher selected and approved by the program administrator. Resources are evaluated annually and purchased as needed to meet student instructional goals.
3. The Director of Curriculum considers the needs of ELs when adopting or updating core textbook/curriculum. This is done by ensuring that EL instructors are a part of the curriculum adoption/review teams. The EL instructors main purpose on the team is to advocate for the needs of ELL students.

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

A. Gifted/Talented Considerations

1. Iowa code states that gifted and talented students are “those identified as possessing outstanding abilities who are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability.” ELL students will be evaluated for GT services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American Expressions, translates at an advanced level (orally), and/or navigates appropriate behaviors successfully within both cultures. The ELL referral form serves as a starting point for this process. The Lau Leadership team will meet and discuss recommendations as needed. The team may choose to gather more information and may choose to do a follow-up meeting to review prior to referral for TAG services.

2. Once identified for GT services, EL students will participate in established programming with support from the EL teacher as needed. The GT teacher accommodates the student's language needs.

#### B. Special Education Considerations

1. ELs have specific needs therefore additional consideration must be taken into account when they are both progressing through the stages of language acquisition and being screened for Special Education services. Such considerations include the following:
  - a. Is the learning environment supportive for language development of ELs?
  - b. Have personal and family factors been considered?
  - c. Have physical and psychological factors been taken into account?
  - d. Has information been gathered about the ELs previous schooling experiences?
  - e. Is the child proficient in oral language and literacy in both first (L1) and second language (L2)?
  - f. Is there academic achievement in both L1, if available, and L2?
  - g. Have cross-cultural factors been considered? How is information gathered about others' ways of doing things and their values and beliefs?

Before any special education referrals are put in place, EL strategies should be tried. These strategies are best developed through collaboration between the EL teacher and the classroom teacher and should be implemented in the general education setting with adequate assessment data collected. The strategies may be universal strategies that are good for all students. The ELs should only be referred to education after multiple intervention attempts have shown little to no growth based on the MTSS Framework. If the strategies do not improve the EL's progress in English language acquisition, the special education referral process may begin. Special note: EL strategies should not be used to qualify ELs for special education nor should the LIEP (ESL) program be seen as a special education intervention.

2. Students placed in Special Education will be served based on students' needs and receive instruction according to the student's IEP. Language needs will be met through the collaboration of the Special Education teacher and ESL teacher.
3. The IEP team that meets on an EL being considered for SE will include the student's EL teacher or someone with the knowledge of second language acquisition.

#### C. Process in Place for Identifying and Serving ELs in any Other District Programs

1. ELs will be included along with any other qualified student in any of the BCSD programs.
  - a. ELs will be identified by the same qualifying process as other students.
  - b. The ELs language needs will be supported and not prevent them from qualification.
2. Parents and students are provided with communication in a language most easily understood about the programs available in the BCSD and whether the students are eligible.
3. EL teacher(s) will be included in the screening process and the data review to determine if these services (Title I, At-Risk SPED, SCR) are appropriate for the EL students.

#### D. Extracurricular Programs

1. The district will provide an interest survey to all ELs and parents in their native language to determine the level of interest in various clubs, organizations and services that are offered by the district. The EL teachers will work with the EL to determine interests and point of contacts for activities and services that are applicable.
2. Parents and students are provided with communication in a language most easily understood about the extracurricular programs and whether the students are eligible.

V. Ongoing, Embedded EL Professional Development for Staff

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

1. Administrator capacity will be built to further develop their skills in leading EL services by attending conferences and professional development regarding EL student programming.
2. ESL instructors are active participants in BCSD professional learning teams and join in the district professional development. Great Prairie AEA provides regular training and meetings regarding the ELP Standards and provides opportunities for collaboration among other EL teachers in the area.
3. Classroom and content-area teachers are encouraged to attend outside conferences and workshops to assist them in working with the EL students. During professional development or other release times, EL instructors will work with content area teachers to provide specific instructional techniques and assessment strategies to meet the needs of EL students. EL teachers will also work as needed with classroom or content area teachers to develop intensive, specifically designed individual instruction for those EL students who have the greatest need.
4. Paraprofessionals and other district support staff are also given opportunities within the district for professional development. Training is provided by Great Prairie AEA for support staff and paraprofessionals involved in the educational process of ELs regarding instructional techniques and modifications for EL students relating to the new English Language Proficiency (ELP) standards.

B. District Training of English Language Proficiency Standards and implementation

1. The district's PD plan for the 2016-2017 school year included days/times for all required staff to complete training for the English Language Proficiency Standards. Teachers hired after the 2016-2017 school year will complete the training upon hire. The district has selected the Professional Development Plan Option A (Appendix D): Certified staff members, including principals, directly responsible for delivering the LIEP view the modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment. (Note: Implementation of any type of professional training is an expectation of all teachers, as outlined in the criterion associated with Iowa's Teaching Standards.).
2. Certificates of completion from the AEA PD Online modules will document the training procedures used.
3. A record of completion of the ELP Standards will be maintained by building administrators and the district Director of Human Resources.
4. New certified staff members who serve EL students will be required to provide evidence of completion or complete the training modules during their first year of employment with the District.

VI. Annual English language Proficiency Assessment (ELPA21) Administration

A. Annual training of appropriate staff for administering the English Language Proficiency assessments

1. will be provided through the state approved online modules with the option of joining a discussion group through Great Prairie AEA.
2. Trained staff will provide copies of certificates of completion to the district office to be stored in their personnel files.

B. Dissemination of scores to stakeholders

1. Results of assessments are sent to administrators
2. Results of assessments are shared with any teacher serving identified ELs

3. Results of assessments will be shared with parents during parent-teacher conferences and year-end assessment results will be mailed with the final report card of the year.

C. Teachers will receive training to interpret results

1. LIEP teachers are trained through the AEA for interpreting the scores and using the data from assessments to guide instruction for each student.
2. District and AEA EL-trained staff will assist administrators in the interpretation and the utilization of data from EL assessments to guide instruction for each student.
3. District EL-trained staff will assist staff directly serving EL students in the interpretation and the utilization of data from EL assessments to guide instruction for each student.

D. Utilization of assessment results guide instruction and programming

1. EL instructors share assessment results with general education teacher(s) so that the scores, along with other assessments can be used to guide core instruction needs of the EL student(s). (E.g. EL and general ed teachers look at ELPA21 level indicators to determine accommodations needed in order for the EL student to better meet core instruction standards.)
2. EL instructors will utilize EL assessment scores, along with other assessments, in order to meet the language needs of the EL students they serve. (E.g. Deciding whether a student needs more instruction in writing than in reading)
3. EL instructors will utilize EL assessment scores, along with other assessments, in order to ensure the direct services provided to the students are the ones that they need (E.g. Deciding the amount of instructional time students need with the EL instructor; whether a student needs assistance by an associate in core instruction classes; etc.)
4. EL instructors, principals, and district curriculum directors utilize the assessments in order to better determine future programming needs of students. (E.g. Low achievement scores over time may result in the determination that more individualized instruction is needed, and therefore, more EL staff need to be hired.)

VII. LIEP Exit Criteria and Procedures

A. A student may be exited from the program once the following criteria have been achieved:

1. Achieved the required score for proficiency on ELPA21.

B. LIEP Exit Procedures

1. Students will be exited during the allowable window from the end of the previous year and October 1st.
2. Once a student's achievement levels reach proficiency on ELPA21 the student will be exited from EL programming. The state approved TransAct Exit form, "Program Exit Letter-B" (TransACT Documents Appendix C), will be provided in the language most understandable to parents and signed by the EL teacher, principal and parents. A parent signature must be obtained on the Exit Form. A copy of the signed form and an explanation of the follow-up procedure is sent home. Copies of the Exit Form are given to the parent(s), EL teacher, and principal and a copy is placed in the student file.
3. The secretary to the Director of Curriculum, will make sure the student coding is changed to "exited" in the student information system.
4. The follow-up/monitoring procedure is explained to parents. The students will be placed on monitor status from the beginning of the next school year.

VIII. Monitoring Procedures After Students Exit the LIEP Program

- A. Once students are formally exited from the program they will continue to be monitored for two more years.



1. The monitoring procedures will be used to determine whether the EL can sustain academic progress. Students are expected to maintain proficiency on school-wide assessments, maintain a C average or better in academic classes, and maintain proficiency in reading and math on the Iowa Assessments for two years. If a student does not maintain proficiency, additional supports will be provided as part of the MTSS framework. The district monitoring form will be completed and placed in the student's cumulative folder each of the two years of the monitoring period.
  2. Krystal Malik and Jenna Kreiger-Coen, EL Teachers, will review the student's progress bi-annually on district-wide assessments, grades, and attendance.
  3. The LIEP team will review student performance to determine whether re-entry is needed due to language needs and not sustaining academic progress. The team will also review and determine whether the EL student has successfully completed two years of monitoring status.
- B. LEIP re-entry procedures in place, if indicated by data, including notification of parents/guardians.
1. After efforts have been made to support the students' needs through the MTSS process with little success, the student may be reassessed using the ELPA21 Dynamic Screener. If the student is not proficient indicating that language continues to be a barrier, the student may be re-entered into EL Programming. If the student is proficient on the ELPA21 Dynamic Screener the student cannot re-enter EL Programming and other support will need to be investigated.
  2. The EL instructor will contact the child's parents to confer about the child's re-entry, at which time parents will receive a copy of the "Notification of English Learner Program Placement" form.

#### IX. LIEP Evaluation

- A. The Lau Leadership committee will evaluate the effectiveness of the LIEP annually. The evaluation will include:
1. The Director of Curriculum, Cory Johnson, or designee will be responsible for facilitating the team based process for LIEP evaluation
  2. The team will review district data taken from applicable assessments such as ELPA21 , Reading Recovery Observation Survey, FAST assessment, Iowa Assessments, report cards, attendance and discipline data and teacher observation and parent surveys. The team will also evaluate the effectiveness of the LIEP by using a Self-Study Guide and whether the LIEP goal was met. The data will help the district plan for EL instruction in core classes and in English language development.
  3. Results of the review will be used to plan for changes in programming and services for ELs. The LAU team will determine the need of adjustment for the LIEP which may be seen in the following areas:
    - a. Professional development needs: more training for content and/or EL teachers
    - b. Adjustment of the LIEP
    - c. Staffing: additional teachers or support staff or increasing collaboration of the EL teacher with the content teacher
    - d. Teacher scheduling: increasing the amount of contact time between the EL and EL teacher
    - e. Curricular needs: adding or changing the curriculum or resources used
    - f. Meeting the needs of individual ELs and/or subgroups
  4. Title III Compliance Assurances checklist (Appendix E) will be completed by the Director of Curriculum and signed by the district superintendent

- X. Appendices
  - A. Letter to Districts from the U.S. Department of Justice
  - B. Description of LIEP Models
  - C. TransACT.com documents
  - D. ELP Standards Training Options
  - E. Title III Assurance Checklist

#### 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

[www2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www2.ed.gov/about/offices/list/ocr/EL/glossary.html)

**Newcomer Program:** *Newcomer programs are separate, relatively self-contained educational interventions designated 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)*

## Home Language Survey (2022) - IA – English+12

Date: \_\_\_\_\_  
Student Name: \_\_\_\_\_ Birth Date: \_\_\_\_\_ Sex:  Male  Female  
Parent/Guardian Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
Phone (H): \_\_\_\_\_ Phone (W): \_\_\_\_\_ Phone (C): \_\_\_\_\_  
School: \_\_\_\_\_ Grade: \_\_\_\_\_

### Note to districts:

- In accordance with federal law and required by Iowa code, districts are required to administer this HLS for all students at the time of enrollment. This form should be completed once, upon enrollment and not each year.
- **To obtain accurate information, schools should reassure parents that the HLS is used solely to offer appropriate educational services, not for determining legal status, for immigration purposes or any other purpose than best serving the student's educational needs.**
- A complete HLS, signed and dated by the parent must be appropriately filed with the other permanent student enrollment documentation.

---

### Home Language Survey Questions for Parents

The state of Iowa values the diversity represented throughout Iowa, home of more than 200 languages. We collect information on the home language survey from *all* students to make decisions to ensure all students receive equitable access to education.

These questions have been approved by the U.S. Department of Education Office for Civil Rights (OCR) and the U.S. Department of Justice (DOJ) and are the required HLS questions for all students enrolling into Iowa's K-12 schools beginning the 2022-23 school year.

*Please note: The three required, questions are translated into Iowa's top 12 languages other than English. These translations are required for Iowa's HLS.*

#### English

1. What is the primary language used in the home, regardless of the language spoken by the student?  
\_\_\_\_\_

2. What is the language most often spoken by the student? \_\_\_\_\_

3. What is the language that the student first acquired? \_\_\_\_\_

---

#### Spanish

1- ¿Cuál es el idioma principal que se usa en la casa, independientemente del idioma que hable el estudiante? \_\_\_\_\_

2- ¿Cuál es el idioma que el estudiante habla con más frecuencia? \_\_\_\_\_

3- ¿Cuál es el idioma que el estudiante adquirió por primera vez? \_\_\_\_\_

---

**Arabic**

\_\_\_\_\_ 1- الطالب؟ بها يتحدث التي اللغة عن النظر بصرف ،المنزل في المُتخدمة الأساسية اللغة هي ما

\_\_\_\_\_ 2- الطالب؟ بواسطة تحدثًا اللغات أكثر هي ما

\_\_\_\_\_ 3- أولاً؟ الطالب اكتسبها التي اللغة هي ما

---

**Vietnamese**

1. Ngôn ngữ chính được sử dụng ở nhà, bất kể ngôn ngữ nói của học sinh là gì? \_\_\_\_\_

2. Ngôn ngữ nói mà học sinh hay sử dụng nhất là gì? \_\_\_\_\_

3. Ngôn ngữ mà học sinh tiếp thu đầu tiên là gì? \_\_\_\_\_

---

**Karen**

1 ၵ်းၵိၵ်းတၢ်စးကတိၤအီၤလၢဟံၵ် လၢတဘၣ်ထွဲၵိၵ်းလၢပုၤကိၵ်းစးကတိၤအီၤ  
မ့ၢ်ကိၵ်းမနုၤလဲၣ် \_\_\_\_\_

2 ကိၵ်းလၢပုၤကိၵ်းညိၣ်စးကတိၤအီၤအါကတၢ်မ့ၢ်ကိၵ်းမနုၤလဲၣ် \_\_\_\_\_

3. ကိၵ်းလၢပုၤကိၵ်းစးကတိၤအီၤဆိကတိၤမ့ၢ်ကိၵ်းမနုၤလဲၣ် \_\_\_\_\_

---

**Bosnian**

1. Koji je primarni jezik koji se koristi kod kuće, bez obzira na jezik kojim govori učenik?  
\_\_\_\_\_

2. Koji je jezik koji učenik najčešće govori? \_\_\_\_\_

3. Koji je jezik koji je učenik prvo usvojio? \_\_\_\_\_

---

**Swahili**

1. Ni lugha gani ya msingi inayotumiwa nyumbani, bila kujali lugha inayozungumzwa na mwanafunzi? \_\_\_\_\_

2. Ni lugha gani inayozungumzwa mara nyingi na mwanafunzi? \_\_\_\_\_

3. Ni lugha gani ambayo mwanafunzi alijifunza kwanza? \_\_\_\_\_

**Chinese (Mandarin)**

1. 不考虑这名学生说的语言，在家主要使用什么语言? \_\_\_\_\_

2. 这名学生最常说的是什么语言? \_\_\_\_\_

3. 这名学生首先学会的是什么语言? \_\_\_\_\_

**Burmese**

1. ကျောင်းသားက မည်သည့်ဘာသာစကားကို ပြောသည်ဖြစ်စေ အိမ်တွင် မည်သည့်ဘာသာစကားကို အဓိက ပြောဆိုပါသလဲ။ \_\_\_\_\_

2. ကျောင်းသားက မည်သည့်ဘာသာစကားကို အများဆုံး အသုံးပြု ပြောဆိုပါသလဲ။ \_\_\_\_\_

3. ကျောင်းသားက မည်သည့် ဘာသာစကားကို ပထမဆုံး လေ့လာသင်ယူခဲ့ပါသလဲ။ \_\_\_\_\_

**French**

1. Quelle est la principale langue de communication utilisée à la maison, indépendamment de la langue parlée par l'élève ? \_\_\_\_\_

2. Quelle est la langue parlée le plus souvent par l'élève ? \_\_\_\_\_

3. Quelle langue l'élève a-t-il acquise en premier ? \_\_\_\_\_

---

### **Nepali**

1. विद्यार्थीले जुन भाषा बोलेतापनि घरमा बोलिने प्राथमिक भाषा कुन हो? \_\_\_\_\_

2. विद्यार्थीले प्रायः बोल्ने भाषा कुन हो? \_\_\_\_\_

3. विद्यार्थीले सुरुमा प्राप्त गरेको भाषा कुन हो? \_\_\_\_\_

---

### **Somalian**

1. Waa maxay luuqada koowaad ee guriga laga isticmaalo, iyadoon loo eegayn luuqada ay ku hadlaan ardaygu? \_\_\_\_\_

2. Waa maxay luuqada uu badanka ku hadlo ardaygu? \_\_\_\_\_

3. Waa maxay luuqada uu ardaygu ugu horayntiiba helay? \_\_\_\_\_

---

### **Marshallese**

1. Ta kajin eo kein kajuon kom ej kenono ilo mweo, jekdon ta kajin eo rijikuul eo ej kenono?

\_\_\_\_\_

2. Ta kajin eo elab an rijikuul eo kōjerbale? \_\_\_\_\_

3. Ta kajin eo rijikuul eo ear jelō maktata? \_\_\_\_\_

---

### Additional Required Information

Please answer all of the following questions. Your responses may give us information about your student's knowledge and skills allowing us to better support your child's educational needs. All information collected is needed for district data and funding and is completely unrelated to immigration and citizenship.

Was your child born in the United States?  Yes  No

If yes, in which state? \_\_\_\_\_

If no, in what other country? \_\_\_\_\_

2. Has your child attended any school in the United States for *any three years* during their lifetime?

Yes  No

If yes, please provide school name(s), state, and dates attended:

Name of School \_\_\_\_\_ State \_\_\_\_\_

Dates Attended \_\_\_\_\_

Name of School \_\_\_\_\_ State \_\_\_\_\_

Dates Attended \_\_\_\_\_

<p><b>Right to Translation and Interpretation Services</b></p> <p>Your response will help the school provide communication in a language you prefer.</p>	<p>In which language do you prefer to receive written information from school? _____</p> <p>In which language do you prefer to receive spoken information from school? _____</p>
--	--

Have parent/guardian sign and date this document ensuring that the answers within are factual.

<b>Parent Name:</b>	
<b>Parent Signature:</b>	
<b>Interpreter Name</b> (if applicable)	

## Student Race and Ethnicity Reporting

Student Name: \_\_\_\_\_ Date Form Completed: \_\_\_\_\_

Date of Birth: \_\_\_\_\_  Male  Female

Person Completing This Form:  Parent/Guardian  Student  Other: \_\_\_\_\_

The U.S. Department of Education has implemented new standards for school districts to report student race and ethnicity. Your answers to the following will be held strictly confidential and data will be used only in the aggregate.

1. Is your child of Hispanic, Latino, or Spanish ethnicity:  Yes  No  
Includes persons of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin.

If you answered "Yes" to question #1, you may also check one or more of the racial categories in question #2. If you answered "No", please check one or more of the following racial categories.

2. Racial Categories:
- American Indian or Alaska Native  
Origins in any of the original peoples of North, Central, and South America who maintain a tribal affiliation or community attachment.
  - Asian  
Origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent for example Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Philippine Islands, Thailand, and Vietnam.
  - Black or African American  
Origins in any of the black racial groups of Africa
  - Native Hawaiian or Other Pacific Islander  
Origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
  - White  
Origins in any of the original peoples of Europe, the Middle East, or North Africa.



Appendix C

Please Respond  
in English

English  
Determination of Student Eligibility  
for Program Placement

**Burlington Community School District**  
**Determination of Student Eligibility for Program Placement**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Dear Parent or Guardian:

You completed a Home Language Survey when your child registered for school. On that form you indicated that a language other than English is spoken by your child or in the home. Based on this information, the school gave your child a test to determine his or her eligibility for placement in English Learner Services provided by funding from Title I, Title III, or both.

We used \_\_\_\_\_ (name of test) to test your child's English language abilities in:

- speaking       reading       writing       listening
- and we used other information, such as 1) previous education and social experiences, 2) written recommendations and observations by school staff that teach your child, 3) an Eligibility Placement Committee meeting, 4) mastery of basic skills in English and their home language, 5) grades from current or previous years, or a combination of these.

Based on your child's results we:

- recommend that your child be placed in English Learner Services provided by Title I, Title III, or both if both are available.
- do not recommend English Learner Services provided by Title I or Title III for your child because your child does not qualify for these services.

If your child is placed in English Learner Services, we feel these services will help your child do well in school and meet graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions or if you do not wish to have your child placed in the program.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email Address

Eligibility Placement Committee (if applicable):

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_ (mm/dd/yyyy)

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_ (mm/dd/yyyy)

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_ (mm/dd/yyyy)

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_ (mm/dd/yyyy)

*Parent or Guardian: Please complete the section below and return the entire form to your child's school*

Name of Parent or Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Appendix C

<b>English</b>
English Learner Program Placement

**Burlington Community School District**  
**English Learner Program Placement**

Initial Placement     Continuing Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

School Location: \_\_\_\_\_

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is \_\_\_\_\_ (*number of years*). The high school graduation rate for students receiving English Learner Services is \_\_\_\_\_ %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

# Burlington Community School District

English
English Learner Program Placement

The name of the English proficiency test your child took is:

- \_\_\_\_\_  
(Test used to measure level of English proficiency)
- \_\_\_\_\_  
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: \_\_\_\_\_ The highest score possible is: \_\_\_\_\_

The level needed to be proficient in English and exit English Learner Services is:

\_\_\_\_\_

If applicable, your child's level of academic achievement was measured using the following test(s):

- \_\_\_\_\_  
(Test used to measure level of academic achievement)
- \_\_\_\_\_  
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: \_\_\_\_\_

The method of instruction used in your child's English Learner Services is:

- Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- Other:** \_\_\_\_\_

- Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or \_\_\_\_\_ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**Burlington Community School District**  
**Description of Programs**

The goal of the district’s English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district’s English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for \_\_\_\_\_ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child’s Program:

---

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction:  Yes  No

English Language Used in Instruction:  Yes  No

Program Exit Criteria:

---

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction:  Yes  No

English Language Used in Instruction:  Yes  No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

<b>English</b>
<small>Request for Change in Program Participation - English Language Development Program</small>

**Burlington Community School District  
Request for Change in Program Participation**

Date: \_\_\_\_\_

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in an English Language Development Program and/or Bilingual Program, or that you would like a change in your student's English Language Development Program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request that your child not participate in a program, or (b) choose another program or method of instruction, if available.

If you have chosen (a) or (b) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes English proficient.

Thank you.

**Burlington Community School District  
Request for Change in Program Participation**

I, \_\_\_\_\_ (*parent/guardian*) of \_\_\_\_\_ (*student*) have been informed of my right to not have my child participate in the English Language Development Program and/or Bilingual Program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

- I do not want my child to participate in the English Language Development Program offered by the school.
- I do not want my child to participate in the Bilingual Program offered by the school.
- Enroll my child in another program or method of instruction, if available.

Please enroll my child in the following program: \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date



<b>English</b>
Request for Change in English Learner Program

**Burlington Community School District  
Explanation of Consequences for Refusing English Learner Services**

Date: \_\_\_\_\_  
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.

Title VI of the Civil Rights Act and the U.S. Supreme Court case Lau v. Nichols ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person’s ability to understand and communicate in that language or in a person’s preferred mode of communication. Our school district provides programs and services designed to help increase your child’s level of English proficiency. Even if you do not want your child to participate in our district’s English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district’s English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district’s English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child’s ability to fully participate in educational programs offered by our district.

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Appendix C



Burlington Community School District
Program Exit Letter

Bilingual ESL

Name of Student: Date:

School:

Dear Parent/Guardian(s):

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. Your child was assessed with the following state and district adopted test(s):

- Test used to measure level of English proficiency

Your student's Level of English Proficiency is: Highest score possible is:

Level needed to exit the English Language Development Program:

As a result of your child's improvement in English language skills, he/she will transition out of the following program provided by the school district to develop English language skills:

- Bilingual
ESL
Other English Learner services

As a result of your child transitioning out of this program, he/she will:

- Continue to attend: (name of school)
Be transferred to: (name of school) Beginning: (date)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

Name Title
Phone Email

Parent/Guardian: Please complete the section below and return the entire form to your child's school.

I agree with the plan to transition (student name) from the English Language Development Program and understand that he/she will be placed in a general education classroom.

Parent/Guardian Signature: Date:

Parent Guardian Name:

Phone: Email:

## Appendix D

### English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards.

A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.

B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.

C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning. The plan must include:

- a. the trainers and the target audience for each training session.
- b. the specific content and learning outcomes for each training session.
- c. the learning activities that will be used to deliver the content.
- d. how the trainers will assess whether or not the participants are meeting the intended outcomes.



## Appendix E

### Title III Compliance Assurances:

#### Checklist for Districts

- \_\_\_ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)
- \_\_\_ The district has a policy of admitting students regardless of their immigrant status or English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]
- \_\_\_ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]
- \_\_\_ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].
- \_\_\_ The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]
- \_\_\_ The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]
- \_\_\_ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.
- \_\_\_ The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]
- \_\_\_ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]
- \_\_\_ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].
- \_\_\_ The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]
- \_\_\_ The district has a designated administrator overseeing the district's LIEP.
- \_\_\_ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110]. 28
- \_\_\_ 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).