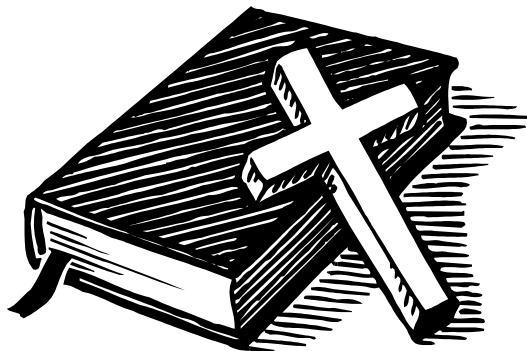


Lourdes Catholic School

K-8 Lau (EL) Plan for Serving English Learners (ELs)

October 15, 2021 Revised

Lau Leadership Team Members: Jennifer Alongi, Building Principal; Lynne Devaney, Superintendent; Julie Delaney, Diocesan EL Consultant; Chad Steimle, Diocesan EL Consultant; Jeanne VonFeldt, Diocesan EL Consultant; Leigh Johnson, School Counselor; Cayleah Willits, Reading Specialist; Shannon Heck, Content Teacher; Jennifer Alongi, EL Teacher; Michele Tabares, BCSD EL Consultant; Helen Duranleau-Brennan, Title III Subgrantee EL Consultant



According to the Code of Iowa, **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6)**. Current legislation has added some additional requirements as well. In order to meet the linguistic, academic, social, and emotional needs of EL students, districts and state accredited nonpublic schools are required to develop a service plan.

The service plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (Lau v. Nichols, 1974). The Lau Plan must be collaboratively written by the K-8 team identified above. (See Appendix A for guidance around Lau requirements and critical elements.)

I. Lau Plan Guiding Principles

Lourdes is able to provide an avenue of access to the regular education program. ELs are required to meet the same rigorous standards and benchmarks as all general education students. There are, however, specialized instructional strategies that assist ELs in meeting building and state goals. Current theory stresses the need for students to learn both academic content and linguistics (language) simultaneously. Lourdes support students to be successful in all-English classrooms with their English-speaking peers.

Lourdes' specific Lau Plan Guiding Principles are:

- A. **English language development:** EL students will develop conversational and academic English in the areas of listening, speaking, reading, and writing at an age appropriate level, growing one proficiency level from the previous year in the areas of reading, writing, speaking, and listening as measured by the ELPA 21 (Iowa's Annual English Language Assessment.)
- B. **Academic achievement:** EL students will learn content at a grade-appropriate level in accordance with the Common Core and state approved English Language Proficiency Standards as measured by the ISASP or Iowa Assessments (or any approved state summative assessment), FAST, and school/diocesan assessments.
- C. **Cross-cultural efficacy:** Lourdes will annually educate staff on the linguistic and cultural backgrounds of all students and families. Lourdes' EL students will understand and function within American society while maintaining pride in their own cultural and linguistic backgrounds. Alignment with MCGF plan is considered.

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

Students who speak a language other than English follow all normal school enrollment procedures with additional supports. The U.S. Supreme Court has ruled that public school districts cannot deny enrollment to a student who lacks proper immigration documents (*Plyler v. Doe*, 1982). Therefore, as a state accredited nonpublic school, Lourdes does not request or require papers such as a green card or social security number from any student.

- A. **"Home Language Survey-IA"** - All families are required to complete a **Home Language Survey – Iowa (HLS-IA)** during registration (www.TransACT.com), in addition to a **Student Race & Ethnicity Form**. Lourdes staff is prepared to arrange for native language interviews with those adults who may not have sufficient English or literacy skills to complete a survey written in English. If there is a need for other language translation, every attempt is made to find competent supports within the community. The completed HLS-IA forms are stored in the

students' cumulative files. In addition to the HLS-IA, other data may be used to identify a student as potentially needing EL services: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment. When the HLS-IA or other data indicates the student should be **reviewed and referred for screening**, eligibility must be determined by Lourdes in conjunction with Bettendorf Community School District (BCSD).

B. State-approved English language proficiency placement assessment - If a new family indicates a language other than English on the HLS-IA, or other data indicates a potential need, the school secretary alerts the principal of the arrival of the student. To determine eligibility, the principal will facilitate the identification process, arranging for the administration of the **state-approved English language proficiency placement assessment, ELPA 21 Dynamic Screener, including the Dynamic Screener for Future Kindergarteners**. These screeners are used by a Lourdes or BCSD **certified screener administrator and licensed teacher** to test the child. **The certified screener administrator has a current training certificate on file in his/her personnel folder**. The screener is administered within 30 calendar days of the beginning of school, or two weeks of the student's enrollment, if it is after the start of school. **The summary of each student's results are stored in the student's cumulative file.**

C. Process to place students in appropriate LIEPs and content courses - The screener is also the first part of the **team-based data review**. Team members begin by **collecting academic and other pertinent data**. The team then **reviews the data and makes a recommendation** for appropriate **LIEP programming** and for **content courses**. The student will be **placed at an age-appropriate** grade level, unless there are extenuating circumstances, which would be considered on an individual basis. In no case is a student assigned to a classroom more than two years different than his/her like-age peers. The classroom teacher, EL consultant, or AEA staff will assess academic skills in relation to the student's grade or age level. Differentiation is practiced during the day to ensure that ELs at Lourdes will learn grade-level content. Based on the results of the screener and any additional screening measures, AEA staff, EL consultants, and administrators would determine what level of support (if any) that a student might need. Students who are shown to be in pre-production, early-production, or speech emergence or intermediate fluency in English skills may be placed into appropriate LIEPs, or level of programming, at Lourdes or in the partnering public school to assist in their continued acquisition of English. Depending on the proficiency level of the student, he/she will receive pull-out services from a qualified EL teacher, push-in services with classroom teacher and qualified EL teacher, or a combination of both. Additional support is given to the classroom teachers through the LIEP Student Plan, which is created by the EL teacher. This plan highlights the proficiency level of the student in each of the linguistic areas, as well as provides achievement data of ISASP or Iowa Assessments (or any approved state summative assessment), useful strategies to use with the student, and any testing accommodations for the student.

- All steps in the screener and placement process communicated between the Lourdes administrator and the BCSD consultant.
- Approved screener is administered to PreK–8 students to identify and assess initial placement.
- Approved screener results are analyzed and reported to/from the Lourdes administrator and the BCSD consultant. EL placement, if applicable, is documented with the *Determination of Student Eligibility for Program Placement Form*.
- Parents are notified of the EL Placement with *Notification of Program Placement Form*. Translation support is available as needed.
- A copy of this communication is filed in the student’s cumulative folder.
- If parents choose to waive services, the decision is documented with the *Request for Change in Program Participation* and filed in the student’s cumulative folder.
- Even if EL services are waived, all identified EL must annually take the ELPA 21 assessment until they meet exit criteria.

D. Parental forms distributed in a language most easily understood (TransACT) within 30 days of enrollment - Parent notification of student eligibility is an important component of the law. If a student is eligible for EL services, parental forms are distributed in a language most easily understood within 30 days of enrollment (the **required timeline**) and **copies are placed in students’ cumulative files**.

- **“English Learner Program Placement (Required – Meets ESSA Requirements”, initially and annually form TransACT (NOTE: Choose “Gen. Ed. Translation e-Library” for appropriate forms and additional translations – available in the home language from TransACT, notifies parent of eligibility; includes parent signature indicating permission**
- **“English Learner Program Placement” – sent once upon placement from TransACT – eligibility notification for program placement and permission form TransACT including parent signature (NOTE: Choose “ESEA (ESSA) Parent Notifications” folder to locate this form)**

Copies of the required forms are placed in the student’s cumulative folder.

E. Process for parents considering waiving services - EL services are voluntary.

- If a parent wishes to refuse placement of his/her child in the LIEP for EL services, a **meeting is held to discuss recommendations, concerns, ELPA 21 assessment requirements, and potential outcomes with Lau Team and parent(s)**.
- A copy of the notice **“Explanation of Consequences for not Participating in English Learner Program”** is provided by BCSD.
- A signed copy of **“Request for Change in Program Participation” documents the parent/guardian decision. A copy is placed in the student’s cumulative file.**

However, Lourdes has a **process by which the school provides support to ensure mastery of English and academic achievement as required of public schools by law without enrollment in the LIEP**. Lourdes will provide strategies to help support the student in the classroom, and any testing accommodations for the student. Progress of waived students is monitored for continued academic success as demonstrated by school assessments, classroom assessments, and report card grades (i.e., FAST and content area assessments). Reports of academic progress are checked quarterly basis by classroom teachers.

III. Description of the LIEP

- A. **LIEP Goals:** Each identified student will have an individualized Language Instruction Education Program (LIEP) plan that includes at least one goal for English language development, and at least one goal for academic growth. These goals will be measurable and based on school data, ELPA 21 data, and LIEP evaluation.
- Lourdes' LIEP language goal is that 100% of students with an LIEP increase by at least one proficiency level each school calendar year as measured by the ELPA 21.
 - Lourdes' LIEP academic goal is that 100% of students with an LIEP increase NSS scores each calendar year in Reading, Math, and Science as measured by the ISASP (or any approved state summative assessment).
- B. **Description and implementation of specific state-approved LIEP model used in our nonpublic school and the process to place students (See Appendix B)** - Lourdes' model for LIEP plans is a Sheltered Instruction model. In this approach, the teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs and growth in **English language development**. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. The **frequency** and **intensity** of services will vary according to the individual needs of each EL, based primarily on **age/grade** and **current English proficiency level**. This model addresses **English language development and LIEP support** ensures access to the **Iowa Core Curriculum**. **Intensity and frequency of services are 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 IV of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010**). Identified ELs at all proficiency levels, including those with disabilities, receive direct LIEP instruction

by an **ESL endorsed teacher** unless services have been waived. **If it becomes necessary to implement our distance learning or hybrid learning model, all EL students will have equitable access to content and instruction.**

- C. **Description of annual parent notification of continuing placement and programming options in language most easily understood by parents –** Annual parent notification by Michele Tabares, BCSD EL Consultant, will follow within **30 days of enrollment**. This notification will be communicated in the parents' preferred language using the form **“English Learner Program Placement (Required – Meets ESSA Requirements)”**. **A copy of this form placed in the student’s cumulative file.**
- D. **Procedure for annual communication with parents who have waived services –** Annual communication is also provided to parents who have waived services. **“Explanation of Consequences for not Participating in English Learner Program”** and signed **“Request for Change in Program Participation”** forms are provided annually in the preferred language of the parent, and copies are **placed in the student’s cumulative file.**
- E. Lourdes employs **highly qualified LIEP and content staff**. A teacher with the ESL endorsement provides direct services to identified ELs. **Content area teachers** are properly endorsed and highly qualified.
- F. A Lourdes’ **administrator**, Jennifer Alongi, is **designated to oversee LIEP programming and receive training regarding ELs**. This administrator reports to the Superintendent of the Davenport Diocese and to the Board of Education. The administrator will monitor programming to ensure that ELs at Lourdes have access to the Iowa Common Core and are showing growth toward achievement of English Language Proficiency Standards. Lourdes assistant principal Amy Paul will attend Title III and other AEA meetings related to supporting ELs and receive applicable training. Programming for ELs will include distance learning when on-site instruction is not possible.
- G. Lourdes is able to provide to ELs an avenue of **access to the Iowa Core Standards as well as English Language Proficiency (ELP) Standards**. ELs are required to meet the same rigorous standards and benchmarks as all general education students. There are, however, specialized instructional strategies that assist ELs in meeting school and state goals. As part of Lourdes’ Professional Learning Communities (PLCs), **the EL teacher collaborates with content area teachers to ensure access**. When on-site instruction is not possible, distance learning measures are in place to ensure access to the Iowa Core Content Standards, as well as ELP Standards. **If it becomes necessary to implement our distance learning or hybrid learning model, all EL students will have equitable access to content and instruction.**

H. Appropriate **curriculum and supplemental resources** are available for use with students on an **LIEP Plan**, both with on-site learning and distance/hybrid learning. Lourdes' professional development enables teachers to receive continued training on how to best meet the needs of ALL students, including ELs. This includes **annual review of LIEP curricular materials and supplemental resources for on-site as well as distance learning**, as well as **consideration of the needs of ELs when considering new textbook/curriculum adoptions**.

Lourdes is currently utilizing the following curricular materials for ELs:

- **Reading** – Journeys Houghton Mifflin Harcourt K-5; Houghton Mifflin & Harcourt Connections grades 6-8
- **Math** – enVision Savvas K-8
- **English** – Journeys Houghton Mifflin Harcourt K-5; Houghton Mifflin & Harcourt Connections grades 6-8
- **Science** – TCI Science Alive K-5, Savvas Elevate Science 6-8
- **Social Studies** – TCI Social Studies Alive K-8

These curricular materials are aligned with Iowa Core Curriculum and provide specific instructional methods to use with ELs for both on-site and distance learning models.

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

- A. Process in place for identifying and serving **gifted/talented (GT)** ELs
- **Identification:** Lourdes has a school-wide process in place to identify and serve gifted and talented students, including any ELs that Lourdes may have. Specifically, Lourdes has a universal screener in place that assists in identifying **gifted students**. All 3rd, 5th, and 7th grade students, including any ELs, participate in the CogAT test each fall.
 - **Supporting and serving needs:** Once this screener identifies a need for GT services, those needs are addressed so that any gifted ELs are served appropriately. According to need, students may receive single-subject acceleration, whole grade acceleration, or enrichment pull-out as appropriate to meet individual needs.
- B. Process in place for identifying and serving ELs in **special education (SE)**
- **Identification:** Lourdes has a school-wide process in place to identify and serve ELs in special education using **culturally and linguistically appropriate measures (not only standardized assessments)**. Specifically, Lourdes has universal screeners in place that assist in identifying **students in need of special education services**. All students, including any ELs, participate in these screeners, which include FAST (Formative Assessment System for Teachers), grade-level assessments, and other data points aside from standardized assessments. Once a screener identifies a need, review with an AEA consultant assists us in confirming that the need is not due to the language barrier.

- **Supporting and serving needs through Direct Instruction for SE and LIEP by highly qualified staff** : Once the AEA confirms the need for special education, the **IEP team** (which includes the BCSD EL consultant, AEA consultant, Lourdes' Special Education teacher, Lourdes EL teacher, Lourdes' administrator, and any other relevant highly qualified staff, including at least one with **knowledge of second language acquisition**) develops an IEP to address the need for highly qualified instruction both to meet the special education needs and LIEP needs.
- C. Process in place for identifying and serving ELs in any **other school programs** for which they are eligible (e.g. Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, etc.) Below is an outline of our **process for ensuring ELs are included appropriately**:
- **Identification**: Lourdes has a school-wide process in place to identify and serve ELs in need of **Title I education services, reading intervention services, math intervention services, or other programs** using **culturally and linguistically appropriate measures**. All students, including any ELs, participate in these screeners, which include FAST (Formative Assessment System for Teachers), grade-level assessments, and other data points aside from standardized assessments. Once a screener identifies a need, review with an AEA consultant assists us in confirming that the need is not due to the language barrier.
 - **Supporting and serving needs**: Once a need is identified, consultation with a team of faculty (which includes the BCSD EL consultant, AEA consultant, Lourdes EL teacher, Lourdes' administrator, and any other relevant highly qualified staff), will determine appropriate placement and consideration of all programs. **Parents and students are provided with communication about these programs and eligibility in the language most easily understood**. Additionally, the **LIEP teacher is included in placement/consideration in all programs**.
- D. Lourdes has a **process in place for identifying and serving ELs in co-curricular and extracurricular programs** (e.g. performing and visual arts, athletics, clubs, honor societies)
- All K-8 students, regardless of academic ability or language development, are **invited to participate** in the school's co-curricular and extracurricular programs. These include intramurals, which are held at least once a month either before or after school. Intramurals are provided free of charge. Similarly, other clubs such as Chess Club, Robotics Club, Student Council, School Play, Variety Show, and athletics are provided for students to participate in. Lourdes has a full-time guidance counselor available to all students. The counselor teaches a specialized lesson once a week to each K-8 homeroom.
 - **Parents and students are provided with communication about programs and eligibility in the language most easily understood**.

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

The current principal holds a standard teaching license with a K-12 ESL endorsement. Others on the K-8 staff have experience in tutoring ELs of various ages through adulthood. On a diocesan level, **professional development** regarding the placement and instruction of ELs for those who **deliver instruction or support the LIEP** is ongoing. This includes **building administrators, LIEP certified and support staff, content and classroom teachers, paraprofessionals, school support staff, counselors, and preschool teachers**. This includes regular attendance at Title III consortium meetings so that administrators can be updated on EL requirements on a regular basis.

All certified teachers have completed all six ELP modules through AEA PD Online. **All new employees (EL and content) are provided required training to work with ELs.**

All teachers, paraprofessionals, and support staff receive ongoing professional development in order to be effective with ELs. Many teachers call these strategies "just good teaching;" however, they are more appropriately called "essential teaching," since ELs are unlikely to be successful without them. **Documentation of the training procedures used is on file in the school administrator's office. Staff have three options, outlined in Appendix D.** Lourdes' professional development enables teachers, paraprofessionals, and support staff to receive continued training on how to best meet the needs of ALL students, including any ELs that the school may have in the future. For the past several years, professional development opportunities have focused on differentiation for student according to their learning needs. Examples of professional development opportunities include, but are not limited to:

- Participation in the annual Iowa Culture and Language Conference
- Data Driven Decision Making training from AEA
- Participation in the annual Our Kids Summer Seminars
- Workshops offered by AEA and/or Bettendorf Community School District
- LETRS Training through the AEA
- Online ELPA 21 training and ELP Standards training (modules)

All professional development opportunities follow the Iowa Professional Development Model and require implementation and reflection logs of how new ideas are used and how effective the opportunities prove to be.

VI. Annual English Language Proficiency Assessment (ELPA 21) Administration

English Learners are evaluated annually with the ELPA 21, the annual measure of English language proficiency for all identified ELs. Lourdes ELs will take the ELPA

21 under the direction of appropriately trained Lourdes, BCSD, or AEA staff member according to the state-approved timeline each school calendar year. **Staff will review training at least annually. Documentation of training certificates are placed in the employees' personnel files.**

All students that have been identified as English Learners, including those students whose parents have waived services, will be assessed. Result data will be **disseminated to the stakeholders** including administrators, teachers, and parents. The administrator and teachers (both content and EL) will receive **appropriate training in order to be able to interpret the results.** Assessment results are then **used to guide instruction, as well as programmatic decision-making. Core instruction, LIEP instruction, and future programming** are all reviewed in light of assessment results.

VII. LIEP Exit Criteria and Procedures

Each academic year, ELs enrolled at Lourdes are held to certain exit criteria. This school year, the only requirement is for the student to achieve the required score for proficiency on the ELPA 21.

In the event that a student is to be exited from **LIEP, exit procedures** are executed. The exit must **occur during the allowable window**, which is between the distribution date of ELPA 21 scores and October 1 each year. The parent is notified with the state-approved TransAct exiting form called **“Program Exit Letter – B”** (signature required) in their preferred language. The Technology Coordinator will **code the student as “exited”** (which is so the student does not generate unwarranted funding, which is not provided to us as a nonpublic school anyway.) At this point, students exited from LIEP begin the **required monitoring process**, outlined in the next section.

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

A. The **two-year** monitoring process involves tracking academic progress of each exited student. It also includes **data and criteria to determine the exited EL's sustained academic progress and is reviewed each grading period.** Criteria includes achieving report card grade of “C” or better in all classes as well as performance at or above grade level on classroom assessments, FAST, and the ISASP (or any approved state summative assessment). Jennifer Alongi, Principal and EL Teacher, is a **certified, licensed professional who will be responsible for the monitoring procedure.** During the two-year transition period, the student's performance would be monitored by the homeroom teacher, building principal, and EL teacher to ensure that he/she is continuing to be successful without LIEP support. A team review that includes the administrator, classroom teachers, EL teacher, and EL consultant will determine if continuing monitoring is needed, completion was successful and student can be fully exited, or if re-entry into the

LIEP program is necessary due to language needs. If exited ELs are showing a lack of academic progress or success, a plan is put in place to give them **support and consideration**, and every effort made to **determine what is impeding academic progress**.

- B. If the exited student is **not being successful** and the team decides the student needs to **re-enter the LIEP** procedure, based on proof of non-proficiency in a language domain area as indicated by the ELPA 21 Dynamic Screener. Parental notification would be provided of this status change in the parents' preferred language using the annual "English Learner Program Placement" form.

IX. LIEP Evaluation

Regular evaluation of the school's LIEP program will be conducted by the Lau Leadership Team (see list on page 1) to ensure that it is effective. This team, facilitated by **Jennifer Alongi, the school administrator**, will examine data (such as monitoring of ELs' progress, assessment scores, classroom performance, etc.) when planning for EL instruction in **core classes and in English language development**.

The examination of data will include a complete program evaluation based on the following questions:

- Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy?
- Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the school evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

This examination will serve to evaluate the current programming as well as **future programming and services for ELs**. Adjustment of **professional development needs, adjustment of the LIEP, staffing, teacher scheduling, curriculum needs, and meeting the needs of individual ELs and/or subgroups** are all areas that will be considered as part of the evaluation of the program and as part of future programming and services.

Based on this program evaluation, ELPA 21 data, classroom performance, and Iowa Assessment data, indicators will show the effectiveness of the Lourdes' LIEP program.

LEA English Learner Assurances are signed in CASA:

[CASA Assurances 2020-2021](#)

X. Appendices

A. Letter to Districts from the U.S. Department of Justice - [English Learners DCL](#)

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

C. TransACT.com documents

[Home Language Survey – IA](#): Includes second page for race and ethnicity

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

[Program Exit Letter – B](#): Students who are eligible to exit services

English Learner Program Placement (Required - Meets ESSA Requirements):
Initial, annual and re-entry placement notification

Request for Change in Program Participation: Waive or withdraw ELL/bilingual services

Explanation of Consequences for not Participating in English Learner Program:

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

D. English Language Proficiency (ELP) Standards Training Options

(excerpt from Dave Tilly email 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.*