

Clinton Community School District

9/6/17

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

Lau Leadership Team Members:

- Student Services Director/Equity Coordinator, Dave Bloom
- Secondary EL Teacher, Olga Krueger
- Elementary EL Teacher, Abby Farrell
- Clinton High School Principal, JohnRyan Kuch
- Jefferson Elementary Principal, Theresa Shultz
- Clinton High School Counselor, Amanda Steines
- Clinton High School Math Teacher, Tom Lonergan
- Jefferson and Bluff Elementary TAG Teacher, Nancy Stuedemann
- Jefferson, Kindergarten Teacher, Melanie Melton
- Jefferson, Paraeducator/Interpreter, Wilson Amely
- Clinton High School, World Languages Teacher/EL program Spanish interpreter, Maureen O'Neill
- Parent, Patricia Dondiego
- EL Program Volunteer, Lourdes Manning

I. Lau Plan Goals

A. English Language Development Goals:

- EL students will demonstrate growth in learning English by advancing one level or more in English proficiency as measured on ELPA 21. EL students with an IEP or a 504 Plan may progress at different linguistic rates than the students who are not eligible for these support programs.

- EL students are considered proficient when they achieve the required score for proficiency on ELPA 21 and test proficient on the state-wide and district-wide assessments in reading and math in the same school year.

B. Academic Achievement Goals:

- EL students will be proficient in reading, math, and science as tested on the state-wide and district-wide assessments.
- All ELs will have access to their grade-level Common Core curriculum supported by the English Language Proficiency Standards, advanced courses preparing them for college, and extra-curricular programs.
- ELs will meet graduation requirements and graduate on time.
- Academic progress and success for a Special Education student will be monitored through the IEP process.

C. Cross-Cultural Efficacy:

- Clinton Community School District creates a welcoming environment for students and their families. Artifacts, posters, national flags, and pictures from cultures represented by students demonstrate value and appreciation of students' cultural background.
- The district will provide opportunities for ELs and their families to share and celebrate their native cultures. In Clinton High School, an EL teacher is an advisor for International Club. ELs are leading the club and introduce their native cultures, traditions, and languages to high school students. This club benefits both ELs and American students.
- In Clinton Community School District all ELs have access to co-curricular/extra-curricular programs. The majority of our students routinely participate in more than one co-curricular/extra-curricular activity. In elementary school students can be placed in Title I or At-Risk program for support based on data review. In middle school ELs are placed in Honors Math classes. In high school ELs are enrolled in Honors and Advanced Placement courses. Clinton High School has a variety of career and technical education programs including engineering, culinary, welding, auto, nursing, etc. ELs are members of National Honor Society. All ELs are actively involved in sports activities, drama, choir, and various clubs. Limited English proficiency has never been an obstacle in participating in co-curricular/extra-curriculum activities. Parents are notified of all co-curricular/extra-curricular activities that their children have access in a language most easily understood.

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

A. Home Language Survey- IA (HLS-IA)

All families are expected to complete a Home Language Survey (281—60.3(1)a) during the registration process with the enrollment secretary. A positive response on this survey does not itself identify a student as an English language learner; it helps to screen students for potential consideration. Student race and ethnicity reporting will begin in 2016-17.

The district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281—60.3(1)).

Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support. The Home Language Survey is included in Materials Packet in the district's registration.

Clinton Community School District uses the www.TransACT.com survey Form A. The Home Language Survey is provided to parents in a language they can understand. The Student Services Director screens all completed Home Language Surveys. Those with notations other than English will be forwarded to the appropriate grade-level EL teacher. Completed Home Language Surveys are placed in the student's cumulative folder.

B. State-Approved English Language Proficiency Placement Assessment (TELPA screener)

Identification and placement of EL students is a collaborative process involving parents, the enrollment secretary, general education teachers, and the EL teacher at the students' grade level. There is a 30-day screening timeline for students registering at the beginning of the school year and a two-week timeline for students registering after the beginning of the school year. Our EL teachers have been trained in the administration of TELPA, with transition to ELPA 21 in fall of 2018. Screener certificates are stored in the office of the Student Services Director. The summary of TELPA results will be placed in the student's cumulative file.

C. Process to Place Student in Appropriate LIEP and Content Courses

If the student is non-English proficient or limited proficient in any of the English language development subtests (speaking, listening, reading and writing) or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the LIEP. Teacher observation of student interaction in the classroom, collaboration of EL teachers and general education teachers are some of the factors that determine appropriate placement of ELs into LIEP program designed to meet their needs. The designated staff member to administer assessments of academic skills is either the classroom teacher or the EL teacher based on accommodations required.

The district assessments given are: FAST, eReading (K-1st) and FAST, aReading and CBM (2nd-5th) Iowa Assessments (2nd-11th grades), NWEA (6th-8th grades), common formative assessments, common summative assessments. Based on assessment results, the EL student should be assigned to mainstreamed classrooms with students the same chronological age, with no more than two years difference (60.3(3)a).

The steps and persons responsible are listed below.

Step	Action	Person Responsible
1	During enrollment for all new students, parents fill out a Home Language Survey online to indicate if a language other than English is spoken in the home. The Home Language Survey is included in the district's online registration. A hard copy of the survey is printed and placed in the students' cumulative folder. The survey will be provided in a language that the parent(s) can understand.	parents/ enrollment secretary
2	Send home language survey, phone numbers, and pertinent information to the student Services Director for initial screening.	enrollment secretary
3	If a need is indicated, the Home Language Survey is scanned and emailed to the appropriate grade level EL teacher. If the student is determined not to be a potential EL student under the district's criteria, no special EL services are required. The Home Language Survey is archived in the student's cumulative folder.	Student Services Director
4	Call parents to arrange to test the student's language proficiency	EL teacher
5	Have parents sign "Permission to Test" form	EL teacher / parents
6	Administer the TELPA placement test	EL teacher / student
7	Score the test to determine status: not proficient, limited proficient, or fully proficient. The EL teacher and Student Services Director review the results and then share results with the parents for a placement decision for EL program and content courses. Information from prior student records, teacher interview, parent information, teacher observation, referral, student grades or informal assessments may be included in deciding placement to match their English Language and Academic development needs.	EL teacher
8	Notify parents of the need of EL services and Notice of Program Placement – (TransACT) have parents sign parent notification of EL services.	EL teacher

	Parents are notified of program placement no later than 30 calendar days after the beginning of the school year, or if a child enrolls after the beginning of the year, within two weeks. Parents will receive a copy of the "Notification of English Language Development Program Placement – Version A" from TransACT initially and annually in a language most easily understood (IV.C2, IV.D2). The form "Determination of Student Eligibility, English Language Development Program Placement" from TransACT will be sent once upon placement. Signed copies are placed in the student's cumulative file and with the EL teacher.	
9	Notify enrollment secretary of student's status	EL teacher
10	If EL, add student to spreadsheet of current EL students	EL teacher
11	Note student's EL status on official school records	enrollment secretary
12	Arrange bussing to appropriate EL school if necessary	building secretary / bus barn
13	Notify parents of student's first day of school, arrange to meet them at school that morning	EL teacher
14	Notify parents of bus number and pickup / drop off times	EL teacher
15	Meet parents at school, show classroom, get student settled	EL teacher, counselor
16	Group student with other ELs at appropriate level/grade and begin teaching (within 2 years of actual age)	EL teacher
17	Monitor student's abilities and progress in regular classroom; adjust placement / status if necessary	EL teacher / classroom teacher

Notification of English language development program placement (Version A or B), initially and annually

Parents opt their children out of an EL program or specific EL services, the children retain their status as EL students, and the school district remains obligated to take the "affirmative steps" required by Title VI and the "appropriate action" required by the EEOA to provide these EL students access to its educational programs. Should the parent(s) chose to waive their child out of the district's EL Program every effort will be made to inform parents about recommendations, concerns, and potential outcomes of waiving their child out of the district's EL. The appropriate grade level EL teacher will be the contact person for this discussion. The district will document the parent decision to waive their child out of the program in the student's cumulative file and in the EL teacher's record. "Waiver/Refusal of English as a Second Language/Bilingual Program" is a letter sent to the parents or guardians annually that explains a child's program placement and the parent's

right to waive or refuse placement or to ask questions. Parents will be provided “Explanation of Consequences of not Participating in the English Learner Program” notice. (The document can be found in Iowa TransACT under the heading GenEdTranslation e-Library.) The “Waiver-Refusal of ESL-Bilingual Program” signed copy to document the parent’s decision is placed in the student’s cumulative file. Support services will be provided to the students’ general education teachers as a way of supporting the student without providing direct services to the child. Students will be periodically monitored for progress. If an EL student who has opted out of the school district’s EL programs or services does not demonstrate appropriate growth in English proficiency, or struggles in one or more subjects due to language barriers, the school district’s affirmative steps include: student participation in the building’s RTI/MTSS process, informing the EL student’s parents of his or her lack of progress and offering the parents further opportunities to enroll the student in the EL program or at least certain EL services at any time. Waiving services does not interrupt the need to continue to assess the student using ELPA 21 until the student meets exit criteria. To ensure mastery of English and academic achievement as required by state and federal law without enrollment in the LIEP, all ELs have a list of specific classroom accommodations for teachers to continue providing support.

III. Description of the LIEP

A. LIEP Program Goals:

AMAOs are targets that have been established by the state in compliance with ESSA guidance to measure the effectiveness of language instruction educational programs. These objectives are based on the English language proficiency standards and relate to ELs’ development and attainment of English language development while also meeting challenging state academic achievement standards. Each district is held accountable for meeting these targets. The objectives and targets are shown in the following table: The Clinton Community School District EL program implements the Common Core Standards and new ELP Standards.

http://www.elpa21.org/sites/default/files/Final%2030%20ELPA21%20Standards_1.pdf (See pages 6-29)

B. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place Students:

- English as a Second Language – a program designed to teach ELs English language skills, including listening, reading, speaking, and writing, content vocabulary, and cultural orientation.
 - K-5 Jefferson Elementary School
 - 6-8 Clinton Middle School
 - 9-12 Clinton High School
- Newcomer Program
 - K-5 Jefferson Elementary School
 - 6-8 Clinton Middle School

- o 9-12 Clinton High School

Besides the above mentioned services the EL program provides push in, pull out and co-teaching as needed. At Clinton High School an elective English Language Development class is offered to students to meet their needs. Services are differentiated based on assessment results and identified student needs. Since EL students are placed in general education classrooms they receive core instruction from the general education classroom teacher with additional support as necessary from the EL teacher. All students have equal access to the core curriculum and instruction.

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

Annually parents are notified of continuing placement of their children in the LIEP (no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a LIEP if a student enrolls after the beginning of the year). EL teachers are responsible for parental notification with a copy of it placed in student cum folder. All communication is held in language most easily understood by parents. Clinton School District uses TransACT forms as needed. During parent-teacher conferences teachers review student data and discuss student progress.

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

Parents opt their children out of an EL program or specific EL services, the children retain their status as EL students, and the school district remains obligated to take the “affirmative steps” required by Title VI and the “appropriate action” required by the EEOA to provide these EL students access to its educational programs. Should the parent(s) chose to waive their child out of the district’s LIEP every effort will be made to inform parents about recommendations, concerns, and potential outcomes of waiving their child out of the district’s EL program. The appropriate grade level EL teacher will be the contact person for this discussion. The district will document the parent decision to waive their child out of the program in the student’s cumulative file and in the EL teacher’s record. “Waiver/Refusal of English as a Second Language/Bilingual Program”, “Request for Change in Program Placement”, and “Explanation of Consequences for not Participating in English Learner Program” forms are sent to the parents or guardians annually that explains a child’s program placement and the parent’s right to waive or refuse placement or to ask questions. (The document can be found in IowaTransACT under the heading GenEdTranslation e-Library.) The “Waiver-Refusal of ESL-Bilingual Program” signed copy to document the parent’s decision is placed in the student’s cumulative file. Support services will be provided to the students’ general education teachers as a way of supporting the student without providing direct services to the child. Students will be periodically monitored for progress. If an EL student who has opted out of the school district’s EL programs or services does not demonstrate appropriate growth in English proficiency, or struggles in one or more subjects due to language barriers, the school district’s affirmative steps include informing the EL student’s parents of his or her lack of progress and offering the parents further opportunities to enroll the student in the EL program or at least certain EL services at any time. Waiving services does not interrupt the need to continue to assess the student using ELPA 21 until the student meets exit criteria. To ensure mastery of English and academic achievement as

required by state and federal law without enrollment in the LIEP, all ELs have a list of specific classroom accommodations for teachers to continue providing support.

E & F. Highly qualified LIEP and content staff. Designated administrator oversight for LIEPs: EL teachers are required to have their K-12 ESL Endorsement upon being hired. EL teachers in Clinton Community School District are highly qualified. Student Services Director is in charge of oversight for the district's EL program and has received training regarding EL's. The Student Services Director is the district's point of contact for Title III and attends monthly meetings sponsored by the Mississippi Bend AEA9 to remain current with initiatives and to support programming efforts. Teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

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

All ELs are integrated into regular classrooms and have access to instruction based on both Iowa Common Core and ELP Standards. As Clinton Community School District is advancing in implementation of Multi-Tiered System of Support (MTSS) and formative assessment, ELs are mostly placed in Tier I with an exemption of being pulled out for additional support or enrichment as needed. EL teachers collaborate with general education teachers at least weekly and are included in data team review for placement/consideration in all programs (e.g., Title I, At-Risk, and Tiered MTSS intervention supports (IV.C3, IV.D1). Early out Wednesdays are a primary time for collaboration through PLC meetings. The secondary EL teacher has a PLC relationship electronically with another secondary EL teacher in Muscatine on a weekly basis.

H. Curriculum and Supplemental Resources for LIEP

Instructional Resources: Districts will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280—180.4).

The ICLC Conference is a major source of curriculum ideas and resources. EL and regular education teachers attend the conference annually and implement strategies learned into our instruction of ELs. Technology is used daily to enhance language development of ELs. Teachers use a variety of web sites designed for ELs.

No instructional resources have been selected for district-wide adaption for over ten years due to budget constraints and curriculum choices. However, the process for adopting resources is for Lead Content Specialists and content specific teachers to review a number of resources for consideration. Part of the vetting process these teachers use includes identifying supports that are available for EL students and students with special needs. In more real-time, small groups of teachers, working within their Professional Learning Communities (PLCs), consistently work to find resources with which to deliver their instruction that meet all students' needs, including EL. Toward this end, EL teachers are imbedded in these PLCs in order to help select resources and plan instruction. EL and classroom teachers also are given opportunities to attend EL conferences where they learn about best practices for meeting needs of EL students. EL teachers further provide more individualized professional development to classroom teachers who work with EL students. These professional learning opportunities are highly effective toward helping teaching locate appropriate resources for EL students.

What curricular materials is the district using?

Elementary

Lang Arts	Houghton Mifflin and age appropriate books/novels
Math	Trailblazers
Soc Studies	Houghton Mifflin
Science	Harcourt
Music	Making Music

Middle School

Lang Arts	Houghton Mifflin and age appropriate books/novels
Math	Prentice-Hall
Soc Studies	McDougal-Little and Glencoe/McGraw-Hill
Science	Glencoe
Ind Tech	McGraw Hill
Con Science	McGraw Hill
Health	McGraw Hill
Art	McMillian/McGraw Hill

High School

Lang Arts	Various Adopted Novels
Math	Scott-Foresman
Soc Studies	McDougal Littell and McGraw-Hill
Science	Prentice Hall
World Lang	McDougal Littell
Art	McGraw-Hill
Wellness	Holt, Reinhart, Winston
Business	Thomson South-West
Fam Con Sci	Glencoe-McGraw Hill
Ind Tech	Glencoe-McGraw Hill
Music	Glencoe-McGraw Hill

The Clinton Community School District EL program implements the Common Core Standards and new ELP Standards.

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.

EL students are eligible for Talented and Gifted (TAG) placement in the same way as native English speakers. Students are identified for TAG based on Iowa Assessment and COGAT scores. 95% or higher is needed on one assessment and 80% or higher on the second assessment. Teacher and parent

recommendations are also taken into consideration. The programming will support the needs of TAG ELs language needs.

B. Process in Place for Identifying and Serving ELs in Special Education.

The process that is used to determine if learning struggles are due to a language difference or a disability and possible Special Education placement takes into consideration the students' cultural background, language proficiency and development in first and second languages, prior schooling and parent interview. When prevention and early intervention strategies fail to resolve learning difficulties, referral to special education is warranted. The primary difference is that referral committees include a variety of specialists, such as principals, general education teachers, special education teachers, and assessment personnel. These specialists bring their expertise to bear in on the problem, especially in areas related to assessment, diagnosis, and specialized instruction. Decisions of the referral committee are formed by data gathered through the prevention, early intervention, and referral processes. Students are eligible for Special Education services through the district's MTSS process. Language needs are considered in the identification process.

Before a student can be served in Special Education, he or she should be assessed in the first language to determine whether the suspected condition exists in the language and cultural context with which the student is most familiar and comfortable. Highly qualified instruction will be provided for SE and EL. In considering SE eligibility, the IEP team will include someone with knowledge of second language acquisition. Students are screened and offered programs just like other same age students while including language support needs. Parents and students will be informed about programs and eligibility in a language most easily understood. The grade level EL teacher will be included for placement/consideration in all programs. A suspected speech disorder, for example, that does not appear in the first language can be assumed to be a natural characteristic of second-language acquisition. Consequently, the student should be referred for EL instruction.

C & D. Process in Place for Identifying and Serving ELs in all Co-Curricular Programs and Extra-Curricular Programs

In Clinton Community School District all ELs have access to co-curricular/extra-curricular programs. The majority of our students routinely participate in more than one co-curricular/extra-curricular activity. In elementary school students can be placed in Title I or At-Risk program for support based on data review. In middle school ELs are placed in Honors Math classes. In high school ELs are enrolled in Honors and Advanced Placement courses. Clinton High School has a variety of career and technical education programs including engineering, culinary, welding, auto, nursing, etc. ELs are members of National Honor Society. All ELs are actively involved in sports activities, drama, choir, and various clubs. Limited English proficiency has never been an obstacle in participating in co-curricular/extra-curriculum activities. Parents are notified of all co-curricular/extra-curricular activities that their children have access in a language most easily understood.

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

In-service training is provided for all staff involved in the educational process of ELs (281—12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students, with continuing training provided according to district's Comprehensive School Improvement Plan (281—12.7(256) and 281—60.3(3)b5).

- EL teachers have taken the online ELP standards modules, TELPA, and ELPA21 trainings through the AEA website. Certifications of all completed trainings are filed in the Student Services Director's office. A process is in place to ensure that all teachers working with EL students take the online ELP standards modules.
- Annual presentations will be done for building staff regarding student characteristics and EL strategies learned at professional conferences, including district and building administrators, EL staff (certified and support), content and classroom teachers, paraeducators and support staff.
- Annually EL teachers, general education teachers and principal will have the opportunity to attend ICLC (Iowa Culture and Language Conference) and Our Kids Seminar for ESL educators
- Participate in all building and district initiatives (CGI, Core, PLC's, MTSS, 95% Group)
- District administration will participate in a review of our Lau Plan in an effort to build administrators capacity to equip them to lead their building in serving ELs. This will be done in the fall of the year at one of our weekly administration meetings.
- District invites speakers to enhance quality instruction to EL students.
- Option B is currently used to structure content level teachers to complete the AEA Online Modules. Target date for completion is August 15, 2017. Building grade level teams will be the format for viewing the modules collectively and to take the associated brief quiz to document completion and content attainment. Documentation for completion of the modules will be kept at the office of the Student Services Director. Teachers will be paid \$110.00 for the completion of modules 1-4. This figure was determined based on similar professional development events. Modules 5 and 6 will be completed by December 15, 2017. New teachers will be required to take Modules 1-6 by December 15, 2017. Certificates of completion for Modules 1-6 will be stored in the employee's HR file.

On Wednesday early dismissal days all teachers are given co-teaching collaboration and planning time and vertical team meetings. Teachers also have a weekly PLC (Professional Learning Communities) time to analyze data to meet student needs and create common formative assessments. The secondary EL teacher has a PLC relationship electronically with another secondary EL teacher in Muscatine on a weekly basis.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

A. Annual Training to staff assigned to administer ELPA21:

- The Clinton Community School District has replaced Iowa ELDA with ELPA 21.
- EL teachers are annually trained to administer ELPA 21.
- Certificates for completion of training are on file with the Student Services Director.

B, C, & D. Dissemination of scores to stakeholders. Appropriate training to interpret results to staff. Utilization of assessment results to guide instruction and programming:

- Our district ELPA 21 testing window is February 15- April 15.
- All EL students, including those students whose parents have declined services, are assessed annually using ELPA 21 until meeting exit criteria
- When ELPA 21 results are received both EL teachers meet to analyze the data and plan direct services provided to students accordingly to meet the needs of all students. Data is analyzed to determine the effectiveness of strategies. The data analysis is used with Professional learning communities (PLCs) to plan and to identify appropriate Response to Intervention (RTI) Tiered Supports. Results are used to guide student Core instruction, EL instruction, direct services to EL students, and to help facilitate future programming. Administrators, teachers serving EL students and parents are notified of the results. AEA support staff are looked to for training in interpreting ELPA 21 assessment scores for EL teachers, administrators and staff directly serving EL's. (VI.C, VI.D)

VII. Exit Criteria and Procedures

A. Exit Criteria

The student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and state-wide assessments in Reading and Math (*Use Iowa Assessments if available; use district-wide assessments if student is in a grade not tested by Iowa Assessments*)
3. Meets both of the above criteria in the same school year

B. Exit Procedures

1. Exit occurs during the allowable window (end of school year to Oct. 1 student count) after ELPA 21 results are received.
2. EL teachers notify parents with state-approved TransAct exiting form "English Language Development Program- Exit Letter" in a language most understandable to parents/families
3. EL teachers change student coding to "exited" so the student does not continue to generate unwarranted funding and informs the district data personnel.
4. District enrollment secretary enters this information into Student Records Iowa (SRI)
5. EL teachers begin monitoring exited ELs for two years.

VIII. Monitoring Procedures after Students Exit the EL Program

A. Monitoring procedures in place after students exit the program:

The school district must monitor the progress of all of their students in achieving English language proficiency and acquiring content knowledge. Monitoring ensures that EL students are making appropriate progress with respect to acquiring English and content knowledge while in the EL program, or in the case of opted-out EL students, in the regular educational setting.

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

All EL students in the Clinton Community School District will be monitored for two years. EL certified teachers (Abby Farrell-elementary K-5, Olga Krueger-secondary 6-12) analyze data from Iowa Assessments, NWEA, and FAST. EL teachers also monitor progress in all subjects through grades and progress reports to determine EL's academic progress. If the student does not perform as well as anticipated in an all-English, mainstream environment, the student may receive extra support such as tutoring or in-class assistance, or may be re-admitted into the EL program. Sub-par performance would yield a team review (EL teacher, general education teacher, principal, counselor, parent) of programming options to support the student. Parents/guardians will be notified using the "Notification of English Language Development Program Placement" form. The TransACT monitoring form will be filled out by the EL teacher and filed in the student's cumulative file.

IX. Evaluation

Meaningful EL program evaluations include longitudinal data that compare performance in the core content areas (e.g., valid and reliable standardized tests in those areas), graduation, dropout, and retention data for EL students as they progress through the program, former EL students, and never-EL students. When annually evaluating the effectiveness of the EL program as a team (EL teachers, general education teachers, principal, counselor, parent) the performance of EL students in the program, the performance of EL students in the program and former EL students who exited the program should be compared to that of never-EL students. Comparative data may include: Iowa Assessments, NWEA, FAST, grades, and progress reports. While the data need not demonstrate that current EL students perform at a level equal to their never-EL peers, the school district's data should show that EL students are meeting exit criteria and are being exited from the program within a reasonable amount of time, and that former EL students are participating meaningfully in classes without EL services and are performing comparably to their never-EL peers in the standard instructional program. When planning for EL instruction in Core classes and in English language development EL teachers take ELPA 21 results into consideration.

During EL program evaluation if students do not adequately progress then the Student Services Director, Dave Bloom will consider adjustment of the EL program, professional development needs, teacher scheduling, staffing, curricular needs, and meeting the needs of individual ELs and/or subgroups.

Program evaluation is done every 5 years in conjunction with the Iowa Department of Education site visit. Any changes to the services or program design are communicated to our stakeholders as the change occurs.

Evaluation of the program is based on: Annual Measurable Achievement Objective 1, ELs making growth in English proficiency, the percentage of ELs reaching and making Adequate Yearly Progress in reading and math on Iowa Assessments. Other topics to be tracked will include: graduation rate, number of students in TAG and AP courses, and EL student involvement in extracurricular activities.

X. Appendices

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

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

B. Description of LIEP Models

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>

C. Title III compliance Assurances: Checklist for Districts

Appendix B

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

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

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

Dual 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 Learners (ELs) for instruction. www.nabe.org/BilingualEducation*