



North Metro
Flex Academy

English Learners (EL) Language Instruction Educational Plan (LIEP)

May 2021

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Purpose of LIEP Plan/ Language Instructional Education Plan

This document serves as a users' guide to professional actions, delineates accordance with Minnesota Statutes, and with EL Program site leadership provisions.

The English Learner (EL) Program is an instructional program for students who consistently speak a language in addition to English. The goal of the program is to develop English communication and academic language skills so that they can access the same challenging grade-level content as their same-grade peers in the mainstream classroom without EL support. Methods of instruction in the EL Program are research-based and are taught by licensed EL teachers.

EL Acronyms

ACCESS: WIDA ACCESS for ELLs; annual assessment of English language development for English learners.

EL: English Learner. Students identified as English Learners in the state of Minnesota.

ELD: English language development

ELP: English language proficiency

LIEP: Language Instruction Educational Plan. Formerly known as EL Plan of Service, it defines the language program of a school/district

LRA/LMA : School or Classroom Teacher approved assessment for evaluation of Math and Reading level

WIDA MODEL: Minnesota state Kindergarten test of English Language Proficiency

MNLS: Minnesota Language Survey. Formerly known as the Home Language Questionnaire. Document completed by all parents in a school/district to determine languages spoken in addition to English of a student; used in determining EL eligibility.

WIDA Screener: Minnesota state test administered when receiving a transferring English Learner who arrives after the start of the fall school year.

SLIFE: Student(s) with Limited or Interrupted Formal Education

WIDA: The midwestern education consortium providing Minnesota's ELD standards, and authors of all Minnesota ELP tests.

Student Identification, Program Entrance, and Program Exit

(See Appendix A: Minnesota Department of Education (MDE) Identification, Entrance and Exit Procedures)

MDE Standardized English Learner Procedures

Identification for EL Services.

To be eligible for EL services, a student must meet the entrance criteria as follows:

1. The family must fill out a Minnesota Home Language Survey (MNLS; See Appendix B) (required for all students) prior to starting school. The student's MNLS indicates:
 - a. The language(s) the student learned first;
 - b. The language(s) the student speaks;
 - c. The language(s) the student understands;
 - d. The language(s) the student has consistent interactions in.
 - e. **NOTE: At North Metro Flex Academy, all parents complete an MNLS and it will be housed in the students' cumulative (CUM) folder.**
2. If the language indicated for one or more of 1a-d above listed is any language other than English (See Appendix C: MNLS Decision Tree), the student will automatically be considered for EL services and EL Teacher will be notified.
3. Once the student has been identified as possibly qualifying for EL services, via the EL Teacher, after previous WIDA test results have been requested, the student will take the:
 4.
 - a. WIDA ACCESS Placement Test (WIDA MODEL, Kindergarten only)* Students with an overall score of 29 or 30 *do not qualify* for EL services. OR
 - b. WIDA Screener (1st grade through grade 12). Students *must have an overall score between 1 and 4.4 to qualify for EL services*. If the student scores 4.5 with all language domains above 4.0, the student *does not qualify* for EL services but may still need learning supports.

*The only reason why the student would NOT take this test at the beginning of the school year would be that the student has K-MODEL/Screener or ACCESS test results on file from a previous school where s/he attended recently. In that scenario, the EL teachers and Office Staff would work to obtain a copy of the past test results as early as possible. If the test results are not obtained by the date the student is scheduled for her/his K MODEL/Screener testing, the student will take the K MODEL/Screener.
5. If a student enters NMFA after the initial 30 days of school, s/he will follow the same guidelines for taking the K-MODEL/Screener. This test is issued within 10 days of mid-year enrollment regardless of when the student enters the school.
6. Following the K-MODEL/Screener, the opinions of the parents, EL teachers, mainstream teachers, and administrators will also be taken into consideration to determine if this student would benefit from any additional support in language, content, or learning processes.

7. If a student transfers into NMFA with current ACCESS (from previous spring) and/or W-APT/Screener scores (from the previous school year), the student will not need to be rescreened to determine program eligibility. Previous ACCESS, Screener or W-APT scores will be used to determine eligibility.
8. If a student arrives, who was given literacy instruction in another language previous to English literacy instruction, or is older than second grade and has less than two years of US education, as clarified with the school's enrollment form, the appendix D: EL Educational History Intake Form will be undertaken by the EL Teacher.

Program Entrance.

1. If a student is eligible for EL services, proficiency level scores from the WIDA Screener can be used by educators to plan differentiated levels of support for each child.
 - a. The English language proficiency (ELP) levels can be used to inform initial placement, and the ongoing professional judgement of licensed ELD teachers is beneficial to ensure appropriate placement until ACCESS results are available.
 - b. Additional information can be used to inform placement decisions, including: time in U.S. schools, prior education history, proficiency and literacy level in home language(s).
2. If a student meets the entrance requirements for the EL program, the EL staff will send a notification letter (in a language and format accessible to the family) to the family within ten (10) days of enrollment in the LIEP of their child's eligibility to receive EL support. (The EL staff may also call, and should call, if parent is not literate in the home language.) The letter will explain:
 - a. Which assessment was used
 - b. Description of how scores informed placement
 - c. Where to access written policies and procedures/information
 - d. What services their child is eligible for. If parents or guardians choose to decline EL services for their student, they must decline in writing. If the parent is not literate in any language, witnessed verbal consent, obtained with the aid of an interpreted program explanation and an interpreter, documented and signed, will suffice.
3. The school will begin EL services and enter into MARSS:
 - a. the student as EL-Y
 - b. the home (primary) language

*Click here to see the [Minnesota Standardized English Learner Procedures: English Language Development Program Entrance and Continuing English Learner Eligibility](#)

Ongoing Identification and Assessment:

The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of ELs. The ACCESS test assigns scores based on a 1 – 6 scoring scale. Annually, all students identified as EL will take the ACCESS. Annually, teachers administering the ACCESS and Screener will complete all online training and quizzes to administer the assessment. The results of the ACCESS are used to:

1. Determine the EL program needs for each student
2. Determine which language domains need additional instruction
3. Measure sufficient language growth over time
4. Determine continuation in the EL program
5. Determine exit from the EL program

Transitioning students from one year to the next: The EL teachers will evaluate ACCESS data as it becomes available in the summer to determine each students' EL eligibility for ongoing language instruction.

- If ACCESS results are between 1.0 - 4.4 overall, the student continues to qualify for EL services.
- If ACCESS results are at least 4.5 overall with two or more domains lower than 3.5, the student continues to qualify for EL services.
- If ACCESS results are 4.5 overall with one domain lower than 3.5, but the student should remain in the EL program, teacher(s) must establish additional criteria to justify the student's continued placement in the EL program. The following additional criteria may be used:
 - Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
 - Writing: Test of Emerging Academic English (TEAE) Writing Rubric
 - WIDA MODEL for listening, speaking, reading and writing

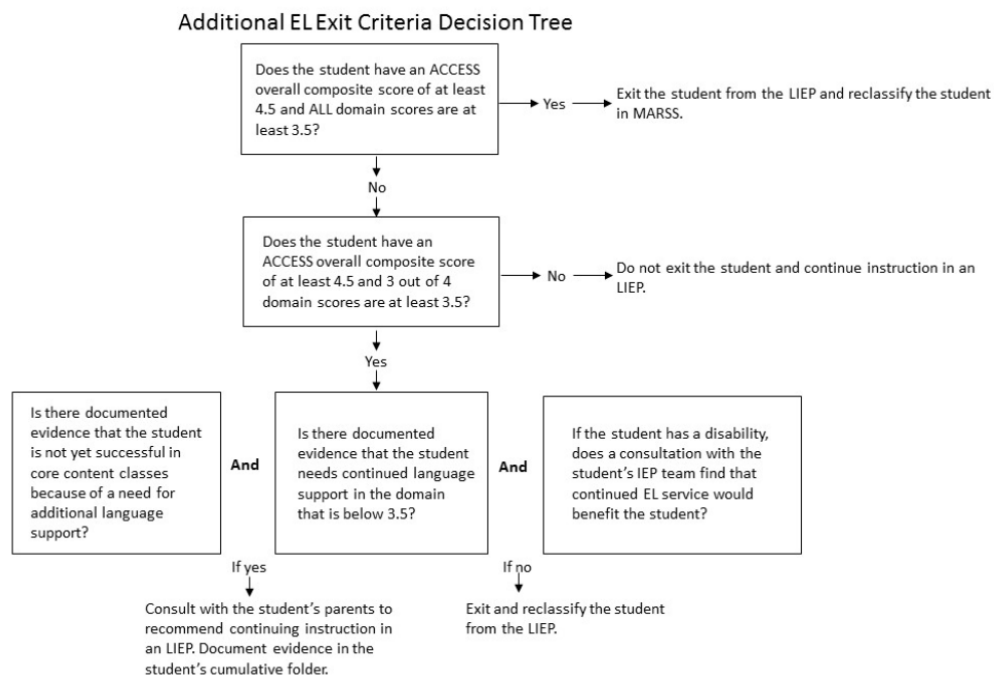
- If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, the student will be exited from the EL program.

Exit Criteria

Students will qualify for the EL Program until they meet [MDE exit criteria](#) (when ELs reach a level of English proficiency that allows them to fully access the grade level curriculum) on the ACCESS test: If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, they will be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services.

Upon exit, the EL staff will call or send a notification letter to the family (in a language and format accessible to the family) within 30 calendar days. The letter will explain:

- Which assessment was used
- Description of how scores informed placement
- Where to access written policies and procedures/information



*If schools and districts are unable to or fail to document a continuing need for language support, they may not retain a student in an LIEP.

Monitoring former ELs:

Students who are exited from EL services will be monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team which includes, at a minimum, a core teacher, EL teacher, the student and student's parents, and administrative representation, that the student should again receive EL services, based on data/evidence of an ELD need, the district can rescreen a student utilizing the WIDA Screener. The results of the Screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive EL services again.

Arising Service Needs:

If a language other than English is indicated on the MNLS, AND if a student was not initially identified as EL or did not qualify, but begins to demonstrate language and/or academic concerns, they will be rescreened. The results of the Screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive EL services. If the student scores the same or higher as non-qualifying scoring criteria, the student will not be placed in the EL program and may not be retested for qualifying for at least one calendar year. The student should be closely monitored by his/her classroom teacher for language needs. If there is previous ELD assessment (ACCESS) data the EL teacher will review and evaluate all and if previous ACCESS scores show the student's ineligibility, the needs of the student may be academic and not language related.

SLIFE Identification Criteria The definition of SLIFE ([Minn. Stat. § 124D.59, Subd. 2a](#)) is an English learner with an interrupted formal education who meets three of the following five requirements:

- (1) comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
- (2) enters school in the United States after grade 6;
- (3) has at least two years less schooling than the English learner's peers;
- (4) functions at least two years below expected grade level in reading and math; and
- (5) may be preliterate in the English learner's native language.

Procedure:

If the school enrollment form indicates less than three years in US schools, and the student is older than 8 years, the EL Teacher will be notified to conduct appendix D. The EL Teacher will also contact parents to self-introduce, arrange testing and gain more educational history details regarding previous school and home language literacy practices. Transcripts from previous schools will also be reviewed for indicators, if available.

If not available, Reading A-Z running records or other standard Informal Reading Assessment will be used to show reading grade level correlation, while NWEA (read in the home language)

or other relevant standards-inclusive, grade level, Local Math Assessment may be used to show grade level correlation in math. A home language assessment may also be administered to determine home language proficiency. An annotation of SLIFE status will be entered into PowerSchool and MARSS for data reporting purposes to MDE.

Immigrant Status Identification

Upon enrolling in NMFA and qualifying for EL services, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete the intake form with options to provide birth certificate and/or number of years in US schools. Thank you to parents willing to provide this information as it helps fund our school.

A Migrant Liaison, in close contact with Tri-Valley Opportunity Council (TVOC), created to support migratory services, can be assigned. Staff submit requests to TVOC when conversations with the family confirm the purpose for their move was to seek agricultural work for economic necessity. Refer to the TVOC website for more information.

Once a student is identified by TVOC and is given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for McKinney Vento and communicates with the counselor, the student's homebase district and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the homebase district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

Appropriate Programs

NMFA's program provides ELD instruction using various and appropriate instructional programs. [Evidence Based Practices to Support English Language Development](#)

Program Models

The following program models are the main modes of instruction in our district's EL program:

A) Push-in instruction is used to provide service to intermediate and advanced students in situations where co-teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).

B) Pull-out instruction is used for beginner/newcomer students and is aligned to grade-level instruction. Students are never removed from core, large group instruction. Pull-out only occurs during independent reading time or intervention time.

ELL Program Instructional Strategies:

A: Explicit Academic Vocabulary Instruction:

EL Teacher and students identify academic terms that are critical to comprehending texts and engaging with material. In text presented to students, vocabulary and phrase usage is identified, as well as alternate contexts that influence meaning. Morphosis of words for change of placement and function within sentences is explored with proficiency level opportunities.

B: Dedicated Writing Instruction:

EL Teacher will examine the content standards to determine what types of writing the standards demand, then provide structured opportunities for students to write across a variety of genres while providing students with linguistic support to improve written output. Students will receive feedback on their writing and should have opportunities to collaborate with their peers on writing assignments.

C: Structured Productive Language Opportunities:

EL Teacher provides opportunities for students to discuss academic content, inclusive of their own observations. In such activities, students practice content discourse in speech and writing, with support given to expansion of sentence structures and expressive language skills.

D: Comprehension Support

Clarification of phrasal, sentence structural, idiomatic and colloquial language, including provision of visual background to expand concept understanding. This includes teaching of study practices toward memory of interdependent concepts/vocabulary, practice in use of logic to derive meaning from context, comparison of letter-sound relationships, and grammatical language patterns between pertinent languages, when assistive.

EL Learning September to May:

A set of goals is developed for each student at the start of the school year, based upon WIDA testing scores. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific programming being utilized as well as the student's academic language progress. This is presented in a Trimester Progress Report showing student progress within the WIDA Proficiency Levels Descriptors. (Eventually a master version may be available for linking here) This information will be shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social worker or psychologist.

EL students are fully integrated in core curriculum and instruction while receiving EL support. They will also have complete access to all programs in the school and work on the same skills as all mainstream students.

The EL teacher will follow and support mainstream curriculum, while writing and lesson planning with a focus on language scaffolding and assistance. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum will be supported through the [WIDA language proficiency standards](#). Along with EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers.

Classroom teachers have primary responsibility for all students, including those with English learning needs. Staff will be trained in the alignment of ELD and content standards through professional development. In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs;
- All NMFA staff provide culturally responsive resources and services to EL students and their families;
- EL teachers align their program with [Minnesota's 2020 ELD Standards](#), and Minnesota state content standards.

Amount and Scope of Instruction

At every level, EL Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the content.

Level 1: Entering. Students receive 90 minutes per 5 days.

Level 2: Beginning. Students receive 60 minutes per 5 days..

Level 3: Developing. Students receive 50 minutes per 5 days..

Level 4+: Expanding. Students receive 30 minutes per 5 days.

Recommended Minutes	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding
EL	90 minutes	60 minutes	50 minutes	30 minutes
Classroom supports	As needed	As needed	As needed	As needed

Materials: grade level mainstream materials, mainstream classroom activities. Supplemental language building interventions and whole language writing and speaking practice in ELL pull out or push in.

Mainstream Instructional Strategies: use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active and interactive participation.

Progress Monitoring: ACCESS scores of previous February show goals for oncoming fall. MCA scores help verify in May the progress made as shown in Trimester Progress Reports which notes the present stage of progression through ELD levels as shown in WIDA Proficiency Levels Descriptor charts .

Special Education

The EL Team and the Special Education Team together review special needs referrals. Students are assessed in compliance with state and district guidelines. The EL program does not substitute for other educational services for which a student may qualify. Likewise, special education or Title I cannot substitute for EL services. If a student is found to qualify for both EL and Special

Education services, the teams will collaborate in all stages of the process, scheduling, and programming.

Appropriate Staff

NMFA employs 1 EL teacher for every 45 students in order to deliver effective programming and services schoolwide. All EL teachers will hold current tiered Minnesota teaching licensure. Ongoing professional development is required of all EL teachers, content teachers, and paraprofessionals who work with EL students, which may include the annual Minnesota English Learners Education Conference (MELEd) or schoolwide EL professional learning.

All staff at NMFA will have completed sufficient training in teaching ELs. Teachers are responsible for designing and delivering instruction that meets the needs of all students, including ELs. They are also accountable for designing instruction to be delivered by teaching assistants.

- **EL Teachers:** All EL teachers align their instruction to grade level expectations and learning standards from ELA, Math, Science, or Social Studies. EL Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.
- **Social Worker/Counselor:** Social Workers/Counselors work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.).
- **Mainstream Teachers:** All mainstream teachers receive yearly professional development on integrating language and content, providing language supports, and integrating culturally responsive pedagogy. Teachers identify language objectives for every lesson that include language forms, functions, and target vocabulary. Classroom teachers collaborate with EL teachers and bilingual liaisons to provide emotional, linguistic and academic support for new multilingual learners. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. Strategies may include: use of bilingual texts, bilingual resources for pre-teaching, and bridging charts.

Parent and Family Communication Procedures

When it is determined a family needs interpretation services, liaisons are called in to assist with the registration process. The principal or assistant principal accompanies the families to give them a brief tour and to tell them about school procedures and policy. Liaisons are also available for conferences and school events. All letters home are translated into the languages necessary for our EL students and their families.

EL teachers report to parents of EL students using report cards, and a conference format is used through each parent-teacher conference. Families and staff call upon the school's cultural liaisons continually to facilitate ongoing communication. Annual EL parent meetings are held to welcome parents and families into the building, notify parents of EL programming, solicit parent feedback of the program, explain ACCESS testing, and answer questions.

Program Adjustment

Students at NMFA are assessed annually to ensure appropriate EL services are being provided. These assessments primarily include ACCESS testing, which is given each Spring to all EL students. Additionally, the EL Teacher utilizes individualized Checklists of Language Functions and Features (Goal Setting), to target Proficiency Level development, following up with Trimester Progress Reports. Using this data and that of the ACCESS test, classroom and ESL teachers make informed decisions on how to best serve EL students at NMFA). Data which is collected from each student is confidential.

All data collected, in addition to the program monitoring checklist (Appendix E) will be used annually by the school leadership team, in conjunction with the EL teacher, to determine if program modifications are necessary based on student needs.

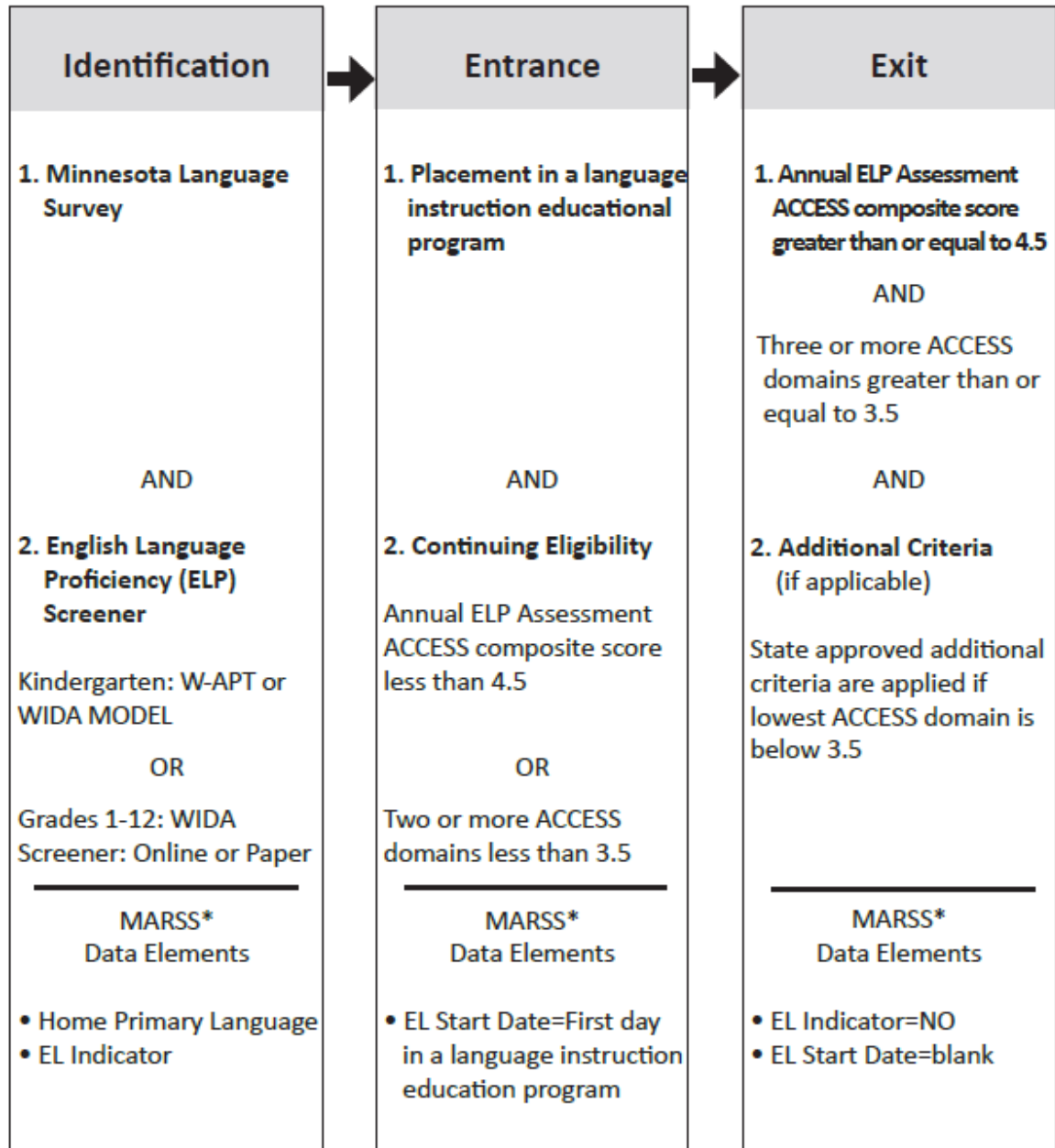
Participation and input by parents of ELs, and community, will be undertaken by administration staff in the form of translated surveys or interpreted phone calls to parents and guardians, inviting a meeting or commentary. Program Input and requests are welcomed by EL staff, as well as administration.

Appendix A: MDE Identification, Entrance and Exit Procedures

Minnesota Standardized English Learner Procedures



Identification, Entrance and Exit



*Minnesota Automated Reporting Student System

Updated July 2017

Appendix B: Minnesota Language Survey

Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time. Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information	
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
2. My student speaks:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
3. My student understands:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	
4. My student has consistent interaction in:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

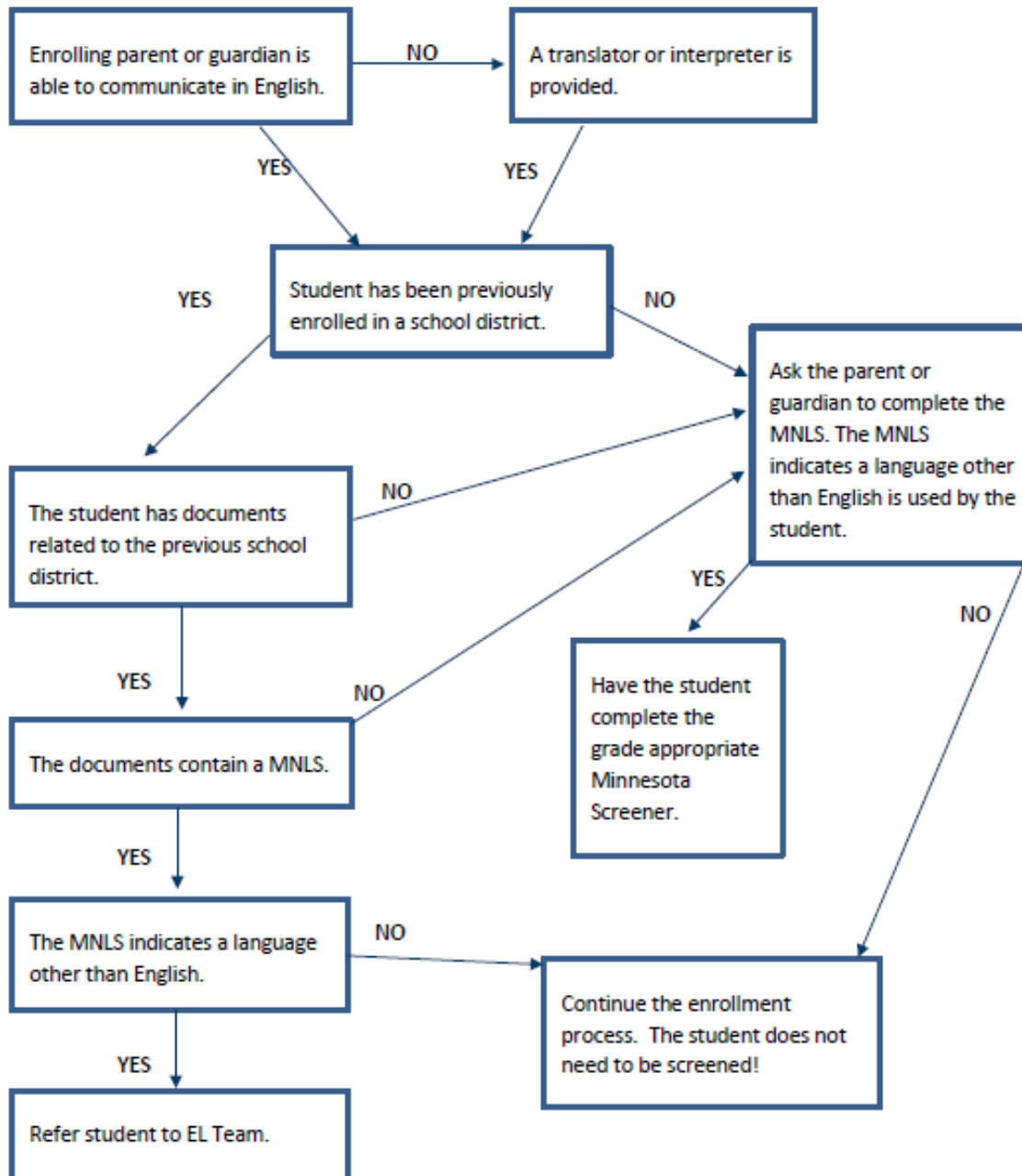
Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.

Parent/ Guardian Information	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.

Appendix C: MNLS Decision Tree

Purpose: Identify a student who should be screened for English language proficiency.



Appendix D: EL Educational History Intake Form

English Learner Educational History
North Metro Flex Academy

Student's Name: _____ Grade Enrolling: _____ Date: _____

Name of person conducting interview: _____

Name of person being interviewed and their relationship to the student: _____

First language: _____ **Language(s) spoken at home:** _____

1. How old was the student when he/she first attended school? _____

2. What grades has the student completed outside the US? PK K 1 2 3 4 5 6 7 8 9 10 11 12

a. What was the language of instruction? _____

3. What grades has the student completed in the US? PK K 1 2 3 4 5 6 7 8 9 10 11 12

a. What was the language of instruction? _____

4. How many hours a day was the student in school? _____

5. Has your child ever been absent from school for a long period of time? ☐ Yes ☐ No

a. Total Time Absent: _____

6. In which language(s) does your child read? _____

7. In which language(s) does your child write? _____

8. Has the student ever had any difficulties with learning? ☐ Yes ☐ No

9. Has the student ever been in an ESL or bilingual program? ☐ Yes ☐ No

a. If so, for how long and what grades? _____

10. Please comment on any additional information about the student that may be relevant to educational progress. _____

11. Immigrant Child Status:

a. Was not born in any state in the United States ☐ Yes ☐ No

b. Has attended school(s) in the United States for less than 3 full academic years?

☐ Yes ☐ No

Appendix E: EL Program Monitoring Checklist

Number	Programmatic Procedures	Yes/No
1	There are programmatic procedures for identification, instructional placement, English language development, monitoring, exiting, and post-direct service monitoring.	
a	The Student Registration Form is used in the district.	
b	The principal or school's EL teacher is notified when the first Language Survey questions are answered in the affirmative.	
c	Language proficiency assessments, including a formal interview and a K Model / Screener, are completed within 30 days of registration.	
d	Each EL student has a designated EL Team.	
e	The district has a recordkeeping system for recording EL assessment results, instructional placement, reclassification procedures, follow-up monitoring activities, student progress, and parental contacts.	
f	The district uses the WIDA ACCESS for EL for proficiency assessment in English language.	
g	Assessment activities and instruments are designed specifically for EL students.	
h	Student movement through the instructional and programmatic process is based on the ACCESS for EL test results.	
i	The EL staff offer EL training to district personnel.	
j	The district has established accommodations to be used for EL instruction and for standard curriculum courses when students with limited English proficiency are enrolled in those courses.	
	Services	
2	There is sufficient quality and quantity of EL services to meet the needs of eligible students.	
a	There is sufficient time provided for formal instruction for English Language Learners.	

b	Ancillary services, such as content area tutoring, are provided to assist students in completing assignments or practicing English features or skills.	
c	EL services are continued until the student meets the state's predetermined exit criterion.	
d	Trained staff with credentials deliver all instructional services.	
e	Trained staff with credentials provide all program process assessments.	
f	The EL program is provided stability of staffing through appropriate planning and funding.	
g	EL instruction is based on recent findings and reports from the relevant fields of EL, Bilingual Education, and Linguistics.	
h	Native language assistance is provided to students and parents whenever possible.	
	Equal Access Issues	
3	Equal access issues are kept in mind as the EL program/service is designed and implemented.	
a	Students are housed in a setting suitable for EL instruction.	
b	Students are integrated into general school activities. They are not housed separately from their English language peers	
c	There is no supplanting of required EL services with special education or other federal or state mandated special programs.	
d	The EL program and instruction are developmental in nature.	
e	Students are not automatically placed in lower-track coursework because of low English proficiency.	
f	Students are given sufficient language development time before they are referred for special education evaluation/services.	
g	Retention in a lower grade is not based on English language proficiency. Rather, retention is based on specific, multiple criteria, and the onsite EL Team is a part of the decision.	
h	Older students are not automatically placed in lower grades as a method for helping them "catch up" with their English language peers. Rather, they are provided an accelerated English development program, which is based on their future career and academic goals.	

	Ongoing Evaluation	
4	The EL program continuously evaluates the efficacy of its outcomes, objectives, procedures, and process.	
a	EL and standard curriculum staff confer periodically about a student's progress, and activities and performance outcomes collaboratively	
b	There is opportunity for participation and input by non-English language background parents and community. English language guardians are also encouraged to participate.	
c	The EL Program has a variety of mechanisms for reporting a student's progress to parents and all relevant professionals who deal with the student.	
d	The EL program has a document coordination plan.	
e	The EL program has access to, or includes, professionals who can assist in making decisions about a student's physical and mental health, motivation, and learning needs.	
f	The district has a plan for appropriately advising English Language Learners about higher education, career, and coursework opportunities.	
g	The district has resources for assisting students to adjust to the schooling process and protocols of school, culture shock situations, and family conflicts, which may occur when students become more Americanized than their parents.	
h	Under the direction of the EL Team, each student who has received direct EL services is monitored for four full academic years after direct service is terminated.	
i	The district's documented policies, guidelines, and procedures are consistent with federal and state mandates, decisions of the United States Supreme Court as well as significant lower court decisions, and memoranda from the United States Department of Education and the Office of Civil Rights, Washington, D.C.	
j	District administrators and school board members are supportive of the EL program at the local level..	
k	A program of self-evaluation is done regularly by members of the EL Team. The findings of this evaluation are disseminated to the Director of Student Services.	