

# Muscatine Community School District



## K-12 Lau Plan for Serving English Learners 2020-2021

### **Lau Leadership Team:**

- Becky Wichers, Director of Student Services and EL Coordinator
- Jennifer Fridley, Susan Clark Junior High Assistant Principal and EL Coordinator
- Emillie Duran, 7-8 Instructional Coach, Susan Clark Junior High
- Cassie Calderon, 9-12 EL Teacher, MHS
- Julieta Calderon, K-6 EL Teacher, Franklin

## **District Demographics and EL Background:**

The Muscatine Community School District (MCSD) is a K-12 public school system serving approximately 4,681 students. District enrollment is declining but the diversity of the students in the district has grown to now comprise approximately 38% of the student body. The percentage of low SES students across the district has increased to approximately 55% with three elementary buildings having over 75%. ELs now comprise over 7% of the population. Amongst these students are at least 21 distinct student native languages, which makes finding community resources with linguistic background in each of them difficult. Currently our ELs are evenly split between the elementary and secondary buildings. The majority of our ELs enrolled in the district have scored emergent or progressing on the ELPA21 screener. Currently, there are ELs at all levels of proficiency.

### **I. Lau Plan Guiding Principles**

#### **A. English Language Development**

The MCSD will systematically support EL students through the development of the English language and will demonstrate student proficiency through appropriate instruction and practice of listening, speaking, reading, and writing skills.

#### **B. Academic Achievement**

The MCSD will systematically support EL students through the development of the English language and demonstrate student proficiency in reading, writing, and support successful participation in classroom learning situations and additional school activities.

#### **C. Cross-Cultural Efficacy**

The MCSD will systematically support the development of cross-cultural learning opportunities for all students with specific inclusion of the cultures represented in our student populations.

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

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

- 1. Student Race and Ethnicity Reporting:** The first step in the process of identifying students for the LIEP is to conduct a Home Language Survey (HLS) during enrollment each year. This instrument is available in various languages on the TransAct website. The purpose of the survey is to help determine whether a student meets the first criteria of the definition, “A student’s background is in a language other than English.” This document will also ask families to report their child’s race and ethnicity.
- 2. Reviewing and Referring Students for Screening:** EL teachers review the home language surveys in their respective buildings in order to identify students whose primary language is something other than English. If the home language survey notes that a student’s primary language is something other than English, the EL teacher makes a request to have the student screened using the ELPA21 screener.
- 3. Students’ Cumulative Files:** Once screened, the EL teacher places the Home Language Survey as well as the results of the ELPA21 screener in the student’s cumulative file.

#### **B. State-approved English Language Proficiency Placement Assessment**

1. **ELPA21 Dynamic Screener:** A certified EL teacher will administer the ELPA21 screener to identify the level of English language proficiency for each student identified by the HLS.
2. **Certified Screener Administrator:** Each EL teacher in the district will be certified to administer the ELPA21 Screener and will update their certification at the beginning of each school year. Training for the administrator of this screener is available on the AEA PD Online website.
3. **Certificates of Completion:** AEA will provide a certificate of completion which will be on file with the AEA. A copy of this certificate will also be kept on file in the District EL Coordinator's office.
4. **Summary of Results:** A summary of the student's results are retained in the student's cumulative file.

### **C. Process to Place Student in Appropriate LIEPs and Content Courses**

1. **Team Collection of Data:** Once a student is identified by the approved screener, an assessment of the student's academic skills in relation to the student's grade level is conducted.
2. **Team-Based Data Review and Recommendations for LIEP Program:** In a collaborative team meeting, the EL teacher and classroom teacher(s) will work together to determine the appropriate placement and time needed for language instruction while the student is in the LIEP Program.
3. **Team-Based Data Review and Recommendations for Content Courses:** In a collaborative team meeting, teachers will work together to review the academic information and insure that the necessary formal and informal assessments are taken into consideration to place the student into appropriate content classes.
4. **Age Appropriate Placement:** All recommendations will take into consideration age-appropriate placement (within two years of the actual student age), into the general educational setting with support provided as needed for student success and will support the English language development needs of the student.

### **D. Parental Forms Distributed in a Language most Easily Understood**

1. **Required Timelines:** The determination of eligibility for the LIEP will take place within 30 days of the beginning of the school year, or within two weeks if identified later in the school year. The "English Learner Program Placement" will be used for notification.
2. **Students' Cumulative Files:** A copy of the "English Learner Program Placement" will be placed in the student's cum files. Notification of placement into the appropriate LIEP will be made using the "Notice of Placement" for initial and annual placement notification.

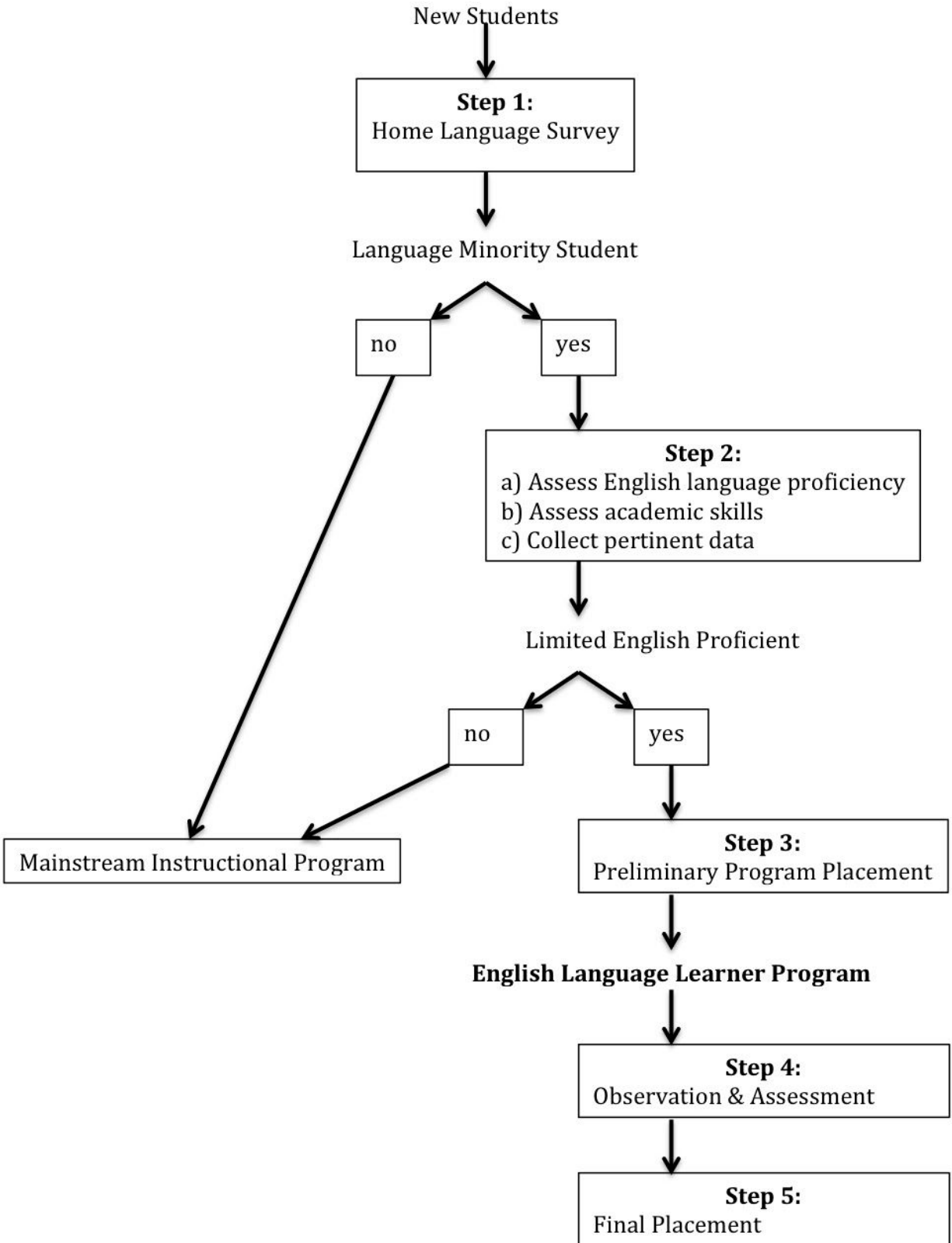
### **E. Process of Waiving or Withdrawing Students from LIEP**

1. **Parent meeting:** Parents have the right to waive participation in LIEP services. A student will be considered waived when the parent/guardian signs the EL waiver form. Before signing the form, EL staff will meet with the student and family to discuss

recommendations, concerns, ELPA21 assessment requirements, and the services and supports that will be removed or unavailable if the waiver form is completed. Parents will receive the, “Explanation of Consequences for not Participating in the EL Program” notice.

2. **Request for Change in Program Participation:** Once the waiver form, “Request for Change in Program Participation” is completed, the student will remain on the EL student roster for monitoring but no EL services are provided. A copy of the parent waiver of services will be placed in the student’s cum folder.
3. **Support for EL NOT Enrolled in the LIEP:** Students whose families have chosen to waive services are still required to take the English Language Proficiency Assessment (ELPA21) every year until they meet the requirements to be exited from the program. Students for whom services have been waived are supported by content teachers, who receive consultation services from the EL teacher to ensure the students’ mastery of English and academic achievement through differentiated instruction, classroom accommodations and work with resource teachers and interventionists.

## Identifying ELL Students



### III. Description of the LIEP

#### A. LIEP Program Goals

1. **Language Goal** - EL students will receive the necessary supports to attain language proficiency and academic competency through instruction in the areas of listening, speaking, reading, and writing skills while fostering positive self-concepts and attitudes towards school and learning. All students including ELs will achieve proficiency or benchmark on district assessments including: FAST, Reading Comprehension, and Math on the Iowa Statewide Assessment of Student Progress (ISASP).
2. **Academic Goal** - EL students will receive the necessary supports to meet the challenging academic content by providing all ELs equitable access to solid Tier I instruction that is scaffolded in such a way as to allow them grade level access to the Iowa Core and still be supported by the ELP standards. All students including ELs will be proficient in reading comprehension and math as measured by the State of Iowa Assessment. ELs will have support adjusting and acculturating to the MCSD, while at the same time having opportunities to contribute vital cultural knowledge to their peers and the school as a whole. All students K-12 in MCSD are 1:1 with technology devices to support learning.

#### B. Description of Specific State Approved LIEP Model(s) used in District and the Process to Place Students (See Appendix A)

1. **Elementary Level (Grades K-6)** - ELs at the elementary level are services primarily through the content-based integrated group model. Students learn and interact with peers in the Tier I Iowa Core classroom with explicit English instruction and support provided by EL certified teachers, district reading specialists, and teachers (see chart below). A collaborative approach has been adopted in which the EL certified staff, classroom teachers, reading specialists, and paraprofessionals meet in a weekly PLC setting to discuss student progress and make adjustments to instruction and goals based on need. Services are reviewed and adjusted as students make progress or show specific needs. In addition to explicit English instruction, ELs are provided further assistance in the building during our multi-tiered system of support (MTSS) time or working with reading specialists and teachers.

Emergent Levels 1 & 2	Progressing Level 3	Proficient Levels 4 & 5
<ul style="list-style-type: none"> <li>● Pull out or push in programming minimum (30 minutes daily with certified EL teacher)</li> <li>● Content Based Integrated Group Model</li> <li>● Imagine Learning is integrated for 20</li> </ul>	<ul style="list-style-type: none"> <li>● Pull out or push in programming minimum (30 minutes daily with certified EL teacher)</li> <li>● Content Based Integrated Group Model</li> <li>● Imagine Learning is integrated for 20</li> </ul>	<ul style="list-style-type: none"> <li>● At the end of the 2020-21 school year students scoring proficient on the ELPA 21 will be exited from the LIEP Program and monitored for two years</li> </ul>

minutes daily for minimum of 80 minutes/week	minutes daily for minimum of 80 minutes/week	
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**Elementary Level Virtual Learners** - EL students at the elementary level are provided 20-30 minutes of direct instruction provided by an EL-certified teacher, daily. During small group instruction and intervention time, additional EL services may be provided. Virtual students are expected to complete 20 minutes of Imagine Learning daily for a minimum of 80 minutes per week.

- Secondary Level (Grades 7-12)** - EL students at the secondary level are provided a content-based, integrated approach in which content teachers collaborate with an EL-certified teacher to provide students access to appropriate subject and grade-level academic language and access to Iowa Core curriculum. Students meet regularly with both the EL certified teacher and content teachers to receive curriculum and explicit English instruction.

<b>Emergent Levels 1 &amp; 2</b>	<b>Progressing Level 3</b>	<b>Proficient Levels 4 &amp; 5</b>
<ul style="list-style-type: none"> <li>• Daily EL pull-out class (EL Certified Teacher)</li> <li>• Bilingual aide support (based upon individual student need)</li> <li>• At least part-time integrated Tier I instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Daily EL pull-out class (EL Certified Teacher)</li> <li>• Collaborative Teaching</li> <li>• Tier I instruction with regular collaboration with EL teacher</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the 2019-20 school year all students scoring proficient on the ELPA 21 will be exited from the LIEP Program and monitored for two years</li> </ul>

**Secondary Level Hybrid/Virtual Learners** - EL students receive direct instruction for 5 days per 10 day schedule. Direct instruction is provided by an EL-certified teacher and general education teachers. Students also have access to para support. Regardless of the chosen learning model, all EL students have access to virtual content support.

A collaborative approach is fostered by frequent communication and discussions between at-risk certified teachers, the EL-certified teacher, content teachers, para educators, counselors and tutors to adjust instruction and accommodations.

Once a parent has seen what services the district has chosen to provide, they may sign the form and accept services or waive EL services (STEP 2a). It should be noted that even if a parent waives district EL *services*, their child is still, by law, entitled to EL *accommodations* and these accommodations will continue to be adhered to by the district. Parent acceptance and waiver forms are then collected by the Certified EL teacher and

placed in a student's cumulative folder. As per the district's educational approach to the LIEP, ELs whose parents sign the acceptance form are then provided appropriate instruction tutoring and support as determined by the student's level of English proficiency and academic needs. As mentioned in the Educational Approach section, the district LIEP has elements of multiple EL program models, including the use of Sheltered EL Instruction for low English proficient students, the use of Content-Based EL through collaborative between EL-certified teachers, reading specialists and classroom teachers. Through the use of Content-Based language focus classes, ELs may receive tutoring from the EL teachers during essential content instruction (the classroom -the content teacher presents the lesson and the EL teacher works with the student on vocabulary and concepts providing explicit English instruction) or in addition to regular classroom time (the EL teacher meets with the students during non-essential curriculum time during the day to assist in explicit English instruction). In all cases, an EL certified teacher is working with the ELs as well as collaboratively with classroom teachers, at-risk certified teachers, peer tutors and administrators. In some instances, students who enter the district with gaps in their previous academic instruction or no schooling at all, MTSS supports are provided to help address these gaps in addition to the explicit English instruction provided by the EL teachers. As an ELs education in the Muscatine School District involves both an academic as well as linguistic focus, the EL PLC meets regularly to review student progress and modify the delivery, frequency and nature of services provided for ELs.

**C. Description of Annual Parent Notification of Continuing Placement and Programming Options in Language most Easily Understood**

1. When a student is identified for continuing placement in the LIEP, parents will be notified using the "Notice of Program Placement," within the following time frames: No later than 30 calendar days after the beginning of the school year, or within two weeks of enrollment if a child enrolls later in the school year.
2. Parental Notification process will be the responsibility of the certified EL teacher responsible for implementing the parental notification process.
3. Records of annual certification will be held within the student's SIS database.

**D. Procedure of Annual Communication with Parents who have Waived Services**

1. Waived LIEP services are reviewed annually with parents within 30 days of the start of the school year. A documented meeting is held to discuss ELPA21 assessment requirements, recommendations, concerns, potential outcomes, and to provide parents



with a copy of the “Explanation of Consequences for not participating in the LIEP Program” notice.

2. If parents desire to continue waiver of LIEP services, the school will obtain the parent/guardian’s signature on the “Request for Change in Program Participation” notice.
3. The record of this signed waiver is stored in the student’s SIS database.

#### **E. Highly Qualified LIEP and Content Staff**

1. Muscatine Community School District employs ESL endorsed teachers to deliver direct LIEP services for all identified EL students in each district building.
2. Muscatine Community School District provides state of Iowa certified teachers in every classroom with content area certification if teachers are assigned to grades 7-12 as required by the Iowa Board of Educational Examiners.

#### **F. Designated Administrator Oversight for LIEPs**

MCSD designates an EL Administrator (Jennifer Fridley) to oversee EL programming. This administrator reports to the Director of Student Services (Becky Wichers) and monitors programming to ensure EL students have access to the Common Core and are showing growth toward achievement of EL standards.

The EL Administrator will complete all state Title III Trainings, participate in AEA consortium meetings, and attend state-wide conferences, such as Iowa Culture and Language Conference and Our Kids.

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

1. Content teachers collaborate with EL teachers to facilitate language support in content classrooms to ensure the EL student access to the Iowa Core Instructional Standards. Teachers also group students together in small groups to ensure instruction in English with strategies implemented to foster English language development and make grade-level Core content meaningfully accessible.
2. The building level principals or assistant principals monitor the MTSS groupings of students and the PLC collaboration models to assure that all ELs have access to Iowa Core and are showing growth toward English language proficiency and achievement of the LIEP goals. The LIEP teachers meet with the content area/classroom teachers daily/weekly to monitor progress.

#### **H. Curriculum and Supplemental Resources for LIEP**

EL materials and manipulatives for EL instruction are acquired on an as needed basis by students. All materials are designed to help ELs work with Iowa Core standards at varying levels

of readiness. EL materials are purchased along with textbook adoptions, approved thematic reading materials and resources, interactive sight word practice cards, academic language illustrated dictionaries, and appropriate EL texts. The district has provided iPads and appropriate computer applications to assist ELs in the acquisition of English and academic vocabulary. Imagine Learning is a specific application purchased through the AEA to provide daily (20 minutes per student), acquisition of early reading skills to K-4th graders specifically developed for EL learners. The resources are purchased through Title III funds, general education funds, and through the Mississippi Bend AEA. Materials and resources are updated as needed.

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

**A. Process in place for identifying and serving gifted/talented (GT) ELs-** The district will provide EL students with the same opportunities as other students. For students who show high aptitude and giftedness in subject areas, the ELs are invited to participate in district GT programs or as a part of the school's academic teams. ELs are encouraged to participate in district Pre-AP classes from 5th-12th grades. There are a variety of methods used to recommend students to this programming including standardized assessments, multiple screeners, classroom performance indicators, teacher recommendation, parent recommendation and student self recommendation. The Pre-AP classes support the special language needs of the English learners through scaffolding and supporting academic vocabulary to make challenging curriculum instruction accessible.

<https://www.educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf>

#### **B. Process in place for identifying and serving ELs in special education**

1. Standardized assessments, multiple screening tools, classroom performance indicators, teacher recommendation, parent input, will be used as well as the MTSS and PLC process to determine whether an EL student's lack of academic progress in Core instruction is due to a language or cultural distinction or is due to a bona-fide learning disability that requires an individualized educational program (IEP).
2. Students dually identified for special education and LIEP services receive direct instruction by highly qualified LIEP teachers and special education teachers with a focus on support for language. There will be multiple data points collected, observations done, with reading specialists, EL teachers, content teachers and special education teachers working collaboratively. The district will provide interventions prior to any determination. All efforts/interventions/data analysis are done with collaboration between members of the highly qualified staff. [Joint Guidance OCR/DOJ, January 7, 2015, page 27].

#### **C. Process in place for identifying and serving ELs in all co-curricular programs supporting language needs within the program**

1. The district will operate in an inclusive manner, using the same process for identifying students with the following exception: EL students not identified in the standard processes are reconsidered after the EL staff is consulted and conducts a data review for the co-curricular programs. Students in these co-curricular programs receive the EL services to the same extent as other curricular programs supporting language needs within the program. Co-curricular programs include, but are not limited to: Title I, At-Risk Programing, guidance/counseling curriculum, band/orchestra, career and technical programs.
2. The district will provide parents and students communication about programs in a language that is most easily understood.

**D. Process in place for identifying and serving ELs in extra-curricular activities**

All students including all EL's have access to the entire district assortment of MTSS and extracurricular programs. To ensure that language barriers do not interfere, translations of important materials and oral translators are provided to assure that ELs and their parents understand the responsibilities and requirements of the programs and communication will occur in a language most easily understood. Staff meet individually with students and parents when other questions arise about program placement. At all levels, students who wish to pursue AP courses are encouraged and provided opportunities to enroll.

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

**A. Ongoing EL professional development provided for staff who support LIEP:**

1. District and building administrators
2. LIEP Staff (certified as well as building support staff)
3. Content/classroom Teachers
4. Building paraprofessionals, instructional coaches and guidance counselors will all be made aware of all EL requirements and updates through the participation of the Mississippi Bend AEA Consortium, EL online modules, the Our Kids Conference, and the ICLC conference.

**B. District training of English Language Proficiency Standards and Implementation**

All certified staff members directly responsible for delivering content instruction have completed all EL modules through AEA online classes. The modules were watched together in their entirety with facilitated learning activities and discussions after. Staff members hired after the 2017-2018 school year will complete the modules as a part of their new teacher training with oversight by the EL District Coordinator. Training documentation will be monitored by district human resources with direct support from the Mississippi Bend AEA and will be stored by the HR department.

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

**A. Annual Training to staff assigned to administer ELPA21**

1. The District EL Teachers will serve as the ELPA21 test administrators, while the District EL Coordinator will serve as the test administrator. This training process is conducted through Mississippi Bend AEA Online training Modules.
2. Certificates of completion of the AEA Online PD will be stored in a binder in the Test Administrator's office.

**B. Dissemination of scores to stakeholders**

1. Collaborative teams at the building level will report the ELPA21 scores of ELs to the administrator and, in collaboration with the administrator, review students' academic records in relation to the student grade or level.
2. The administrator will report the ELPA21 scores to the teachers and, in collaboration with the teachers serving the identified EL students, review students' academic records in relation to student grade or age level.
3. Scores will be reported to the parents and, in collaboration with the parents, academic records will be reviewed in relation to student grade or age level.

**C. Appropriate training to interpret results for staff**

The LIEP teachers, a building administrator, and the staff directly serving ELs will receive trainings provided by the Iowa Department of Education and the local AEA. Included in this training would be ELPA21 Administration, the English Language Proficiency Standards training, and any other available training modules.

**D. Utilization of assessment results to guide instruction and programming**

1. Assessment results will be used to guide instruction and programming in Core instruction by identifying strengths and weaknesses so that students receive equal access to the Iowa Core curriculum. Core instruction will be modified to capitalize on the strengths and to target instruction in the weaker areas. Assessment results are also used to aid in the identification, recruitment and placement of ELs in other curricular and extracurricular school activities.
2. Assessment results will be used to guide instruction and programming in LIEP instruction. The LIEP teachers will take the responsibility for the direct services provided to the student. Core content instruction, using English with targeted strategies will foster English language development, and make grade level educational goals meaningful and accessible.
3. Assessment results will be used to evaluate future instruction and programming, as well as guide modifications of instruction and programming.

## **VII. LIEP Exit Criteria and Procedures**

### **A. LIEP Exit Criteria**

Students will meet the required score for proficiency (4 or 5) on ELPA21 in ALL of the following categories: Reading, writing, listening, and speaking

### **B. LIEP Exit Procedures**

1. Exit procedures will occur during the allowable window (end of school year to October 1st after student count) and after the ELPA21 scores have been received by the district.
2. The school will notify the parents with the “Program Exit Letter,” in the language most understandable to parents/families.
3. The EL teacher and administrator of the building will change student coding to “exited,” so the student does not continue to generate unwarranted funding. Reference may be made to the *Iowa Department of Education’s Data Dictionary* for proper codes. Designated staff will enter into PowerSchool.
4. The school will conduct the required two-year monitoring process of all exited ELs, pending the ESSA guidance.

## **VIII. Monitoring Procedures After Students Exit the LIEP Program including Parent Notification**

### **A. Monitoring procedures in place after the students exit the program**

1. The monitoring process will continue for two years. Annual Iowa Assessment scores will be monitored for proficiency in Reading and Math. Annual academic success in core content will be measured as ELs need to be earning a passing grade in core subject areas. In the event of academic failure, the LAU team, collaborating with the instructional staff, will determine if there is a language proficiency difficulty interfering with the learning.
2. The EL certified teachers responsible for monitoring student learning are: Marnee Acker, Estella Caffrey, Cassie Calderon, Julie Calderon, Denise Hillman, Kristen Minch, Rachelle Schneider, Kim Tooman, and LuAnn Senger.
3. The LAU team, collaborating with the instructional staff, will review the data to the monitoring status of the student, monitoring continuation, successful completion of monitoring (after two years minimum), or reentry due to language needs.

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

1. A monitored student who is struggling with language as evidenced by grades, assessment scores, teacher and para observations, anecdotal notes, and other evidence will be

discussed during an EL meeting. At the meeting, the data along with information regarding the support the student is receiving at the tier one and tier two levels will be analyzed. It will be determined if more data needs to be collected in regards to the student's ability to listen, speak, read, and write in English or if the evidence suggests they are a candidate for reentry into the LIEP. If they are a candidate for re-entry into the LIEP, the student will be given the ELPA21 dynamic screener again to ensure that they do have a language deficiency. If the student scores proficient on the screener, they will not be reentered into the program. Other alternatives to support them to be successful will be pursued.

2. Parents of a student who is re-entered are notified using the annual placement form "Notice of Program Placement." As with initial placement, parents have the right to decline the EL services.

## **IX. LIEP Evaluation**

### **A. LIEP Evaluation process in place**

1. The LIEP program is evaluated annually by both the district administration and the building level PLC teams.
2. Evaluation of the district data will impact the EL instruction in Core classes and in English language development by providing guidance in responsive modifications/ accommodations/supports to the LIEP. Data to be examined includes the percentage of ELs reaching proficiency on the annual administration of the Iowa Assessments in Reading and Math, measures of annual growth in district level testing measures towards proficiency, the percentage of ELs on-target or at grade level on reading and math screeners, the ELs academic performance in their core classes, and the exit rates for the LIEP based on the ELPA21 scores.
3. Evaluation data will be utilized to impact future programming and services for ELs including professional development for content area teachers, grade level teachers, paraeducators, and instructional coaches. The district will use the data to determine modifications and adjustments to the LIEP when indicated. The district will use the data to determine resource allocation of staff and to determine resource allocation of instructional time in scheduling. The district will determine additional supports, accommodations and differentiated instruction as it would impact Core classes. The district will use data to determine resource allocation of materials for EL students.
4. Title III Assurances-[Assurances](#)



## Appendices

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

B. State approved LIEP Program Models

### Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:  
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

### Appendix B

#### Description of LIEP Models

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

**Newcomer Program:** *Newcomer programs are separate, relatively self-contained educational interventions 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 EL 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 (EL):** *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, EL 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](http://www.nabe.org/BilingualEducation)*