

HARLAN COMMUNITY SCHOOL DISTRICT
BOARD OF DIRECTORS - REGULAR MEETING
MEDIA CENTER - HARLAN COMMUNITY HIGH SCHOOL

October 12, 2020

5:30 p.m.

AGENDA

A. Call meeting to order and determination of a quorum

B. Public Forum

In accordance with Policy 213 - Public Participation in Board Meetings the board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board has set aside this specific time for public comment.

*Citizens wishing to address the board during public comment must notify the board secretary **no later than 2 hours** prior to the board meeting. The board president will recognize these individuals to make their comments at the appropriate time during public comment. Citizens wishing to present petitions to the board may also do so at this time. The board however, will only receive the petitions and not act upon them or their contents.*

Normally, speakers will be limited to five minutes per individual or such time limit to not exceed 45 minutes total public participation time. However, the board president may modify this time limit, if deemed appropriate or necessary. Public comment is a time set aside for community input, but the board will not discuss or take any action on any matter during public comment. Only individuals recognized by the board president will be allowed to speak. Comments by others are out of order. If disruptive, the individual causing disruption may be asked to leave the board meeting.

C. Approve the Agenda

D. Presentations

E. Discussion Items

1. Administrator Report – Jeff Moser – Primary and Intermediate School Principal
2. Early Retirement

F. Action Items:

1. Employment of Personnel
 1. Misty Max – Elementary Special Education Associate
 2. Marti Usher – Middle School Special Education Associate
 3. Troy Ransom – PT Elementary Custodian

2. Approval of Request for Allowable Growth for LEP Allowable Costs of \$5,358.50
3. Approval of Lau Plan
4. Approval of HS/MS Service Plan with Control Services

G. Consent Agenda

1. Approval of Non-Personnel Contract – Agreement for Enrollment in Rising Hope Academy Therapeutic Classroom in partnership with IKM-M and GHAEA

H. Upcoming Events and Community Updates

I. Adjournment

Primary/Intermediate Board Report
Monday, October, 2020
Jeff Moser

- **Test scores:**

- K-1 Reading : 62%
- K-1 Math: 65%
- 2-5 Reading:
 - Rate: 66%
 - Accuracy: 96%
 - Comp: 63%
- 2-5 Math
 - Processing: 33%
 - Problem Solving: 58%

- **Schoolwide initiatives:**

- Well Managed Classrooms behavior
 - Class Meetings
 - Building Focus

- **Celebratory information:**

- That we have been in school for 7weeks already. What a crazy year and WOW have students, parents and teachers been amazing. This year has gone amazingly smooth considering everything with Covid 19.

- **Student or Staff recognition:**

- Our Citizens of the Week Celebrations. Each week we recognize 1 student and at least one staff member for going above and beyond the call of duty. A major focus this year has been keeping tabs on the Social Emotional health of EVERYONE. We have had 6 students and 8 teachers who have already been recognized during our weekly zoom assemblies.

HARLAN COMMUNITY SCHOOL DISTRICT

Classified Staff Contract

THIS CONTRACT is entered into by and between **MAX, MISTY**, hereinafter called the Employee, and the Board of Directors, hereinafter called the Board, of the Harlan Community School District, with Administrative Offices in Harlan, Shelby County, Iowa.

The Employee agrees to serve as **Associate** in the School District for the 2020-2021 school year, with service commencing and ending on the dates designated by the Board or its duly authorized representative. Daily usage of the computerized time clock system is required. Work days, hours and duties will be designated and assigned by the supervisor. Work time will be approved by the supervisor.

In consideration for the services under this contract, the District agrees to pay the amount of **\$12.74** per hour, payable on the 20th day of each month for a period of twelve consecutive months, the first payment to be made on September 20th. The estimated annual pay is **\$14,905.80**. The monthly payment amount will be adjusted for additional time worked and reduced for hours not worked due to unexcused absence or other unpaid leave. If service under this contract is less than the number of hours assigned, final settlement under this contract shall be made so that the total amount paid by the District for work performed under this contract shall be an amount equal to the product of the number of hours' service multiplied by the amount considered as pay for one hour of service.

Other than hourly compensation, the Employee shall not receive employment benefits except as provided in Board Policy or as additionally outlined below:

- 1) Employee shall work **7.5** hours per day.
- 2) Employee shall work 152 student attendance days, one (1) professional development days, and be paid for three holidays (Thanksgiving, Christmas, New Year's Day.)
- 3) If applicable, \$.50 per hour additional pay for acquiring the Paraeducator Certificate or Associate's Degree or higher is included in the annual pay identified above.
- 4) This contract is subject to immediate amendment or adjustment based upon the needs of the District.

Where applicable, or where required by the District, evidence shall be provided to the District that a certificate as required by law has been registered as required by law before accepting payment of any part of the consideration under this contract. Such other records or qualifications as may be required shall be likewise submitted.

The Employee agrees to conform to all rules and policies as established by the Board or its authorized representatives. The Employee shall be subject to background checks as required by law and District policy.

This contract may be terminated by either party for any reason and without cause, by giving thirty (30) days written notice; provided, however, this provision shall not in any way affect the right of the District, if it so elects, to terminate this contract immediately for cause.

THIS CONTRACT shall be without force and effect unless it is in the hands of the Board, bearing the signature of the Employee, on or before the 24th day of October, 2020.

Dated _____, 2020

Employee

Dated: October 12, 2020

President, Board of Directors
Harlan Community School District

HARLAN COMMUNITY SCHOOL DISTRICT

Classified Staff Contract

THIS CONTRACT is entered into by and between **USHER, MARTI**, hereinafter called the Employee, and the Board of Directors, hereinafter called the Board, of the Harlan Community School District, with Administrative Offices in Harlan, Shelby County, Iowa.

The Employee agrees to serve as **Associate** in the School District for the 2020-2021 school year, with service commencing and ending on the dates designated by the Board or its duly authorized representative. Daily usage of the computerized time clock system is required. Work days, hours and duties will be designated and assigned by the supervisor. Work time will be approved by the supervisor.

In consideration for the services under this contract, the District agrees to pay the amount of **\$12.74** per hour, payable on the 20th day of each month for a period of twelve consecutive months, the first payment to be made on September 20th. The estimated annual pay is **\$15,192.90**. The monthly payment amount will be adjusted for additional time worked and reduced for hours not worked due to unexcused absence or other unpaid leave. If service under this contract is less than the number of hours assigned, final settlement under this contract shall be made so that the total amount paid by the District for work performed under this contract shall be an amount equal to the product of the number of hours' service multiplied by the amount considered as pay for one hour of service.

Other than hourly compensation, the Employee shall not receive employment benefits except as provided in Board Policy or as additionally outlined below:

- 1) Employee shall work **7.5** hours per day.
- 2) Employee shall work 168 student attendance days, one (1) professional development days, and be paid for four holidays (Labor Day, Thanksgiving, Christmas, New Year's Day.)
- 3) If applicable, \$.50 per hour additional pay for acquiring the Paraeducator Certificate or Associate's Degree or higher is included in the annual pay identified above.
- 4) This contract is subject to immediate amendment or adjustment based upon the needs of the District.

Where applicable, or where required by the District, evidence shall be provided to the District that a certificate as required by law has been registered as required by law before accepting payment of any part of the consideration under this contract. Such other records or qualifications as may be required shall be likewise submitted.

The Employee agrees to conform to all rules and policies as established by the Board or its authorized representatives. The Employee shall be subject to background checks as required by law and District policy.

This contract may be terminated by either party for any reason and without cause, by giving thirty (30) days written notice; provided, however, this provision shall not in any way affect the right of the District, if it so elects, to terminate this contract immediately for cause.

THIS CONTRACT shall be without force and effect unless it is in the hands of the Board, bearing the signature of the Employee, on or before the 24th day of October, 2020.

Dated _____, 2020

Employee

Dated: October 12, 2020

President, Board of Directors
Harlan Community School District

CONTRACT OF EMPLOYMENT

This contract is entered into by and between **RANSOM, TROY** the employee, and the Board of Directors, hereinafter called the "District" of Harlan Community School District located at Harlan, County of Shelby, State of Iowa.

The employee agrees to serve as **CUSTODIAN** in the School District for the 2020-2021 school year.

In consideration for the services under this contract, the District agrees to pay the amount of **\$10,733.80** per year (\$1,341.73 per month) payable on or about the 20th day of each calendar month for a period of 8 consecutive months, the first payment to be made on or about the 20th day of November, 2020.

If service under this contract is less than the number of hours assigned, final settlement under this contract shall be made so that the total amount paid by the District for work performed under this contract shall be an amount equal to the product of the number of hours' service multiplied by the amount considered as pay for one hour of service.

This contract may be terminated by either party by giving thirty days written notice, however, this provision shall not in any way affect the right of the District, if it so elects, to terminate this contract immediately for proper cause.

- Other Specifications:
- 1) Employee shall work 4/20 hours per day/week
 - 2) Employee shall receive \$0.00 per month longevity (included in above stated amount for the full year)
 - 3) Employee pay shall be at the rate of \$13.75 per hour (\$0.00 per hour overtime). Night differential, if applicable, shall be an additional \$.60 per regular hour.
 - 4) Employee shall be paid 7 days holiday pay – New Year's Day, Good Friday, Memorial Day, Thanksgiving, Friday after Thanksgiving, Christmas Eve if it falls on a weekday, and Christmas.
In addition, employee shall receive one day as a "floating holiday" during the Christmas break.
 - 5) General work hours shall be determined by your supervisor.
 - 6) Modified summer schedule at discretion of the supervisor provided that buildings are adequately covered Monday - Friday.

This contract shall be without force and effect unless it is in the hands of the Secretary of the District bearing the signature of the employee on or before the 19th day of October, 2020.

IN TESTIMONY WHEREOF, we have hereunto subscribed our names on dates as hereinafter stated.

Dated _____, 2020

Employee

Dated: October 12, 2020

BY: _____
Board President

Allowable Growth for LEP Allowable Costs

The request for allowable growth for LEP allowable cost enables us to recoup the excess costs over revenues of our LEP program. We receive weighted funding each year but rarely does this cover the costs of the program (much like Special Ed but on a much smaller scale) so this allows us to recover the authority for these excess costs. The amount is determined after the CAR has been filed each year. The amount can vary somewhat depending on our LEP costs and students served for various years.

Lau Plan

The only Lau Plan change was on page 13. We added a math resource for our ELL students through Imagine learning software.

We currently have 36 students that we are serving.

We are doing LAC team meetings virtually this year.

Teacher, Ana Gil, is doing an awesome job communicating with parents, students, and teachers about accommodations.

Service Plan with Control Services

The Harlan Community School has two preventative maintenance agreements with Control Services. One is for the elementary and the other for the high school/middle school. The one up for approval today is the high school/middle school agreement. It is an agreement that has to be approved annually. The agreement provides for inspection, assessment, verification, and testing of the system software, system devices, and the building management systems network infrastructure. It also provides some limited software upgrades, discounts on some parts and labor, and priority on after-hours response. The agreement provides for 60 hours annually for owner directed service work in addition to the preventative work listed above. Without the plan, we would pay the standard rate for the items included above.

The cost for the agreement starting December 15, 2020 is \$11,783.00. Last year's agreement cost was \$11,320. Tom Stessman has shared that he believes that we get good value from having these service agreements and he would recommend their continuation.

*Lau Plan for
Harlan Community
School District*

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

2020-21

Required Lau Leadership Team Members:

Lynn Johnson - Superintendent
Scott Frohlich - Administrator / ESL Coordinator
Teresa Schnack - Content Teacher (ESL endorsement)
Ana Gil – ESL Instructor (K-12)
Bill Mueller – Equity Coordinator

Suggested Additional Lau Leadership Team Members

Jennifer Svendsen & Holly Borkowski-Guidance Counselors, Tanya Bruck (HS Instructional Coach), Julie Monson-Content Teacher, Paula Kjergaard-Instructional Coach (Elementary), and Molly Bruns-Reading Specialists

Harlan Community School District

Mission Statement

The Harlan Community School District will prepare life- long learners and productive citizens.

District policy directly addressing EL issues

It is the policy of the Harlan Community School District to provide equal educational and employment opportunities and not to illegally discriminate on the basis of gender, race, national origin, creed, age, or disability in its educational programs, activities or its employment and personnel policies.

(I.A. & B.) The Harlan Community School District shall provide program activities (Sheltered English Instruction strategies) to teach academic content and language based on their LEP needs and shall provide instructional resources which will reflect the racial and cultural diversity present in the United States and the variety of careers, roles, and lifestyles open to both men and women in our society.

(I.C.) One of the objectives of the programs, curriculum, services and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of gender, race, ethnicity, religion, age, and disability. The curriculum, programs and services shall foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

District policy concerning non-discrimination

The school district does not discriminate in its educational activities on the basis of sex, race, religion, color, national origin, marital status or disability. Students are educated in programs which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society.

(I.C.) The Goals of Multicultural Gender-Fair Education

1. To Help Student to Develop Positive and Realistic Self Concepts Regardless of their Gender, Race, National Origin, or Disability
2. To assist students to understand that both men and women, diverse racial/Cultural Groups and Persons with Disabilities have made valuable contributions to the Heritage of the United States and this rich diversity enriches and strengthens our country.
3. To assist Students to Understand that all Persons are Members of the Human Race and that they have Common Needs Feelings and Problems.
4. To assist Students to Develop Positive interpersonal and Inter-Group Communications Techniques as well as the Motivation to Play and Active Role in the Solution of Societal Problems and Conflicts.
5. To Provide a Warm, Supportive and Inclusive Learning Environment for all Students so that they can achieve Their Maximum Potential.

REGISTRATION and IDENTIFICATION

Every attempt is made to identify potential English Learners (EL's) in the Harlan Community School District. The District has established a uniform procedure to be followed in order to identify students of diverse languages who may need to be assessed in order to determine if they are in need of the services from the alternative language programs available in the district.

All building office personnel responsible for registering students are familiar with the procedure. This procedure will be followed at the beginning of every school year as well as throughout the year as new students register in the district. All students will register in their home school.

(II.A.1.) When a student registers, parents will complete...

1. Home Language Survey Form IA (Using TransACT document) Harlan Community School District Home Language Survey
2. Program Waiver Form (upon parent request)
3. Other forms deemed necessary by District

The District assists parents who do not speak English at registration by

1. Providing interpreters/translators (on site or Language Line services)
2. Using iPad app
3. Providing Translators provided by the local AEA and/or local native-speaking resource personnel
4. Providing translated documents -TransACT- school secretaries, school nurses and classroom teachers.

(II.A.2.) When a parent indicates a language other than English on the Home Language Survey Form A, the building secretary will mark "yes" on the Home Language section in PowerSchool, will click on the indicated home language under ELL on PowerSchool. A copy of the Home Language survey will be given to the ESL teacher (Ana Gil grades K-12) designated to assess those students for alternative language services.

(II.A.3.) The Home Language Survey will be stored in the students' cumulative files. If the ESL teachers check out the students' LPF, they will insert a card stating that they have the LPF.

(II.B.1.) Students will take the ELPA21 Dynamic Screener for initial placement into the LIEP program. The students will be screened within the first 30 days of school or within two weeks if student moves in later in the school year. Notification of English Language Development Program Placement will be sent to parents (TransACT) notifying them of their child's eligibility for services (either initial or continued ESL services).

ELPA21 Dynamic Screener training

(II.B.2.) ESL teacher will be certified to administer the ELPA21 Dynamic Screener using online P.D. available through AEA and will keep their certification current.

(II.B.3.) ELPA21 Dynamic Screener certification will be stored in their personal files.

(II.B.4.) The summary of results of the ELPA21 Dynamic Screener will be placed in the cumulative file.

(IIC.1.) The Language Assessment Committee (LAC)

The LAC is a group established within the school district whose responsibility is to oversee the alternative language services offered to language minority students. LAC is comprised of 3-4 members who have knowledge about second language acquisition and ESL issues. The ESL teacher is a member of this committee in his/her assigned building. This committee meets as needed throughout the school year. Specific duties are:

- Review proficiency testing, any documents and information about newly identified language minority students for appropriate placement in the ESL program and EL teacher will issue parent notifications within 30 days of new student registration which will be stored in the purple file.
- Create the Language Progress File (LPF).
- **(II.C.3.a.&b.)** EL students will be instructed by highly qualified teachers. ESL teachers will collaborate quarterly with content/classroom teachers ensuring both language and academic needs are being supported in the classroom. In addition, the ESL teachers will directly work with all non-proficient EL (unless their parents have signed a waiver refusing services).
- Review any temporary ESL/language services placement for final determination.
- Review annual proficiency testing to make recommendations for placement for the next school year.
- ESL Instructor:
 - Review referrals for program exit and share with LAC team
 - Review the transition status of students after program exit.
 - Receive initial referrals from classroom teachers regarding academic classroom concerns of ELs and recommend pre-referral strategies.
 - Review and recommend referral to adjunct services. (Title 1, TAG, S.T.A.T., etc.)
- **(II.C.4.)** Ensure student placement in general education setting age appropriate (within two years of actual age).

Upon receiving the proficiency testing, the LAC will meet and ensure PowerSchool has been updated, confirm the ESL status as recommended by the ESL Director, Classroom Teacher and Title I Teacher, and confirm parent notification has been sent.

(II.C.1. & 2.) Other documentation besides proficiency testing results that the LAC can use to help determine appropriate language services include:

- Student interview
- Student academic history
- Student portfolios
- Student Information Questionnaire(s)
- Family background
- Parent input

- Classroom teacher input
- ESL teacher input
- Achievement testing
- Recent English proficiency testing from a previous school district only if complete (reading, writing, speaking and listening)
 - **Primary Assessment scores**-FAST data is shared throughout the year through collaboration.
 - **Intermediate Assessment scores**-FAST and BRI data is shared throughout the year through collaboration.
 - **Middle School scores**-STAR Reader and BRI's are shared throughout the year through collaboration.
 - **High School scores**-Iowa Assessments, Gates (translated)

The district has adopted the following guidelines for ESL placement in Grades K-12 using the ELPA21 Dynamic Screener:

- If a student receives a designation of NEP (Non English Proficient) or LEP, that student is eligible to receive ESL services.

(II.C.3.a.) ESL teacher collaborate with classroom /content area teachers to help with strategies that are most effective in teaching the EL using both Language standards and content area/academic standards.

(II.C.3.b.) Students will be placed in co-taught classrooms, if available, and if decided as best placement for the EL according to their individual EL needs. ALEKS and other programs will be used as well. ESL teacher will help in the decision making as to which classes are appropriate based on the EL LEP level.

(II.D. 1-4) Parental Notification of Eligibility

Parents will be notified of eligibility within a week of LIEP screener (ELPA21 Dynamic Screener) or within two weeks of receiving the ELPA21 results for continued placement (using TransACT document). The students will be screened within the first 30 days of school or within two weeks if student moves in later in the school year. Notification of English Language Development Program Placement – version A will be sent to parents (TransACT) notifying them of their child's eligibility for services (either initial or continued ESL services). Signed forms are placed in student's cumulative file.

Language Progress File (LPF)

This is an essential tool for keeping track of all the various components of the district's plan and a means of tracking a student's progress. In each school building the LPF is found in the student's cumulative file. The ESL teacher may check the LPF out and will attach/insert a card indicating that they have the LPF. The LPF will contain the following:

- All original testing forms
- Home language survey

- LAC Recommendation Form(s)
- **(II.D.)** Parent Notification of Eligibility forms are located on TransACT
- **(II.E.)** Signed Parent waiver form, if necessary. Documentation of the meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes.
 - Description of a process for ensuring English language development and academic progress along with appropriate accommodations, ESL teacher will consult with classroom teacher.
 - Review annually with parent signature obtained each year.
- Student Information Questionnaire(s)
- Copy of the Parent Notification Form
- Exit Form
- Monitor Forms
- Dated writing samples
- Other district forms deemed necessary

The LPF has a checklist form on the front and back of the file that is completed as information is put into the file.

When a student leaves the district the LPF becomes an “inactive file” and is sent to the designated place to be stored. If the same student returns to the district, it becomes an “active file” again and sent to the appropriate building where the student is attending school to be updated and maintained by the LAC. NOTE: When another school district requests student records, copies of the front and back of the LPF are included as part of that student’s records. However, all original testing and forms completed at Harlan Community School District remain in the file and only copies are released to the out-of-district school.

(IIIA.) English Learner (EL) Goals

- ELs will master English in speaking, listening, reading, and writing.
- ELs will master grade level appropriate skills.
- ELs will be provided an environment for learning.
- ELs will have equal opportunity to access the mainstream curriculum.
- ELs will be taught by highly qualified classroom instructors.

Parents of EL will have timely and informative communication, translated into the language indicated on Home Language Survey, by district secretaries regarding: classroom teachers, services, administration or program director and all other information sent to Non-EL students.

(III.B.1.) Description of LIEP programs

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

(III.B.2) ESL teachers will provide direct instruction to EL as follows:

Middle School and High School

- Emerging EL (students who attain a profile of either Level 1 or 2 on each of the four domains according to ELPA21 or who receive a Level 1 according to ELPA21 Dynamic Screener, whichever is more current) will receive 1 period of language instruction / support each day.
- Progressing EL (students who attain a profile level in which they score above a level 2 in at least one of the four domains or who receive a Level 2 on the ELPA21 Dynamic Screener, whichever test is more current) services for 30 minutes a day 2-3 times per week or as needed based on student's needs.

Primary and Intermediate Elementary School

- Emerging EL (students who attain a profile of either Level 1 or 2 on each of the four domains according to ELPA21 or who receive a Level 1 according to ELPA21 Dynamic Screener, whichever is more current) will receive daily ESL services provided by the ESL teacher.
- Progressing EL (students who attain a profile level in which they score above a level 2 in at least one of the four domains or who receive a Level 2 on the ELPA21 Dynamic Screener whichever test is more current) will receive EL services from 1 to 5 days a week, depending on the need of the student. Classroom teachers and ESL teachers will collaborate to determine amount of days per week is appropriate for each individual student.

(III.B.3.) All identified EL students will receive direct LIEP instruction (unless parents have waived services).

Materials/Equipment,

Bilingual materials, technology, textbooks and accompanying materials, library materials, adequate classroom facilities, and 1-1 computers/applications.

(III.C.) Annual Parental Notification of Continuing Placement

1. ESL teachers will notify parents of continuing placement and programming options within 30 days of the beginning of the school year (using TransACT)
2. Signed notification forms will be placed in student's cumulative file.

(III.D.) Procedure for communicating with parents who have waived LIEP services

1. Parents will receive a notification of services available each year (even if they have previously waived services) that must be returned and signed.

2. The signed waiver will be placed in the student's cumulative folder.

(III.E.1.) Qualified Staffing

All ESL Teachers (Ana Gil, and Teresa Schnack) employed by Harlan Community Schools have valid Iowa Teaching licenses and ESL endorsements recognized by the State of Iowa or are actively seeking such an endorsement. The District allows a two-year time limit to complete an ESL endorsement program. During that time the district provides additional support for the teacher-in-training through contact with the EL Consultants Green Hills AEA.

(III.E.2.) All Content Area teachers must be endorsed in the content area in which instruction is being taught.

(III.F.1 & 2) Scott Frohlich, ESL Coordinator, is in charge of overseeing LIEP

- All teaching staff and administrators receive in-service that addresses EL issues on an ongoing basis.
- Newly hired staff receives information about EL alternative language programs in the District during district orientation.
- Staff receives information about conferences, workshops, academies, training sessions, and specialized classes that address EL issues.
- ESL Teachers are evaluated by administrators knowledgeable about ESL skills and methodology.
- An informal observation form, *Checklist of EL Instructional Skills*, is available for administrators to use.
- If paraprofessionals are employed in an alternative English Language program, they will meet NCLB requirements and are assigned to a certificated staff member.
- Paraprofessionals are evaluated annually if they are employed in an alternative English Language program.

(III.G.) The ESL teachers will collaborate monthly with the classroom/content teachers to ensure all EL have meaningful access to both Iowa Core and ELP standards. Ongoing professional development for all teachers who have EL in their classes/classrooms will provide all teachers with strategies and information that best supports the EL language and academic needs.

Curriculum and Supplemental Resources for LIEP

(III.H.1.) Specify curriculum for LIEP:

Supplemental Resources include Welcome Newcomers (Middle/High School), iPad apps, Rosetta Stone, Imagine Learning Literacy and Imagine Math (provided by AEA) are provided to ELs. These focuses on ELs need and are accessible in the ELL Native Languages. In addition to these, some Spanish copies of novels taught in Language Arts classes have been purchased for the High School newcomers.

(III.H.2.) Describe LIEP curriculum and supplemental review process

LIEP's are reviewed every 6 weeks (Elementary) and every semester (Secondary) by the classroom teacher and ESL teacher. The LIEP curriculum is the Iowa Core, which classroom teachers use research base strategies to deliver the instruction.

(III.H.3.) Consider the needs of ELs with core textbook/curriculum adoption reviews

During the curriculum review process, the curriculum committee is made up of classroom teachers, special teachers (reading or math), ESL teacher, instructional coach and administration.

Co-curricular Programs:

Talented and Gifted

(IV.A.) The Language Assessment Committee (LAC) located in the school district is the starting place for recommending referral to the Talented and Gifted (TAG) program. The LAC follows these steps:

1. Teacher completes Referral Form
2. LAC meets to discuss and make recommendations. Teacher and parents are invited. An interpreter is provided, or Google translate app is used, or the Language Line is used.
3. LAC makes a recommendation. If the recommendation is to refer the EL to TAG, then an EL Recommendation Form is completed.
4. The LAC may choose to do a follow-up meeting to ensure the recommendation was carried out.
5. The EL teacher is part of this team and would consult with the TAG teacher ensuring the language needs are supported within the program.

(IV.C.) ***The format used for TAG is to be followed for all other co-curricular programs (At-Risk, Technical education programs, etc.) All EL students may be identified and placed in special programming using the same processes as non-EL students with their cultural and language background taken into consideration.

Special Education

(IV.B.) The Language Assessment Committee (LAC) located in every school is the starting place for determining if an EL should be referred to Special Education. The LAC is the early intervention arm of this process. The LAC follows these steps:

1. Teacher completes EL Referral Forms.
2. LAC meets to discuss concerns and make recommendations. Teachers and parents are invited. An interpreter is provided or the Language Line is used. An EL Instructional Strategy Form is completed and a date is set for follow-up meeting. The interim before follow-up meeting is 6-8 weeks in length.
3. LAC meets in follow-up and makes recommendations.

STEP 1

The Referral Form allows the teacher to specifically outline the kinds of classroom concerns he/she has. It also aids the LAC committee to understand the nature of the concerns for that individual student.

STEP 2

The purpose of the pre-referral process is to determine if the student's difficulties stem from English language learning issues. Therefore, it is important to implement instructional strategies first before recommending Special Education referral. The LAC will complete an English Language Instruction Education Plan/Success Plan in collaboration with the classroom teacher/parents. There are many options for the LAC to choose from on that Form. If there are strategies that need to be implemented, they are documented (EL Instructional Form) and given 6 to 8 weeks in order to determine success or failure. The LAC sets the follow-up meeting date for 6-8 weeks later. Again, classroom teacher/parent are invited to come.

STEP 3

At the follow-up meeting, the results of the previous weeks' strategies are discussed. The LAC has many options at their disposal. If strategies are being successful, current intervention is continued. If the strategies are not successful, the LAC can recommend different strategies, or can call on additional support help such as GHAEA for assistance. (Joe Woracek) Whatever early intervention is used, the LAC documents it and gives it from 6-8 weeks to succeed or fail. This step can be repeated. The LAC may also recommend that the student needs referral to Special Education. When that happens, the LAC completes the LAC Recommendation Form and provides all the information it has for the referral process. At this time, it is important that parents understand what Special Education is and what to expect during the referral process.

When the LAC recommends a referral to Special Education, the normal referral process is followed:

(IV.B.) An ESL teacher attends the Student Teacher Assistance Team (S.T.A.T.) meetings to give input about EL issues. The S.T.A.T. team requires data from:

- Native Language Proficiency testing, if available
- A Parent Questionnaire
- LPF (Language Progress File)
- Evaluative Instruments differentiating BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency)
- Socio-cultural Information

The LAC/ESL teacher assists the S.T.A.T. to gather this information. As of this writing the State of Iowa is still studying different evaluative instruments which are appropriate for English language learners to be used during the referral process. When that recommendation is made, the district will adopt those instruments.

(IV.B.2.) If the EL qualifies for Special Education services, the IEP includes the level of ESL services the student receives and the amount of time in the program. The EL qualifying for special education continues to receive direct ESL instruction to support language needs.

(IV.B.3.) An ESL teacher will attend EL STAT meetings and IEP meetings.

(IV.D) Extracurricular Programs

ESL teachers and classroom teachers actively encourage EL students to participate in a variety of curricular and extracurricular activities, since such participation encourages informal practice of English skills. ESL teachers will work with ELs and their parents in the language they most easily understand to determine their interests and give them the names of advisors for activities, clubs, or athletic groups they are interested in.

(V.A.) Professional Development

“Professional development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards In accordance with the new definitions in rule 281-60.2(280) in Chapter 60, all staff responsible for the LIEP services or supporting such services must be trained (e.g. paraprofessionals, instructional coaches).” Memo from Dave Tilly Oct. 2015; [This was taken directly from LAU plan checklist created by Iowa Department of Education.]

District and Building Administrators, LIEP staff, Content/Classroom teachers, Preschool teachers, new teachers, Paraprofessionals, Building/District Support Staff (Instructional Coach, Counselor, Curriculum Coordinator) will complete the online training option A or B. Staff will print completion certificate that will be stored in personnel file.

1. Option A: View the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion.

2. Option B use the modules flexibly as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district and take associated quiz to document completion and content attainment.

Language Progress File (LPF)

This is an essential tool for keeping track of all the various components of the district's plan and a means of tracking a student's progress. In each school building the LPF is found in the student's cumulative file. The ESL teacher may check the LPF out and will attach/insert a card indicating that they have the LPF. The LPF will contain the following:

- All original testing forms
- Home language survey
- LAC Recommendation Form(s)
- **(II.D.)** Parent Notification of Eligibility forms are located on TransACT
- **(II.E.)** Signed Parent waiver form, if necessary. Documentation of the meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes.
 - ESL teacher will collaborate with content/classroom teachers to ensure that the EL are receiving English language and academic support as well as appropriate accommodations. These may be marked on the students' success plans.
 - Review annually with parent signature obtained each year.
- Student Information Questionnaire(s)
- Copy of the Parent Notification Form
- Exit Form
- Monitor Forms
- Dated writing samples
- Other district forms deemed necessary

The LPF has a checklist form on the front and back of the file that is completed as information is put into the file.

When a student leaves the district the LPF becomes an "inactive file" and is sent to the designated place to be stored. If the same student returns to the district, it becomes an "active file" again and sent to the appropriate building where the student is attending school to be updated and maintained by the LAC. NOTE: When another school district requests student records, copies of the front and back of the LPF are included as part of that student's records. However, all original testing and forms completed at Harlan Community School District remain in the file and only copies are released to the out-of-district school.

Program

In order to best serve the needs of English Learners, the District takes many factors into consideration in order to deliver language services to all EL's. While services in the district may vary in appearance due to those factors, the program is designed to meet the individual needs of all EL's through appropriate instruction delivered by quality teachers. Teachers delivering instruction will be responsible for Iowa Core and ELP standards to ensure content is comprehensible. EL teachers are going through the ELP modules training. EL teachers collaborate monthly with content teachers. The district's goal is for all students to be proficient on their literacy assessment over a three-year period. All LIEP's (Language Instruction Educational Programs) in the district are content based rather than a traditional ESL program model. The District offers two state-approved LIEP models: Sheltered Instruction and English as a Second Language. While providing individual academic instruction as needed, the district also utilizes mentoring, and push-in. The ESL administrator in charge of the LIEP is Scott Frohlich. (Please see APPENDIX A for an overview explanation of basic program models)

Supplemental Resources:

- Imagine Learning Literacy and Imagine Math
- Rosetta Stone
- iPad Apps

An EL representative will be included in curriculum decisions.

Annual English Language Proficiency Assessment and Administration **(ELPA21)**

- (VI.A.) Annual training to staff assigned to administer ELPA21-
 - The district will have the EL teacher trained to administer the ELPA21. Certificates of completion of training will be on file in the teacher's personnel file.
- (VI.B.) Dissemination of scores to stakeholders-
 - ELPA21 assessment scores will be shared with parents so that they are aware of the language growth of their child. Assessment data is also shared with pertinent staff such as classroom teachers, administrators, resource personnel, etc.
- (VI.C.) Appropriate training to interpret results for staff-
 - Training dealing with analyzing assessment results will be provided by the Iowa Department of Education. The LIEP teachers, administrators, and staff directly serving the ELs will be trained in interpreting ELPA21 scores.
- (VI.D.) Utilization of assessment results to guide instruction and programming-
 - The LIEP staff analyzes the data to make appropriate instructional support and program decisions. The data will help LIEP instruction, as well as core instruction. Data analysis will be utilized to assist in determining services for ELs and future programming needs.

(VII.A.) LIEP Exit Criteria and Procedures

The district recognizes the goal to provide alternative language services for every EL until a fluent level of proficiency is attained at which time an EL student is ready to transition to the core curriculum at a level of his English speaking peers. It becomes a critical issue to determine the point at which that transition should occur. Also of importance is to provide the student with follow-up support to ensure a successful transition. With that in mind, the District has established the following exit and monitor procedures.

(VII.B.) The responsibility for implementation of exit procedures is the task of the Language Assessment Committee (LAC). The LAC informs the parent(s), classroom teacher, and other appropriate personnel that an *exit review* is taking place and invites them to attend. The LAC follows these steps...

- LAC meets to review EL student's file and collect exit data. The data collected for review includes:
- Current English proficiency testing (EL are considered Proficient according to ELPA21 if they score a 4 or 5 on all 4 domains Reading, Writing, Listening, Speaking).
- Current standardized Achievement Test scores (reading and math)
- Current reading assessment or reading level
- Recent writing samples
- Current report card

The District guidelines for being considered for Exiting EL services includes...

- A student must achieve Proficiency (P) level in each category of speaking, reading, listening, and writing proficiency on a recent English proficiency test. This is the only exit requirement starting in spring of 2019. If a student is recommended for *exit* before reaching a fluent level in all four categories, the reasons must be written on the Exit Form.

Input from teachers and parents include...

- Classroom academic performance
- Social success
- Homework/study skills
- Data is reviewed.
- Input from staff and parent(s) is presented.
- Recommendation is made.
- Exit Form is completed and signed by all present.
- Copies of the Exit Form are given to the parent(s), ESL teacher, and principal, and a copy is put in the LPF. NOTE: Exit information is marked on the front of the LPF.
- The Monitor follow-up procedure is explained to parents. If the parent(s) are not at the meeting, two copies of the signed form and with an explanation of the

- Follow-up procedure is sent home; one for the parents to keep and one to be signed and returned by parents for the LPF.

(VIII.) Monitor

The responsibility to monitor the transition of EL's into the mainstream classroom full-time is the task of the Language Acquisition Committee (LAC). The LAC initiates the process when they recommend that an EL exits the ESL/alternative language services. The process includes these steps...

- The LAC prepares four Monitor Forms.
- A Monitor Form is issued to the classroom teacher at the end of each academic year school semester for two consecutive years. NOTE: the classroom teacher at the elementary level receives the form and the Core team or the language arts and/or math teachers at the secondary level receive the form. This form is completed and returned to the LAC within a week.
- The LAC reviews the form.
- A recommendation is made to continue monitoring and/or give support. NOTE: The LAC can decide to extend the monitoring period to more than two years. The reason for the extension should be noted on the form.
- Ana Gil is responsible for monitoring students at their assigned buildings.
- Signed parent notification form will be placed in student's cumulative file.

or

- If support help is recommended, copies of the Monitor Form/ Academic Progress forms (provided by TransACT: Appendix J) are given to the ESL teacher and/or appropriate staff member(s). That person will be responsible for assuring that ESL/alternative language services follow-up support is given. NOTE: If the ESL program becomes the follow-up support, the LAC may recommend a longer period of monitoring. The reason for the extension should be noted on the form. The LAC continues to monitor progress for the two-year period.
- All Monitor Forms are placed in the LPF. NOTE: Monitor information is marked on the front of the LPF.
- If the student has a successful four semesters of monitoring, the LPF is sent to the *inactive* file center.
- Signed parent notification form will be placed in student's cumulative file.

Program Design

The district can identify...

- An up-to-date Lau Plan is in place
- Student completion rates
- Student discipline referrals
- Student extra-curricular participation rate

- Student participation in Special Education, Talented and Gifted, Title I,
- Migrant students
- Achievement Scores, authentic assessments
- Student performance after program exit
- Curriculum aligned with state/local/ELP standards
- Curriculum aligned with authentic assessments
- LACs
- Collaboration between ESL and content teachers
- A list of interpreters/translators
- Use of the TransACT Library and the Language Line

ESL Program Implementation

The district can collect...

- Socio economic data
- Language proficiency levels
- Record keeping of formal and informal assessment results
- Learning progress reports after program exit (Monitor forms)
- Fluency in native language?
- LAC referrals of EL students to special services
- Title III Assurances will meet standards

All the above information is obtained from the data collection system used by the district (Powerschool), from the Language Progress File (LPF) maintained for every EL student, or other sources that exist in the district.

All EL's not exited participate in re-evaluations of their English language proficiency every spring in order for progress to be measured. The English Language Proficiency Assessment for the 21st century (ELPA21) test is used.

All EL's, except for approved exceptions by the state, are included in the district's academic content assessments in reading and mathematics and beginning in 2007-2008 will be included in science testing.

(IX) LIEP Evaluation

1. Scott Frohlich, ESL Coordinator is responsible for facilitating the team-based process for LIEP evaluation.
2. ESL Coordinator, Scott Frohlich, and ESL teacher, Ana Gil, collaborate once a week to discuss the LIEP program and processes. Reviewing district data (ELPA21 Dynamic Screener, ELPA21, Progress Monitoring, etc.).
3. Evaluates the impact on future programming and services for EL.
 - a. Professional development needs
 - b. Adjustment of the LIEP
 - c. Staffing

- d. Teacher scheduling
 - e. Curricular needs
 - f. Meeting the needs of individual EL and/or subgroups
4. Title III assurances.

The Harlan Community School District uses four components to continuously evaluate the success of its ESL program. Those components are:

- Qualified staff-ESL endorsement (281-60.3(2))
- Professional development
- Program design
- Program implementation