English Learner Framework

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Researched and Created 2017-18

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Introduction

Spring Lake Park Schools is a world class learning community that is aligned around fostering personalized experiences so that each student feels valued, inspired, and has a sense of belonging. Our students identified as English Learners (ELs) enter our district with a wide range of experiences that are valuable resources to our district and classrooms.

Spring Lake Park Schools' demographics have been changing over the last twenty years. Today there are 64 languages spoken by our students and their families. Twenty-one percent of our families have identified that they speak a language other than English, with 10% qualifying as English Learners. With these changes come the necessity to meet each student's linguistic, academic, and cultural needs.

Students identified as English Learners (ELs) may be referred to as Limited English Proficient (LEP) or English as a Second Language (ESL) in other state or federal documents and statutes. Spring Lake Park Schools will refer to students who qualify for services as ELs or emergent multilinguals.

Our EL Framework reflects best practices from a wealth of sources to provide a structured, yet flexible approach to address the diversity and specific needs of students identified as ELs. It consists of a coherent set of professional practices that are implemented across subject areas, courses, and grade levels. This framework provides common language about practices and strategies proven to be effective with students identified as ELs, as well as meets the requirements of the Language Instruction Educational Program (LIEP), as required by Minnesota Department of Education (MDE). More important than the "program" is the quality of instructional services provided for each student as a result of implementing the strategies.

It is important to recognize that language is learned in all classrooms and content areas and is naturally embedded in authentic and natural contexts. It is important that each adult has a commitment to shared responsibility for students identified as ELs, in addition to a commitment to a culture of learning and collaboration.

The critical elements created by the Minnesota Department of Education provide a framework to meet the unique needs of students identified as ELs. Each student will attain language proficiency, academic, life, and career skills resulting in college readiness so that each student has aspirations for success.

OUR STRATEGIC PLAN FOR THE FUTURE

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Our District Values

These values describe how we will work with our learners and each other:

Accountability
- To fulfill one's roles and responsibilities and be responsive to the results.

Courage
- Doing and saying the right thing at the right time in the right way despite challenge, adversity, or conflicting self interests.

Excellence
- A relentless and intentional effort in continuous improvement.

Innovation
- Purposeful, courageous, continuous improvement through research and action.

Integrity
- Always aligning our actions with our values and beliefs.

Learning
- Continuous, meaningful, and challenging effort that results in student success.

Respect
- Listen to, accept, and value each individual in the school district and community.

Shared Responsibility
- Working together interdependently and collaboratively, learning from one another, entrusting one's self interest to another, and taking ownership for our individual and collective actions and decisions.

The Spring Lake Park Schools' Strategic Plan for the Future is the roadmap that we follow in our continuing - and measurable - focus on success for all students. The strategic plan is developed and approved by the school board and provides overall direction for the district's work.
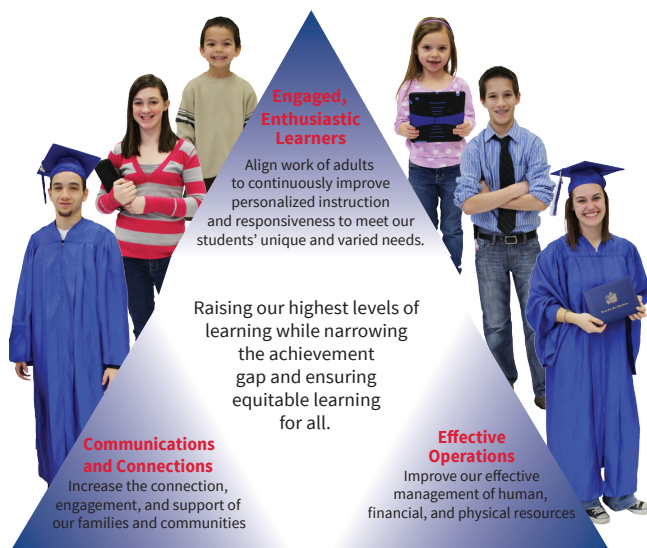
Our District Purpose
High expectations. High achievement for all. No excuses.

Our Vision for the Future
Spring Lake Park Schools will be a world-class learning community aligned around…
- Fostering personalized experiences so that each student feels valued, inspired, and has a sense of belonging,
- Resulting in college readiness, and the development of academic, life, and career skills so that each student has aspirations for success.

Engaged, Enthusiastic Learners
Align work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied needs.

Raising our highest levels of learning while narrowing the achievement gap and ensuring equitable learning for all.

Communications and Connections
Increase the connection, engagement, and support of our families and communities

Effective Operations
Improve our effective management of human, financial, and physical resources

Our Strategic Anchors
We will move towards our vision through a focus on continuous improvement, identifying annual and multi-year projects and initiatives within three Strategic Anchors. Each of these efforts are centered around raising our highest levels of learning while narrowing the achievement gap and ensuring equitable learning for all.

Our over-arching goals for all planning and for providing a focus in moving towards our vision
- We will achieve greater levels of coherence and alignment throughout the system.
- We will proactively position the school district for the future in all planning and decision-making.

Bilingual Education in Spring Lake Park Schools

Bilingual Education Opportunities
- Woodcrest Spanish Immersion School
- World Language Courses
- English Learner Education

Purpose of Bilingual Education Opportunities
The purpose of bilingual education opportunities in Spring Lake Park Schools is to prepare our students to succeed within a globally competitive society, to leverage and actively honor home languages and cultures, to build global awareness and competence, and to provide equitable access and experiences for each learner.

Bilingual education programming supports our vision for the future:

Spring Lake Park Schools will be a world-class learning community aligned around:
- *Fostering personalized experiences so that each student feels valued, inspired, and has a sense of belonging,*
- *Resulting in college readiness, and the development of academic, life and career skills so that each student has aspirations for success.*

Assumptions and Beliefs that Guide Our Work
- All children are language learners and are capable of learning more than one language (Lightbown & Spada, 2006).
- All teachers, regardless of content area, are language teachers and are responsible for teaching the language needed for students to access and fully engage with the course content and related classroom work (Harper & de Jong, 2004).
- Bilingual education options in Spring Lake Park support an additive model, which promotes bilingualism and biliteracy over the long term, as opposed to a subtractive model, which promotes monolingual learning in the dominant language resulting in loss or replacement of the heritage language (May, 2008; Steele et al., 2015; Valentino & Reardon, 2015).
- The linguistic abilities and cultural experiences of all students, particularly those with a first language other than English, will be regarded as assets to leverage as opposed to deficits to overcome.
- There is no "one way" to learn a language, and the process of learning an L1 cannot be equated to that of learning an L2, L3, etc. As such, we will use multiple ways to formatively and summatively assess all language learners, and we will make use of

what we learn to personalize each child's language learning experience and create options that meet individual needs (Harper and de Jong, 2004).

- Language informs identity, provides power and is an asset; the developing and/or maintaining of a child's heritage language increases his or her ability to acquire new or additional languages. A solid academic base for students in their L1 facilitates the acquisition of literacy in L2 (Cummins, 2000).
- Observational data and quantitative research within immersion education indicates a trend toward positive academic achievement for students whose L1 is either English or the target immersion language; positive academic achievement for students whose L1 is neither English nor the target immersion language has also been evidenced, and is an area for further research (Steele et al., 2015; Valentino & Reardon, 2015).
- Acquisition of more than one language benefits learners cognitively, academically, socially, and economically (NEA Research, 2007).
- We will be informed and transparent with regards to bilingual education opportunities that exist in our district, including anticipated outcomes based upon current research. We will conduct outreach and actively inform families of these options so that each can make the best possible decision for their child.
- All stakeholders in this endeavor need more information on the benefits of multilingual education; as a result, we will consistently examine student outcomes data over time to continue to examine the impact of bilingual education programming in Spring Lake Park.

The Spring Lake Park English Learner philosophy was created from a combination of The WIDA cornerstone of WIDA's standards: Guiding Principles of Language Development, evidence-based English Learner best-practices, and Spring Lake Park Schools Assumptions and Beliefs.

WIDA Language Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

	Standard	Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

WIDA Performance Level Definitions

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5- Bridging	• specialized or technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports • oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

General Overview of 7 Steps of EL Programming

According to MN Statute 124D.61, a district that enrolls one or more children of limited English proficiency must implement and educational program that includes the minimum of the following requirements:

- *Identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request.*
- *A written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to children of limited English proficiency through an educational program for children of limited English proficiency.*
- *Professional development opportunities for ESL, bilingual education, mainstream, and all staff working with English learners which are: (i) coordinated with the district's professional development activities; (ii) related to the needs of English learners; and (iii) ongoing;*
- *To the extent possible, avoid isolating English learners for a substantial part of the school day; and*
- *In predominantly nonverbal subjects, such as art, music, and physical education, permit English learners to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for English learners an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.*

In the following section we will outline our criteria for identification, entrance and exit of students in the EL program. We will also highlight documents we use to ensure communication with our families.

The identification process includes the use of the Minnesota Language Survey (MNLS) and the use of multiple measures to determine whether or not English language ability prevents the student from fully accessing the curriculum of the school. All students that enroll in Spring Lake Park Schools complete the MNLS using our online enrollment system. All of the students' enrollment information is then placed in the student's cumulative file. If the student's families are non-English speakers, some forms are available in other languages, and an interpreter can be called through the use of the Language Line to assist the family in completing the documents.

Once a student is identified as EL and placed in an EL or bilingual program, state law requires

that the parents be notified of the student's entry into the program. Parents have the right to refuse EL or bilingual service for their student. If the service is refused – and any misunderstanding regarding what the service might entail is resolved – a district must remove the student from EL or bilingual service.

All students identified as English Learners must be recorded as such in the Minnesota Automated Reporting Student System (MARSS). In addition to a student's status as an EL, data regarding the start date of EL or bilingual services and the student's home primary language are required. This information is gathered from Campus, our Student Information System, and updated by the Analytics and Assessment Support Specialist for the district.

Students who attain a level of English proficiency that no longer prevents them from fully accessing the curriculum of the school may be exited from the English Learner program. The decision to exit a student, like the decision to identify a student as an English Learner, can be based on multiple measures, such as; language proficiency, academic achievement, teacher observations, and state assessments.

Seven Steps in English Learner Programming

Step 1: Identification

Step 2: Program Entrance

Step 3: Parent Notification

Step 4: Service Model

Step 5: Annual Reporting & Progress Evaluation

Step 6: Program Exit

Step 7: Reclassification: No Longer LEP
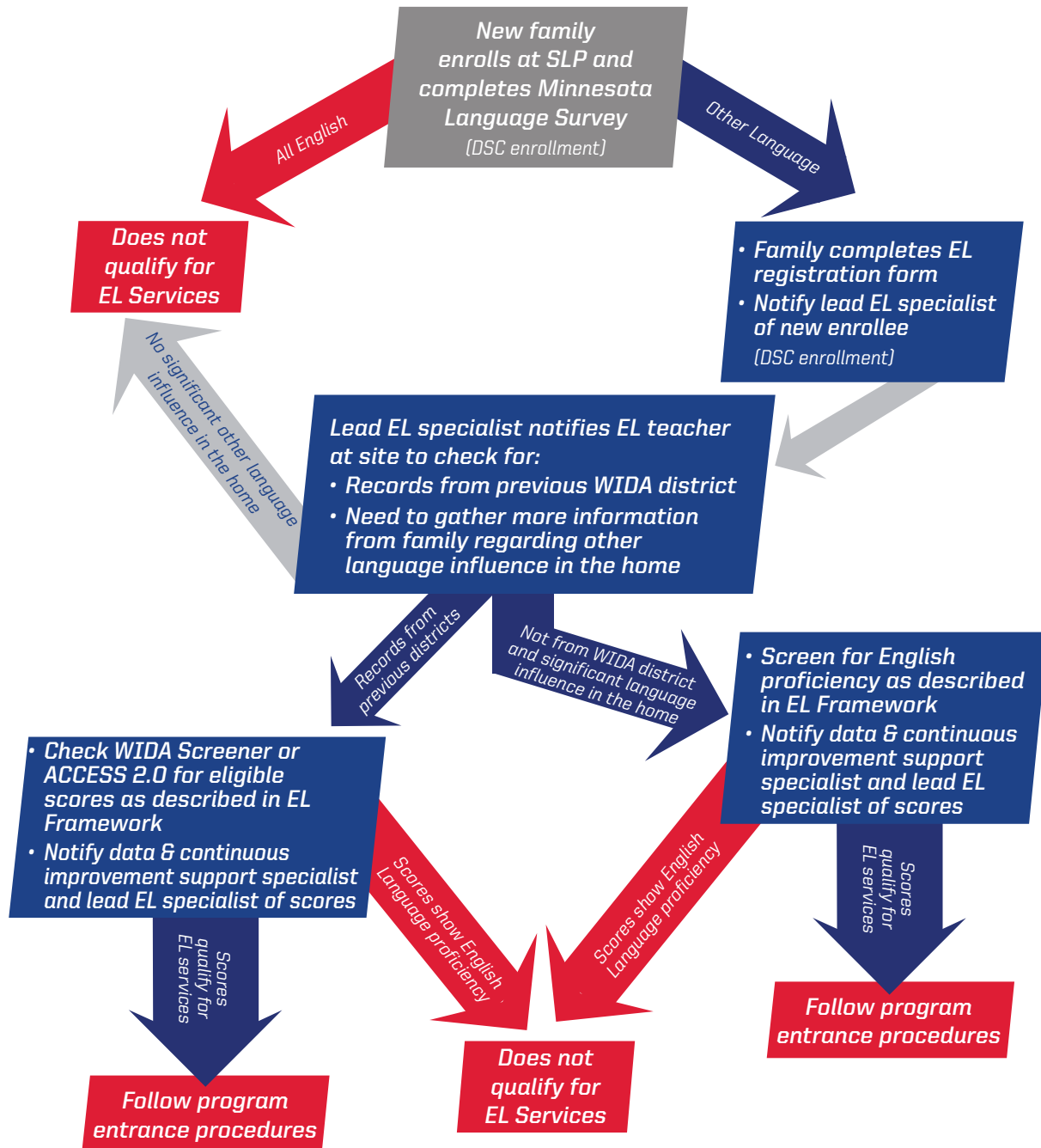
Step 1: Identification

MDE Critical Element 1 – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

1.1.   *The LEA follows Minnesota's standardized procedures for identifying ELs (including data entry procedures for classifying ELs in Minnesota Automated Reporting Student System (MARSS).*

In Spring Lake Park Schools, all parents and guardians enrolling a new student in the district must be provided the Minnesota Language Survey. Enrollment staff must not make assumptions about a student's language background based upon the student's appearance, last or first name, ethnic background, religious background and/or parent's language ability. To stay in compliance with state and federal law, all students must have a completed language survey on file.

The Minnesota Language Survey helps to identify the primary language of the student and determines if a student should be screened for English proficiency. The survey should be provided in the language of the parent so that they understand what is being asked of them. If a parent indicates that there is another language spoken in the home, an EL teacher from the enrolling school should contact the family to determine how much of an influence the language has on the student. If there is a significant influence of another language, the student should be screened for English proficiency.

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Flowchart to determine EL Services

New family enrolls at SLP and completes Minnesota Language Survey
(DSC enrollment)

All English →

Other Language →

Does not qualify for EL Services

- **Family completes EL registration form**
- **Notify lead EL specialist of new enrollee**
(DSC enrollment)

No significant other language influence in the home

Lead EL specialist notifies EL teacher at site to check for:
- **Records from previous WIDA district**
- **Need to gather more information from family regarding other language influence in the home**

Records from previous districts

Not from WIDA district and significant language influence in the home

- **Screen for English proficiency as described in EL Framework**
- **Notify data & continuous improvement support specialist and lead EL specialist of scores**

- **Check WIDA Screener or ACCESS 2.0 for eligible scores as described in EL Framework**
- **Notify data & continuous improvement support specialist and lead EL specialist of scores**

Scores qualify for EL services

Scores show English Language proficiency

Scores show English Language proficiency

Scores qualify for EL services

Follow program entrance procedures

Does not qualify for EL Services

Follow program entrance procedures

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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:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
2. My student speaks:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
3. My student understands:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
4. My student has consistent interaction in:	___ language(s) other than English. ___ English and language(s) other than English. ___ 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.

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Step 2: Program Entrance

MDE Critical Element 1 (cont.) – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

1.2   *The LEA follows Minnesota's standardized procedures for entering ELs into a LIEP and determining ongoing need (including entering program start date into MARSS).*

Students who are determined to have a primary language other than English are not automatically placed into an EL program. These students should be screened to determine if they qualify for EL service. Spring Lake Park Schools uses multiple measures to determine a student's placement including administering a screener such as the Kindergarten W-APT (K-WAPT) or WIDA Screener (Grades 1-12). Since language proficiency needs differ from kindergarten to high school, developmentally appropriate measures will vary. According to state law, the identification process should be clearly articulated, consistently applied and available to all stakeholders, including parents and teachers. More information on the Minnesota Standardized English Learner Procedures can be found at: http://bit.ly/2AGF4FJ

Spring Lake Park Schools uses the following program entrance screening methods:
- All students are given the Minnesota Language Survey when they enroll in the district.
- Students in the first half of their kindergarten year (September-December) who identified as having a primary language other than English are given the speaking and listening domains of the K-WAPT. To qualify for services, a student's score in listening and speaking must be <28.
- Students in the second half of their kindergarten year (January-June) or in the first half of their first grade year (September-December) who identified as having a primary language other than English are given all four domains of the K-WAPT. To qualify for services, a student's score could meet any of the following requirements:
  - Listening and speaking score must be <28.
  - Reading score <11
  - Writing score is <12
- Students in grades 1-12 who identified as having a primary language other than English are given the WIDA Screener. To qualify for services a student must have a composite score of <4.5 with no domain <4.0.

Kindergarten W-APT Guidelines

The K-WAPT is a placement assessment, and should not be given more than once. If a student has a K-WAPT on file from current school year, do not administer the screener.

- EL teachers must complete the K-WAPT and notify parents within the first 30 days of school or ten days from enrollment.
- The K-WAPT can be downloaded from the WIDA website at http://www.wida.us/assessment/w-apt/.
- Scores should be used to determine an initial EL level and communicated to the District Service Center to have updated program information in Campus and assessment data in the data warehouse.
- EL teachers must place the original test score into the cumulative folder.

DEPARTMENT OF EDUCATION

Using English Language Proficiency Screeners in Minnesota

Approved English Language Proficiency (ELP) Screeners

There are three approved English Language Proficiency (ELP) screeners in Minnesota: (1) the WIDA Screener (*online and paper*), (2) the Kindergarten W-APT and (3) the Kindergarten WIDA MODEL.

Timing	Kindergarten W-APT	Kindergarten MODEL	WIDA Screener (grades 1-12)	
			Online	Paper
Pre-K and 1st semester K	Combined Listening and Speaking domains, score must be greater than or equal to 28.	Composite Score greater than or equal to 5.0.

All domains greater than or equal to 4. | Do not use | |
| Second Semester Kindergarten AND First Semester Grade 1 | Combined Listening and Speaking domains, score must be greater than or equal to 28. Reading score greater than or equal to 11. Writing score greater than or equal to 12. | | | |
| Grades 1-12 | Do not use | | Composite Score of 4.5 with no domain below a 4.0. | |

WIDA Screener Guidelines

The WIDA Screener is a placement assessment, and should not be given more than once. If a student has WIDA scores on file from the previous 365 days, do not administer the screener.

- EL teachers must administer and complete the WIDA Screener within the appropriate

amount of time to allow for identification to be complete to notify parents within the first 30 days of school or ten days from enrollment

- The WIDA Screener will be completed through the DRC testing application on a district-issued iPad.
- Scoring of the speaking and writing domains should be completed through the WIDA-AMS portal.
- Scores should be used to determine an accurate EL level and communicated to the district office to have updated program information in Campus and assessment data.
- EL teachers must also place the original test score into the cumulative folder. Teacher may place a copy into a student EL folder.
- Students at a language immersion school who initially scored proficient on the Kindergarten W-APT may demonstrate English proficiency needs as they begin to receive Academic English instruction. After consultation with an EL Specialist, this may require a screening of English proficiency using the WIDA Screener based on individual need.

Figure 7 – Proficiency criteria for the WIDA Screener

WIDA Screener Grades 1-12: *Online and Paper*
The student is identified as an English Learner *if either of the statements below are true*: 1.   Overall composite is **below** 4.5. 2.   Any domain score is below 4.0.
*The score indicates that the student is **NOT** an English Learner if both criteria below are true:* 1.   Overall composite score is 4.5 or higher 2.   **Each** domain score is 4.0 or higher

Program Entrance Procedures

When an EL specialist has determined that a student qualifies as an EL, they should notify the Analytics and Assessment Support Specialist of the newly identified student to update Campus (EL Yes) and notify the MARRS Coordinator if the home language needs to be changed. Spring Lake Park Schools will receive state LEP revenue only for LEP students are reported in MARSS. When the state pulls the list of students to be assessed on ACCESS in mid-December of each year, the MARSS coordinator should notify the director of business services of the current number of students identified as EL.

Personalized Learning

All learning is personal. In order to tap each learner's potential and actively engage them in the process of learning, we need to know our learners, and they need to know themselves. When developed and owned by and for each student, a learner's profile helps move the system from a teaching platform to a learning platform, where each student co-designs learning experiences related to their interests, passions, and future post-secondary goals.

In an effort to foster personalized language learning experiences so that each student feels valued, inspired, and has a sense of belonging, a team will convene to review and continue to develop a Learner Profile and Personal Learners Map based on academic and linguistic strengths, needs, and interests of the student. Members of the student's family are an integral part to the development of this profile and map.

- The team will include input from a number of the following people: the student, the family, one EL teacher, at least one content or classroom teacher, dean, and an administrator or Continuous Improvement and Innovation Coach.
- In addition to the information gathered for all students on their Spring Lake Park Learner Profile, additional language and cultural background information should also be considered. The team will use information such as student age, educational background, cultural experiences, knowledge of Home Language (L1) achievement (through qualitative conversation with families, review of transcripts and/or school records), WIDA Screener data, and other academic measures to determine the student work and learning experiences that will best meet the needs of the student identified as EL.
- Opportunities for English Language Development might include but are not limited to the Program Model Overview in Step 4 (see p. 32-34).
- Members of the team will revisit and revise the Learner Profile and Personal Learner Map for each student as formative data determines a need or at benchmark points in time.

Qualitative Conversations with Families

The following are some starting points for conversations with families and is not meant to be used in its entirety as an interview type discussion. The conversation should conclude with enough information about the student's social-emotional, academic, linguistic, and cultural backgrounds that will help determine the next steps in their ELD learning.

- How long have you lived in Minnesota?
- What are your child's strengths and interests?
- Describe your child's first language acquisition (when began to speak words, phrases, have conversations, etc.).
- At what age did your child begin formal education?
- Describe the school day (length of day, daily subjects, secondary level of math and science knowledge, etc.) and language of instruction for different subjects.
- How does your child feel about school? What is his/her attitude toward school?
- Describe your child's support system (influential older children, adults, etc) that your child lives with?
- Describe your community connections (support for parents and children to transition).
- What language does your child speak to parent? Siblings?
- Has your child learned any other language other than the home language or English?
- How do you plan to further support your first language?
- What are your linguistic goals for your child?
- How does your child compare to peers and/or siblings academically? Socially?
- Are there any medical concerns?
- What are your child's strengths in language?

Step 3: Parent Notification

1.5   The LEA communicates with parents regarding their children's participation in the language instruction education program in an understandable and uniform format in an in a primary language of the pupils.

- State Required Notification:
    - Within 10 calendar days upon entering the program
    - Informs parents of option to decline services
- Federal Required Notification (Title III):
    - Within 30 days upon entering the program if the child enrolled at the beginning of the school year.
    - Within two weeks after the enrollment of the child in a program during the middle of the school year.

1.6   The LEA parent notice contains all the required elements as follows:

- The reasons why the child has been placed in the program;
- The child's level of English proficiency, how the level was assessed and the child's current level of academic achievement;
- The method of instruction used in the program and other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and use of English and native language instruction;
- How the program will meet the educational needs and strengths of the child and specifically help the child to learn English and meet academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and, for children in secondary level programs, the expected graduation rate;
- How the program meets the objectives of the child's individual education program (IEP), if applicable;
- The right of the parents to have the child immediately removed from the program on request; and
- The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.

In Spring Lake Park Schools, we notify parents of program placement within thirty days of the beginning of the school year or within ten days of the student's first enrolled day (if enrolled after October 1). MDE has made the documents available on the Transact website.

Refusal of Services

If a parent chooses to refuse services for ELs, they must notify the school district in writing. A sample form is provided below. A refusal date should be added in Campus. The student will continue to have their original identified date in Campus and a status of LEP Yes, but the Analytics and Assessment Support Specialist should not enter a service start date for the school year. This will indicate that funding will not be received for the student for that school year. The student is required to take the ACCESS for ELLs 2.0 until they meet the exit criteria unless a parent has completed the required testing refusal document.

*Parent Notification Letter**

Spring Lake Park School District 16
English Learner Program Placement

❏ Initial Placement   ❏ Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English Learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _5-7_ (*number of years*). The high school graduation rate for students receiving English Learner Services is _55_ %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

The full letter in multiple languages can be found at http://bit.ly/2i2gCHa

*Refusal of Services Letter**

District Services Center

BLAINE | FRIDLEY
SPRING LAKE PARK

SPRING LAKE PARK SCHOOLS

High expectations, high achievement for all. No excuses.

Refusal of English Learner Services Form

Student Information:	
Student Name:	School:
Grade:	School Year:

Service Explanation:

Your child is eligible for English Learner services based on the Home Language Questionnaire and the results of language placement tests. Minnesota Law and the federal requirements mandate that we notify you of your child's eligibility for English Learner services **each school year** that he/she is eligible.

Spring Lake Park Schools **recommend** that your child receives English Learner services for the following reasons:

- Research shows students often need seven to ten years to develop the academic English language skills required to do well in academic classes.
- The focus of our English Learner program is to improve the academic English skills so that students can succeed in school and in life.

Spring Lake Park Schools **recommend** your child receive English Learner services until he/she demonstrates proficiency in academic and social English.

Parent Statement:

I understand that it is recommended that my child receive English Learner support services. I **do not** want my child to receive English Learner services this school year. **I understand that I will be required to complete this form each year I want to refuse this service for my child.** Waived students who meet qualifications for English Learner Programs are still required to take state mandated English Learner standardized tests. The ACCESS test is required of all English Learner students to monitor their progress of English language development.

Form Certification	Signature	Date
Parent/Guardian:		
Teacher of English Learner Program:		
Building Principal/Administrator:		

1415 81st Avenue NE, Spring Lake Park, MN 55432 Phone: 763-600-5000 Fax: 763-600-5582 SpringLakeParkSchools.org f 🐦 ●● ▶

*The full letter in English and Spanish can be found at http://bit.ly/2AsjZhl

Step 4: Service Model

MDE Critical Element 2 – Effective Language Instruction Educational Programs (LIEP) LEAs must implement effective LIEPs for ELs.

2.1   Programs for English learners address challenging State academic and ELD standards, use effective approaches and methodologies [including bilingual educational programs] for teaching ELs and immigrant children and youth (see §3115[a][1]- [4]), and demonstrate successes in increasing English learners':
- *English language proficiency, and*
- *academic achievement.*

2.2   The LEA has in place a written plan of services that:
- *Describes the amount, scope and sequence of services offered to ELs by English proficiency level;*
- *Is available to parents upon request;*
- *Was developed in consultation with its stakeholders (i.e., teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education").*

2.4   Students receive all services for which they are eligible and have access to programming in which all other children are eligible to participate.

Students who are identified English Learners should receive language instruction that develops students' ability to understand, speak, read, and write academic English. The program should also be aligned to WIDA standards and incorporate content knowledge and concepts aligned to Minnesota State Standards and Spring Lake Park Schools Essential Learning Outcomes.

The instruction should be designed to meet varying student needs across and within English proficiency levels. While it may be true that students with lower levels of proficiency need more direct language learning, the EL program creates a framework of flexible student-centered services that allows teachers to design for each student identified as EL. What matters most is the quality of services versus the type or structure.

Students identified as EL are considered to be receiving service when they are placed in a program specifically designed for ELs. Minnesota statute defines a program for ELs as either an ESL program or a bilingual education program. A start date will be entered in the

Minnesota Automated Reporting Student System (MARSS) via the EL Services tab in Campus by the Analytics and Assessment Support Specialist.

Levels of Service
Direct Service

Students identified as EL are considered to be receiving direct service when they receive instruction specifically designed to meet their language, academic, and social needs.

Monitoring & Reclassification

Some districts use the term "monitoring" or "monitored student". The federal term "monitoring" currently refers to the four-year period after the student has demonstrated proficiency on the ACCESS for ELLs 2.0 and is no longer required to take it. This information is gathered at the state level. In the past, Spring Lake Park Schools has not reported to the state regarding the monitoring of the students.

Students who have demonstrated proficiency on the ACCESS for ELLs 2.0 test within the last four years are identified as LEP+4. The LEP+4 students are not identified as LEP in MARSS and are not served in a program for students identified as EL. If at any time during the four-year period, a student demonstrates language needs and would benefit from language instruction, the personalized learning team can decide to re-enter the student into the EL program. If at the end of the four-year period there are no academic language concerns, the student is reclassified as Not EL.

Ensuring a Sense of Belonging for Students Identified as English Learners

Culture is interwoven with language learning and use, and is a critical factor in learning in general. The culture of the school and classroom, as well as each student's and the family's traditions, play a vital role in helping or impeding the second language acquisition process. The way we interpret and interact with our environment can facilitate or inhibit learning. Each teacher and administrator needs to be aware of the diversity that exists and see it as an asset – a strength upon which to build. They need to be open to learning from students and families, and must think of ways to incorporate cultural diversity into the everyday working of each classroom and school. The culture of each student must enter the minds and hearts of teachers and administrators if school is to enter the minds and hearts of the students (Hamayan & Field, 2012). Valuing students' home cultures contributes to students feeling valued, inspired, and having a sense of belonging. Some opportunities for creating a classroom culture that is conducive to their learning are:

- Home Language (L1) is recognized and utilized as a part of learning. It is recognized as an important resource that students access in learning experiences. Materials are available in multiple languages.
- Multiple cultural perspectives are recognized and examined as students are learning content.
- Home languages and cultures are visual around the school and classrooms allowing students to see themselves, their language, and their culture. Examples of this might include:
    - Books
    - Student work
    - Signs
    - Identity texts (partnering texts with content/curriculum to ensure cultures are represented in learning)
- Bi-culturalism is developed. Home cultures are accepted and honored. Spring Lake Park staff coach students to adjust their behavior to match the learning activity and environment. This helps the students to recognize that there are different cultural norms in various interactions in school, the community, and the world.
- Families are fully included and participate in decisions.
    - Families are sought out and invited to schools. We build relationships with and across families. We share programming and learning with families.
    - We ask questions and listen to families to learn from them.
    - Families are encouraged to communicate with children in their home language, as it is an asset on which to build.
    - We anticipate and make accommodations so that families can be fully included in school experiences. This may include interpretation, translation, transportation, home visits, or community resources.
    - Families are involved in positions of leadership (PTO, etc).
- Students co-construct knowledge with L1 peers, teachers, and others building on funds of knowledge. Opportunities may include:
    - Allowing time to clarify in L1.
    - Discussing learning in L1.
    - Making metalinguistic comparisons between L1 and L2.
    - Building on cognates.

K-12 English Learner Methods of Instruction

EL teachers, classroom teachers, and others involved in the child's overall learning experience work as a team to meet the needs of students identified as ELs in the mainstream classroom. The EL teacher's role is to:
- Participate in the development of the Learner Profile and Personal Learner Map for students identified as EL.
- Use the WIDA Performance Definitions to set goals with students and monitor their language development.

- Collaborate with classroom/content teachers, academic specialists, and other school staff during PLC and/or planning time.
- Analyze assessment data and review student progress in collaboration with teachers.
- Provide English Language Development (ELD) instruction and personalize instruction according to students' English language proficiency.
- Identify the language support needed in specific content areas.
- Be a participant in unit design work.
- Partner with classroom teachers and deans to be a steward for students identified as ELs and families.

English Language Development (ELD) – Students identified as EL will have access to all core content and ELD can be provided in one or more of the following methods.

Inclusion:

Students identified as EL work on personalized goals while participating fully in the student work and learning experiences with other students. Students identified as EL will receive language instruction in small groups based on their level of language proficiency within the core classroom, possibly alongside their native English-speaking peers. EL teachers will collaborate with the classroom teachers in the content areas of literacy, math, science, and social studies to identify students' language needs and build students' academic language and content learning.

Pull-out:

Students identified as EL receive support in small groups based on their level of language proficiency in a pull-out setting (within or outside the classroom). EL teachers collaborate with classroom teachers in the content areas of literacy, math, science, and social studies to identify students' language needs and build students' academic language in order for students to see connections between their language and content learning.

Clustering:

Students identified as EL may be clustered in a classroom. When clustering, the following factors must be considered:
- Varying WIDA proficiency levels within each class to allow for language models

- Clustering similar languages to allow for L1 interaction and translanguaging (Hamayan & Field, 2012).
- Clustering is not an entire class but a group within a classroom.
- Maintaining balanced classrooms

Sheltered Strategies by All Content Teachers Throughout the Day
(Hamayan & Field, 2012)

1. ***Provide language rich environment (including print around room).***
- Materials are age appropriate and linguistically appropriate.

2. ***Comprehensive Input makes language and content meaningful.***
- Gestures, pantomime, demonstrations, role playing (including using sentence stems)
- Pictures, real objects, visuals
- Simple graphic organizers (i.e. T-chart, Venn Diagram, table)
- Manipulatives – physical objects or tools to engage students visually and physically to show a process or demonstrate learning
- Chunking text – breaking difficult passages into smaller sections with specific purpose
- Modeling – exposing all your thinking for students, including "how" and "why" and providing examples to allow students to envision the steps and desired result(s)
- Restate, repeat, and speak at an appropriate speed
- Ensure students understand use of figurative language (idioms, metaphors, similes, etc.)
- Be mindful of complexity of sentence structures and differentiate as it relates to students' linguistic levels. Examples include:
    o Use of compound, complex, and simple sentences
    o Asking questions to make a request vs. stating a declarative (Would you mind sitting down and being ready for class? Please sit down and take out your iPad.)

3. ***Objectives are identified, shared, interacted with, and assessed as students are learning.***
- The purpose and connection of the students' learning will be identified in:

- o Content objectives - define learning (standards, learning targets)
- o Language objectives – Language needed to demonstrate learning of content or access the content (vocabulary, sentence structure, nuances, etc.)
    - English Proficiency Standards are utilized as a reference

4. ***Opportunities for meaningful, contextualized, and student-centered learning is provided through interactive learning and direct instruction. Learning is cognitively challenging, providing each student opportunities to utilize Higher Order Thinking Skills (HOTS).***

- Interactive learning including structured talk –
    - o Purposeful, planned dialogue between students that builds comprehension and allows interactions and learning to occur with a range of learners. Supports should be differentiated based on academic language need (i.e. sentence stems, discussion norms, etc.)
    - o Provides an increase in structured student interactions (using speaking, reading writing, listening), where student comments and questions are linked directly to others, while decreasing the amount of teacher directed instruction.
- Direct instruction (including mini-lessons) is explicit and focused.
- Opportunities for groupings in learning experiences are varied. Students interact with others for identified and different purposes (i.e. – same L1, different L1, homogeneous language level, heterogeneous language level).
- Students demonstrate content learning in varied and appropriate ways, embedded in authentic learning experiences (doesn't have to be the same formal assessment).

Sheltered Content Courses:

Students who are at the beginning and entering language proficiency levels should be given the opportunity to enroll in a sheltered content course. These courses will meet content standards while strengthening students' academic language. A sheltered content course provides an opportunity for core academic content that is aligned to Spring Lake Park Essential Learning Outcomes and accessible at a comprehensible level (core content is the vehicle to provide ELD). Language instruction will be inclusive of vocabulary and language structures, oral fluency, reading, and writing.

Sheltered courses will be taught by a dually licensed teacher in core content and ESL. The learning experiences and student work should be planned in collaboration with similar course teachers. There may be courses that have an opportunity to be co-planned and co-taught (on an everyday or alternating schedule) with an EL specialist and core content teacher.

K-6 EL Program Model Overview

Proficiency Level*	Recommended Method of Instruction
Entering Beginning	ELD-devoted time based on need as determined by the Personalized Learning Team (consider 40-75 minutes a day). ELD can be provided by an EL teacher in a single block and/or divided throughout the day or week. Learning should include the following: • Focus on Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) skills that are the foundation for success in their content classes. • Strengthen academic language - which is inclusive of vocabulary and language structures, oral fluency, reading, and writing. • Personalized instruction based on specific student need. • Teachers work in collaboration with content teachers to access resources to plan student work and learning experiences that will build background knowledge and vocabulary. • Can be delivered in a pull-out classroom or via inclusion within content instruction. *AND* Sheltered instruction by all content teachers *AND* Targeted Reading based on need
Developing/Expanding	ELD-devoted time based on need as determined by the Personalized Learning Team (consider 20-30 minutes) taught by an EL teacher. Learning should include the following: • Focused instruction on academic language, including vocabulary and language structures, oral proficiency, reading, and writing. • Personalized instruction based on specific student need. • Teachers work in collaboration with content teachers to access resources to plan student work and learning experiences that will build background knowledge and vocabulary.

	• ELD Time may be scheduled daily or every other day; in a pull-out classroom or via inclusion within content instruction. *AND* Sheltered instruction by all content teachers *AND* Targeted Reading based on need
Bridging	Sheltered instruction by all content teachers *AND* Targeted Reading based on need

*Proficiency Levels are not ONLY inclusive of WIDA Proficiency levels but also are descriptors to help differentiate by language need as determined by the Personalized Learning Team on p. 20.

7-12 EL Program Model Overview

Proficiency Level*	Recommended Method of Instruction
Entering Beginning	Daily Newcomer-Beginner English course, based on need as determined by the Personalized Learning Team, taught by an EL teacher focusing on Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) skills that are the foundation for success in their content classes. *AND* One to Four Sheltered Content courses, based on need as determined by the Personalized Learning Team. Courses meet content standards and strengthen student's academic language - which is inclusive of vocabulary and language structures, oral fluency, reading, and writing. *AND* Sheltered instruction by all content teachers
Developing/Expanding	One ELD course, based on need as determined by the Personalized Learning Team, taught by an EL teacher. Learning should include the following: - Focused instruction on academic language, including vocabulary and language structures, oral proficiency, reading, and writing. - Personalized instruction based on specific student need. - Teachers work with content teachers to access resources to plan student work and learning experiences that will build background knowledge and vocabulary. - Course may be scheduled daily or on an A/B schedule. *AND/OR* Targeted Language Arts class taught by ELA teacher *AND* Sheltered instruction by all content teachers *CONSIDER* Enrollment in AVID Elective
Bridging	Sheltered instruction by all content teachers *AND* Targeted Language Arts class (if needed)

Proficiency Levels are not ONLY inclusive of WIDA Proficiency levels but also are descriptors to

help differentiate by language need as determined by the Personalized Learning Team on p. 20.

SPECIAL CONSIDERATIONS FOR ELS

Special Education and EL

Spring Lake Park Schools does not place any student in a special education program based on his/her English proficiency. The criteria for special education is set in accordance with the Individuals with Disabilities Education Act.

Students who are dually identified as English Learners and Special Education students may continue to receive EL services as determined by the student's Individualized Education Plan (IEP). EL teachers and Special Education teachers will meet to determine what level of EL service is appropriate given the student's IEP. The EL teacher will be given a copy of the student IEP for collaboration to be effective. The EL teacher working with Special Education students will attend IEP meetings, will document student's progress, and will consult with special education staff. The EL teacher will monitor students' English language development throughout the year and assess students annually with ACCESS for ELLs 2.0. The EL teacher should also provide information to the Special Education team on culture, family, and EL strategies.

Grade Placement of Child

Students should be placed in an appropriate grade level. Placing students who are identified as ELs at a lower grade because they do not speak English may be considered against their civil rights. Any variation must be determined by looking at a variety of materials and conferencing with parents and teachers. This process must be documented and maintained in the cumulative file. Ultimately, grade placement is the principal's responsibility, and should be determined in collaboration amongst members of the personalized learning team using the learner profile and map.

Grading Students

Students identified as ELs should accomplish the same Essential Learning Outcomes using modified language functions and instructional supports. They should be given opportunities to demonstrate content learning in varied and appropriate ways with multiple opportunities to demonstrate mastery. If a student identified as EL is failing, teachers should have supporting evidence as to what factors other than limited English proficiency contributed to the failing grade and what modifications were made.

Testing Students

Spring Lake Park Schools will follow the state's Guidelines for Testing Students of Limited English Proficiency (LEP). For a complete overview of exemptions and accommodations for LEP students see Procedures Manual for the Minnesota Assessments.

Retention of Students

Retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Modifications to instruction for LEP students must be made to ensure non-discriminatory evaluations.

EL PROGRAM REVIEW

MDE Critical Element 2 – Effective Language Instruction Educational Programs (LIEP) LEAs must implement effective LIEPs for ELs.

2.3   The programs and activities are evaluated to determine effectiveness.

MDE Critical Element 4 – Parent, Family and Community Engagement LEAs must ensure parent, family and community participation and engagement in LIEPs.

4.4   The LEA solicits the views of parents about the program and its effects upon their children and involves family and community in the planning, development and implementation of programs for English learners.

MDE Critical Element 5 – Accountability Requirements LEAs must adhere to state and federal accountability requirements

5.2   The LEA has evaluated results of English language proficiency assessment and academic assessments and has incorporated the data within its comprehensive needs assessment.

At the end of each school year the district EL team will conduct an overall evaluation of the EL Program. The EL program is reviewed by the team to determine how effective the program has been during that school year.

Information sources may include MCA test results, ACCESS test scores, ELD leading indicators, teacher observations or feedback, local assessments such as MAP, parental observations or feedback, records of program participation, grades in core classes, and graduation rate data.

Where this program evaluation shows opportunities for improvement in the EL programming, the district will work with sites for planning for their School Innovation and Improvement Plan (SIIP). Recommendations made as a result of this program evaluation will be implemented within a reasonable amount of time after the evaluation.

Step 5: Annual Reporting and Progress Evaluation

MDE Critical Element 5 – Accountability Requirements LEAs must adhere to state and federal accountability requirements.

5.1   The LEA ensures that all English learners are annually assessed for their English language proficiency, and assessment is in accordance with state and federal requirements.

Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. Students identified as EL participate in standardized assessments (Examples: ACCESS for ELLs2.0, MCA III, MAP, etc.) benchmark assessments (locally developed end of course/end of tri), common formative assessments, and daily formative assessments to measure ELD and content learning.

MDE Critical Element 1 – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

1.5 For Title III Immigrant Children and Youth, the LEA has a data collection procedure to ensure that the immigrant student count submitted to MDE by June 15th annually via the SSDC system includes only eligible immigrant students that may or may not be English learners. Immigrant children and youth are defined as individuals who:
1. is aged 3 through 21;
2. was not born in any State or U.S. territory;
3. has not been attending one or more schools in any one or more States for more than three full academic years (on a cumulative basis); and
4. includes students listed as non-English Learner and English Learner in the Minnesota Automated Reporting Student System (MARSS).

As schools receive enrollment information for students new to Spring Lake Park Schools and create cumulative folders, the identified school staff will determine if the student meets the definition of an immigrant using the criteria mentioned above. The result of this determination, both if the student meets the criteria to be identified as an immigrant or if the student does not meet the identification criteria, needs to be reported as the information is gathered throughout the school year to the Data and Continuous Improvement Support Specialist at the District Service Center. The Data and Continuous Improvement Support Specialist is required to record the information in Student Support Data Collection (SSDC) annually by June 1.

1.4 The LEA identifies students with limited or interrupted formal education (SLIFE) and submits the SLIFE identification to MDE via the Student Support Data Collection (SSDC) System by June 15th annually. SLIFE are defined as ELs who:

- *come from a home where the language usually spoken is other than English, or usually speaks a language other than English;*
- *enter school in the United States after grade 6*
- *have at least two years less schooling than the English Learner's peers;*
- *function at least two years below expected grade level in reading and mathematics; and*
- *may be preliterate in the English Learner's native language.*

In Spring Lake Park Schools, the Data and Continuous Improvement Support Specialist shares the list of students, who are potentially identified as SLIFE, with the EL Specialists servicing students identified as English Learners in grades 7-12 each spring. The EL Specialists in consultation with the students' math and language arts teachers are then responsible for reviewing the criteria above to determine if a student is an English Learner with Interrupted Formal Education. The result of this determination, both if the student meets the criteria to be identified as SLIFE or if the student does not meet the identification criteria, needs to be reported to the Data and Continuous Improvement Support Specialist at the District Service Center. The Data and Continuous Improvement Support Specialist is required to record the information in Student Support Data Collection (SSDC) annually by June 1.

Step 6: Program Exit

MDE Critical Element 1 – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

*1.3	The LEA follows Minnesota's standardized procedures for exiting students from EL instruction (including data entry procedures for reclassifying no-longer ELs in MARSS).*

Districts must wait until ACCESS test scores are available before beginning the exit process. There are two ways a student can be exited from EL services.
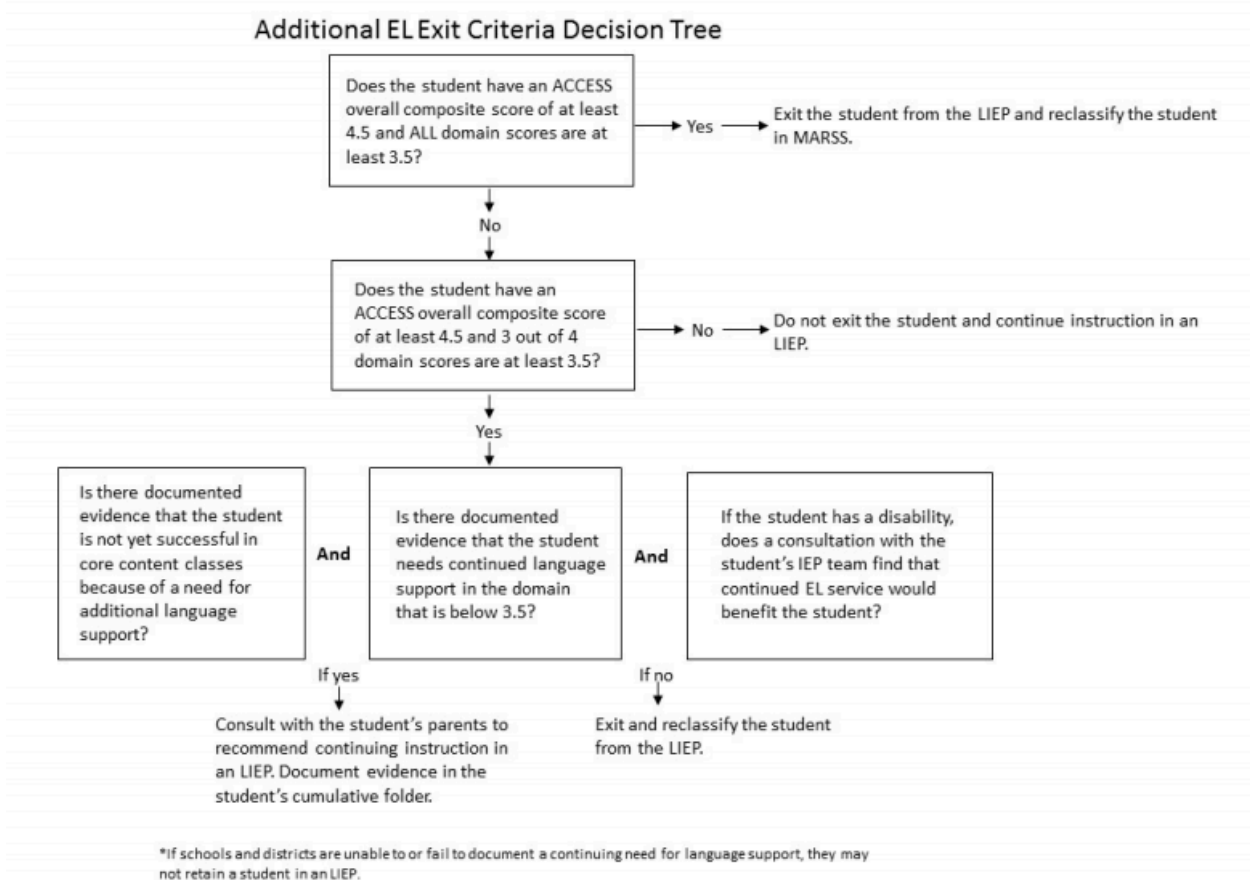
If a student's ACCESS composite score is at least 4.5 and ALL domain scores are at least 3.5, the student must be exited from language services and reclassified in MARSS at the beginning of the following school year.

A student might also be exited with an overall ACCESS composite score of at least 4.5 and <u>three</u> out of four domain scores (listening, speaking, reading, and writing) of at least 3.5 AND there is documented evidence that the student is successful in core content and documented evidence that the student does not need language support.

Students exited from ESL and/or bilingual programs at the end of a school year will not be assigned a start date for services in MARSS at the beginning of the following year.

If a student has not met the ACCESS proficiency score, the student must continue to receive instruction. (See Minnesota Standardized English Learner Procedures-Entrance and Continuing Eligibility for more details.)

Additional K-12 Exit Criteria

Additional EL Exit Criteria Decision Tree

Does the student have an ACCESS overall composite score of at least 4.5 and ALL domain scores are at least 3.5? → **Yes** → Exit the student from the LIEP and reclassify the student in MARSS.

↓ No

Does the student have an ACCESS overall composite score of at least 4.5 and 3 out of 4 domain scores are at least 3.5? → **No** → Do not exit the student and continue instruction in an LIEP.

↓ Yes

Is there documented evidence that the student is not yet successful in core content classes because of a need for additional language support?

And

Is there documented evidence that the student needs continued language support in the domain that is below 3.5?

And

If the student has a disability, does a consultation with the student's IEP team find that continued EL service would benefit the student?

If yes ↓

Consult with the student's parents to recommend continuing instruction in an LIEP. Document evidence in the student's cumulative folder.

If no ↓

Exit and reclassify the student from the LIEP.

*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.

More information on the Minnesota English Learner Exit Procedures can be found at http://bit.ly/2AEy5jj

Step 7: Reclassification

MDE Critical Element 1 (cont) – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

All EL specialists will submit a list of newly proficient students who need to be reclassified as "Exited" in Campus to the Analytics and Assessment Support Specialist by June 15 of each school year. This classification change in Campus will indicate an "EL-N" status in MARSS effective for the following school year, indicating that the student will no longer be receiving EL services. It is important to note that students must NOT be reclassified in MARSS during any school year in which the student received EL instruction.

Professional Learning

MDE Critical Element 3: – Staffing and Professional Development LEAs must adequately staff the LIEP and train all staff working with ELs

3.1   The LEA assures that ELs have access to teachers who meet current licensing requirements for the state of Minnesota, including any requirements for certification obtained through alternative routes to certification.

3.2   The LEA assures that all teachers in any language instruction education program for English learners are fluent in English and in any other language used for instruction, including having written and oral communication skills.

3.3   The LEA assures that instructional paraprofessionals assisting a licensed teacher, including individuals employed in the LIEP have:
* *completed at least 2 years of study at an institution of higher education*
* *obtained an associate's (or higher) degree; or*
* *met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment*
* *knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, or readiness for the above skills.*

In Spring Lake Park schools, all EL teachers are licensed in the field of K-12 English as a Second Language. Human Resources ensures all criteria are met.

3.4 The LEA provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel that (is):
* *designed to improve the instruction and assessment of English learners;*
* *designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;*
* *effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;*
* *of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom;*
* *aligned with state, local and English language development standards;*

- *[allows] licensed teachers [to] recognize students' diverse needs in crosscultural settings and are able to serve the oral language and linguistic needs of students who are English learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and provides effective training on culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships;*
- *provides teachers of English learners, including [EL] and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum;*
- *effectively meets the needs of a diverse student population, including English learners, within the regular classroom and other settings;*
- *includes strategies for training teachers and other school staff to work effectively with parents and guardians;*
- *coordinated with the district's professional development activities; and*
- *evaluated and adjusted where needed.*

In Spring Lake Park Schools all teachers need to have an understanding of how to make appropriate adaptations that meet linguistic needs based on the language proficiency level of the student, the length of time the student has been in this country and what educational experiences the student has had in the past. They must know how to assess these students appropriately on content Essential Learning Outcomes based on the adaptions they have provided.

The district and schools will provide ongoing professional learning opportunities for all teachers to enable them to meet the needs of students identified as EL in their classroom as described above. Based on the program review, the EL teacher and/or the district EL team, will advise administrators regarding what types of professional learning are most needed in this area and how to best provide it on an ongoing basis.

The main goals of professional learning related to the EL program will be to:
- Examine our *Spring Lake Park Bilingual Education Assumptions and Beliefs* about language learning.
- Enable all teachers to develop skills in adapting instruction and assessment to meet the needs of students identified as EL using WIDA's Can Do descriptors.

- Develop a collaborative relationship between any EL staff and all teachers.
- Use sheltered instruction strategies in content classes to give all students access to grade level learning.
- Identify and develop academic language specific to content areas.
- Familiarize teachers with WIDA's Performance Definitions and how they relate to the language of their content and individual student's needs.

Parent, Family, and Community Engagement

MDE Critical Element 4 – Parent, Family and Community Engagement LEAs must ensure parent, family and community participation and engagement in LIEPs.

4.1   *The LEA has implemented an effective means of outreach to parents of English learners to inform such parents how they can:*
- *Be involved in the education of their children;*
- *Be active participants in assisting their children to:*
    - *attain English proficiency;*
    - *achieve at high levels within a well-rounded education;*
    - *meet the challenging state academic standards expected of all students;*
    - *become grade-level proficient in reading in English and in their native language; and*
    - *access school and district EL program information.*

4.2   *The LEA sends parents of English learners notices of such meetings in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents can understand.*

4.3   *Family engagement activities include educational programs and opportunities, including providing family literacy services, parent and family outreach, and training activities, for parents or guardians that are multicultural and multilingual.*

To ensure that all parents get access to their students' academic progress, our goal is to give parents every opportunity possible to participate in their child's education. Specific examples are provided in the "Ensuring a Sense of Belonging" section (p. 27) of this document. Buildings will utilize interpreters for parent teacher conferences and for family engagement experiences (Examples: Parent Academy, curriculum nights, movie nights, family nights, etc.) The district and schools utilize the Language Line to communicate with families as needed.

Fiscal Requirements

MDE Critical Element 6: Fiscal Requirements - LEAs must adhere to state and federal fiduciary requirements

6.1   State and federal funds are used:
- *for necessary, reasonable and allowable costs that benefit English learners, and, when applicable, immigrant children and youth; and*
- *so as to supplement the level of Federal, State and local public funds that, in the absence of such availability, would have been expended for programs for English Learners and immigrant children and youth and in no case to supplant such Federal, State and local public funds.*

6.2   Fiscal management procedures and effective internal controls ensure federal requirements are met including:
- *methods of procurement to be followed;*
- *asset management procedures;*
- *appropriate time-and-effort record keeping; and*
- *meeting the two percent (2%) administrative cap (Title III).*

In Spring Lake Park Schools, budgets and record keeping for state and federal funds for students identified as English Learners is done in partnership between business services, educational services, and schools. This ensures that funds are used for allowable costs that benefit English learners.

Nonpublic School Participation in Language Instruction Education Program

MDE Critical Element 7 – The LEA must allow for nonpublic school participation in the language instruction education program.

7.1   The LEA provides timely and meaningful consultation annually with nonpublic schools in areas served by the LEA to determine effective and equitable services for ELs at nonpublics. Consultation includes:
- *Whether the nonpublic wishes to have its eligible ELs, their teachers, and other educational staff receive Title III services;*
- *Processes and data sources used to identify students as ELs;*
- *How needs of eligible ELs, their teachers and other educational personnel will be identified;*
- *What services will be offered to meet the language development needs of ELs as well as professional development needs of their teachers and other educational personnel;*
- *The size and scope of the services to be provided to the nonpublic school children and educational personnel;*

- *Whether services will include initial identification of ELs and assessment of their language proficiency, as well as the determination of whether students should exit EL services;*
- *How, where, and by whom the Title III services will be provided;*
- *How and when the [LEA] will make decisions about the delivery of services, including a thorough consideration of the views of the nonpublic school officials on the provision of contract services through potential third-party providers;*
- *How the services will be assessed and how the results of the assessment will be used to improve those services;*
- *The equitable amount of funding available to provide Title III services to serve similar public and nonpublic school students and educational personnel, and how the nonpublic equitable share was determined; and*
- *Documentation of the consultation discussion, and a signed Affirmation of Consultation in compliance with §8501(c)(5).*

7.2   The LEA ensures use of Title III funds is in alignment with the following:
- *The control of funds used to provide services and the title to materials, equipment and property purchased with those funds, shall be in [the LEA] for the uses and purposes provided in this Act, and [the LEA] shall administer the funds and property;*
- *Services shall be provided by employees of [the LEA] or through contract by the [LEA] with an individual, association, government agency, organization, consortium, pooling of funds or other entity;*
- *Providers of services to nonpublic school children and educational personnel shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the [LEA].*

Spring Lake Park Schools engages in regular consultation with nonpublic schools within district boundaries to ensure effective and equitable services for students identified as English Learners attending nonpublic schools. An initial consultation meeting reviews the processes and timelines, and if the district wishes to participate in Title III services, additional consultation occurs throughout the school year regarding identification, services, and use of funds.

Laws and Policies

In 1974, the U.S. Supreme Court (*Lau vs. Nichols* case) required all public schools to provide services for English Learners (ELs).

In 1980, the Minnesota Legislature passed the Education for Limited English Proficient Students Act. This Act provided legal definitions for limited English proficient students, general requirements for programs, aid authorization, teacher licensures, and parental rights.

Both the *Lau vs. Nichols* decision and the LEP Act have provided the general framework for the services provided to English learners in Spring Lake Park Schools. Since English learners come from many different backgrounds, it is not feasible to predict how long it will take each English learner to achieve social and academic proficiency in English. Linguists form a distinction between two areas of English language development: social or conversational language and academic language.

Linguistic Term	Informal Term	Approximate Length of Time Needed to Become Fluent
Basic Interpersonal Communication Skills (BICS)	Social, conversational, or "playground" language	1-3 years
Cognitive Academic Language Proficiency (CALP)	Academic language	5-10+ years

Some factors that affect the length of time it takes **to become proficient in CALP (5-10 years or longer)** are:
- The student's previous educational background
- The degree of literacy in his/her first language
- The degree of English language proficiency
- The effectiveness of the EL instruction
- The availability and effectiveness of other related interventions

Most experts on the subject agree that English learners should remain in EL programs as long as necessary, rather than for a predetermined amount of time. The philosophy in Spring Lake Park Schools is to support our English Learners to build language proficiency and strong foundations in literacy to achieve proficiency in both BICS and CALP.

A number of specific federal laws provide equal opportunities to all citizens and forbid discrimination against citizens on account of race, color, sex, national origin or handicapping conditions in any federally-funded activity:

Equal Education Opportunity Act (EEOA), 20 U.X.C. 1703 (1988)
No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Civil Rights Act (Title VI). In 1970, the federal Office for Civil Rights issued a memo that interpreted Title VI of the Civil Rights Act of 1964, which prohibits discrimination in programs receiving federal financial assistance, to mean that public schools have a responsibility to provide ELLs with equal educational opportunities and required school districts to "take affirmative steps to rectify the language deficiency in order to open its instructional program to these students" (National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs, 2009, FAQ 6) .

Every Student Succeeds Act (ESSA) A reauthorization of the Elementary and Secondary Education Act (ESEA). It replaces the previous version of the ESEA the No Child Left Behind Act (NCLB).

~~No Child Left Behind (NCLB) Act~~. In January 2002, NCLB became federal law . NCLB amended the Elementary and Secondary Education Act of 1965 and consolidated the Bilingual Education Program into the new Title III State Formula Grant Program entitled "Language Instruction for Limited English Proficient and Immigrant Students."

Provisions of both Title I and Title III of NCLB apply to ELLs . The goals of the law are to help ELLs improve their English language proficiency and prepare them to meet the same standards for academic achievement that all students are expected to meet. Following are key provisions:
States must:

      (1) Develop academic content standards and English language proficiency standards that are linked to the state content standards .

      (2) Design valid and reliable assessments that are aligned with both the academic content and language proficiency standards .

(3) Disaggregate annual assessment data by subpopulations, one of which is ELLs.

Professional Development
(Legislative Requirement 2006)

Professional development for all staff working with English learners is guided by *MN Statute 124D.61, Section 3. General Requirements for LEP Programs*: "Districts with children of limited English proficiency must provide professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency that is (i) coordinated with the district's professional development activities; (ii) related to the needs of children of limited English proficiency; and (iii) ongoing."

Program Revenue
Primary responsibility in meeting the needs of English learners lies in the local school district. Additionally, a variety of state and federal resources are available to supplement (but not supplant) local resources. Funding sources that can be used for quality EL programming include: general education revenue, state LEP funding, compensatory funding, transition revenue, and Title I. Title III, a component of the No Child Left Behind Act of 2001, is another source of funding to supplement the resources of a local school district in providing quality education to English learners and immigrant students. The purpose of the Title III funding is to ensure that EL and Immigrant students attain English proficiency in order to fully access the curriculum taught in English and improve academic achievement in the core academic subjects.

Related State Law
Who is an English Learner? (MN Statute 124D.59)
Subd. 2. "Pupil of limited English proficiency" means a pupil in kindergarten through grade 12 who meets the following requirements:

- The pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
- The pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

English learners bring with them varied experiences with education, culture, and family structures. While some of our students identified as ELs immigrated to the United States with their families, others were born and raised in the United States. Some can read and write in their first language and have experienced formal schooling while others struggle with reading and writing in their primary language and have had little or no formal education at all. Some of our English learners have spent time in refugee camps, while others have lived in the United States in very close-knit communities where everyone speaks in their native language, which may result in little experience with English.

What does the home language questionnaire identify? (MN Statute 124D.59)
Subd. 6. Primary language. "Primary language" means a language other than English, which is the language normally used by the child or the language, which is spoken in the child's home environment.

What is an ESL or bilingual education program? (MN Statute 124D.59)
Subd. 4. English as a second language program. "English as a second language program" means a program for the instruction of pupils of limited English proficiency in the following English language skills: reading, writing, listening, and speaking.

Subd. 5. Bilingual education program. "Bilingual education program" means an educational program in which instruction is given in both English and the primary language of the pupil of limited English proficiency to the extent necessary to allow the pupil to progress effectively through the educational system and to attain the basic skills of reading, writing, listening, and speaking in the English language so that the pupil will be able to perform ordinary class work successfully in English.

Subd. 8. Educational program for pupils of limited English proficiency. "Educational program for pupils of limited English proficiency" means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program.

What are some general requirements for ESL or bilingual education (BE) programs? (MN Statute 124D.61)
A district that enrolls one or more children of limited English proficiency must implement an educational program that includes at a minimum the following requirements:
- Identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to

children of limited English proficiency, and made available to parents and other stakeholders upon request;

- A written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to children of limited English proficiency through an educational program for children of limited English proficiency;
- Professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency which are:
  - o coordinated with the district's professional development activities
  - o related to the needs of children of limited English proficiency; and
  - o ongoing
- To the extent possible, avoid isolating children of limited English proficiency for a substantial part of the school day; and
- In predominantly nonverbal subjects, such as art, music, and physical education, permit pupils of limited English proficiency to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for limited English proficient students an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

Improper classification of pupils (MN Statute 123B.30)
No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds. Any district so classifying or separating any of its pupils, or denying school privileges to any of its pupils upon any such ground shall forfeit its share in all separation, or exclusion shall occur or continue.   The state commissioner upon notice to the offending district and upon proof of the violation of the provisions of this section shall withhold in the semiannual apportionment the share of such district and the county auditor shall thereupon exclude such district from the apportionment for such period.

WIDA Consortium

WIDA's Mission: To promote educational equity and academic achievement for linguistically and culturally diverse students through the development and dissemination of curricular, instructional, and assessment products and resources.

WIDA's Vision: To be the most trusted and valued resource in supporting the education of language learners.

WIDA's Values:
Innovation: Drawing upon research and practice to create the best resources for children, youth and educators.
Service: Exceeding expectations with trusted and knowledgeable support of our clients and stakeholders.
Can Do Philosophy: Recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.
Collaboration: Facilitating interaction among educators, state and local educational agencies, researchers, policy-makers, and experts worldwide.
Social Justice: Challenging linguistic discrimination, cultural biases, and racism in education.

https://www.wida.us/aboutus/mission.aspx

Frequently Asked Questions

(1)   *Must the district have a process for identifying English learners (ELs)?*

YES. If the district does not identify ELs in the district K-12 population, the district cannot provide appropriate service for ELs.

(2)   *Should we have a home language questionnaire for all students?*

YES. All students, regardless of perceived native language, are required to have a completed the Minnesota Language Survey upon initial registration in the district. In other words, a home language questionnaire should be in the cumulative file of each and every student in the district.

(3)   *Can Spring Lake Park Schools ask for a student's immigration status?*

NO. In 1982, the U.S. Supreme Court ruled in *Plyer v. Doe* [457 U.S. 202 (1982)] that undocumented students have the same right to attend public school as do U.S. citizens and permanent residents. As a result, public schools may not engage in any practices that "chill" or hinder the right of access to school. This includes requiring students or parents to disclose or document their immigration status.

(4)   *For initial identification as an EL, should Spring Lake Park Schools use just one test or one person's subjective opinion?*

NO. The decision to identify a student as an EL should be based on multiple measures, including an appropriate combination of the Minnesota language survey, parent follow-up, and an assessment of English proficiency skills in speaking, listening, reading and writing for students in grades K through 12.

(5) ***Does the identification of a student as an EL depend on whether or not that student generates state limited English proficient (LEP) funds?***

NO. Students are identified as ELs based solely on their proficiency in English using developmentally appropriate measures as determined by the district.

(6) ***If an EL does not generate state LEP funds, should the student be reclassified as non- LEP in MARSS?***

NO. Students are identified as ELs based solely on their proficiency in English using developmentally appropriate measures as determined by the district.

(7) ***Must parents be notified when a child is placed in EL or bilingual services?***

YES. The school district must notify parents of students' continuing placement in EL, in a language they can understand, within the first thirty days of the school year. Parents of newly enrolled students should be notified of initial program placement within ten days of enrollment.

(8) ***Can foreign exchange students take part in the EL program?***

YES. If foreign exchange students meet the district criteria for EL, they should be considered eligible for EL service. However, the district should carefully consider the ability level of foreign exchange students in content areas and the reasons why the students are attending school in the United States. Often their goals are different from students identified as EL and their needs won't necessarily be met in an EL program.

(9) ***Can students who are age 21 to 23 receive EL service?***

YES. Students who are age 20 when they enroll during a school year but who turn 21 during the school year are eligible to complete the year and generate general education revenue, including LEP funding. It is the district's decision whether or not to serve students 21 or over in K-12 setting programs.

(10)   Can the District exit from direct service a student who has not scored in the proficient range on the ACCESS for ELLs?

> *YES.* A district determines whether or not a student requires EL service based on a variety of measures. If the combined evidence suggests that a student identified as EL no longer needs direct service, even if that student has not yet scored proficient on the ACCESS for ELLs 2.0, the student may be exited from direct EL service.

Glossary of Terms

ACCESS for ELLs 2.0
Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a standardized, norm-referenced test that assesses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English learners

BICS
Basic Interpersonal Communicative Skills; The language abilities required for verbal face-to-face communication

Bilingual Education
Describes educational programs that explicitly include the student's native language in instruction

CALP
Cognitive Academic Language Proficiency; The language ability required for academic achievement

Cluster Model
A design for grouping students identified as EL receiving EL services together with a classroom teacher in order to facilitate collaboration

EL
English Learner, refers to the student and/or their families (this term was newly adopted by MDE in 2010 to replace ELL)

ELD
English Language Development

ELD Standards
WIDA's five standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies

ESL

English as a Second Language

ESOL

English for Students of Other Languages

ESSA

Reauthorization of the Elementary and Secondary Education Act

Home Language

The language that is spoken in the child's home

L1

First language or native language

L2

Second language

Language Domain

There are four language domains: Reading, Writing, Listening, and Speaking

LEP

Limited English Proficiency

MCA

Minnesota Comprehensive Assessments

MNLS

Minnesota Language Survey

Migratory Child

A child who is, or whose parent is, a migratory agriculture worker

Monitoring

The four-year period after a student has demonstrated proficiency on the ACCESS for ELLs 2.0 and is no longer required to take it. A student does not receive language service during this time.

Newcomer
A student with no English Language skills, who has just arrived in the US

Performance Definitions
Descriptive of the level of English language proficiency and show how English Language Learners process, understand, and produce language at each level of proficiency.

Pull-out
Instructional practice where students identified as EL receive support in small groups based on their level of language proficiency in a pull-out setting (within or outside the classroom).

Push-in (Inclusion)
Instructional practice where students participate fully in the student work and learning experiences with other students. Students identified as EL will receive language instruction in small groups based on their level of language proficiency within the core classroom.

Sheltered Instruction
Teaching approach promoting development of a second language (English) while simultaneously facilitating mastery of academic content taught through that second language

SLIFE
Students with limited or interrupted formal education

Title I

Funding allocated to school districts based on how many students receive free and reduced lunch

Title III
Funding allocated for students who meet eligibility requirements for EL services.

WIDA
Word-Class Instructional Design and Assessment; consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners

WIDA Screener
WIDA English language proficiency assessment; to be used for initial placement into district EL program for students entering second semester 1st grade-12 grade.

K-WAPT
WIDA-ACCESS Placement Test; to be used for initial placement into district EL program for students entering Kindergarten through December of 1st grade.

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Strategies Quick List

These are simple changes to the way you already do things. Students identified as ELs need high expectations and sustained academic rigor to be successful.

- ☐ Allow use of language translation device or dictionary
- ☐ Allow student to collaborate with peers of similar home language, proficiency levels, and native English speakers
- ☐ Give students increased wait time: at least 15-20 seconds
- ☐ Give clues for questions with short answers (word bank) and/or sentence frames
- ☐ Encourage peer work and provide time for sustained interaction
- ☐ Allow inventive spelling
- ☐ Use chunking and give extended time on assignments/readings
- ☐ Give students an outline of the lesson that highlights key concepts
- ☐ Give students a note-taking template with key concepts/vocabulary
- ☐ Use books or texts at student's reading level to provide content area instruction
- ☐ Emphasize 5-8 most important (Tier 2) academic vocabulary terms of a lesson
- ☐ Restate, repeat, and speak and an appropriate speed
- ☐ Use gestures, pantomime, demonstrations, role playing
- ☐ Use pictures, real objects, visuals
- ☐ Use manipulatives and simulations
- ☐ Use modeling
- ☐ Use graphic organizers
- ☐ Say and <u>write</u> directions and instructions
- ☐ Use clear printing
- ☐ Show videos of new concepts in native language or English
- ☐ Ensure students understand the use of figurative language (idioms, metaphors, similes, etc.)
- ☐ Be mindful of and differentiate sentence structures
- ☐ Allow students to record lectures
- ☐ Allow students to listen to texts online
- ☐ Assign a peer buddy
- ☐ Write clear content and language objectives with appropriate supports (sentence frames, key vocabulary, etc.)
- ☐ Adapt the task and assessment using the WIDA Can Do's for the student's language proficiency (using pictorial support, answering orally, etc.)
- ☐ Collaborate with EL Specialist

Ensuring Equity for Students Identified as English Learners during Extended Flexible Learning

(updated on Spring Lake Park Schools Website for all stakeholders and in Schoology for staff)

To meet the learning needs of students identified as English learners through extended flexible learning, we need to ensure the four domains of language are included in their learning experiences. Students should have opportunities to engage in learning across all four domains (over the course of their weekly learning), leveraging the student's stronger domain(s) so they can make growth in the domain(s) where they need additional learning. Learning experiences for the domains might include, but are not limited to:

- **Listening:** Students can listen with an identified purpose to: teacher synchronous and asynchronous lessons, short video clips, classmates Flipgrid posts
- **Reading:** Students can: read books, textbooks, articles, posts shared through Schoology/Seesaw
- **Speaking:** Students can: record ideas on Flipgrid, small group meetings in Schoology Conferencing, record/share recordings in Schoology/Seesaw
- **Writing:** Students can: write in a Google doc, discussion posts in Schoology, written assignments submitted in Schoology/Seesaw

Considerations for all teachers to remember when designing extended flexible learning for students identified as EL include, but are not limited to:

- Identifying and planning for academic and content language that students will need to know in order to engage with the learning
- Providing language structures for students to meet grade level standards
- Creating materials for various options to complete assignments
- Generating visuals to accompany lessons (examples include: photos, pictures, videos, etc)
- Adding in other virtual platforms to support student learning (examples include: screencast, video of teacher modeling)
- Provide opportunities to use home language in order to clarify concepts and build meaning (examples include: using Google translate, using texts in home languages, discussion with students who speak same languages, responding in writing using home language)

During extended flexible learning, we will continue to stay in communication with families of students identified as English learners in order to share learning progress, next steps in learning, answer questions, etc. We will:

- Use Language Line for phone conversations
- Provide identified documents in translated formats
- Utilize the translating feature on our website to share messages and information

Students will continue to receive learning experiences and feedback from content/classroom teachers and identified language learning from EL teachers (as described in the roles below).

Role of EL Teachers (specific to students identified as English learners during extended flexible learning):
- Continue to provide sheltered classes
- Continue teaching co-taught classes
  - EL teacher provides feedback on language usage
- Collaborate with content teachers to support language support that is aligned with content standards (instead of teaching a pull-out ELD class, our intent is to push-in to grade level content in order to connect and align the learning for students so that they are accessing the language and the content learning)
  - EL teacher provides feedback on language usage

Role of content teachers and classroom teachers (specific to students identified as English learners during extended flexible learning):
- Design learning experiences to meet the needs of students identified as EL in your classes
- Use PLC time to identify and plan for needs of ELs
- Collaborate with EL teachers to connect and align the learning for students so that they are accessing the language and the content learning

Spring Lake Park Schools

Language Line Over-the-phone Interpretation Service

1. Dial **1-866-874-3972**
2. Enter on the telephone keypad or provide the representative:
   - **Client ID#:** 509134
   - **Company Name:** Spring Lake Park School District
   - Press 1 for Spanish or 2 for all other languages

An interpreter will be connected, tell them what you want to accomplish and give any special instructions.

WORKING WITH AN INTERPRETER: Explain the purpose of the call and give the interpreter specific questions or information to interpret.
Interpreters convey information meaning-for-meaning not word-for-word.

INTERPRETER INDENTIFICATION: Our interpreters identify themselves by first name and number only.

IF YOU NEED HELP: Press "0" (zero) to be transferred to a representative.

CUSTOMER SERVICE: CALL 1-800-752-6096 option 1