



Language Instruction Educational Program (LIEP) Plan

*Interpreters will be provided upon request. Parents should notify the office at the school, or the EL teacher if they would like an interpreter.

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Acronyms and Definitions

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

CLD: Culturally and linguistically diverse; an asset-based term to describe students who are learning a new language and who come from diverse social, cultural and economic backgrounds

EL: English learner; EL and ELL are no longer terms preferred by language specialists to refer to students because they are examples of deficit-based language, i.e. they emphasize what the student does not yet know rather than the student's assets. The term is best used to describe EL programming, EL teachers, EL classes, etc, but to describe students more appropriate terms would be "multilingual learners", "students with English learner status", or simply "students" depending on the context. Because "EL" is used in federal law, certain contexts may require use of EL to refer to a group of students in order to disaggregate data on language proficiency, but in most cases asset-based language is preferred.

ELD: English language development; explicit English language instruction based on the student's current level of English proficiency, using the four domains of language (listening, reading, writing and speaking)

ELL: English Language Learner

ELP: English language proficiency; WIDA uses a scale starting with 1 for new English learners, through 6 for students who are fully proficient

ESL: English as a Second Language; the name of the licensure for the language specialist in Minnesota

ILP: Individual Language Plan; a plan for documenting and communicating differentiated EL instruction

LEAPS: Learning English for Academic Proficiency and Success Act was passed in Minnesota in 2014 to add an increased emphasis on English learner support

LIEP: Language instruction educational program. A written plan of services for multilingual students

MARSS: Minnesota Automated Reporting Student System; a system for collecting student data in Minnesota

MDE: Minnesota Department of Education

MEP: Migrant Education Program; a special sub-group of CLD students

ML/MLL: Multilingual learner; an asset-based term to describe students who are learning an additional language

MNLS: Minnesota language survey; part of Minnesota's standardized EL procedures. All districts must include this in their enrollment packets.

RAEL: Recently-Arrived English Learner (often referred to as "Newcomers")

SLIFE: Student(s) with limited or interrupted formal education; a special sub-group of CLD students

SIOP: Sheltered Instruction Observation Protocol; an approach for teaching content to multilingual learners using strategies that make the subject matter easier to understand and promotes English language development at the same time

WIDA: World-class Instructional Design and Assessment Consortium; A group of states that collaborate to design and implement common standards and assessments for EL programs; Minnesota is one of 41 states that has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment

Introduction

The purpose of this document is to outline the procedures of the Detroit Lakes Language Instruction Educational Program (LIEP), in accordance with the suggested elements for effective English Learner (EL) programming resources provided by the Minnesota Department of Education (MDE). The critical elements of this plan communicate and describe consistent practices that ensure all multilingual students receive the appropriate services and support.

DLPS views multilingualism as an asset and recognizes that diversity adds to a rich educational experience for all students. Our program will utilize best practices from the study of second language acquisition to provide multilingual students with an education that moves them toward English language proficiency, while maintaining rigor in the content areas and on a path to graduation. Some students may be new to the English language and will be beginning by learning vocabulary and conversational English. Other students will be proficient in conversational English but will need support learning the academic language required to be successful in school. At DLPS we will individualize instruction for our multilingual students so the program fits each unique need.

Web Links

[Guiding Principles of Language Development](#)

Legal Foundations

The Language Instruction Educational Program (LIEP) is a legal requirement for districts with students who are in the process of learning English as an additional language. The goal of the English language program is to develop students' communicative and academic language skills in English while maintaining the student's home language. This is to ensure that students will be able to access the same challenging grade-level academic content as their peers. Methods of instruction in the EL program must be research-based and include instruction by ESL-licensed teachers.

LIEP plans must be aligned to [Minnesota Statute 124D.61\(2\)](#), which requires a district enrolling one or more students with English learner status to have "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 English learners."

District LIEP plans must also meet federal legal requirements. The Equal Educational Opportunities Act (EEOA) of 1974 requires districts to remove language barriers to achievement and ensure equal participation of students in instructional programs.

Web Links

[Landmark Court Rulings](#)

[LEAPS Act](#)

[US Department of Education Dear Colleague Letter](#)

EL Identification Procedures

1. All families will complete a registration packet that includes the Minnesota Language Survey (MNLS). The MNLS contains information regarding:
 - a. The language(s) the student learned first;
 - b. The language(s) the student speaks;
 - c. The language(s) the student understands; and
 - d. The language(s) the student has consistent interactions in.

NOTE: All parents complete MNLS during enrollment. This form is kept in each student's cumulative folder.

2. If a language other than English is indicated for 1a-d above, the student will be referred to the EL teacher to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction and the EL program.
3. Once the MNLS has been analyzed and indicates a language other than English, to determine the level of English proficiency upon entrance into the LIEP, the student takes the:
 - a. **WIDA Screener** (second semester 1st grade through 12th grade)

If the student scores 4.5 or above for overall composite, with all language domains (listening, reading, speaking, writing) 4.0 or above, the student is not eligible for EL program instruction. If the student scores below 4.5 for overall composite, or has any domain below 4.0, the student will qualify for EL program instruction.

- b. **WIDA Screener for Kindergarten** (first semester Kindergarten through first semester first grade)

In the first semester of Kindergarten the student will be administered the Listening and Speaking domains only. In the second semester of

Kindergarten and first semester of first grade, students will be administered all four domains. If the student scores an overall composite of 4.5 or higher, the student will not qualify for EL program instruction. If the student has an overall composite score of below 4.5, the student will qualify for EL program instruction. A student who scores in the proficient range in first semester kindergarten but shows signs of struggling with language in the second semester can be given the reading and writing domains to determine eligibility in the second semester of kindergarten.

4. When a student transfers from another school district, the EL teacher will review information provided by the previous school about the EL status of the student. If the student transfers from another school in Minnesota, or another WIDA state, and already has English language proficiency data, such as WIDA ACCESS or WIDA Screener scores, the student will not need to take the WIDA Screener. If the student moves from a state that does not use WIDA assessments, the student will need to take the WIDA Screener to determine eligibility into the program.
5. Some students may be eligible for additional identification and the district must screen a student for potential qualification of the following additional classifications.

Students with Limited or Interrupted Formal Education (SLIFE) - a student with English Learner status who meets three of the following five requirements:

1. Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English.
2. Enters school in the United States after grade 6.
3. Has at least two years less schooling than the English learner's peers.
4. Functions at least two years below expected grade level in reading and mathematics.

5. May be preliterate in the English learner's native language.

Recently Arrived English Learner (RAEL) – An English learner enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months.

Immigrant Children and Youth – an immigrant is defined as a student who:

- a. Is aged 3 – 21;
- b. Was not born in any state or U.S. territory;
- c. Has not been attending one or more schools in any one or more states; for more than 3 full academic years (on a cumulative basis);
- d. And, includes students listed as non-English Learner and English Learner in the Minnesota Automated Reporting Student System (MARSS).

Migratory Children – A migratory child is defined in the law as a child ages 3-21 who is, or whose parent or spouse is, a migratory agricultural worker, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse or guardian to obtain temporary or seasonal employment in agriculture or fishing work. The student may have moved from one school district to another (Every Student Succeeds Act, Section 1309 subdivision [3][A][B]).

6. The process of identifying a student for the EL program will be completed within 30 days of the start of the school year. If the student enrolls after the beginning of the school year, the process will be completed within 2 weeks. The process of identification is complete when the parents have been sent the notification letter indicating the student is enrolled in the program.

Web Links

[MN Standardized English Learner Procedures](#)

[MN Language Survey Administration](#)

Description of the EL Program

1. Students identified for EL status during the identification process will be placed into the district's EL program. The EL program will utilize content-based English language development instruction to increase students' English proficiency in listening, reading, writing and speaking while also maintaining high expectations for students in grade-level academic subjects. Instruction will use the WIDA English Language Development Standards Framework, 2020 Edition. The individualized student plans may include one or more of the following:
 - a. Pull-out model - students leave the classroom during intervention time for elementary, or study hall time for secondary to receive individualized, small group instruction of ELD standards with the EL teacher. Students will not be removed from core, whole group instruction, or "specials" such as PE, Art, or Music.
 - b. Push-in model - the EL teacher will collaborate with the classroom teacher to schedule a time to go into the classroom and provide language instruction using the ELD standards during a content class, in conjunction with the classroom teacher.
 - c. English Language Development classes - ELD course offered at the middle school and high school. The course will teach ELD standards through explicit instruction that is aligned to content standards, in particular Minnesota Language Arts standards.

2. RAEL/Newcomer Program - A recently arrived English learner (RAEL) is a K-12 student who has English learner status in Minnesota and who has been enrolled in a school in one of the 50 states in the U.S. or District of Columbia for less than 12 months. This identification is included in the school district's accountability reporting under ESSA. A student can only

be identified as RAEL one time. "Newcomer" is more broadly defined as students who are new-to-district and new-to-country.

- a. If newcomers are literate in their home language, an attempt will be made to assess the student's abilities in reading and math through the home language so the teachers have a better understanding of the student's skill levels in those content areas. For instance, STAR tests for progress monitoring are available in Spanish.
 - b. When appropriate, the district will make every effort to provide some instructional materials in the student's home language as a support for the student while they are beginning to learn English.
 - c. The parents of newcomers and RAELs will have a meeting with the EL teacher, the classroom teacher, and an interpreter, if needed, to complete paperwork such as registration forms. The EL teacher and the classroom teacher will provide an orientation to the school to make the parents aware of expectations and procedures of the school district and the classroom. They will go over the school handbook with the interpreter to ensure the parents understand. This meeting will usually take place during the initial registration meeting.
3. Curriculum – The EL teacher will use SIOP strategies to teach English in the domains of listening, reading, writing and speaking with activities that are aligned to the mainstream content. In addition, the pull-out model may use Continental's *TEAM Toolkits* to facilitate the WIDA ELD standards in all four domains. The WIDA ELD standards are:
- i. ELD Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting.

- ii. ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
 - iii. ELD Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
 - iv. ELD Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
 - v. ELD Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.
4. The amount of instructional time with the EL teacher for each student will vary depending on the student's proficiency level and academic needs. Most students will receive 30–90 minutes of ELD instruction with the EL teacher in one or more of the program models daily. Additional time can be added if needed. The students will also be supported through scaffolding techniques in mainstream classrooms so they are able to access the grade-level content being taught by the classroom teacher. The following table lists instructional time recommendations for each proficiency level and grade level band.

EL Instructional Times

	<u>Level 1</u> <u>Entering</u>	<u>Level 2</u> <u>Beginning</u>	<u>Level 3</u> <u>Developing</u>	<u>Level 4</u> <u>Expanding</u>	<u>Level 5</u> <u>Bridging</u>	<u>Level 6</u> <u>Reaching</u>
Kindergarten	60 min/day	60 min/day	30 min/day	30 min/day	monitor	monitor
Grade 1	60 min/day	60 min/day	30 min/day	30 min/day	monitor	monitor
Grades 2-3	60 min/day	60 min/day	30 min/day	30 min/day	monitor	monitor
Grades 4-5	60 min/day	60 min/day	30 min/day	30 min/day	monitor	monitor
Grades 6-8	90 min/day	90 min/day	60 min/day	60 min/day	monitor	monitor
Grades 9-12	90 min/day	90 min/day	60 min/day	60 min/day	monitor	monitor

Web Links

[WIDA ELD Standards Framework](#)

[Continental TEAM Toolkits](#)

[Sheltered Instruction Observation Protocol \(SIOP\)](#)

Assessment and Ongoing Identification Procedures

1. After students are identified and given English learner status, the district office will update the MARSS database with three elements that concern EL programs, the home primary language code, EL indicator (EL yes, or EL no), and EL start date.
2. If parents or guardians refuse any part of the LIEP (MNLS, EL programs, etc.) the EL teacher will meet with the parents to discuss the benefits of the program. If parents/guardians continue to refuse, it should be documented with written notice provided by the parent/guardian and put in the student's cumulative file. Parents can opt their children out of the LIEP, but the students will be required to take the WIDA ACCESS test every spring. The parent/guardian can request to re-enroll the student into the LIEP at any time.
3. Federal and state law both require that students who are identified as English learners must take the ACCESS for ELLs 2.0 English Language proficiency assessment annually. This requirement applies even if the parent/guardian has opted the child out of the LIEP. The ACCESS for ELLs 2.0 assessment window is from the end of January through March. Students take an assessment for each of the four domains: listening, reading, writing, and speaking. Initial score reports are usually available at the end of May and they are used to determine continued eligibility in the LIEP. Parent score reports are usually available in August or September. The EL teacher will meet with the parents to discuss the score reports at the beginning of the year.
4. Parents and guardians of ELs are notified each year within 30 calendar days of initial or continued enrollment of their child in the LIEP.

Web Links [ACCESS for ELLs](#)

EL Program Exit Procedures

1. Students will take ACCESS for ELLs 2.0 assessment annually to monitor English language proficiency and determine continued eligibility in the LIEP. When students achieve an overall composite score of 4.5 or greater and three of the four domains of listening, reading, writing and speaking each have a score of 3.5 or greater, the student will exit the EL program. The exit scores have been determined by the Minnesota Department of Education and are the scores required in every district in Minnesota.
2. Parents will receive a notification letter within 30 days of the start of the school year that informs them of the results of the ACCESS test and if their child will be exiting the EL program, or will be eligible to continue in the EL program.
3. It is most common for students to continue in an LIEP program for 5-7 years on average before they attain proficiency in academic English and are able to exit the program.
4. When a student will be exiting from the LIEP, the MARSS indicator will be reclassified from EL=yes to EL=no.
5. After a student exits the LIEP, they will be designated as a former EL (EL=no) and on monitor status for a minimum of two years. The EL teacher will monitor the reclassified students using local assessment data and other indicators. Monitoring the students will ensure that:
 - a. They are able to participate meaningfully in the regular education program of instruction comparable to their never-EL peers and are able to reach their full potential.
 - b. Any academic gaps not addressed while participating in the LIEP have been addressed.

- c. They have not been prematurely exited from EL status.
 - d. Linguistic supports and interventions in the classroom are provided to the student to address any concerns that arise.
6. If the student has been on monitor status and the EL teacher and classroom teachers believe that the student may have been prematurely exited, the parents can give permission to explore putting the child back into the LIEP. This should be a rare occurrence, but if necessary, the district will follow the procedures outlined by MDE for possible reclassification of a former EL.

Web Links

[MDE English Learner Education](#)

Family Communication Procedures

Family involvement is a vital component for Detroit Lakes Public Schools, including families of multilingual students. District staff will work closely with families to ensure a positive experience in our schools. We want parents to feel comfortable and confident in navigating school information and contacting school staff. Building these relationships will help students succeed and enrich their educational experience.

Parents will receive a notification letter when their child is first enrolled in the LIEP, and yearly thereafter if their child continues enrollment. When the student is ready to exit the EL teacher will schedule a meeting with the student's parents to answer any questions they have. The EL teacher will also either attend the parent/teacher conferences with the classroom teacher, or will schedule a conference with the parents at an alternate time during the school year.

Many multilingual families require language support in a language other than English. School staff will make every effort to provide families with written information and documents from the school in their preferred language. Interpreters will be available for parent-teacher conferences, school meetings and other events so that parents do not need to rely on family members for this service. The EL teacher will schedule these meetings at a time that is convenient for the parents, and when there is an available interpreter.