

School District 197

Language Instruction Education Program (LIEP) Plan



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Strategic Framework

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.

GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

WE BELIEVE...

RELATIONSHIPS

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

EQUITY

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

ACHIEVEMENT

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

FOCUS AREAS

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

Section I: Introduction & Overview of English as Second Language

Mission

School District 197's English Language Development (ELD) or English as a Second Language (ESL) Program provides academic language support to English learners (ELs) and multilingual learners (MLs) in order to achieve their personal goals and academic potential, and to prepare them to be responsible citizens in an interconnected, multicultural, and multilingual world.

Vision

We intend to create:

- A safe and respectful learning community that values all cultures and languages
- A welcoming environment for English learners and their families
- An educational community that honors native language and culture
- A rigorous English language program based on proven best practices and sound research
- Graduates who are culturally literate, able to self-advocate, and are career and college ready

Outcomes That Matter to All

- English learners have access to high-quality curriculum and instruction.
- English learners build skills in English proficiency and language acquisition.
- English learners understand college and career pathways.
- English learners are proud to be plurilingual, able to self-advocate, and recognize their potential.
- All staff collaborate and believe in the academic potential of English learner students.
- The district works to develop and revise its comprehensive and inclusive educational model for English learners and their families.



Background of English As a Second Language (ESL) Support

Important Legislation

Title VI of the Civil Rights Act of 1964 initially determined that students who do not demonstrate English language proficiency have a right to a language instruction educational program (LIEP) that provides them access to the content instruction that all children receive. The Elementary and Secondary Education Act, reauthorized under the Every Student Succeeds Act (ESSA) in 2015, delineated more specifically the responsibilities of the local education agencies (LEAs) and state education agencies (SEAs).

In 1974, the U.S. Supreme Court (Lau vs. Nichols case) required all public schools to provide services for English Language Learners (ELs). This landmark legislation drew attention to the need for skilled teachers, trained in second language acquisition, to support ELs in American public schools.

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

Additionally, the Learning English for Academic Proficiency and Success (LEAPS) Act was passed in Minnesota in 2014 to add an increased emphasis on English learner support, including accountability and reporting for Students with Limited or Interrupted Formal Education (SLIFE). It also adds a provision for districts to institute bilingual and multilingual seals on high school diplomas for students who demonstrate certain levels of language proficiency in native and world languages. The LEAPS Act also requires educators and administrators to be skilled in developing the English language proficiency of their English learners.

Asset-Based Language

District 197 uses student-first, asset-based language, including the term “multilingual learner” to describe students who are learning additional languages. The term multilingual learner is a broad category that includes students who were never identified for English Learner (EL) status, students currently receiving ELD instruction, and those who used to have EL status. Using asset-based language focuses on what students bring to the learning environment rather than the service they receive (e.g., special education, reading interventions, etc.). It is recommended to refer to students identified for ELD instruction with terms such as “multilingual learners,” “students with English learner status,” “students identified for EL instruction,” or simply “students” depending upon the context. Because the acronym “EL” is used in federal law, certain contexts may require the use of EL to refer to this specific group of students. In this document, the terms multilingual learner and EL are both used according to the context.

Key Definitions

English Learner (EL) Identification

As defined in Minnesota under 2017 Minnesota Statutes, section 124D. 59, subdivision 2, an English learner is “a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151 or a school readiness plus program who meets the requirements under subdivision 2a or the following requirements:

1. The pupil, as declared by a parent or guardian, uses a language other than English; and
2. The pupil is determined by a valid assessment measuring the pupil’s English language proficiency and 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 academic classes taught in English.

Immigrant Children and Youth Identification

An immigrant student is defined as a student who:

1. A child who is aged 3 through 21;
2. Was not born in any state or any 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. While most immigrant students in Minnesota are also English learners, students who are not ELs can also be identified for funding and support.

Long-term English Learners (LTEL)

Minnesota does not have a formal definition of LTELs within its state statute, and ESSA does not formally define long-term English learners. However, under ESSA, all states are required to report the number and percentage of ELs who have not attained English language proficiency within five years of initial classification in the local educational agency [ESSA, Section 3122(a)(6)].



Key Definitions

Migratory Children Identification

According to sections 1309 of the ESSA, a child is a “migratory child” if the following conditions are met:

1. The child is not older than 21 years of age; and,
 - a. The child is entitled to a free public education (through grade 12) under state law, or,
 - b. The child is not yet at grade \level at which the LEA provides a free public education, and,
2. The child made a qualifying move in the preceding 36 months as a migratory agricultural worker or a migratory fisher, or did so to join a parent/guardian or spouse who is a migratory agricultural worker or a migratory fisher; and,
3. With regard to the qualifying move identified in [2], above, the child moved due to economic necessity from one residence to another residence, and,
 - a. From one school district to another; or,
 - b. In a state that is comprised of a single school district, has moved from one administrative area to another within such district; or,
 - c. Resides in a school district of more than 15, 000 square miles and migrates the distance of 20 miles or more to a temporary residence.

Recently Arrived English Learners (RAEL) Identification

A RAEL is an English learner enrolled in a school in one of the 50 states in the United States or District of Columbia for less than 12 months (ESSA 1111(b)(3)(A)).

Students with Limited or Interrupted Formal Education (SLIFE) Identification

Students with limited or interrupted formal education make up a specific group of ELs. Signed into law in 2014, the Learning English for Academic Proficiency and Success (LEAPS) Act defines SLIFE as an English learner with an interrupted formal education who meets three of the following five requirements:

1. Comes from a home where the language usually spoken is other than English, or 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.

English Learners with Disabilities (ELSWD) Identification

An English learner with a disability is a student who is eligible for both special education services and English as a Second Language support.

Section II: Identification, Placement, and Programming

General Requirements for ESL Programs in Minnesota (MN Statute 124D.6)

As a district that enrolls one or more children of limited English proficiency, District 197 implements an educational program that includes the following requirements:

- (1) identification and reclassification criteria documented by district staff in Infinite Campus;
- (2) a plan of services that describes programming by English proficiency level documented in ELlevation and made available to parents upon request. The plan articulates the amount and scope of service;
- (3) professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency, that are;
 - (i) coordinated with the district's professional development activities;
 - (ii) related to the needs of children of limited English proficiency; and
 - (iii) ongoing
- (4) to the extent possible, avoids isolating children of limited English proficiency for a substantial part of the school day; and
- (5) in predominantly non-verbal subjects, such as art, music, and physical education, permits 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.

ESL Programming

Step 1: Identification

District 197 has established identification criteria and procedures as the first step in serving ELs. Identification consists of two parts:

A: Minnesota Language Survey (MNLS)

At the District 197 Enrollment Office, each family will complete the Minnesota Language Survey to identify the primary language of the household. The questionnaire determines if a student:

- (1) first learned a language other than English;
- (2) the language the student speaks;
- (3) the language the student understands;
- (4) the language in which the student has the most consistent interaction.

If a language other than English is indicated on the MN Language Survey, the student will be screened by district staff for English language proficiency using the WIDA Screener. The information from the Minnesota Language Survey is placed in the Infinite Campus system. District ESL teachers are notified upon registration when a family indicates that a language other than English is spoken in the home. In general, the home language does not change. However, if an error occurred upon initial enrollment, every effort is made to ascertain the correct home language background of the student.

B: Determining the Student's English Language Proficiency

The state of Minnesota is part of the World-Class Instructional Designs and Assessments (WIDA) consortium that developed scales of academic English proficiency. The WIDA Screener is used by Minnesota schools to measure the English Language Proficiency of students to determine whether or not a child is in need of English language instructional services, and if so, at what level. WIDA looks at four domains for language development;

1. Writing
2. Reading
3. Speaking
4. Listening

In the WIDA Screener, the reading and listening score are weighted more heavily to determine the student's level of language development. The six levels of language development are:

1. Entering
2. Beginning
3. Developing
4. Expanding
5. Bridging
6. Reaching (exiting level)

Step 2: ESL Entrance Criteria

To be eligible for ESL Services, a student must meet both criteria below:

1. The Minnesota Language Survey lists a ***language other than English***
2. The student ***scores between a 0-4.4*** on their most recent WIDA Screener or ACCESS 2.0 assessment.

MARSS Data Elements

This section of the Identification guide is written to assist all district staff in understanding and utilizing the data elements of the Minnesota Automated Reporting Student System (MARSS); home primary language, EL indicator, and EL Start Date. Accuracy within MARSS is critical. The Minnesota Department of Education uses the English Learner identification marker as the basis of allotment of Minnesota State EL funding and federal Title III funding to the Local Education Agency (LEA). There are five different MARSS elements concerned with English learners:

1. Home Primary Language
2. EL Indicator
3. EL Start Date
4. SLIFE/RAEL Identification
5. Parent Refusal

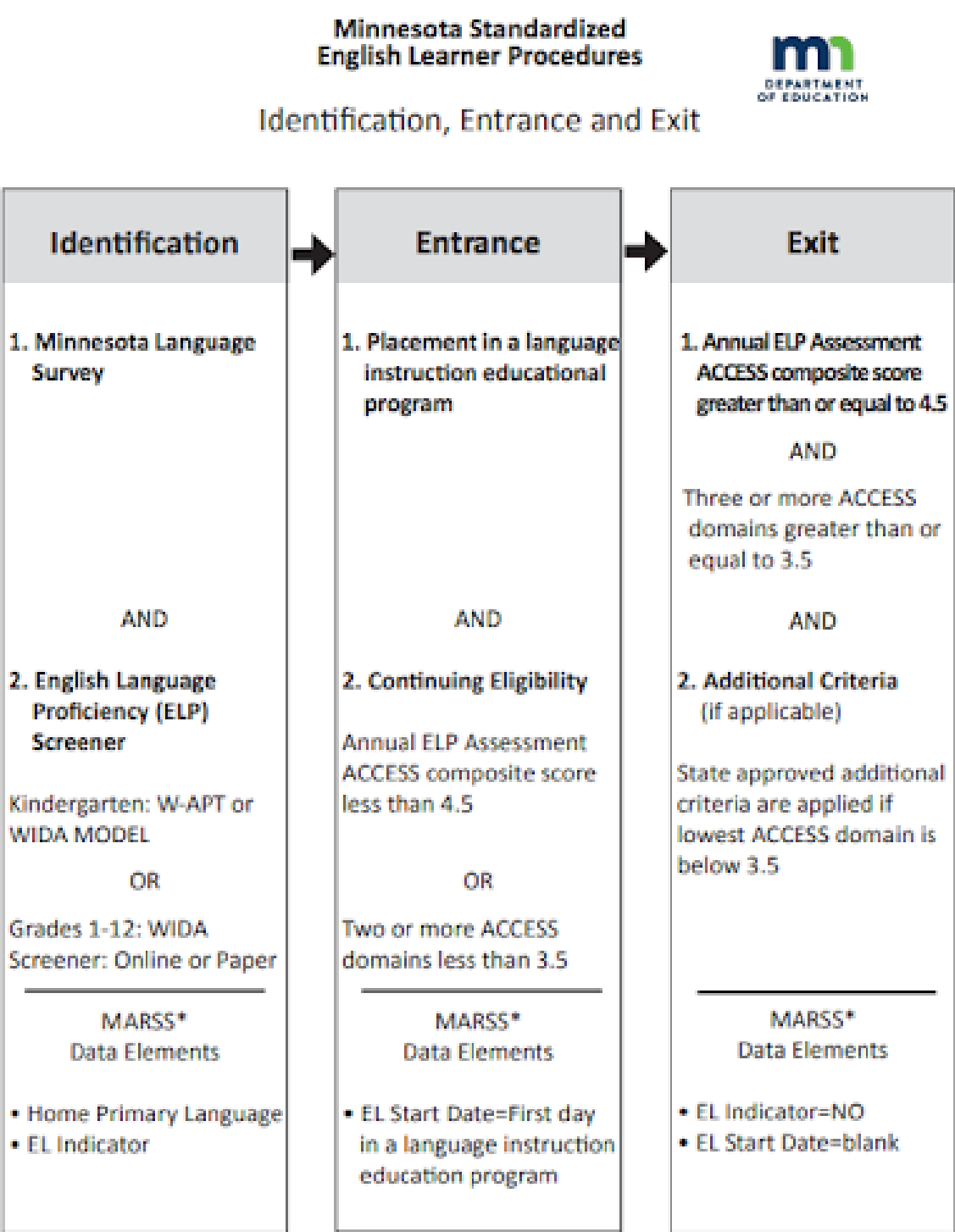
All five elements should be reviewed and if needed, revised during the year: including the fall and the spring. This is done in coordination and collaboration with district ESL teachers, school Administrative Assistants, and the ESL Coordinator. However, not every element is edited within each of the three EL procedures; Identification, Entrance, and Exit. Both the Home Primary Language and the EL Indicator are used during identification.

When a student begins service, the Federal and State term, Limited English Proficient (LEP), is used for reporting purposes in MARSS. The start date for LEP service that is entered on the student's individual record in MARSS also begins the process for District 197 to receive funding for the student in the ESL program.

At the beginning of each school year, a start date is automatically entered in MARSS for LEP students returning to school. (See Identification, Entrance, and Exit flowchart in Figures 1.0 and 1.1)



Figure 1.0



*Minnesota Automated Reporting Student System

Updated July 2017

Figure 1.1

Minnesota Standardized English Learner Procedures

Identification, Entrance and Exit for English Learners with the most significant cognitive Disabilities (ELSWD) who participate in the Alternate ACCESS.

Identification	Entrance	Exit
1. Minnesota Language Survey AND 2. English Language Proficiency (ELP) Screener with accommodations as appropriate Kindergarten WIDA Screener OR Grades 1 -12 WIDA Screener: Online or Paper <hr/> Required student data elements* <ul style="list-style-type: none"> • Home Primary Language • EL begin date 	1. Placement in a language instruction educational program (LIEP) AND 2. Continuing Eligibility Annual Alternate ACCESS Assessment Overall composite score less than P1. <hr/> Required student data elements* <ul style="list-style-type: none"> • EL begin date • EL Participation if participating in an LIEP • Individual Education Program (IEP) indicator 	1. Annual Alternate ACCESS Assessment Alternate ACCESS overall score of P1 or P2 AND 2. Additional Criteria Must be used- (See EL Exit Criteria Decision Tree- Students taking Alternate ACCESS) <hr/> Required student data elements* <ul style="list-style-type: none"> • EL begin Date=blank • EL Indicator= NO • IEP indicator

Step 3: Parental Notification

ELD teachers are the initial point of contact to notify parents/guardians of student placement in the ELD program. ELD teachers use face-to-face or telephone conversations to explain ELD instruction and services, answer questions, and receive parental input.

The following letters and forms are used by District 197 to communicate with parents regarding ELD services:

ELD Notification Letter

This letter is sent to parents/ guardians within the first 30 days of the school year or within 10 days of enrollment in ELD programming. Notification letters are sent in English and the family's home language as needed. Title III of ESSA and Minnesota compensatory funding also requires that the district inform parents about:

1. reasons for identification
2. assessments of English proficiency and placement level
3. how the program will help their child learn English
4. exit requirements
5. and the expected graduation rate of ELs in District 197.

ELD Program Exit Letter

Parents/guardians are notified within the first 30 days of the beginning of the school year if students have met the criteria to exit from ELD service.

Refusal of ELD Services

Parents/guardians have the right to refuse or withdraw students from ELD services. Parents/guardians choosing this option are required to sign a Refusal of English Learner Service form annually. A district ESL teacher will speak directly with the parent(s) or guardian(s) to make sure that they understand the purpose of ESL services and the potential academic risk to their student if the service is refused.

Refusal for Participation in Statewide Testing

Parents/guardians retain the right to refuse student participation in statewide assessments including the ACCESS for ELLs English language proficiency assessment. Parents/guardians who choose to opt out of the ACCESS for ELLs assessment must submit a Refusal for Participation in Statewide Assessments form annually.

Step 4: Direct Service

District 197 serves all EL students in a high-quality scientifically based instructional program, demonstrating effectiveness in increasing English proficiency in speaking, reading, writing, and listening comprehension, as well as, student academic achievement in core academic subjects. All programs incorporate the English Language Development Standards into the district curriculum (See Figure 2.0)

Figure 2.0

The five English Language Development Standards are:

STANDARD	EXPLANATION	ABBREVIATION
English Language Proficiency Standard 1	English learners communicate for Social and Instructional purposes with the school setting	Social and Instructional Language
English Language Proficiency Standard 2	English learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies.

There are two levels of responsibility in the ESL program: Direct Service and Monitoring.

Direct Service

In District 197 ELs are considered to be receiving direct service from a licensed ESL teacher when they receive language support specifically designed to meet their needs either in a pull-out model /ESL content classroom or in general education through a co-teaching or collaboration model. Students within ACCESS levels 1-4.4 are eligible for direct service. All students identified as English learners are to receive regularly-scheduled, direct ELD instruction from a licensed K-12 ESL teacher until they reach exit criteria on the ACCESS 2.0 or ALT-ACCESS test. This must not be hindered by schedule or lack of licensed ESL teachers.

Monitoring

Under ESSA, the term “monitoring” refers to the four-year period after the student has been exited from programming and reclassified as non-EL. District ESL staff collect monitor data on former ELs for two-years after exit. ESL Staff monitor students by collecting monitor forms from content teachers in the ELlevation Education student database.

Step 5: Annual Progress Evaluations

Ongoing formal and informal assessment is part of District 197’s ESL programming. ACCESS 2.0 for ELs, and ALT ACCESS for ELs, is the statewide English Language Proficiency Assessment used in Minnesota. This large-scale test addresses the academic English Language Proficiency (ELP) standards for instructing and evaluating the progress of English language learners. ELs will also take the MCA III assessments and district achievement assessments of content learning. Informally, ESL teachers collect progress monitoring data by Proficiency Level Descriptors throughout the year. Districtwide progress monitoring assessments include FAST testing, aReading and aMath.

Step 6: Program Exit

Students who score a composite of at least 4.5 on the ACCESS 2.0, with no domain (reading, writing, speaking, listening) below a 3.5, are automatically exited from service. If proficiency in all but one domain is LESS than 3.5, then additional criteria must be applied (See Figure 2.0). Students that are exited from the ESL program at the end of a school year will have an end date placed in MARSS (last day of school). These students will not be assigned a start date for services in MARSS at the beginning of the following year, but rather begin their start date of four years on Monitor status. ESL teachers will send home an Exit letter from ELlevation informing parents/guardians of Exit status.

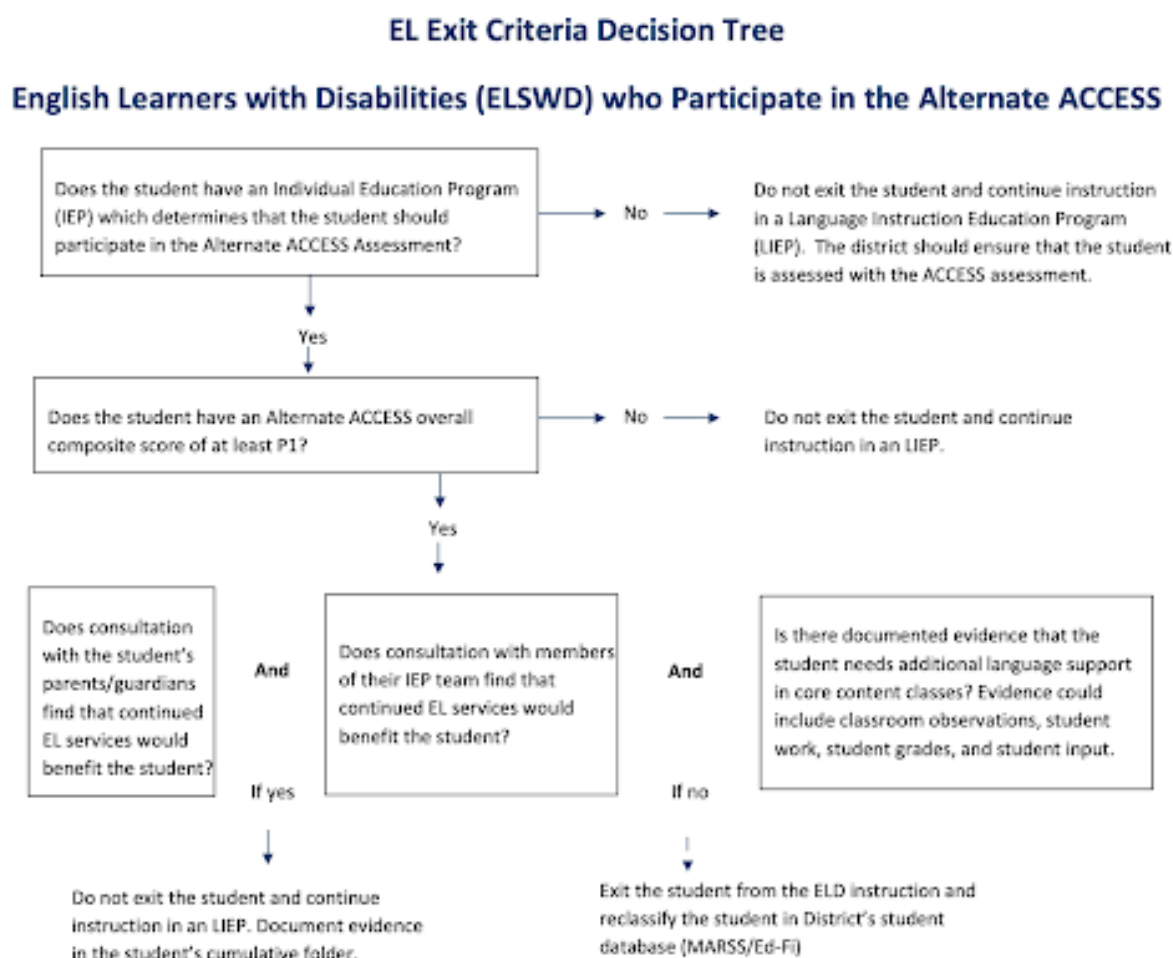
School District 197 EL Identification, Placement, and MARSS

STEP	PROCESS	MARSS DATA ENTRY
Step 1: Identification	Identify student as LEP using the home language questionnaire and district-established criteria based on developmentally appropriate measures.	Home Language Code Enter a numerical code indicating Primary Home language. This code does not change even when the student is no longer LEP identified.
Step 2: Program Entrance	Determine the English language proficiency level of the student and place student in a District 197 instructional program designed to meet the needs of ELs at all proficiency levels.	LEP Start Date Enter the date that the student begins ESL service each school year. If the parent refuses service, this is noted in MARSS. If the student is not served in an ESL program directly, no start date is entered.
Step 3: Parent Notification	Notify parents within 10 days of enrolling a student in the ESL instructional program. Title III of ESSA requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English, exit requirements, and assessment results.	
Step 4: Service	Students are served in an English language instructional program in District 197.	
Step 5: Annual Progress Evaluations	Ongoing assessment will determine LEP identification and movement from level to level within the ESL program. ELs participate in the statewide English Language proficiency assessment called the ACCESS for ELs.	
Step 6: Program Exit	Students exited from the direct service language instruction program should be able to access the general education curriculum and benefit from it.	The LEP Start Date remains in place during the school year in which the student exited the ESL program.
Step 7: Reclassification as No Longer LEP	A student is reclassified as no longer LEP using the ACCESS 2.0 for ELs, observations, and formative language assessments.	LEP End Date An End Date of the last day of the school year is entered in MARRS and Year 1 of Monitor begins. Students remain on Monitor status for 4 years.

Figure 2.0

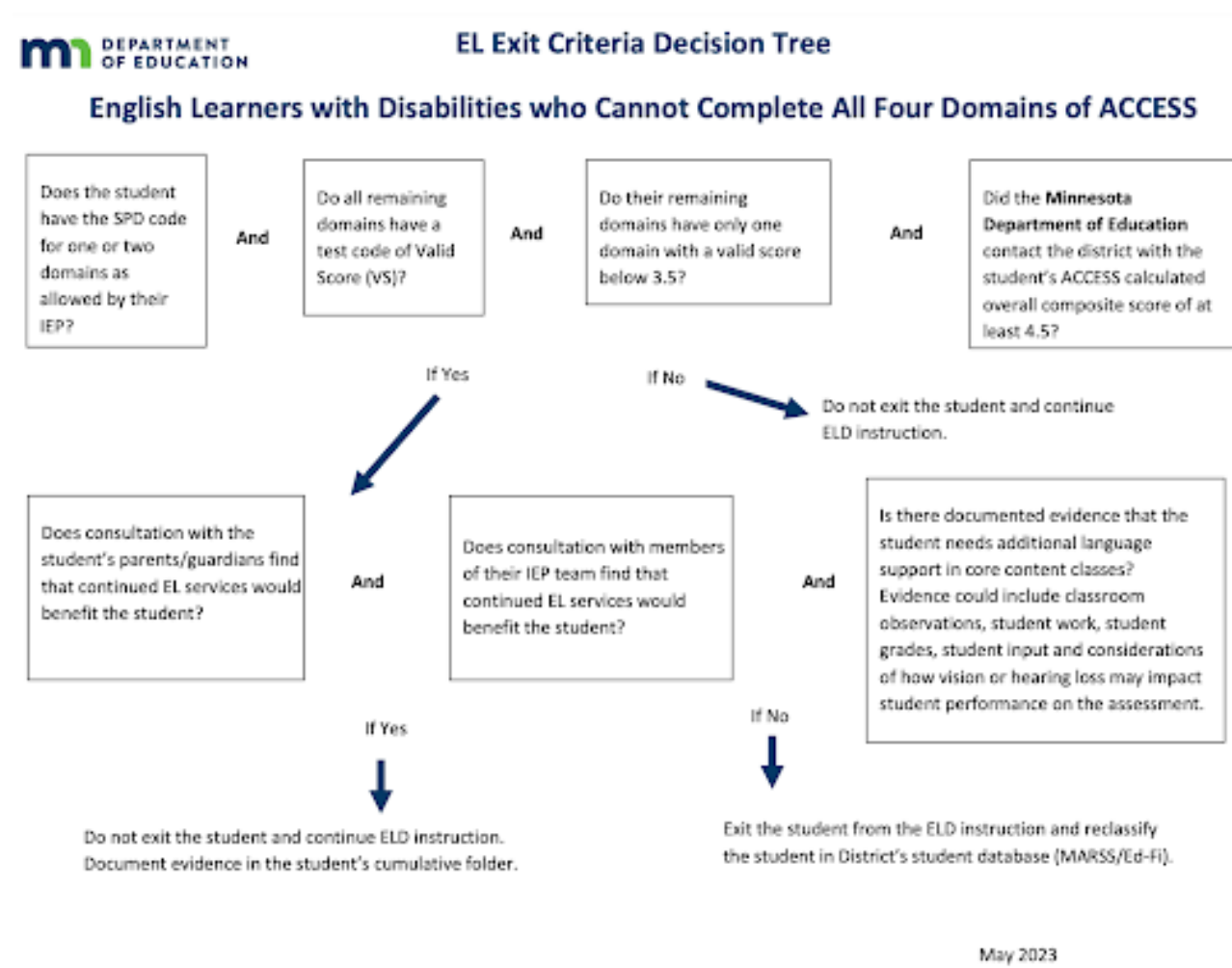
Minnesota Standardized English Learner Procedures: Exiting	
Required Action	Student's ACCESS result
1. Exit and reclassification are required	<p>Student score on ACCESS 2.0 satisfies both of the following criteria:</p> <ul style="list-style-type: none"> a. Overall composite score of 4.5 or higher AND b. A score of 3.5 or higher in each of the four domains (L, S, R & W)
2. Additional criteria must be applied to determine continuing EL eligibility	<p>Student score on ACCESS 2.0 satisfies both of the following criteria:</p> <ul style="list-style-type: none"> a. Overall composite score of 4.5 or higher AND b. Only one domain score is below 3.5 <p>*For more information about applying additional criteria to determine ongoing EL eligibility, see the MDE English Learner Education Page</p>
<p>3. Student is not yet proficient and maintains EL status and continues to receive both</p> <ul style="list-style-type: none"> a. ELD instruction b. ELP - based support throughout the school day 	<p>Student score on ACCESS 2.0 includes:</p> <ul style="list-style-type: none"> a. An overall composite score that is less than 4.5 OR b. Two or more domain scores are below 3.5

Figure 2.1



April 2023

Figure 2.2



Instructional Models

Access to Core Curriculum

“During their educational journey from enrollment to graduation, EL students are entitled to instruction in the school district’s core curriculum (e.g., reading/language arts, math, science, and social studies)....to ensure that EL students are able to participate meaningfully in the educational programs.

In School District 197, meaningful access to the core curriculum is a key component in ensuring that EL students acquire the tools to succeed in general education classrooms. One way to meet this obligation is to **provide full access to the grade-appropriate core curriculum from the start of the EL program** while using appropriate language assistance strategies in the core instruction so that EL students can participate meaningfully as they acquire English.’ (From Dear Colleague letter, US Departments of Education and Justice, 2015)

English Language Development

In adapting instruction for EL students, however, School District 197 ensures that specialized instruction does not use a watered-down curriculum that could leave students with academic deficits when they transition from ESL programs into general education classrooms. Such specialized instruction should be designed such that **EL students can meet grade-level standards** within a reasonable period of time. School districts also should place EL students in **age-appropriate grade levels** so that they can have meaningful access to their grade-appropriate curricula and an equal opportunity to graduate.

(From Dear Colleague letter, US Departments of Education and Justice, 2015)

In School District 197, the ESL service model is a **Content-Based model**. We aim to make content standards accessible to all. ESL teachers help students by focusing instruction on the **language functions and features** of the language of their content classes. This is called the **Functional Language Approach**, and in this model, students learn English and grade-level standards simultaneously. Using the **WIDA Standards Framework**, we address language through the word, sentence, and discourse levels using a variety of best practices to inform and direct instruction.

The Four Big Ideas

We are committed to rigorous, standards-based, culturally and linguistically sustaining instruction for multilingual learners. To fulfill this commitment, the Four Big Ideas that anchor the WIDA Standards Framework are embedded into our programming, instruction, and LIEP plan.

- Equity of access and opportunity
- Integration of language and content
- Collaboration among stakeholders
- A functional approach to language development

The Four Big Ideas promote educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs. All of the big ideas are integrated into District 197's ELD programming and Language Instruction Education Program plan.



In keeping with the standards set by the Minnesota Department of Education and the United States Department of Education, English Language Development Instruction in District 197 recommends different approaches to supporting this development depending on the English language proficiency level of each student:

Recommended Direct Service Model-Elementary

GRADE	LOW		MID/HIGH		
K	<p>Newcomer/ESL curriculum 20-30 min/day, at least 3 times a week (more if possible)</p> <p>If possible, co-teaching/collaboration in math and/or literacy</p>		<p>Co-teaching/collaboration in literacy and/or math 20-30 min/day</p> <p>AND/OR</p> <p>Newcomer/ESL curriculum 20-30 min/day, at least 3 times a week (more if possible)</p>		
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1st-4th	<p>Newcomer/ESL curriculum 30 min/day, at least 3 times a week (more if possible)</p> <p>If possible, co-teaching/collab in literacy and/or math</p>	<p>Newcomer/ESL curriculum 30 min/day, at least 3 times a week (more if possible)</p> <p>If possible, co-teaching/collab in literacy and/or math</p>	<p>Co-Teaching/ Collaboration in literacy and/or math, at least 3 times a week, at least 30 minutes</p>	<p>Co-Teaching/ Collaboration in literacy and/or math, at least 3 times a week, at least 30 minutes</p>	

Recommended Direct Service Model-Secondary

	Level 1-1.9 Entering	Level 2-2.9 Emerging	Level 3-3.9 Developing	Level 4-4.4 Expanding	Level 4.5+ Bridging
Middle School (5-8)	ESL Content Class at least 1 period a day.	ESL Content Class at least 1 period a day.	ESL Content Class at least 1 period a day and/or structured content support in co-taught class. (Lang. Arts).	Structured content support in co-taught class.	Content support as needed.
High School (9-12)	Two class periods per day: Sheltered ELA & ESL elective. Two additional periods of co-taught content class	Two class periods per day: Sheltered ELA & ESL elective. Two additional periods of co-taught content class	Two class periods per day: Co-taught ELA & ESL elective. Additional co-taught period depending on individual student need.	One class period of ESL Advanced Writing elective. Support in content classes depending on individual student need or EL Guided Study.	EL Guided Study

Curriculum Resources Used in ESL Content Classes/ESL Pull-out:

- Elementary ESL- REACH National Geographic and INSIDE the USA (Newcomer)
- Middle School ESL- INSIDE National Geographic(Grades 5-6), English 3D Houghton Mifflin Harcourt (Grades 7-8), INSIDE the USA (Newcomer)
- High School ESL- English 3D Houghton Mifflin Harcourt (Levels 2-5), INSIDE the USA (Level 1-2), Rosetta Stone and Very Easy True Stories (Newcomer)

Section III: Title III

Overview

The purposes of Title III funds, which are clearly laid out in the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act in section 3102, are:

- 1.To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
- 2.To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging state academic standards that all children are expected to meet;
- 3.To assist teachers (including preschool teachers), principals and other school leaders, state educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
- 4.To assist teachers (including preschool teachers), principals and other school leaders, State educational agencies, and local educational agencies to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
- 5.To promote parental, family, and community participation in language instruction educational programs for the parents, families, and communities of English learners.

In Minnesota, all districts applying for Title III EL funds must submit a **comprehensive needs assessment based on EL data; progress towards proficiency, and meeting the recommended growth target**. Staff at the Minnesota Department of Education review the application and confirm that the district's strategy is based on EL needs and able to be implemented well. Additionally, districts receiving EL funding are annually monitored, where districts are asked to provide evidence and support of critical compliance elements that follow requirements of Title III.

Critical Element 1: Student Identification and Reclassification, Program Placement and Exit

Critical Element 2: Appropriate Programs

Critical Element 3: Appropriate Staff and Professional Development

Critical Element 4: Family and Community Engagement

Critical Element 5: Accountability Requirements

Critical Element 6: Fiscal Requirements

Critical Element 7: Nonpublic School Participation

1. Language Instruction Education Program

Title III funds must be used to improve the education of EL children and immigrant youth, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards. To achieve this goal, the district must develop a language instruction educational program (LIEP) that uses approaches and methodologies grounded in scientifically based research on teaching EL and immigrant children and youth, including the following:

1. Developing and implementing new language instruction educational programs and academic content instruction programs, including programs of early childhood education, elementary school programs, and secondary school programs;
2. Carrying out highly focused, innovative, locally designed activities to expand or enhance existing language instruction educational programs and academic content instruction programs;
3. Implementing, within an individual school, school-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction, educational programs, and academic content instruction; and
4. Implementing, within the entire jurisdiction of a local school district, agency-wide programs for restructuring, reforming, and upgrading all relevant programs, activities, and operations relating to language instruction educational programs and academic content instruction.



Authorized activities under the language instruction educational program include the following:

1. Upgrading program objectives and effective instruction strategies;
2. Improving the instruction program for EL by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures;
3. Providing tutorials and academic or vocational education and intensified instruction;
4. Developing and implementing elementary or secondary language instruction educational programs that are coordinated with other relevant programs and services;
5. Improving the English proficiency and academic achievement of ELs;
6. Providing community participation programs, family literacy services, and parent outreach and training activities to ELs and their families to improve the English language skills of ELs, and to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children;
7. Improving the instruction of ELs by providing for the acquisition or development of educational technology or instructional materials; access to, or participation in, electronic networks for materials, training, and communication, and incorporation of such resources into curricula and programs such as those funded by this program.

2. Professional Development

In addition, the district must use Title III funds to provide high-quality professional development to ESL and mainstream classroom teachers, principals, administrators, and other school or community-based organization personnel.

These professional development activities must be:

1. Designed to improve the instruction and assessment of ELs;
2. Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for ELs;
3. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
4. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

MN Statute 124D.61, Section 3. General Requirements for LEP Programs states;

"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."

Professional development in School District 197 has consisted of, but is not limited to, SIOP training, Co-teaching and Collaboration Institute, WIDA Standards Training, Teaching English learners in the Mainstream Training Academy, Ellevation Training for sites and funding for state and local conferences.

2. Parent and Family Engagement

Many federal programs require a component of parent, family and community engagement. Title III funds must be used only for parents and families of English learners. According to ESEA section 1112(e)(3)(C) each local educational agency receiving funds under this part (Title I or Title III) shall implement an effective means of outreach to parents of English learners to inform the parents regarding:

1. how the parents can be involved in the education of their children; and
2. be active participants in assisting their children to:
 - a. Attain English proficiency;
 - b. Achieve at high levels within a well-rounded education; and
 - c. Meet the challenging State academic standards expected of all students.

Districts must also hold regular meetings, and send notices of such meetings, for the purpose of formulating and responding to recommendations from parents of English learners. Communication with parents and families should be in a language they can understand.

School District 197 staff connect with multilingual families through district liaisons and interpreters, Language Line, and Talking Points. District Communication is in Spanish and English and our district webpage can be translated in a variety of languages including Spanish, Hmong, Somali, Arabic, and Amharic. Opportunities to engage in community events and district committees, which inform programmatic change, are communicated in Spanish and English.

3. Accountability Measures

Minnesota's accountability system sets a high bar to close opportunity and achievement gaps. The system focuses on ensuring all students, including students with disabilities, students in poverty, English learners, students of color and American Indian students are successful. It holds every school in the state accountable for the performance of every student group. Accountability indicators are publicly reported for all schools and disaggregated at the student group level. Schools will be identified and prioritized for support based on need.

4. Nonpublic Participation

The intent of the Every Student Succeeds Act (ESSA) is for districts and charter schools to use their federal grant dollars to design programs and services that are equitable and meet the individual needs of students and teachers in nonpublic schools.

Annually, in a timely and meaningful way, the Assistant Superintendent meets with every nonpublic school administrator within the district's boundaries to discuss the letter of intent to participate in the Title III program. At that meeting/ consultation, the nonpublic and Assistant Superintendent discuss the :

- ESL identification process
- Projected equitable share of Title III funds based on eligible students
- Program model including services (by who and where), curriculum, and assessments to measure progress
- How Title III funds will be used to support their ESL program

5. Fiscal Requirements

The District's Procurement Procedures outline the requirements set forth by UGG 2 CFR § 200.317 - § 300.320. For a copy for the District Procurement Procedures, please contact the Director of Finance.

The responsibility in meeting the needs of students in the ESL program, 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 qualifying for the ESL programming include: general education revenue, State Limited English Proficiency (LEP) funding, compensatory education funding, and Title I.

Title III, a component of the Every Student Succeeds Act of 2015, is another source of funding to supplement the resources of a local educational agency in providing quality education to ELs and immigrant students. The federal government awards Title III grants to states based on their respective EL and immigrant student enrollments, and the states, in turn, distribute the funds to local school districts based on their EL enrollments and immigrant counts.

Section IV: Frequently Asked Questions

My child was born in the United States. Can they still qualify for ESL service?

YES. Any student who lives in a home where a language other than standard English is spoken qualifies for ESL screening, including speakers of American Sign Language.

My child speaks English just fine. Why are they identified for ESL service?

Students demonstrating higher proficiency levels of Speaking and Listening in English may still qualify for service if academic Reading and Writing skills are still being developed.

Should all families be given a Minnesota Language Survey upon enrollment?

YES. All students, regardless of perceived native language, are required to complete MN Language Survey upon initial registration in the district. A MN Language Survey should be on record for every student enrolled in School District 197.

Can I refuse service for my child?

YES. Every family has the right to refuse service and must contact the school ESL staff to make informed decisions about support services for their child.

I refused service for my child. Why am I still being contacted about the ACCESS Test?

Although a parent/guardian has the right to refuse service and testing, MDE requires an annual refusal for the ACCESS test. The student still qualifies for ESL service based on their initial identification and the family has the right to monitor progress through the results of the ACCESS test in order to make the most informed decisions for their child's educational needs.

Can District 197 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.

Can students who are over 18 years old receive ESL service?

YES. Students have the right to a free and public education until the end of their 21st year.

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<https://education.mn.gov/MDE/dse/sped/div/el/>

Minnesota Department of Education, Language Instruction Education Plan Guidance:

file:///Users/asaenz/Downloads/Language%20Instruction%20Educational%20Program%20(LIEP)%20Plan%20-%20Example%20with%20Guidance%202021%20(3).pdf

Minnesota Department of Education, Program Review page:

<https://education.mn.gov/MDE/dse/ESEA/t3/pr/>

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<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

US Department of Education, Developing ELL programs:

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