

## MACCRAY Public Schools

### District #2180

## Language Instruction Educational Program (LIEP)

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Overview:

### *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 Multi-language (ML) program is to develop students' communicative and academic language skills in English and in the 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 ML 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 English learners 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 and charter school LIEP plans must also meet federal legal requirements. The Equal Opportunity Act (EEOA) of 1972 requires districts to remove language barriers to achievement and ensure equal participation of students in instructional programs. The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, Section 3116(b)(4)(C), requires that district plans be developed in consultation with "teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education." Therefore, the LIEP plan must be collaboratively developed and include the perspectives of district stakeholders. Additionally, the Supreme Court case (Castaneda v. Pickard 1981) clarified that ML programs must be based on sound educational theory, reasonable calculations of effectiveness, and be regularly evaluated and adjusted as needed. The LIEP plan outlines how the district or charter school fulfills these requirements.

The State of Minnesota's ML/EL website is located here: [Minnesota English Learner Education](#)

## ***Purpose and Audience of the LIEP Plan***

The purpose of the LIEP plan is to provide transparency and coordinate support for implementation. The plan's intended audience includes district stakeholders such as staff, students, parents, and community members. Though the plan must be compliant with state and federal requirements, the plan should not be written with the MDE Compliance Monitor as the main audience. The district may want to have multiple versions of the key ideas in the LIEP plan to ensure it is accessible to all stakeholders. Staff, however, may need a more detailed version in a handbook to ensure uniformity in implementing critical procedures. No matter the version, it is crucial that it is accessible for the intended audience. Designate someone to be responsible for revising and communicating out the plan to stakeholders.

## ***Using this Guide - EL v. ML***

This guide's intended use is to support district EL/ML program staff, in consultation with other stakeholders, in writing their language instruction educational program (LIEP) plans. It is meant to assist districts in organizing plans to ensure all required components are included and are in alignment with actual practice in the district. For this reason, districts may consider forming a committee to do this work. In addition, the guide includes an example LIEP plan, explanations and links to resources to inform best practice and compliance with state and federal requirements. This document uses student-first language including the term "multilingual learner" to describe students who are learning an additional language. The term multilingual learner is actually a broad category that includes students who were never identified for EL status as well as those currently receiving EL instruction, and those who used to have EL status. It also includes students whose first language is English as well as students who have English as an additional language. 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.). Instead, it is recommended to refer to students identified for EL support with terms such as "multilingual learners," "students with English learner status," or simply "students" depending upon the context. We do, however, talk about EL programming, EL teachers, and EL classes, etc. Because the acronym "EL" is used in federal law, certain contexts may require use of EL to refer to this group of students in order to disaggregate data on language proficiency. In all other cases, asset-based language is preferred.

## ***Acronyms and Definitions:***

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

DIS: Direct Instructional Support- pull out instruction in English Language

EL: English Learner. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20).

ELD: English Language Development – often refers to the state’s ELD standards outlining benchmarks for progress toward English language proficiency.

ELP: English language proficiency

ILP: Individual Language Plan – tool for documenting and communicating differentiated plans based on individual student needs.

EL instruction LEA: Local Educational Agency (refers to districts and charter schools)

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language Instruction Educational Program. May be commonly referred to as the “EL program”

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

ML: Multi language learner (aka EL learner)

MNLS: Minnesota Language Survey – formerly known as the home language questionnaire, it is part of Minnesota’s standardized procedures. All districts must include this in their enrollment packets.

SLIFE: Student(s) with Limited or Interrupted Formal Education

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment.

## **MACCRAY Schools LIEP 2022-23**

ML Identification Procedures (assessment and placement provided no later than 30 days from enrollment)

To be eligible for ML services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

- a. The language(s) the student learned first;
- b. The language(s) the student speaks;
- c. The language(s) the student understands;
- d. The language(s) the student has consistent interactions in.

NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative (CUM) folder. Interpreters are available upon request for Chuukese or Spanish.

If a language other than English is indicated for 1a-d above, the student will be referred to the EL coordinator to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction.

Once the MNLS has been analyzed and indicates a language other than English, the student takes the:

1. WIDA Placement Test (WIDA Screener for Kindergarten and first semester 1st grade only)\*  
Students with an overall score of 29 or 30 do not qualify for ML services, or
2. WIDA Screener (second semester 1st grade through grade 12) to determine their entrance level of English into the ML Program and must have an overall score between 1 and 4.4.
3. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for ML program services. When available by file or in MARSS, the ML coordinator reviews information provided from the previous school/district about ML status or English language proficiency (ELP) assessment.
4. Any information existing regarding past ML identification or services is used to update information gathered during steps 1-3 above.

### ***ML Placement Procedures***

1. Students identified for ML status during the identification process will be placed into ML program instructional levels based on the following:

- a. WIDA Screener scores are used to inform initial placement.
- b. The professional judgment of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
- c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.

2. When a student's ML program instructional services have been determined, the ML staff member responsible mails a notification letter to the family within the required timeframe (See MDE guidance document). The letter notifies parents of their child's eligibility to receive ML support.
3. The school begins providing ML services and enters into MARSS:
  - b. the home (primary) language, and
  - c. the date the student first received ML services in the district.

### ***Placement in an LIEP***

Students are placed into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not content-area proficiency. Modifications and Assessments such as the Minnesota Comprehensive Assessment (MCA) are not appropriate for ML programming decisions. Keep documentation in the student's CUM folder updated of any changes in program placement based on the student's past school records, additional assessment data, or parent requests.

### ***Program Models***

- A) English/LA Instruction with ML teacher** (dual credit). MACCRAY employs a dual licensed EL/ML and English 7-12 teacher who will instruct a dual EL and Language Arts course based on language acquisition level and grade level standards.
- B) Push-in instruction** is used to provide service to intermediate and advanced students in situations where co teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).
- C) Pull-out instruction** is used for beginner/entering students and is aligned to grade-level instruction. Students are never removed from core, large group instruction. Pull-out only occurs during independent reading time or intervention time.

### ***Multi-Tiered System of Support***

**Tier 2 Support:** entering students should receive tier 2 services if a literacy/numeracy need is identified.

**Tier 3 Support:** entering students should receive tier 3 services if a literacy/numeracy need is identified and the EL teacher recommends appropriate supports for language.

**Secondary:** Secondary aged students who are entering will meet with the academic counselor to discuss options for pathways towards graduation. The discussion will include: four/five/six year plan options, "aging out" requirements (school until 22 or 23), Adult Basic Education (ABE) and GED opportunities (provided in neighboring communities), Students will also have the option to take the Accuplacer or another post-secondary placement test. **Students may also take ML coursework electives toward graduation electives.**

**Additional Instructional Supports:** Targeted Services (After School, Title, and Summer programming): As other multilingual learners, enterings may be referred to targeted services after school program options. (Receiving EL services is an automatic qualifier for targeted services.) EL teacher input should be included in the decision making process.

**Physical area in the school for working with peers:** MACCRAY will provide a permanent "safe space" or ML classroom where new and longer-term multilingual learners can go when they need to take a break or feel like there is a "home" for them within the school. Many entering students will often need more understanding. ML students still learning to navigate systems and language will require additional emotional and academic support provided by ML staff.

### ***Implementation of ML Services:***

MACCRAY students will have implemented DIS for students during their study halls (K-5 will be during computer/library times) as much as a schedule allows. The ML teacher or a paraprofessional works directly with the students based on their proficiency levels, which then determines the amount and scope of support. The amount of direct support is dependent upon their score on the WIDA Screener and/or the WIDA ACCESS 2.0 assessments.

High Schools (grades 9- 12) students are also offered a full LA/ML course for English credit every semester on a Beginner/Pre-Intermediate and an Intermediate/Advanced level.

The ML teacher works directly and collaboratively with content teachers to provide accommodations for ML students. ML students may also be provided academic support by Title I personnel or special education programming depending upon student need. The Title I personnel will work with the guidance of the ML and mainstream teacher(s) but not necessarily in the ML classroom. Students qualify for special education services by following the special education identification process. If a student is identified as needing special education services, the special education teacher and the ML teacher will work together to provide the best education for the student.

### **Guidelines for Daily ML minimum services are as follows:**

#### MACCRAY Elementary Grades K-5

Level 1: Entering (grades K-1)	30 minutes per day or 120 minutes/ week
Level 1: Entering (grades 2-5)	90 minutes daily or 360 minutes/week
Level 2: Beginning	30 minutes daily or 120 minutes/week
Level 3: Developing	20 minutes daily or 80 minutes/week
Level 4: Expanding	20 minutes daily or 80 minutes/week
Level 5: Bridging-	Monitoring for 2 years

## MACCRAY Middle/High School Grades 6-12

Entering	90 minutes daily or 360 minutes/week (see appendix)
Beginning	60 minutes daily or 240 minutes/week
Developing/Expanding	60 minutes daily or 240 minutes/week
Expanding/Bridging	Monitoring for 2 years

### ***Staffing to Support Students with EL Status***

The district employs 1 EL teacher for every 20 students at the elementary level and every 20 students at the secondary level in order to deliver effective programming and services schoolwide. Ideally, ML teachers will hold a current tiered Minnesota K-12 English as a Second Language (ESL) teaching license. If this is not possible, one ML teacher will assist in the design of curriculum for other licensed teachers on the team. Ongoing professional development around supporting the needs of students with ML status and their families is required of all ML teachers, content teachers, and paraprofessionals who work with ML-identified students, which may include the annual Minnesota English Learners Education Conference (MELEd) or school wide ML professional learning.

*All teachers (classroom and content) are responsible for designing and delivering instruction that meets the needs of all students, including MLs. They are also accountable for designing instruction to be delivered by paraprofessionals.*

### ***Placement and Scheduling:***

MACCRAY will include ML teacher input for student placement, particularly at entering and beginning levels. The ML teacher will work with the guidance counselor to create the student's schedule. World Literature can be a replacement for British Literature in *any* ML student schedule. Ideally, the student will be placed in a classroom with a student from the same language background or with another student receiving ML instruction. It is recommended to cluster students receiving ML instruction; therefore, the Entering student can join a clustered classroom.

Entering level students (those with little to no English language) starting in MACCRAY after 6th grade will be required to complete only the state standards for graduation. District standards may be completed as deemed appropriate after meeting with the school counselor and ML Coordinator. Elective course credit toward graduation may be given ML instruction until students can score a composite score of 2.5 of the State WIDA for ELL testing. English classes may also be completed for the first year with the ML teacher, a licensed LA teacher, if appropriate.

## ***Individual Language Plans (ILPs)***

Once placed in ML Services MACCRAY is dedicated to creating an ILP for individual students with a clear plan for success in ML and content level goals. The ILP will document academic/language/growth supports and adaptations. Supports will be identified through all information available, including past records and performance on ACCESS, MAPS, STAR and other district assessments. The ILP will document academic/language achievement/growth, supports, adaptations, and include the multilingual learner portrait. A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific program model being utilized as well as the student's academic language progress as indicated by observation and samples of student work. This information is shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social workers or psychologists.

Students are fully integrated into core curriculum and instruction while receiving ML support and accommodations from the ILP. They also have complete access to all programs in the school and work on the same skills as all mainstream students. An individual language plan (ILP) for ML students are legally binding classroom accommodations. ILPs are created for all students with an ACCESS Composite Score of less than 3.0 and will be discussed with classroom teachers before the start of school and revisited as needed. This plan will be created by the ML staff with input from the classroom teachers and parents (if deemed necessary). This plan will be shared with teachers and become part of the interventions in the students curriculum and updated annually. A copy will be placed in the student's CUM folder. Other accommodations can be made for students with scores between 3.0-4.4 as needed. An example might be a quiet place to take a test, or a word bank.

## ***Assessment and Ongoing Identification Procedures***

Annually, all students with ML status take the WIDA ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of MLs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (Screener or Screener for Kindergarten) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

1. Determine the English language proficiency needs for each student;
2. Determine which language domains need additional instruction;
3. Measure sufficient language growth over time; and
4. Determine continuation in or exit from ML program supports.



## ***Transitioning students from one year to the next***

The ML teachers will evaluate ACCESS data as it becomes available in the summer to determine each student's ML eligibility for ongoing language instruction.

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for ML services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, student continues to qualify for ML services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the ML program. However, students may remain in the ML program if staff can provide evidence that the student needs continued support in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the ML program.

## ***Monitoring Exited Students***

Students who are exited from ML services are monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team (including, at a minimum, a core teacher, ML teacher, the student and student's parents) that the student should again receive ML services, based on data/evidence of an ML need, the district can rescreen a student utilizing the WIDA Screener. The results of the screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive ML services again.

## ***Parental Involvement and Community Liaisons.***

In an effort to keep parents informed of ML student status,

- Text messages, emails or letters will be sent to families with a link to the website, contact information and our LIEP plan.
- ML staff and Community Liaisons will do home visits, conferences and/or phone calls with interpreters to promote student success, share educational materials, refer families to local resources and provide ML program information.

Families and their broader communities are an integral part of our framework, mission and vision. By creating a positive relationship with families, we build trust that we will best serve their children. When we meaningfully partner with families and communities we can:

- Involve them in their child's education
- Empower them to become active participants in using strategies to assist their children
- Build greater understanding of ML programming and its supports
- Bolster understanding of the process and involvement in assisting schools to create a ML program that is responsive to the ever-changing academic needs of multilingual children and their families.

In partnership with the ML Department, educators have opportunities to meaningfully strengthen family and community partnerships and be a welcoming environment for all families.

## **Communication Procedures**

**Parent/teacher conferences:** Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences. A bilingual liaison contacts families to arrange for the conference time and day. Schools make every effort to have a quiet location for these conferences to allow for the interpretation to be heard. ML teachers report to parents of multilingual students using report cards, and a conference format is used through each parent-teacher conference.

Beyond parent teacher conferences, staff work with schools to host two-way communication events and activity nights. The following activities build community and allow us to share information and gain feedback about multilingual programming, assessments, and resources for families:

- Families and staff call upon the school's cultural liaisons to facilitate ongoing communication. **MACCRAY currently employs a Chuukese and Spanish liaison, interpreter, and paraprofessional.**
- Other topics that can be shared with families include: community activities, extracurricular options, academic support/homework help, state testing, school calendar and events, bilingual seal testing, the parent portal, vaccinations, free and reduced price lunch (FRPL) forms, legal support resources, etc.

**Liaison and home language outreach for school activities and events:** It is a federal requirement to provide families access to information. MACCRAY Schools will provide interpreters in Chuukese and Spanish for open house and conferences. Bilingual liaisons, whenever possible, should proactively contact parents to explain upcoming events and encourage participation. When it is determined a family needs interpretation services, liaisons are called in to assist with the registration process. The language line can be used with families if an interpreter for a particular language is not available. *All key information* in letters home are translated into the languages necessary for our multilingual students and their families. This will be done via class Dojo for Spanish speakers and through an interpreter for languages unavailable on Dojo.

<https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>

## *Website Appendix:*

### **Minnesota Department of Education EL/ML homepage:**

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

### **State, Federal and Supreme Court Laws regarding ML learners:**

<https://education.mn.gov/MDE/DSE/PROD046626>

### **Identification and Placement of ML students:**

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072267.pdf>

### **EL/ML Procedures for State of MN**

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072040.pdf>

### **Exit Charts for State of Minnesota:**

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcz/~edisp/mde073277.pdf>

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcz/~edisp/mde073276.pdf>