

ST. CLOUD AREA SCHOOLS DISTRICT 742

LANGUAGE INSTRUCTION EDUCATION PROGRAM

Adapted from the Minnesota Department of Education Standardized Procedures

Multilingual Learning Program

St. Cloud Area Schools serves approximately 10,000 students. Students learning English as an additional language account for almost twenty-five percent of this total. Multilingual Learners in District 742 represent over 52 spoken languages and countries of origin. Many of our students arrive fluent in two or more languages, hence the term *multilingual* learners.

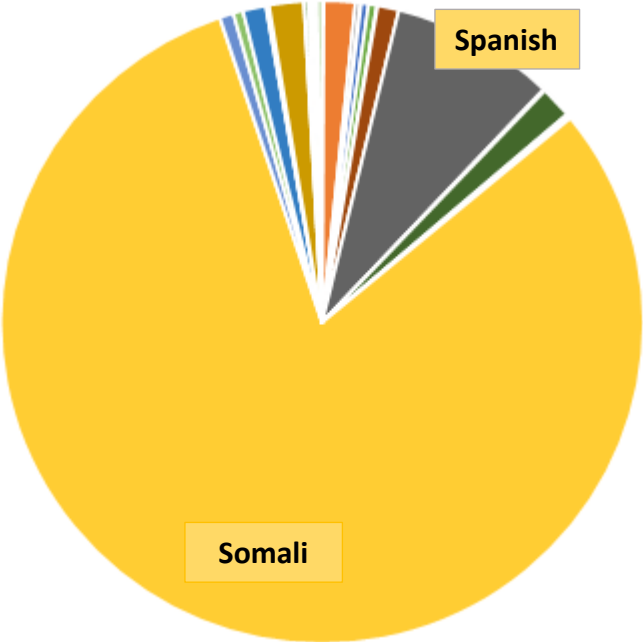
“One language sets you in a corridor for life. Two languages open every door along the way.”

-Frank Smith

St. Cloud Area School’s Mission is to provide a safe and caring climate and culture in which we prepare, engage, educate, empower and inspire all learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

Demographics

Multilingual Learner students in District 742 represent over 52 spoken languages and originate from approximately 61 countries. Somali, Spanish, Vietnamese and Anuak are our top 4 majority languages spoken by MLs in St. Cloud Area Schools. Many of our students are multilingual.



While some of our Multilingual Learners have only recently arrived in the US, others have been here for several years and many were born here. Of the 2500 students who qualify for English Learner services:

21% are newcomers who have been in the US for less than two years

71% have lived here for more than five years, or were born in the US

20% of our ML population in District 742 enroll with limited opportunities to formal education prior to arriving in our schools due to civil war, displacement, food insecurity and/or persecution.

Language Instruction Education Plan (LIEP) Enrollment Procedures

A Multilingual Learner is defined in Minnesota as 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 first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
- (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.

All parents and guardians enrolling a new student in District 742 must be provided the [Minnesota Language Survey \(MNLS\)](#). The MNLS is used to determine if a student first learned a language other than English. We do not make assumptions about a student's language background based upon the student's appearance, last or first name, ethnic background, religious background and/or parent's language ability.

District 742, in compliance with state and federal laws, will place a completed language survey, or MNLS, on file in the cumulative folder for all students in our schools from Pre-Kindergarten through twelfth grade.

The Minnesota Language Survey (MNLS) has four questions regarding the language use and history of each student. The information provided by the parent and guardians is confidential and must only be shared with district staff in order to disseminate the information to identify and place students eligible for English language development programs. St. Cloud Area Schools, in accordance with ESSA and MDE guidelines, employs this standardized procedure.

Students with Limited or Interrupted Formal Education (SLIFE) Students with limited interrupted formal education ([SLIFE](#)) make up an important subset of English learners. The Minnesota 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.

Entrance Criteria

When a language other than English is identified on the Minnesota Language Survey, district staff are responsible for student placement. Qualified staff will review the student's previous school documents to determine if a student was classified as an English learner.

If the MNLS indicates a language other than English and the student is new to the country or does not have a recent ACCESS 2.0 score, the student will be screened for language proficiency using the required assessments. New students who have a recent ACCESS 2.0 score will not need to be screened for English language proficiency.

Student placement in St Cloud Area School's Language Instruction Educational Program will be made by licensed English Learner teaching staff. In order to enter the English language development (ELD) program students must meet the criteria in the table following.

Grade	Assessment	Entrance Criteria	
Pre-Kindergarten	Pre-LAS	First Semester- less than 4.0 on the oral language component	Second Semester- less than 3.0 on the pre-literacy component
Kindergarten	W-APT	First Semester- Less than a 28 combined score on the listening and speaking section	Second Semester - (and Grade 1, Semester 1) - Less than a 28 combined score on the listening and speaking sections. Reading score less than 11. Writing score less than 12.
	MODEL	First Semester- Composite score less than a 5.0 average of two domains.	Second Semester (and Grade 1, Semester 1): Composite score less than 5.0 on four domains.
Grades 1-12	WIDA Screener	Composite score less than 4.5 with all domains below a 4.0	

Assessments Defined

[Pre-Language Assessment Scale](#): The Pre-LAS is an English language proficiency assessment for early learners ages 3 to 6. This assessment consists of an oral language component and a pre-literacy component.

[Method of Developing English Language](#): The Kinder MODEL is an individually administered, adaptive assessment designed to take an average of 30 minutes or less per student. Components include assessments in the 4 domains of speaking, listening, writing and reading in English.

[The Kindergarten WIDA-ACCESS Placement Test](#): The W-APT assists in making decisions about whether incoming Kindergarteners would benefit from English language support services. The Kindergarten W-APT does not assign scores across the full range of WIDA English Language Proficiency Levels 1-6. Instead, scores for Speaking and Listening are marked as showing low, mid, high, or exceptional proficiency.

[World-Class Instructional Design and Assessment Screener](#): The WIDA Screener is an English language proficiency assessment given to new students in Grades 1–12 to help educators identify whether they are English language learners (ELLs).

Timeframe

All newly enrolling students in District 742 must have a completed MNLS in their cumulative folder. District 742 will send via mail parent notification of their student enrollment in the LIEP within 30 calendar days of the start of each new school year.

The identification process includes both the completion of the MNLS and, if indicated, the English language proficiency assessment (Pre-LAS, Kinder MODEL, or WIDA Screener). If enrollment occurs after the beginning of the school year, we will complete the process and notify the parents within 10 calendar school days.

RIGHTS OF PARENTS 124D.60

Within ten days after the enrollment of any student in St. Cloud Area School's Language Instruction Educational Program (LIEP), enrollment staff will notify parents by mail and will:

- a. mail the notice in English and in the primary language of the pupil's parents to the best of District 742's ability to do so.
- b. inform the parents that their child has been enrolled in District 742's LIEP
- c. contain a description of our program;
- d. inform the parents that they have the right to visit the educational program for English learners in which their child is enrolled;
- e. inform the parents it is their right to request and receive a conference for the purpose of explaining the nature and purpose of the program; and
- f. inform the parents of their rights to withdraw their child from an educational program for English learners and the time and manner in which to do so.

Refusal of MNLS: The MNLS information is voluntary. If a parent or guardian does not want to complete the form, the district will note in the student's cumulative folder indicating the parental refusal, and a staff member will discuss with the parent/guardian the implications of the decision regarding eligibility for language support.

It is important for parents and guardians to know that our LIEP support's their student in learning academic English that is necessary for academic achievement in school.

Refusal of EL Service: Parents or guardians have a right to decline or opt their student out of a school district's Multilingual program or services. Staff will discuss the scope of language acquisition as well as the student's rights to language support prior to signing an [opt-out form](#).

Note** Under both federal and state law, all students enrolled in K-12 grades and identified as English Learners must participate in the annual English language proficiency assessment, ACCESS 2.0. All students who have been identified as English Learners, regardless of whether they are enrolled in an LIEP, must participate in the ACCESS 2.0 assessment.

Language Instruction Education Plan (LIEP) Exiting Procedures

Exiting Criteria

District 742 follows the [Minnesota Standardized Exiting Procedures from English Learner Services](#). Qualified English Learner staff begins the process of exiting and reclassifying students once preliminary ACCESS scores are available each spring.

Annual Preparation for Exiting: ***EL teacher, in collaboration with the student's mainstream teachers***, will:

- 1) Review the ACCESS 2.0 spring overall composite and domain scores fall and spring.
- 2) EL Teachers will identify students with an overall composite score of 3.9-4.4 each fall. It is recommended to meet with parents at fall and/or spring conferences to clarify scores for family members and/or guardians to be better prepared for release of new ACCESS 2.0 scores in May.
- 3) Identify students each spring that meet the exiting proficiency criteria.
- 4) Complete the EL Exit Form if criteria for proficiency is met each spring.
- 5) Team members (including the student's parent/guardian, the EL teacher, the homeroom/general ed. teachers, and/ or the principal, etc.) meet to discuss exit procedure and sign the EL Exit form. Parents will receive a copy of the exit form after they consent to exit EL services.
- 6) Send a copy of the EL Exit form to Intake Specialist at the District Administrative Offices.
- 7) File the signed original EL Exit form in the student's CUM folder.

Annual Summative Assessments As required by law, all students labeled as Limited English Proficiency (LEP) in MARSS are assessed annually. Once the district has received the test scores, parents/guardians are notified of those scores and whether their student will continue to receive ELD instruction or be exited from services.

[WIDA Kindergarten ACCESS for ELLs](#)

[WIDA ACCESS for ELLs 2.0](#)

[Alternate ACCESS for ELLs](#)

Parent Information:

[Parent Letters](#)



MN STATE STANDARDIZED ENGLISH LEARNER EXITING CRITERIA	
Required Action	Individual Student ACCESS 2.0 Results
Exit and reclassification as English Learner NO in MARSS	Student score on ACCESS 2.0 satisfies both of the following criteria: <ol style="list-style-type: none"> 1) Overall composite score of 4.5 or higher AND 2) A score of 3.5 or higher in each of the four domains, listening, speaking, reading and writing
Additional criteria must be applied to determine continuing program eligibility	Student score on ACCESS 2.0 satisfies both of the following criteria: <ol style="list-style-type: none"> 1) Overall composite score of 4.5 or higher AND 2) Only one domain score is below 3.5
Student has not met exiting criteria and is eligible for continued services in District 742 LIEP	Student score on ACCESS 2.0 includes: <ol style="list-style-type: none"> 1) An overall composite score that is less than 4.5 OR 2) Two or more domain scores are below 3.5
<p>MN Exiting Criteria Table</p> <p>Additional assessment criteria located in standardized exiting procedures manual</p> <p>Test of Emerging Academic English (TEAE) Writing Rubric</p> <p>MN Modified Student Oral Language Observation Matrix</p>	

Effective Language Instruction Educational Programs (LIEPs)

Program Overview


English language programming in District 742 is aimed at providing high-quality academic English language instruction aligned with both the current Minnesota State Academic Standards and WIDA ELD Standards. English Language Development (ELD) instruction is supplementary and does not supplant the grade level classroom and content instruction.

St. Cloud Area Schools LIEP


1. Addresses the challenging state academic and English Language Development (ELD) standards.
2. Is based on sound educational theory.
3. Is based on reasonable calculations of the programs and practices, including resources and personnel to implement this theory effectively.
4. Uses effective approaches and methodologies [including bilingual educational programs] for teaching ELs and immigrant children and youth (see §3115[a][1][4]).
5. Demonstrates successes in increasing English learners' English language proficiency and academic achievement. **Public Law 114-328, Every Student Succeeds Act of 2015, sections 1111(b)(2)(G), 3115(a) and (c)(1), 3116(b)(1)(2), 3201(7)**

Delivery Models

Voluntary Pre-Kindergarten

DISTRICT 742 PRE-KINDERGARTEN DELIVERY MODELS 				
English Language Proficiency Levels	ELP Level 1 Entering	ELP Level 2 Beginning	ELP Level 3 Developing	ELP Level 4 Expanding
Guidelines for Programming for Emergent Dual Language Learners: <small>Voluntary pre-kindergarten program requirements are established to ensure a high-quality early learning experience for young children as outlined in the Minnesota Statutes, section 124D.151 subdivision 6</small>				
Ages 3 & 4 Year Olds	<ol style="list-style-type: none"> 1) District 742 will identify, enroll and serve emergent dual language learner students utilizing the Pre-Language Assessment Scales (Pre-LAS) in English in the fall or upon enrollment and the Kinder Measure of Observable Development of English Language (MODEL) in the spring 2) Instruction of English learners/dual language learners will happen in the regular pre-kindergarten classrooms. EL and Pre-School Teachers will co-plan, co-teach and co-assess collaboratively. 3) We will work collectively with our students' parents and families to support development of English and the primary language and to regularly update parents about their child's progress in academic and social English. We value and recognize the importance of home languages & cultures in our instruction. 4) We will provide instruction through play-based learning to foster children's social and emotional development, cognitive development, physical and motor development, and language and literacy skills, including the native language and literacy skills of English learners, to the extent practicable. 			
<small>** Integrated models are recommended for PreK and Kinder Emergent Bilingual Learner students</small>				

Kindergarten – Fifth Grade

DISTRICT 742 ELEMENTARY SERVICE MODELS
LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIER) 


Grade Level	Identified Pre-SLIFE	ELP Level 1 Entering	ELP Level 2 Beginning	ELP Level 3 Developing	ELP Level 4 Expanding
Kinder - First	N/A	15-25 minutes 5 days per week	15-25 minutes 5 days per week	20 minutes 3 or more days per week	20 minutes 2 or more days per week
Second	N/A	30 minutes 5 days per week	30 minutes 5 days per week	20-30 minutes 3 or more days per week	20-30 minutes 2 or more days per week
Third	N/A or as determined by EL Site Team	45 minutes 5 days per week	30-45 minutes 5 days per week	30 minutes 4-5 days per week	30 minutes 3 or more days per week
Fourth-Fifth	45-60 minutes Intensive Reading/English Language Development 4-5 days per week	45-60 minutes 5 days per week	30-45 minutes 5 days per week	30 minutes 4-5 days per week	30 minutes 3 or more days per week

ALL identified Multilingual Learner students receive language instruction from a licensed EL teacher. Students receive services based on their English Language Proficiency (ELP) level. Students may receive instruction through a combination of delivery models, K-5:

- Co-Teaching integrated model
- Designated EL setting for small group language instruction
- In-Classroom instruction

**Pre-SLIFE programs at designated elementary school sites based on percentage of population for intensive reading intervention
** Integrated models are recommended for Kinder Emerging Bilingual English Learner students

Secondary

DISTRICT 742 SECONDARY SERVICE MODELS 

WIDA 1.0-1.9 ENTERING/BEGINNING		WIDA ENTERING 2.0-2.5	WIDA DEVELOPING 2.5-3.5	WIDA EXPANDING 3.5-4.5	WIDA BRIDGING & REACHING 4.5+
RAELS	SLIFE				
3-4 Periods	3-5 Periods	2 Periods	2 Periods	1 Period	0 Periods
English Academy (EA)	English Academy SLIFE (EAS)	EL Entering AND Academic Writing OR • Co-Taught • Dual Licensed	EL Developing AND Academic Writing OR • Co-Taught • Dual Licensed	EL Expanding OR Academic Writing OR Co-Taught Course(s)	Mainstream JH & HS Courses
Integrated Electives		Sheltered Instruction Options			
Mainstream & Integrated Electives					

NOTES:

- Co-Taught Courses must include an EL Teacher
- See definition for *Sheltered Instruction* in Delivery Models – Supports ELP levels 2.5-3.5 instruction, but does not count as ELD service
- EL Entering can be taken concurrently with LA Entering; EL Developing can be taken concurrently with LA Developing (9-12 ONLY)