

Glencoe Silver-Lake
Public Schools
ISD 2859



LIEP Plan

Language Instruction Educational Program

Updated March 2022

Translations are available.

To request a copy of this plan, contact Glencoe Silver Lake District EL
Staff.

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Acronyms and Definitions

ACCESS for ELLs 2.0:

Annual assessment of English language development for English learners

EL:

English learner. (The term often used by the Minnesota Department of Education to identify a student whose first language is not English and whos is not yet academically proficient in English)

ELD:

English language development. Refers to the state’s ELD standards outlining benchmarks for progress toward English language proficiency.

ELP:

English Language Proficiency

English Language Proficiency Levels

- Level 1 Entering
- Level 2 Emerging
- Level 3 Developing
- Level 4 Expanding
- Level 5 Bridging
- Level 6 Reaching

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

Multilingual Learner (ML):

Students who speak a language or languages other than English at home.

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.

RAEL:

Recently-Arrived English Learner (often referred to as “Newcomers”)

SLIFE

Students with limited or interrupted formal educations.

WIDA Screener:

WIDA language proficiency assessment used only to determine eligibility for EL services.

WIDA

A consortium of 38 member states which has adopted the WIDA English Language Proficiency (ELP) Standards. WIDA advances social, instructional and academic language development and academic achievement for linguistically diverse students.

Seven Steps in EL Programming for Glencoe Silver-Lake Public Schools

Step 1: EL Identification Procedures

Step 2: Program Entrance

Step 3: EL Placement Procedures

Step 4: Description of EL Program

Step 5: Assessment and Ongoing Identification

Step 6: EL Program Exit Procedures

Step 7: Family and Community Communication Procedures

Appendix

Step 1 – EL Identification Procedures:

In our district, all families go to their school's office to complete the enrollment packet with staff support. To be eligible for EL services, a student must meet the entrance criteria according to the [Minnesota's standardized procedures](#) as follows:

1. All families fill out a Minnesota language survey (MNLS) prior to starting school. The student's MNLS indicates:
 - a. The language(s) the student learned first;
 - b. The language(s) the students speaks;
 - c. The language(s) the student understands; and
 - 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. Enrollment staff are regularly trained on these procedures.

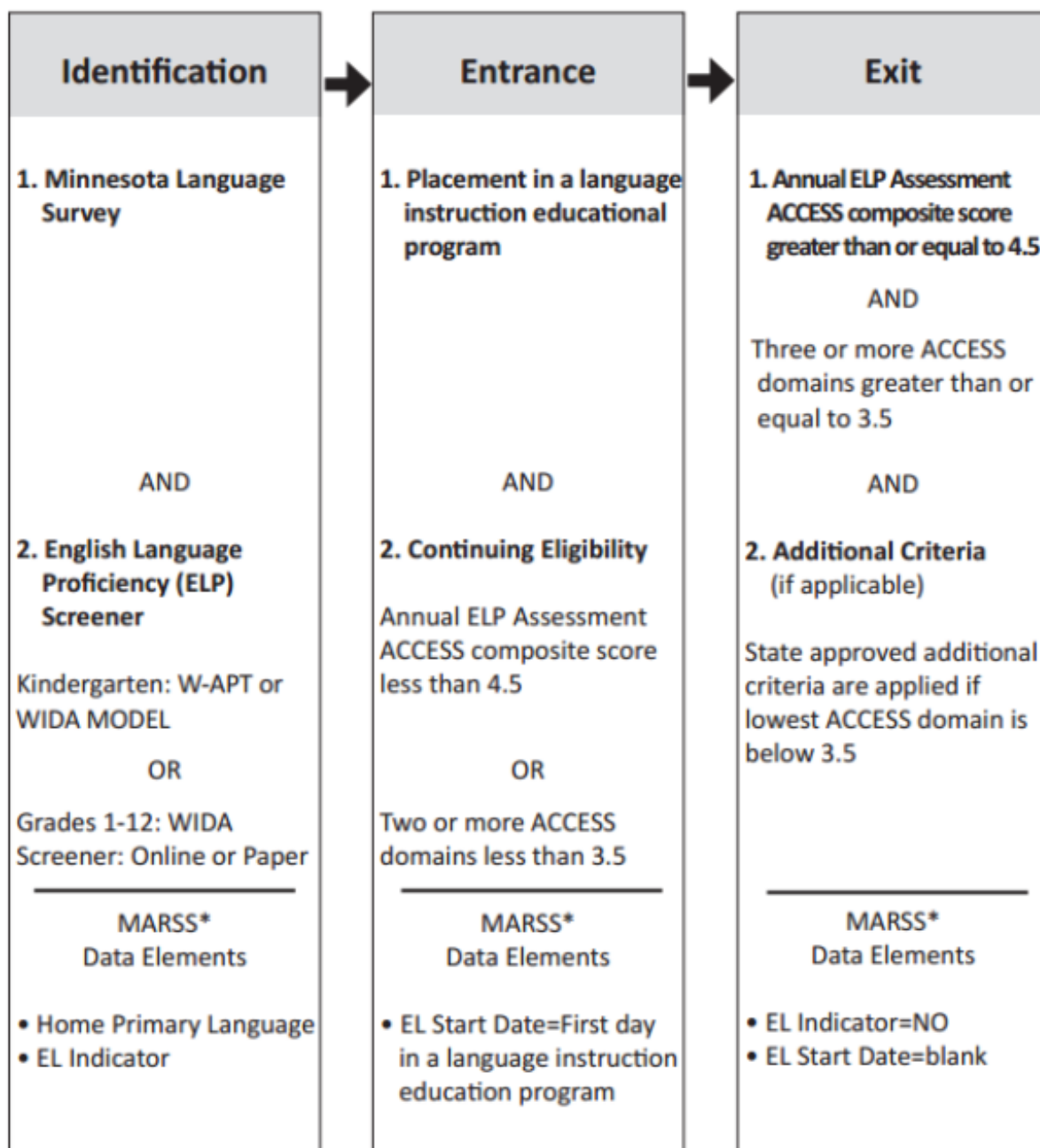
2. If a language other than English is indicated for 1a-d above, the student will be referred to the EL teachers to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction (step 4).
3. WIDA Screener: Once the MNLS has been analyzed and indicates a language other than English, the student takes the:
 - a. WIDA ACCESS Placement Test (W-APT, Kindergarten and first semester 1st grade only)* Students with an overall score of 29 or 30 do not qualify for EL services, or
 - b. WIDA Screener (second semester 1st grade through grade 12) to determine their entrance level of English into the EL Program and must have an overall score between 1 and 4.4. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services.
4. When available by file or in MARSS, the EL teachers review information provided from the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during steps 1-3 above

A Minnesota Language Survey form can be found in the appendix.

Minnesota Standardized English Learner Procedures



Identification, Entrance and Exit



*Minnesota Automated Reporting Student System

Step 2 – EL Program Entrance:

Data collected in Step 1 will determine whether or not a student will enter the ELD program. See the previous MDE flowchart for procedure.

1. Identification Criteria for Kindergarten

Figure 1:

Grade	Domains	W-APT identifies Students as an ELD Student	W-APT Identifies Student is NOT an ELD Student
Kinder 1st Semester	Listening and Speaking	27 or lower	28 or higher
Kinder 2nd Semester	Listening and Speaking Reading Writing	27 or lower 10 or lower 11 or lower	28 or higher 11 or higher 12 or higher

2. Identification Criteria for Grades 1-12 WIDA Screener

Figure 2:

<p>The student is identified as an ELD Student if either of the statements below are true:</p> <ol style="list-style-type: none"> 1. Overall composite score is below 4.5 2. Any domain score is below 4.0.
<p>The score indicates that the student is NOT an ELD Student if either of the statements below are true:</p> <ol style="list-style-type: none"> 3. Overall composite score is 4.5 or higher. 4. Each domain score is 4.0 or higher.

3. Minnesota Automated Reporting Student System (MARSS):

There are three fields in MARSS specifically pertaining to EL status: Home Language, LEP Identified, and LEP Start Date. The following MARSS reporting procedures will be completed by Office Staff, with the assistance of EL staff.

First, primary home language data for all students, whether EL or not, is required.

EL identified students are eligible for direct services and need to be marked as LEP “yes” in MARSS. Families have the right to refuse ELD even if their child has been identified as an EL. A family’s decision to refuse ELD does not change the status of the student; they must still be identified as LEP “yes”. All identified students must take the annual state proficiency test (ACCESS for ELLs) unless the family refuses testing.

A start date is entered indicating when the student began to receive ELD services.

4. MARSS English Learner Categories

It is important to understand that there are students who may also be eligible for additional identification. Once a student has been identified as an English learner, the district must screen the student for potential identification and qualification for these additional classifications:

a. SLIFE Identification

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways. The definition of Students with Limited or Interrupted Formal Education (SLIFE) ([Minn. Stat. § 124D.59, Subd. 2a](#)) is 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 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 math; and
5. may be preliterate in the English learner's native language.

Upon enrollment and qualification for EL services, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete the EL Educational History Interview Form. Question number 2 will indicate potential SLIFE status. Transcripts from previous schools will also be reviewed for indicators, if available. Local Reading Assessment is used to show reading grade level correlation, while Local Math Assessment is used to show grade level correlation in math. Assessments are provided in the student's home language whenever possible. An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

See appendix for EL Educational History Interview form and SLIFE checklist

b. Immigrant Identification Criteria

Upon enrollment the EL teacher, student, and parent/guardian (with an interpreter, if requested) completes an intake form. The intake form asks questions to determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

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)

An annotation of immigrant status is entered into the student information system and reported to MDE by June 1 each year.

District and charter school staff should only request information about a student's date of birth, place of birth, and prior school enrollment. The LEA should note in writing that providing the information is not required and that the requested information will only be used to determine whether the child may be eligible for programs offered in the district that provide enhanced instructional opportunities for immigrant children and youth. The LEA should determine whether a student meets the first two criteria of the definition of immigrant child or youth (confirming age and birth outside the United States). Only after these criteria have been confirmed should the LEA then ask questions to determine the total cumulative number of months that the student has attended schools in the United States.

See [MDE Immigrant Children and Youth](#) for more information.

See *GSL New Student Registration form (Intake Form)* in the appendices.

c. Migratory Children and Families

In the spring, migratory families may move into district boundaries. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, the district's Migrant Liaison is well connected with new families and the community. The migrant liaison is in close contact with Tri-Valley Opportunity Council (TVOC) to support qualification for migratory services. District staff do not discriminate based on race, language or culture. Staff submit recruitment requests to TVOC only when conversations with the family confirm the purpose for their move was to seek agricultural work for economic necessity. Refer to the [TVOC website](#) for more information.

Once a student is identified by TVOC and is given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for [McKinney Vento](#) and communicates with the counselor, the student's home base district and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the home base district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

GSL offers a Summer Migrant Education Program for our migrant students.

d. Dual Identification:

EL teachers and the Special Education staff together review special needs and referrals for EL identified students. The EL program does not substitute for other educational services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions may substitute for EL services. If a student demonstrates possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be

appropriate. If a student is found to qualify for both EL and Special Education services, the teams will collaborate with grade level/content-area teachers in all stages of the process of scheduling and programming.

Step 3 – EL Placement Procedures:

1. Students identified for EL status during the identification process will be placed into EL 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 EL program instructional services have been determined, the EL staff member responsible mails an annual notification letter to the family within 10 or 30 calendar days of enrollment of an EL in an LIEP. The letter notifies parents of their child's eligibility to receive EL support.
3. The school begins providing EL services and enters into MARSS:
 - a. the student's status as "EL-Yes",
 - b. the home (primary) language, and
 - c. the date the student first received EL services in the district.
4. Parent Notification:
 - a. Once students with a primary language other than English are identified as ELs, and placed in the ELD program, state law requires that the families of ELs initially be notified within 10 calendar days of enrollment in the ELD program.
 - i. The parent notification letter must be sent home in a language accessible to the parent and guardian. The parent notification informs the parents that the student has been enrolled in an LIEP. Additionally, the letter informs the parents that they have the right to visit the program, to request a conference to understand the program and to withdraw the child. The district should include additional information about the description of the purpose, method and content of the program. Minnesota Department of Education recommends that all letters are sent home in English as well as the preferred language of communication as indicated by the parent.

- b. Translation Services for Parent Contact: In the event that an enrolling student needs translating assistance, one of the district's bilingual interpreters/paraprofessionals should be contacted. After a bilingual family has registered, a welcome phone call should be made to greet them and see if there are any questions, need for assistance, or request for translation services. In the case that the district does not have an interpreter in the family's language, every reasonable effort will be made to assist the family.
- c. Parent Refusal: Parents have the right to refuse ELD service for their student. If the service is refused, EL teachers will work directly with the parents to make sure that they understand the purpose of service and the risk to the student who refuses service. If the parent understands the recommended EL service and chooses to refuse programming, it is necessary to have written documentation of this choice. Then, the student must be removed from ELD service. However, the student must remain listed as LEP in MARRS and take the ACCESS for ELLs unless parents specifically deny testing in writing, as well. A parent or guardian has the right at any time to withdraw the student from the LIEP by providing written notice of this intent to the school principal or to the district superintendent. The parent or guardian may re-enroll the child in the LIEP upon request.

Because ISD 2859 receives Title III dollars the federal program requires that parents be notified annually of the child's participation in ESL programming within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the course of the year. Information required with this notification includes the most recent available assessments of the child's English language proficiency.

Parent Notification letter and Parent Refusal letter are in the appendices.

Step 4 – Description of EL Program:

1. The EL program provides EL instruction using various instructional models and appropriate instructional materials. The EL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All EL instruction will be aligned to grade-level

standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

2. Classroom teachers have primary responsibility for all students, including those with English learning needs. Staff will be trained in the alignment of ELD and content standards through professional development. In addition:
 - EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
 - EL licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs;
 - EL teachers align their program with the district's curricula in English literacy, [Minnesota's ELD Standards](#), and [Minnesota state content standards](#).
 - WIDA Performance Definitions for the levels of English language proficiency
 - WIDA
3. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum is supported through the [WIDA language proficiency standards](#). Along with EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers.
4. Program Models:
 - a. EL teachers and paraprofessionals will provide services through a combination of co-teaching, push-in and pull-out models as is appropriate for grade level, proficiency level, individual student need, and building schedule. All instruction will aim to increase English proficiency in speaking, reading, writing, and listening while also increasing student academic achievement in the core academic subjects. EL service will be guided by WIDA ELD standards and Can-Do Descriptors and will be centered around grade-level standards.
 - b. The following program models are the modes of instruction in our district's EL program:
 - i. Co-teaching: EL instruction for intermediate and advanced students (English language proficiency) at the secondary level, is provided via co-teaching opportunities in the classroom. Co-teaching is scheduled into content classes based on student need.

- ii. Sheltered instruction: Middle and High School EL programs include options for enrolling in ELA classes with English language development support.
- iii. Pull Out Instruction: is aligned to grade-level instruction. Students are never removed from core, large group instruction.

5. Amount and Scope of Instruction:

EL staff will work with administrators, classroom teachers, and/or counselors to ensure that all students needing EL services are scheduled appropriately based on language proficiency needs ([WIDA Performance Definitions](#)). As possible, students will be clustered to assist in making teachers and paraprofessional support available to those who need it. On-going communication between the various staff members is important as they work together to plan and carry out an instructional program that is most beneficial for the social and academic language needs of each English Learner. EL services may increase or decrease throughout the school year according to communicated need.

Ideal Service Times:

Proficiency Level	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
K-2	30 min	20-30 min	20 min 3X week	30 min 2X week	Exit and monitor	mainstream
3-6	60-90 min	60-90 min	30-60 min	30-60 min	Exit and monitor	mainstream
7-8	60-120 min	60-120 min	60 min	60 min	Exit and monitor	mainstream
9-12	60-120 min	60-120 min	60 min	60 min	Exit and monitor	mainstream

Classroom Supports: SIOP, Turn and Talk, GLAD strategies, EL Achieve, Repeated Oral Assisted Reading, Words Their Way, Reciprocal Teaching Strategies, cooperative learning strategies, scaffolded assessments and assignments, modified texts

6. Student Placement and Evaluation

Research has shown acquiring Academic English is a long-term process. Specifically, students ages 8 to 11 years old with two to three years of native language education took five to seven years to test at grade level in English. Students with little or no formal schooling who arrived in the United States before the age of 8 took 7 to 10 years to reach grade-level norms in English language literacy (Thomas & Collier, 1997). For this reason, ELs need to be looked at on an

individual basis with special consideration given to grading, intervention, and placement decisions.

- a. Testing Students: The school system will follow the state's assessment guidelines for testing English Learners for state-mandated testing.
 - b. Promoting/Retaining English Learners: Students should not be retained, even though they might not be on grade level, because of a language barrier (Title VI of the Civil Rights Act of 1964). Neither retention or social promotion can close the gap alone. Effective programming must include accessibility to grade level content and standards, appropriate interventions, effective instruction, collaboration, encouraging pre-kindergarten, as well as empowering families to be involved with their child's education and encouraging the development of L1 language and literacy skills at home.
 - c. Grade Placement of English Learners: Placing ELs at a lower grade because they do not speak English may be considered against their civil rights. Students should be placed in a grade level appropriate to their age within one year. Any variation must be determined by looking at a variety of materials and conferencing with parents and teachers. This process must be documented and maintained in cum files.
 - d. Referrals for Special Education Services: The normal process of second language acquisition and acculturation should never be confused with learning disabilities or cognitive processing issues. Any special education referral requests should follow the district's established procedure, including the use of instructional interventions, and should also include a language assessment in the student's first language if appropriate. There is no established minimum years of service necessary prior to a referral for Special Education. If an LEP student is identified as needing special education services once a thorough evaluation has been made using both languages, the IEP should take into account the second language acquisition process and the cultural background of the student. The EL teacher should be involved throughout this process.
 - e. Clustering: Students will be clustered in mainstream classrooms into groups of 5 to 7 students with similar proficiency levels in order to better provide co-teaching instruction. Every attempt will be made to ensure that each newcomer student is placed in a class with at least one or two students with a similar linguistic and cultural background.
7. Programming for Recently Arrived English Learners/Newcomers:
A recently arrived English learner (RAEL) is a K-12 student who has been identified as an English learner in MN 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. A student can only be identified as RAEL one time.

- a. Identification of math and literacy skills in home language and/or English: All newcomer students may be assessed in their home language for reading proficiency and math, as determined by the EL teacher.
- b. Initial enrollment: All families who are new to the district should go to the school office to register for school. The office will have a list of interpreters to call when needed. Families will complete paperwork and students will be placed in a school and given a start date within three days of enrollment with or without transcripts.
- c. Supporting Initial Acclimation to School: EL teachers and bilingual liaisons will meet newcomer students on the first day of attendance. Students will receive a building tour. They will be introduced to a same language “buddy” who will have the same lunch period as the student. Students will receive help at the end of the day on getting home (catching the bus, meeting parents, walking, etc.) for the first week of school from the main office. The EL teacher will make sure that the student has met the social worker/counselor and received school supplies as needed. The EL teacher will advocate for the student if they need anything additional to participate in school activities (PE uniforms, tennis shoes, boots, winter gear, etc.) The district will make every effort to provide curriculum materials in the students’ home language if available (Everyday Math, anchor texts, independent reading texts).
- d. Placement and Scheduling: Schools will include EL teacher input for student placement. Ideally the student will be placed in a classroom with a student from the same language background or with another student receiving EL instruction. It is recommended that schools cluster students receiving EL instruction; therefore, the newcomer student can join a clustered classroom.
- e. Home language support: Whenever possible and when the EL teacher determines there is a need, bilingual liaisons/EAs will work with provide home language supports for Newcomer students in classrooms. They can pre-teach, provide bridging charts, translate materials, provide support in home language, and/or interpret during lessons. Before scheduling bilingual liaison/EA support in the classroom, the EL teacher, classroom/content area teacher, and the bilingual liaison/EA will meet to determine roles and responsibilities.

9. Long Term English Learners (LTEL)

Although there is no official definition for LTEL identification, students who have been officially classified as EL for at least five years may be considered LTEL. Since students in this category often have oral proficiency in English, our focus is on literacy skills, especially writing across the curriculum, to ensure they are succeeding academically.

In our district, these LTEL supports may include an identified cohort with optional meetings, time to work with a peer mentor, optional before and after school resource opportunities, quarterly meetings with a counselor to discuss academic trajectory options, and an assigned teacher advisor with specific training in identifying rigorous coursework and post-secondary options for LTELs.

Step 5 – Assessment and Ongoing Evaluation:

1. Annually, all students with EL status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of ELs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and W-APT and Screener) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:
 - a. Determine the English language proficiency needs for each student;
 - b. Determine which language domains need additional instruction;
 - c. Measure sufficient language growth over time; and
 - d. Determine continuation in or exit from EL program supports

2. Transitioning students from one year to the next:

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

 - a. If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for EL services.
 - b. If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, student continues to qualify for EL services.
 - c. If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the EL program. However, students may remain in the EL program only if staff can provide evidence that the student needs continued supports 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 EL program. The following additional measures could be used:
 1. Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
 2. Writing: Test of Emerging Academic English (TEAE) Writing Rubric
 3. WIDA MODEL for listening, speaking, reading and writing

3. Program Evaluation and Adjustment:
 - a. Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate

in statewide English language proficiency assessments (ACCESS for ELLs).

- b. At the end of each school year, EL teachers will collect appropriate assessment and observation data for each EL to better understand the student's achievement. This should include English language proficiency assessments (ACCESS for ELLs), state content assessments (MCAs), other content assessments, and observations from classroom and EL staff. Analysis of this information will direct service for the following year.

Step 6 – EL Program Exit Procedures:

1. Students will qualify for the EL Program until they meet MDE exit criteria (when ELs reach a level of English proficiency that allows them to fully access the grade level curriculum) on the ACCESS test: If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, they must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services. Upon exit, the EL staff will call or send a notification letter to the family (in a language and format accessible to the family) within 30 calendar days. The letter will explain:
 - a. Which assessment was used
 - b. Description of how scores informed placement
 - c. Where to access written policies and procedures/information
2. Exit Considerations: Note that the guidance states that additional criteria may be used for students with 3 of 4 domains at or above 3.5. It is only to be used to demonstrate a student's continued need for EL services. No additional criteria is needed to exit a student who has 3 of 4 domains at or above 3.5. See [Additional Criteria Decision Tree](#).
3. Monitoring Exited Students: Students who are exited from EL 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, EL teacher, the student and student's parents, and administrative representation) that the student should again receive EL services, based on data/evidence of an EL need, the district can rescreen a student utilizing the WIDA Screener. The results of the

screeners 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 EL services again.

A copy of the Student Exit Parent Notification letter is available in the appendices.

Step 7 - Family and Communication Procedures:

1. Our district values transparency with families and the community and accommodates their preferred modes of communication. They are notified via multiple modes to ensure they are aware of their right to request it at any time:
 - a. The plan is available on our district's English learner program page
 - b. We send text messages to families with a link to the website, which includes resources, contact information and our LIEP plan
 - c. Staff do home visits and/or phone calls with interpreters to promote student success, share educational materials, refer families to local resources and provide EL program information

2. 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:
 - a. Involve them in their child's education
 - b. Empower them to become active participants in using strategies to assist their children
 - c. Build greater understanding of EL programming and its supports
 - d. Bolster community understanding of the process and involvement in assisting schools to create an EL program that is responsive to the ever-changing academic needs of multilingual children and their families

3. To match the increased focus on meaningful family and community engagement called for by ESSA, each school incorporates professional development for staff to promote culturally sophisticated and welcoming environments for families and community partners at sites. In partnership with the EL Department, educators have opportunities to meaningfully strengthen family and community partnerships and be a welcoming environment for all families.

Parent/teacher conferences: Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences. Our district interpreter 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. EL teachers report to parents of multilingual students at the parent-teacher conference.

Liaison and home language outreach for school activities and events: It is a federal requirement to provide families access to information. (See Department of Justice Fact Sheet 2015). Schools should provide interpreters for all school events. 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. Liaisons are also available for conferences and school events. All letters home are translated into the languages necessary for our multilingual students and their families.

Appendix

Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time. Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information	
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="checkbox"/> language(s) other than English. <input type="checkbox"/> English and language(s) other than English. <input type="checkbox"/> only English.	

**EL Educational History Interview Form
GSL Schools**

Student's Name: _____ Grade Enrolling: _____ Date: _____

Name of person conducting interview: _____

Name of person being interviewed and their relationship to the student: _____

First language: _____ Language(s) spoken at home: _____

1. How old was the student when he/she first attended school? _____

2. What grades has the student completed outside the US? PK K 1 2 3 4 5 6 7 8 9 10 11 12

a. What was the language of instruction? _____

3. What grades has the student completed in the US? PK K 1 2 3 4 5 6 7 8 9 10 11 12

a. What was the language of instruction? _____

4. How many hours a day was the student in school? _____

5. Has your child ever been absent from school for a long period of time? Yes No

a. Total Time Absent: _____

Checklist for Identifying Potential SLIFE

Student's Name _____

Evaluator _____

Interpreter's Name _____

Date of Evaluation _____

1. ____ English is not the primary language of the home.
2. ____ came to the U.S. after Grade 2
3. ____ upon enrollment, has had at least two years less schooling than peers
4. ____ functions at least two years below expected grade level in reading
5. ____ functions at least two years below expected grade level in math



Glencoe-Silver Lake Public Schools

Independent School District #2859

New Student Registration Form

Use legal name only. The purpose and intended use of this data is to enable the school staff to effectively and safely provide service to you and your family. You have the right to refuse the needed information; however, if you do not complete all information you may not receive services needed. The information we collect will be maintained in the office and may be shared with authorized school personnel.

Enrolling Student:

Legal last name		Legal first name		Middle name	None <input type="checkbox"/>
Grade	Nickname/Preferred Name to use at School		Date of birth		Gender – circle one M or F
Country of birth _____ If country of birth is not USA, date of first enrollment in a USA school Date _____ Year _____					
Child lives with: _____ both parents _____ mother only _____ father only _____ joint custody _____ foster parents _____ other (specify) _____					
<u>Students 9-12 Grade</u> Cell Phone: _____ Email: _____					

Parent/Legal Guardian and Emergency Contact #1:

Last name		First name		Middle name
Gender: M or F	Email		Employer/Occupation	
County you live in			Work phone () -	
Home phone () -			Cell phone () -	

REQUIRED Please list school name, city, state and phone number of previous schools attended last 4 years:

(School most recently attended)

REQUIRED Has this child ever attended a school in Minnesota? Yes No

If yes, where and when? _____

Have you recently moved within the last 36 months for temporary or seasonal agricultural or fishing work? Yes No

Has this child ever received special education services? Yes No Does this child have an active IEP? Yes No

Is this child currently on a 504 Plan? Yes No Is this child receiving ESL services? Yes No

Is this child receiving Title I services? Yes No Indicate special needs, handicaps or disabilities the school should be aware of _____

Has this child completed Early Childhood Screening? Yes No Screening Date: _____

LEGAL GUARDIANSHIP PAPERS ON FILE? Yes No

The school has the responsibility for the welfare of the child, but can only function according to the law when properly informed. If parents of the child are separated, the school district must be informed (1) who has the custody of the child and (2) what person(s) are approved to see the child or to transport him/her away from school. If there is a restraining order in effect denying either of the parents the right to see or contact the child, there must be a court order on file in the school office.

Who has legal custody? Both parents Father Mother Other _____

Restraining order? Yes No If yes, date of court order _____

Court order on file in school office? Yes No

Siblings of enrolling student



Glencoe-Silver Lake Public Schools

Independent School District #2859

Proudly serving the communities of Biscoy, ~~Brooklyn~~, Glencoe, New Auburn, Plato, and Silver Lake

Jami Bonholm, ELD Teacher, Lakeside Elementary – 320-864-2536

Anne Taylor, ELD Teacher, Lakeside Elementary – 320-864-2536

Carly Gernbacher, ELD Teacher, Lincoln Elementary – 320-864-2651

Paulina Kohan, ELD Teacher, GSL High School – 320-864-2400

Date: September, 2021

Dear Parents / Guardians,

I am pleased to inform you that your child has been identified as an English Learner and will receive additional support through our English Language Development (ELD) program at Lakeside for the 2021-2022 school year.

Minnesota law requires that we identify whether students in our school district are English Learners (ELs). When you registered your child for school you completed the Minnesota Language Survey and indicated that your child speaks a language other than English.

All districts are required to give an English language proficiency test (WIDA ACCESS for ELLs 2.0 or the WIDA Screener) to students who speak another language at home. Placement in the English Language Development program is based on the results of this test, how well your child is doing in school, and other educational information about your child.

The goal of the ELD program at Lakeside is to help your child learn academic English so that he/she will be able to meet academic standards, succeed in school, and graduate from high school. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

Your child's English language proficiency assessment results on the WIDA ACCESS for ELLs or the WIDA Screener are enclosed. The score report tells you about your child's English skills

It is important for you to be aware of the following information regarding your child's enrollment in the ELD program.

- You have the right to visit the English Language Development classes in which your child is enrolled;
- You will be informed of the time and manner in which to request and receive a conference to explain the nature and purpose of the program and the progress of your child;
- You have the right to withdraw your child from the English Language Development program.
- You have the right to an interpreter for communication for school staff. Please let us know if you need one and we will make sure one is available.

We encourage you to visit the school and meet with your child's teachers to learn more about your student's class, academic performance, and English development, as well as how ELD services help your students succeed in school.

We are enclosing our Parent Handbook for more information on our ELD program. If you have any questions or concerns, please feel free to contact us at any time.

If you need assistance understanding the information in this letter please feel free to contact us.

Sincerely,



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Paulina Kohan, ELD Teacher, GSL High School ~320-864-2400

Dear Parent or Legal Guardian of _____,

Date_____

Congratulations! Your child's English language proficiency test scores on the ACCESS for ELLs indicate that he/she has reached a proficient level of English. Your child's English language proficiency assessment results on the WIDA ACCESS for ELLs are enclosed for your review.

Based on these results as well as meeting the school's academic achievement criteria, your child will be **exited** from the Lakeside ELD program. The ELD Department will monitor your child's progress to ensure his or her continued academic growth for two years.

If you have any questions or concerns please feel free to contact us at any time.

Sincerely,

Your English Language Development Team