LQPV 24-25 Multilingual Language Instruction Educational Program (LIEP)
School Board Approved - October 25, 2024

The purpose of the Lac Qui Parle Valley Schools English Learner program is to prepare English Learner (EL) students for success by viewing their primary language as an asset and using it as a tool to help develop content and academic skills and understanding in English as their second language. Our goal is to enable multilingual learners to successfully pursue their education by becoming academically proficient in English in the areas of listening, speaking, reading, and writing.

This plan is available to all residents of the LQPV School district to view online, and will be provided upon request in print in English and/or the home language to any parents/guardians of students who are identified as multilingual learners.

LQPV EL SNAPSHOT - Updated 10-23-24

Total number of students qualifying for English Learner services out of total enrollment

Appleton-Milan Preschool/VPK
Language screeners to be completed Nov of 2024

Appleton-Milan Elementary School
K - 20 of 43 = 47%
1st - 11 of 30 = 37%
2nd - 26 of 48 = 54%
3rd - 12 of 28 = 43%
4th - 11 of 35 = 31%

Total # Receiving ESL Services : 80 of 184 = 43%

Madison Elementary School
K- 2 of 36 = 5%
1st - 0 of 26 =0%
2nd - 1 of 30 = 3%
3rd - 0 of 29 = 0%
4th - 0 of 19 = 0%

Total # Receiving ESL : 3 of 140 = 2%

Lac Qui Parle Valley Middle School
5th - 17 of 68 = 25%
6th - 11 of 60 =18%

Total # Receiving ESL Services : 28 of 128 = 22%

Lac Qui Parle Valley Secondary
7th - 13 of 73= 18%
8th - 15 of 63 = 24%
9th - 12 of 67 = 18%
10th - 12 of 54 = 22%
11th - 7 of 56 = 13%
12th - 4 of 67 = 6%

Total # Receiving ESL Services: 63 of 380 = 17%

Total LQPV DISTRICT #of students receiving EL services (does not include VPK): 174 of 832

First Languages Represented:

-Chuukese   -Spanish   -Afrikaans

-Somoan   -Tamil   - Portuguese

Native Languages Represented by students in the Multilingual Program at Lac Qui Parle Valley: Chuukese, Spanish, Portuguese, Somoan, Tamil, and Afrikaans

Demographic Information - Updated annually from the MDE MN Report Card Website

Appleton-Milan Elementary School

Race/Ethnicity	Count	Percent
American Indian	0	0.0%
Asian	1	0.4%
Black or African American	0	0.0%
Hispanic or Latino	25	11.2%
Native Hawaiian or Pacific Islander	92	41.3%
Other Indigenous Peoples	0	0.0%
White	99	44.4%
Two or more races	6	2.7%
All students	223	100.0%

Madison-Marietta Nassau Elementary School

Race/Ethnicity	Count	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black or African American	0	0.0%
Hispanic or Latino	9	6.4%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	129	92.1%
Two or more races	2	1.4%
All students	140	100.0%

Lac Qui Parle Valley Middle School (Grades 5-6)

Race/Ethnicity	Count	Percent
American Indian	0	0.0%
Asian	0	0.0%
Black or African American	1	0.8%
Hispanic or Latino	13	10.3%
Native Hawaiian or Pacific Islander	24	19.0%
Other Indigenous Peoples	0	0.0%
White	84	66.7%
Two or more races	4	3.2%
All students	126	100.0%

Lac Qui Parle Valley Secondary (Grades 7-12)

Race/Ethnicity	Count	Percent
American Indian	4	1.2%
Asian	0	0.0%
Black or African American	1	0.3%
Hispanic or Latino	28	8.1%
Native Hawaiian or Pacific Islander	53	15.4%
Other Indigenous Peoples	0	0.0%
White	248	71.9%
Two or more races	11	3.2%
All students	345	100.0%

Important Acronyms

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

ADM: Average Daily Membership - how many days/years the student has qualified as an EL student.

EL: English Learner - as qualified by the an ACCESS or WIDA Screener Overall Proficiency Score

ELD: English language development – often refers to the state's ELD standards outlining benchmarks for progress toward English language proficiency.

ELP: English language proficiency

ESL: English as a Second Language

ILP: Individual Language Plan - tool for documenting individual student differentiated EL instruction

LEAPS: Learning English for Academic Proficiency and Success - The law pertaining to EL students

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

MEP: Migrant Education Program

ML: Multilingual Learner (may include students are multilingual but who do not qualify for EL services)

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: Student(s) with limited or interrupted formal education

WIDA SCREENER: WIDA proficiency test. Assessment used in Kindergarten through grade 12 to determine EL program eligibility.

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

Minnesota's Definition of an EL Student

As defined in the Minnesota Education for Limited English Proficiency Act (M.S.124D.59), EL students are students in grades Kindergarten through 12 who meet the following criteria:

    a. The pupil, as declared by parent/guardian

        (1) first learned a language other than English,

        (2) comes from a home where the language usually spoken is other than English, or

        (3) usually speaks a language other than English

        (4) has consistent interactions in a language other than English

    b. The pupil is determined 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 classes taught in English.

Identification Process for EL Students

For the academic success of a student with limited English proficiency, it is important to properly identify and place students for EL services. The identification process will include the following steps during the registration process. Parents can

1. Completion of the Minnesota Language Survey (MNLS) (Appendix A) by parent/guardian of **all** new students of Lac Qui Parle Valley Public Schools. These surveys are to be kept in cum files for all students. A positive response to items on the questionnaire does not identify a student as Limited English Proficient (LEP); it merely helps to identify students who potentially should be considered to need a LIEP.

    - Assessments in the areas of reading, writing, listening, and speaking will be considered when determining student proficiency. WIDA Screener, MODEL or ACCESS assessments are used.

2. Information regarding previous EL service. If a student arrives from another district in MN or another state that is a part of the WIDA consortium, their scores will be provided from their previous district and those will be used to make any placement decisions. If no scores are found, but the MNLS indicates a need for screening, they will be rescreened.

This identification will happen within 30 days of the beginning of a new school year, or within ten days if the child enters the district during the course of the year. This timeline is non-negotiable as State EL data is driven by the October MARSS EL identification data. LQPV Schools will make every effort to provide parents with materials and communication in their native language. The identification process will be shared with parents during the enrollment process.

Identifying Ongoing Students

If a teacher feels that a student may need EL services, they are to contact the building's EL teacher. The EL teacher and classroom teacher will then reach out to parents to see if any other languages are a part of the student's history. An updated Minnesota Language Survey will need to be provided in the student cum file with parent signature and the student will then be screened for English proficiency using the WIDA screener.

Eligibility Criteria and Procedures/Program Entrance K-12

1. Indication of another language on the Home Language Questionnaire.
2. Assessment scores:
    a) For students in grades K-12, scoring between 1 and 4.5 on the WIDA Screener
3. Recommendation from the ML instructor based upon the assessment data, academic performance, and parent/teacher input.

Minnesota Standards for English language development are the current standards developed by the World-class Instructional Design and Assessment (WIDA) consortium. The WIDA English language development assessments (MODEL or ACCESS) use a 1-6 scale. From the second semester of Kindergarten through grade 12. In the first semester of Kindergarten, only the listening and speaking portions of the MODEL assessment may be used to assess English proficiency, although assessing all four domains is preferable.
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The performance definition scores are as follows.
> 1-Entering
> 2-Emerging
> 3-Developing
> 4-Expanding
> 5-Bridging
> 6-Reaching

Parent Notification

When a student is eligible for placement in an EL program, parents/guardians must be notified in writing within ten days of the student being placed in the EL program and given the opportunity to withdraw the student from the program. Parents will be notified of program placement using the English Learner Program Placement letter from the TransAct website (Appendix A). When a student is newly qualified, the "Initial Placement" box should be checked at the top of the form. Parents must be notified annually if their child is participating in the EL program within 30 days of the beginning of the year or within two weeks if the child enters the district during the course of the year.

Parents must be notified annually of a child's continued placement in the EL program using the English Learner Program Placement letter from the TransAct website (Appendix A) with the "Continuing Placement" box checked with a copy of the students previous school years ACCESS scores attached. These letters should be sent out by October 1 of each school year.

MARSS

When a student begins receiving EL services, a start date and an identified primary language should be given to the district's MARSS coordinator through the online District EL Recording Form and entered in the student's MARSS information. A start date for ML services must be entered in MARSS annually.

Refusal of Services

Parents/guardians have the right to refuse EL services for their child even if he or she is identified as an EL student. If this happens, the student must remain ML identified in MARSS but would have no start date for EL services. If this is the parent wish, they will need to receive and fill out a copy of the Explanation of Consequences for not participating in the English Learner Program letter and the Request for Change in Program Participation letter from the TransAct website (Appendix A). A copy of the parent-signed *Request for Change in Program Participation* letter should be kept in the student's cum file.

Description of Services for EL Students Based on Proficiency Level
"EL instruction" means direct language development services from a certified ESL instructor or bilingual paraeducator. The two service models currently at LQPV are Newcomer Programming and Content-Based English Language Development.

Pre-K (Appleton-Milan Preschool - Voluntary Pre-K (VPK) Programs Only)
All qualified EL students will receive push-in English language development services for a minimum of 30 minutes 2-3 times a week by a licensed teacher.

Appleton Milan Elementary School
Newcomer Programming - This ELD program is available to students who are new-to-country, up to their first two years of qualification. Students in newcomer programing have an Overall Proficiency Score of 1.0-1.9. ● (*Minimum of 30 mins. daily*) EL teacher provides ELD instruction in a pull-out and push-in settings using WIDA ELD standards and grade-level content standards to guide activities.
Content-Based English Language Development: This ELD program is available to students who have an Overall Proficiency Score of 2.0 or higher. ● (*Minimum of 30 minutes 3-5 days a week)* EL teacher and EL student work in the general education classroom This could be content-teacher led or co-taught settings. Instruction includes both ELD and Content-Area standards.

Madison Marietta Nassau Elementary School
Pull-Out Content-Based English Language Development *All qualified EL students receive pull-out ELD service time with a licensed teacher. Instruction is centered on two lowest language domains in alignment with the WIDA ELD standards 2-3 times a week for a total of 40-60 minutes a week.*

Lac Qui Parle Valley Middle School
Content-Based English Language Development: ● *All EL qualified students receive pull-out ELD English Language Arts instruction with a licensed teacher, within their designated English proficiency range for one class period everyday (48 mins x 5 days a week).* ○ *Supplemental math ELD support provided by a licensed teacher for all EL students in these grade levels.*
Lac Qui Parle Valley 7th & 8th Grade
Newcomer Programming ● *This ELD program is available to students who are new-to-country, up to their first two years of qualification. Students in newcomer programming have an Overall Proficiency Score of 1.0-1.9. Newcomer students receive 1 period daily of ELD English and receive EL paraprofessional support for Math and Science instruction.*
ELD Elective Credit ● *This ELD program is available to students with an Overall Proficiency level of 2.0-4.4. ELD instruction is received in a pull-out elective course with a focus on lowest language domains and academic skills.*
Lac Qui Parle Valley High School
Newcomer Programming ● *This ELD program is available to students who are new-to-country, up to their first two years of qualification. Students in newcomer programming have an Overall Proficiency Score of 1.0-1.9. Newcomer students receive 1 period daily of ELD English and 1 period daily of sheltered math instruction.*

Content Based English Language Development

● *This ELD program is available to students with an Overall Proficiency level of 2.0 or higher.*
    ○ *Students with a proficiency level of 2.0-2.9 receive one period daily of Intermediate ELD High School English instruction and one period daily of sheltered math instruction.*
    ○ Students with a proficiency level of 3.0 4.4 receive one period daily of Advanced ELD High School English instruction.

Program Models

The following program models are the main modes of instruction in our districts EL Program:

A) **Co-Teaching/Sheltered Instruction:** EL instruction for intermediate and advanced students (English language proficiency) is provided via co-teaching opportunities in the content-classroom. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction.

B) **Pull-out Instruction**: EL instruction used for beginner/newcomer students and is aligned to grade level instruction. Instruction is developed around content and English language development standards

C) **Push-In Instruction**: EL instruction used by an EL teacher or Bilingual Paraeducator to provide service to intermediate and advanced students in situations where co-teaching is not possible.

Mainstream Teachers as Part of English Language Development

All mainstream teachers receive ongoing professional development on integrating language and content, providing language supports, and integrating culturally responsive pedagogies. Teachers will receive ongoing professional development in the 24-25 school year to help work towards identifying language objectives for every lesson which include language forms, functions, and target vocabulary. Classroom teachers collaborate with EL teachers and bilingual paraeducators to provide emotional, linguistic and academic support for multilingual learners. Teaching teams discuss students well-being, overall academic achievements, language development and common learning targets and supports. Mainstream teachers will receive guidance and professional development on how to integrate home languages into instruction. Strategies include translated materials, translated word walls, and cross-linguistic transfer charts.

Clustering

Students will be clustered in mainstream classrooms into groups of 5-8 students with similar proficiency levels in order to better provide co-teaching instruction and paraprofessional support. Every attempt will be made to ensure that each newcomer student is placed in a class with at least one other student with a similar linguistic and cultural background.

SLIFE Student Identification and Service Plan

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 updated the definition for SLIFE student during the 23-24 school year to:

1. English learners (EL) who have at least two fewer years of schooling than their peers when entering school in the United States. All districts and charter schools identify SLIFE and report SLIFE data to MDE on an annual basis.

Districts and charters identify SLIFE on an annual basis via the [Student Support Data Collection](#) (SSDC) . The Commissioner of Education is required, under the LEAPS Act, to report the academic and linguistic growth of SLIFE.

A student identified as SLIFE in the LQPV school district will receive Newcomer language program services with possible additional EL Math service minutes of instruction whenever available.

Dual Identification

The EL Coordinator and the Special Education staff will work together to 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 a possible need for special education services, staff do not delay in beginning the process for a special education screening or evaluation. 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 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.

Immigrant Identification Criteria

Upon enrollment the student, parent and registration secretary, (with an interpreter, if requested) completes required, locally created, registration forms. This intake paperwork 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 3-21
2. Was not born in any State or 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.

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

Note: Eligible students are not required to be eligible for English learner status, though the vast majority of eligible students also qualify for English learner status.

RAEL Student Information

A Recently Arrived English Learner (RAEL) is defined as a K-12 student who is identified as an English learner in Minnesota and who first enrolled in a school in one of the 50 states or the District of Columbia on or after April 15 of the previous school year. A student can only be identified as a RAEL one time.

Examples: School Year 2022-23	First Enrolled:	January 15, 2022	April 15, 2022	February 2, 2023
	Potential RAEL?	No	Yes	Yes

How are RAELs reported?	Districts and charters must annually identify RAELs in the Student Support Data Collection (SSDC) or through Ed-Fi.

All RAELs must take the appropriate Mathematics, Reading, and Science Minnesota Comprehensive Assessment (MCA) or Minnesota Test of Academic Skills (MTAS) and all domains of the ACCESS for ELLs or Alternate ACCESS for ELLs.

How are RAELs included in Minnesota's North Star accountability system?

Year 1	RAELs are not included in any test-based accountability indicators.
	RAELs are included in the other accountability indicators.
Year 2	RAELs are not included in the Academic Achievement indicator.
	RAELs are included in all other accountability indicators.
Year 3	RAELs are included in all accountability indicators.

Annual Student Progress Evaluation

In the Spring of each year, all EL students will be evaluated for progress using the ACCESS assessment. The results of these assessments will help determine progress and placement within the EL program for the following year. This information can also be used to meet exit criteria from the EL program.

ACCESS scores are organized by grade level and shared with certified staff at the

beginning of each year to correspond with WIDA 'Can Do descriptors to inform classroom accommodations and modifications.

It is important that the school district strives to equip the ACCESS testing process with enough staff so that EL program instruction is interrupted as little as possible. The district's assessment coordinator will collaborate with building EL staff to best ensure assessment measures are met with as little service interruption as possible, involving and training additional testing staff whenever possible.

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 for ELD instruction for these students is on literacy skills, especially writing across all content areas.

Students classified as LTELs may be assigned an advisory or study hall with EL/Bilingual staff designated for supporting LTEL students.

Exit from EL Program Procedure

Due to the individual needs of an EL student, the exit decision for a student is made jointly by teachers from the EL program, mainstream classroom, counselors, and/or administrators. The decision is based on the criteria in the Exit Chart provided by the MN Department of Education.

Minnesota Standardized English Learner Procedures

Exit Chart

Minnesota Standardized English Learner Procedures: Exiting	
Required Action	**Student's ACCESS result**

1. Exit and reclassification are required	Student score on ACCESS 2.0 satisfies **both** of the following criteria:
	
	   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	Student score on ACCESS 2.0 satisfies **both** of the following criteria:
	
	   a. Overall composite score of 4.5 or higher AND
	   b. Only one domain score is below 3.5
	
	*For more information about applying additional criteria to determine ongoing EL eligibility, see the MDE English Learner Education Page

3. Student is not yet proficient and maintains EL status and continues to receive both
 	
a. ELD instruction
b. ELP - based support throughout the school day
	Student score on ACCESS 2.0 includes:
	
	   a. An overall composite score that is less than 4.5 **OR**
	   b. Two or more domain scores are below 3.5

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When a student meets exit criteria, the parent/guardian of the student will be notified about the student exiting using the EL Program Exit Letter from TransAct (Appendix A) by October 1 of the first year that the child has been exited from services.

MARSS Reclassification of Exited Students as No Longer EL

Once a student is exited from the EL program, he/she should be reclassified in MARSS and marked with a "Final day of services" received. The building EL teacher will use the district online google form to record this information.

Monitoring of Exited Students

A student who is exited from the EL program will be monitored for a period of two school years using the LQPV EL - 2 Year Exit Mandated Monitoring Form (Appendix A) to ensure a successful transition to a total mainstream environment. This form is to be carried out by the building EL teacher each quarter and kept in a students EL file until the two year process is complete. If needed, as indicated by student performance and a referral by the EL teacher, classroom teacher(s) and informed family members, an exited student can be rescreened for English proficiency and reentered into the program pending qualifying proficiency scores.

LQPV Marking and Grading for English Learners

ALL teachers are required to differentiate instruction and assessment to align with the ELD (English Language Development) level of their EL students with composite English proficiency scores between 1 and 4.5 . Ideally, English learners' grades should be based on assessment measures that have been adapted to accommodate the language proficiency level and WIDA Can-do statements.

No EL students enrolled in any course can be issued a grade of a D or an F unless the teacher has completed the LQPV English Learner Success Plan (Appendix A) document and corresponded with all necessary stakeholders.

EL students are not exempt from grades. All EL students, including newcomers, should receive a grade in all subjects for each grading period. EL students' grades should reflect their linguistic accommodations and modifications. If ELs are not meeting standards with success, it is important to work with the EL teacher to try other alternatives.

Annual Multilingual Learner Program Evaluation

According to the Public Law 114-328, Every Student Succeeds Act of 2015, sections 3113(b)(8), 3115(d)(1-2), and 3121(b), the LQPV LIEP plan will undergo annual evaluation within a continuous improvement cycle by district leadership to determine needs, effectiveness of strategies to address needs, and fidelity of implementation. The annual evaluation should lead to adjustment of programming (i.e., objectives, instructional strategies, curricula, instruction materials, educational software, and assessment procedures) where needed to ensure students' language barriers are actually being overcome.

Measures of Program Effectiveness

The LQPV School Board annual review of the LIEP will take place in October of each year and use the following measures to verify effectiveness:

- Annual EL Exit Rate Percentage
- Annual student growth on ACCESS language proficiency testing in each language domain
- Interviews with stakeholders (teachers, parents, administrators, extracurricular advisors…etc) as completed and reported by each building EL teacher(s).

LQPV ML Planning Committee

This committee will meet quarterly. This group will include 2 members from the school board, administrators, teachers, and input from parents and students to help us shape and evaluate our ML programming efforts.

LQPV Language Access Plan

In accordance with the MN READ Act, Title IV of the Civil Rights Act of 1964, and Executive Order 13166, the LQPV Language Access Plan ensures that Lac Qui Parle Valley School District has a process in place to provide timely and effective language assistance services for all stakeholders.

The purpose of this plan is to document the procedures planned or in place at the Minnesota Department of Education (MDE) to ensure meaningful access to agency services and information to limited English speakers (EL) in a language and format they can use and understand.

> Methods of Providing Language Access to Limited English Speakers
> *All language services are provided without unnecessary delay and without any cost to the service user.*

- Trained interpreters available upon parent/staff request
  - District bilingual staff who work in the role of interpreter have been trained as Community Interpreters in accordance to industry best practice and ethics standards
- Translated school communication materials provided upon request as facilitated by the Multilingual Learner Teacher(s) in each school building.
- Automatic Spanish translation of district communications on the district's parent communication app: ParentSquare

Dissemination of Information to District Staff
District Multilingual Learner Staff will provide annual opportunities for district staff to learn about
- How to work effectively with interpreters
- Cultural issues related to delivery of district information and services to EL
- Equipment and services available to district staff when working with limited English speakers

This plan will be reviewed annually as part of the district's LIEP approval process.

Parent/Guardian Input

LQPV has a **Multicultural Parent Association** that meets 4-5 times throughout the year. This association is facilitated by a district-appointed ML staff member and invites families of our multilingual students to learn more about our school culture as well as other targeted topics. This forum will be used to collect information, feedback, and input that will shape ML programing.

Communication to all Stakeholders

The wellbeing of MLs is the responsibility of all LQPV staff. The following communication methods ensure that all stakeholders (parent, building administrator or counselor, ML teachers and classroom teachers) have sufficient knowledge to most effectively assist EL students.

Parents: Letters in English and first language (L1), interpreters, phone calls, district website, ParentSquare and translated social media posts.

Teachers: Annual training for all teachers in EL issues, strategies and methods. Website and email communication of ML programming and other ML topics from the building ML teacher. Training and communications from the MRVED Title III consortium, a group of 10 school districts collaborating to improve and implement high quality EL services for multilingual learners in all participating districts.

Administrators: ML topics are discussed at monthly administration meetings as facilitated by the designated district EL staff member. The Language Instructional Education Program (LIEP) manual is reviewed annually and brought to the school board for annual approval every October for any changes.

<u>LQPV ML Planning Committee:</u> This committee will meet quarterly. This group will include 2 members from the school board, administrators, teachers, and input from parents and students to help us shape and evaluate our ML programming efforts.

Educational and Community Supports Available for LQPV ML Students and Families

<u>Milan Kids Club</u>
The Milan Kids Club is for students in grades K-6 and meets on Tuesdays and Fridays at the Old Milan School from 3:30-5pm. It is intended to help English language learners increase their language and social skills through play in a warm, welcoming and safe environment.

<u>Diversity Club</u>
 "Our mission is to celebrate diversity and increase unity and cultural acceptance at LqPV." The Diversity club has been meeting since Oct. 2019, and is open to students in grades 7-12. Programming includes one afterschool activity each month as well as special projects like performing in Snow Days and completing community-wide service projects.

<u>Summer Success School Program</u>
Summer Success is an academic based program that serves students in the LQPV School District. Students in grades K-4 from Appleton-Milan Elementary School and students in grades 5 and 6 from the LQPV Middle School as well as all RAEL (Recently Arrived English Learners up to 7th grade) have the opportunity to attend based on teacher recommendation. The program is designed to help meet the academic and social emotional needs of students and prepare them for the next school year. Summer Success provides attendees with a great opportunity to both learn and have fun in a small class-group setting.

<u>5-12 After School Tutoring</u>
Thursday Afterschool Tutoring is an afterschool program designed to provide students with academic assistance in whatever area they may need. The focus is typically on assisting students with current or missing work, but we also work on strengthening student understanding of concepts. The program looks to identify students through a teacher referral process, but is open to any student. The program is open to 5th-12th graders.

Appendix A

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 AND 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:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
2. My student speaks:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
3. My student understands:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
4. My student has consistent interaction in:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	

Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.

Parent/ Guardian Information	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

* All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except ff they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.

Lac qui Parle Valley ISD 2853

English Learner Program Placement

❑ Initial Placement   ❑ Continuing Placement

Name of Student: _____ Date: _____

(mm/dd/yyyy)

School Location: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (*number of years*). The high school graduation rate for students receiving English Learner Services is _____ %. 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.

Lac qui Parle Valley ISD 2853

The name of the English proficiency test your child took is:

❑ _____
(Test used to measure level of English proficiency)

❑ _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

The level needed to be proficient in English and exit English Learner Services is:

_____

If applicable, your child's level of academic achievement was measured using the following test(s):

❑ _____
(Test used to measure level of academic achievement)

❑ _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: _____

The method of instruction used in your child's English Learner Services is:
- ❑ **Bilingual,** *including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs*: Instruction is provided in both English and your child's home language.
- ❑ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ❑ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English,** *including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English*: Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ❑ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- ❑ **Other:** _____

❑ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Lac qui Parle Valley ISD 2853
Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:
_____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ❑ Yes ❑ No

English Language Used in Instruction: ❑ Yes ❑ No

Program Exit Criteria:

_____

Description of Other Available English Learner Services:
Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ❑ Yes ❑ No

English Language Used in Instruction: ❑ Yes ❑ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

Lac qui Parle Valley ISD 2853

**Explanation of Consequences for not Participating
in English Learner Program**

Date: _____

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in the district's English Language Development Program(s).

Title VI of the Civil Rights Act of 1964 and U.S. Supreme Court *Lau v. Nichols* ruling of 1974 requires schools and districts to provide services to eligible students to help them attain English proficiency and access academic content. In compliance with Civil *Rights* law, our school district has implemented a program that we feel is the most appropriate for your child's level of English proficiency. Even if you do not want your child to participate in our district's program, the district is still required by *Civil Rights* law to provide services to your child that will help your child attain English proficiency and access academic content.

Refusing to allow your child to participate in the district's English Language Development Program places the responsibility of meeting the Civil Rights requirements to provide services that will help your child attain English proficiency and access academic content on your child's classroom teacher(s). What you need to know is that your child's classroom teacher(s) may or may not be trained or have the qualifications to adequately provide these services.

If your child does not participate in the English Language Development Program offered by our district, she/he will receive the services available in the classroom to help your child attain English proficiency and access academic content. And, she/he will still be required to take the annual test of English language proficiency until she/he meets all requirements to no longer be considered an English Learner. In addition, not participating in the district's English Language Development Program could result in your child taking longer to meet the requirements to no longer be considered an English Learner than other students that do participate in these services. Not participating in these programs could also delay your child's ability to fully participate in the education program offered by our district.

Sincerely,

_____
Name

_____
Phone

_____
Title

_____
Email

Lac qui Parle Valley ISD 2853

Request for Change in Program Participation

Date:_____

Dear Parent/Guardian(s):

You have indicated that you do not want your child to participate in an English Language Development Program and/or Bilingual Program, or that you would like a change in your student's English Language Development Program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request that your child not participate in a program, or (b) choose another program or method of instruction, if available.

If you have chosen (a) or (b) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes English proficient.

Thank you.

....

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Request for Change in Program Participation

I, _____ *(parent/guardian)* of _____*(student)* have been informed of my right to not have my child participate in the English Language Development Program and/or Bilingual Program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

❑   I do not want my child to participate in the English Language Development Program offered by the school.

❑   I do not want my child to participate in the Bilingual Program offered by the school.

❑   Enroll my child in another program or method of instruction, if available.

Please enroll my child in the following program:_____

_____   _____
        Signature of Parent/Guardian   Date

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

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Lac qui Parle Valley ISD 2853

Program Exit Letter

❑ **Bilingual**   ❑ **ESL**

Name of Student: _____ Date: _____

School: _____

Dear Parent/Guardian(s):

A recent assessment has shown that your child has made significant improvement in his/her ability to read, write, speak and listen in English. Your child was assessed with the following state and district adopted test(s):

❑ _____
(Test used to measure level of English proficiency)

❑ _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ Highest score possible is: _____

Level needed to exit the English Language Development Program: _____

As a result of your child's improvement in English language skills, he/she will transition out of the following program provided by the school district to develop English language skills:

❑ Bilingual
❑ ESL
❑ Other English Learner services

As a result of your child transitioning out of this program, he/she will:

❑ Continue to attend: _____ *(name of school)*

❑ Be transferred to: _____ Beginning: _____
                          (name of school)   *(date)*

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

_____   _____
              Name   Title

_____   _____
              Phone   Email

LQPV ML 2 Year Exit Mandated Monitoring - LQPV

This form will be sent around by the EL teacher each quarter for all students on the two year EL exit list. The students' schedule will be attached (if MS/HS). Please pass along to any teacher who may need to fill it out next. When all classes for the quarter have been filled in, please return to the building EL teacher.

Student's Name _____ Date_____

Grade_____   School_____   Quarter: _____

Please mark the grade earned by the ML student in the subject you teach for the quarter indicated above. If your course is not listed, please fill in one of the blank spots. If available, please fill in FASTbridge testing information as well.

Most recent FAST Reading test score: _____   Reading level range: _____

Most recent FAST Math test score: _____

Letter Grade or Markings Earned This Quarter:(put N/A if not applicable for their grade level)

Science_____   Social Studies _____   English _____

Math _____   P. E. _____   Band/Choir _____

Other courses: _____   _____   _____   _____

Please rank class involvement using the 1 to 4 scale below for the ML student listed above.

Class Involvement Ratings:*(put N/A if not applicable for their grade level)*
4 - Total classroom involvement. Expectations and assignment performance are the same as native English speaking peers.
3 - Acceptable classroom involvement. Some allowances are still made for English as a second language.
2 - Partial classroom involvement. Student attempts but struggles to track classroom content and activities.
1 - Minimal classroom involvement. Student does not engage in the classroom content.

Science_____   Social Studies _____   English _____

Math _____   P. E. _____   Band/Choir _____

Other courses: _____   _____   _____   _____

Please use the back of this page for any additional comments/concerns

LQPV English Learner Success Plan

Responsibility • Organization • Access • Expectations

English learners will not receive a "D" or "F" in a course unless this form is completed showing the expectations of the LQPV Multilingual LIEP plan and EL accommodations have been met by school staff.

<mark>If at midterms, an EL student is receiving a D or F in your course, please begin to complete this form.</mark>

A copy of this plan and all supporting documents need to be provided to the student's **ML teacher at the same time of grade submission each quarter** if a "D" or an "F" has been given.

Student Name:	Date form completed:	Time period covered (quarter):	Teacher:	Class or Grade level:

Responsibility	Connection with multiple support people	Evidence & Date
	☐ Parent support- What was discussed?	List Parent/Guardian Name(s) and dates of attempted contact, **should be at least two dates.** *If you cannot reach the parent, please reach out to EL staff to see if there is someone else in their family network that could be contacted.*
	☐ EL support- What was discussed?	List **two dates of contact** with the building EL teacher. Contact can be in-person, via email or phone.

Organization	Manage time and tasks	Evidence & Date
	❏ Students are given ample communication of assignment due dates	❏ How do you communicate due dates? Where is it posted? Do you review it verbally?
	❏ Student receives a physical CHECKLIST of tasks	❏ Provide date(s) when an assignment checklist was given to the student - *Sometimes, one assignment might need its own checklist of steps needed to complete it.*
	❏ Teacher has done a verbal check for understanding **Avoid asking, "Do you understand?"** Have them show you they understand the task by saying *"I want to check that you understand the assignment, can you tell me the steps you need to do to complete it?"*	❏ Describe student response when you check for understanding - were they able to explain the required steps?
	❏ I have **individually** (one-on-one) MODELED the desired tasks for the student.	❏ **Provide dates and describe modeling- should be 2 or more examples.** 　❏ *Example: 3/22/23 One-on-one, at my desk, I modeled reading the word problem, how to pick out the vocabulary in the question that helps me know which math operation is needed, and had them practice with me for the next question.* 　❏ - 　❏ -

Access and Accommodations	Accessible Learning	Evidence & Date
	1. Access/Strategies *(some examples provided below- explain what you use in the Evidence & Date column)* ☐ Gestures to show meaning or add emphasis ☐ Anchor chart of necessary content symbols or vocabulary ☐ Check if internet or technology availability is part of the problem ☐ Described or showed an example in student's native language ☐ Pre-teach vocabulary - explicit vocabulary instruction with a visual ☐ Appropriate speaking pace - allow wait time ☐ Reading text at a lower reading level ☐ Use audiobook or watch video to gain information ☐ Gave a copy of teacher notes	Describe what you do to ensure access to the content?
	2. Accommodations *(some examples provided below -assignment must be accommodated beyond what the rest of the class receives)* • Added Word Bank • Scaffolded writing - fill in the blank sentences or paragraph • Lessened the number of problems to be completed • Allowed for alternate assessment (draw a picture and label, oral presentation vs. written...etc) • Gave additional work time • Have student take assessment one-on-one • Shortened reading assignments • Allowed to work with a partner • Allow open-note test	<u>Required: Attach a copy of at least 3 accommodated assignments from this quarter</u> *Please clarify by writing on each copy what the accommodation was*