



Multilingual Learner Program **Procedure Manual**

Jordan Public Schools District 717
500 Sunset Drive
Jordan, MN 55352

Updated August, 2025

Jordan Public Schools ML Program Handbook

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Introduction

The goal of the Multilingual Learner (ML) Program at Jordan Public Schools is to help Limited English Proficient (LEP) students learn social and academic English through specific, effective instruction. Using the English Language Development Standards developed by WIDA (see Appendix B), mainstream classroom teachers and English Language Teachers will engage multilingual learners in a rigorous plan of instruction that is differentiated for each proficiency level. The Multilingual Learner Program will provide explicit instruction to develop listening, speaking, reading, and writing skills, as well as promoting practical content strategies to help students succeed academically within the mainstream classroom. Additionally, the ML Program hopes to foster an understanding and appreciation of linguistic and cultural diversity among all students, staff, and parents at Jordan Public Schools.

The Jordan Public Schools follow Title VI of the Civil Rights Act of 1964 that protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance.

The Jordan Public Schools accepts and values others for who they are and is committed to producing the structures and resources learners need to thrive in a safe and affirming environment. **Equity Education focuses on opportunity and access in all realms of student life -- social and emotional needs and academic success -- for ALL.**

This handbook is intended for staff at Jordan Public Schools who work with multilingual learners. It is also designed to provide information for parents of multilingual learners who would like to know more about the Multilingual Learner Program at Jordan Public Schools.

The information contained herein has been compiled using the following sources:

Multilingual Education Program
Minnesota Department of Education, St. Paul, MN

Every Student Succeeds Act
U.S. Department of Education, Washington, D.C.

Kelsey Wilson, Primary Multilingual Teacher
Tatiana Hamer, Secondary Multilingual Teacher

Meghan Schultz, Primary Multilingual Teacher
Chad Williams, Director of Special Services

Definition of Multilingual Learner

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

- a. The pupil, as declared by parent/guardian (1) first learned (i.e. speaks and understands) a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) would have consistent interaction in other than English; and
- 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.

Procedures

The following procedures are established for the Jordan Independent School District #717 to meet federal and state requirements:

Registration with Home Language Survey

The Home Language Survey (HLS) is included in the registration packet (See Appendix D). The office staff are responsible for ensuring that the HLS is completed for all students at the time of enrollment and notifying the ML Teacher if any student identifies a home language other than English. Any incoming student with a language other than English listed on their HLS will be assessed for qualification in the Multilingual Learner Program. The HLS will be kept with student's permanent school files in the school office. A copy of the HLS will also be kept in the District Office for all students assessed for eligibility for the Multilingual Learner Program.

EL Enrollment and Education

Step 1: Identification

The State of Minnesota defines an English Learner as any student who:

1. First learned a language other than English, lives in a home where the language usually spoken is other than English, or usually speaks a language other than English; and
2. Is determined by a valid assessment to lack the necessary English skills to participate fully in academic classes taught in English

When a student enrolls, their parent(s) complete the Minnesota Language Survey (p. 20). If a language other than English is indicated on any of the four items, the student is eligible to be screened for ML services.

Step 2: Cumulative File Review

For newly enrolled students, If the student's Home Language Survey (HLS) indicates a home language other than English, the English Language Teacher will review the student's cumulative file for evidence of previous English Language service. If a student previously attended a school from a WiDA Consortium member state, the English Language Teacher will review any Screener or ACCESS scores included in the student's file. If they are not in the cumulative file, the English Language teacher will contact the previous school to obtain those records. If a student previously attended a school in a non-member state, the English Language Teacher will review any screener or proficiency scores from the students file and contact the previous school for clarification about the students English proficiency and recommendations for continuation in a Multilingual Learner program.

Step 3: Assessment

ML teachers will make every effort to obtain previous assessment results before conducting an ML assessment. Students who do not meet the following score thresholds are eligible for ML services:

Grade Range	K MODEL	WIDA Screener
Pre-K to Kindergarten	Composite score greater than or equal to 5.0, all domains greater than or equal to 4.0	Do not use
Grades 1-12	Do not use	Composite score of 4.5 with no domain below 4.0

State Accountability Assessments:

ACCESS 2.0 for ELLs

The ACCESS test is given in the months of February - March. It assesses language growth in four domains:

- Reading
- Listening
- Speaking
- Writing

The ACCESS test assesses the four domains in the following areas:

- Linguistic Complexity: Expectations of the quantity and organization of the student's verbal response.
- Vocabulary Usage: Expectations of the student's use of appropriate vocabulary for grade level proficiency level; refers to language quality
- Language Control: Expectations of the student's control of English grammar, word choice in context and the English sound system; refers to language quality.

Who takes the ACCESS?

All identified ML students take the ACCESS test including those who have declined ML services. The only students who do not take the test are those whose parents have specifically declined the test for that particular year in writing or those ML students that have previously tested proficient. **NOTE:** There are two separate forms for declining ML services and to decline taking the ACCESS assessment.

ACCESS Accommodations (paper test, extended test time, etc)

Since 2016, the entire ACCESS test is online, with the exception of the kindergarten assessment and the writing domain for grades 1-3 . Students needing test accommodations must have them documented in an IEP or 504 plan Some accommodations are only available using a paper test, the student must take the **entire** test on paper.

Alternate ACCESS Test

The alternate ACCESS test is an assessment given to students in grades 1-12 who have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ML assessment.

Communication of LIEP Plan Information

Jordan Public Schools communicates with parents or guardians of students that are identified for ML services. Parents are notified of student placement in ML services with an official letter mailed to their homes as required by MN state Statutes, within 10 days of enrollment and annually, within 30 calendar days after the beginning of the school year or within two weeks after the enrollment of the child in a program during the middle of the school year. This letter states the reason for identification, English proficiency levels in speaking, listening, reading and writing, a description of ML services, average time in an ML program, ML graduations rates and parents rights to decline services. Parents, families, caregivers, district staff and community members are able to access the Jordan Public Schools Language Instruction Education Plan on the Jordan Schools website.

Step 4: Parent Notification

Parent(s) or guardian(s) of a student being assessed for ML eligibility must be notified of the results of the assessment and the program options available within 10 calendar days of the student's start date.

The following information must be provided in a language parents can understand:

1. The results of the ML assessment
2. Guidance for interpreting the results of the ML assessment
3. Notification of parent/student rights, including the right to refuse service and further assessment
4. Services recommended by the ML teacher
5. Contact information of ML staff

Step 5: Program Entrance

Students who qualify for ML services are designated ML – Yes in MARSS.

Students whose parents have not refused ML services also have an ML services description entered annually.

More information on MARSS designations can be found on this website: <https://education.mn.gov/MDE/dse/schfin/MARSS/>

Step 6: Service

1. ML programming decisions are made based on several factors, including:
2. Language level
3. Time in U.S. schools
4. Grade level
5. Other academic or behavioral needs outlined in a student's IEP or 504 plan
6. Determination of Student Support team

For more information, see "ML Service Models" on (p. 8-9)

Step 7: Continuing Assessment

Students in an EL program must be assessed annually to determine whether they meet criteria for continued ML services. In Minnesota, all ML students take the ACCESS for ML's which gives teachers the information they need to determine program placement for the following school year.

Step 8: Program Exit

The State of Minnesota has developed two different scenarios for ML program exit. Students who meet all criteria for program exit on the ACCESS for MLs must be exited from ML programming. However, some students may also be eligible for program exit after the application of additional criteria:

ACCESS for ELLs Result	Action Required
- Overall composite score is 4.5 or higher - All domain scores are 3.5 or higher	Student must be exited from ML programming
- Overall composite score is 4.5 or higher	Apply additional criteria (outlined on

- One domain score is below 3.5	MDE Multilingual Education page) to determine continued eligibility
- Overall composite score is below 4.5 OR - Two or more domain scores are below 3.5	Student is not proficient and should continue receiving ML services

Service Delivery Model

All students who are new to the country should receive no less than 50-55 minutes of services a day.

● Elementary

- All students at Jordan Elementary who are identified as LEP will receive services through the Multilingual Learner Program. Services will be scheduled by the ML Teacher in collaboration with the classroom teacher and other specialists as needed. The ML Program at Jordan can use both a “pull-out” and “push-in” model of instruction to meet the needs of its LEP students. Each year, the school will determine the model(s) of instruction that will be based on level of need and student number.

Students receiving services with a “pull-out” model of instruction will be pulled out of their homeroom classes during JWIN Reading for small-group instruction. Students are classified in three categories. Entering, Emerging, Developing, and Expanding. Students who are considered Entering will be serviced for at least 25 minutes: 4-5 times per week and additional service is as needed. Students who are Emerging will be serviced for at least 25 minutes: 4-5 times per week and students who are Developing will be serviced for at least 25 minutes: 4-5 times per week. Students who are considered Expanding will be serviced for at least 25 minutes: 4-5 times per week. Service schedules will be arranged to allow consistent core instruction in reading and mathematics. Topics covered in pull-out English Language classes include social English vocabulary, English reading and writing, and vocabulary development in the content areas of math, science and/or social studies.

Students being serviced with a “push-in” model of instruction will remain in the mainstream classroom setting for . In these settings, the mainstream classroom teacher and ML teacher will collaborate to provide instruction through various co-teaching models. The decision to use a pull-out or push-in model of instruction will depend on a number of factors, including the number of ML students in each grade, grade-level schedules and student proficiency levels. **NOTE:** Each year, the school will determine the model(s) of instruction that will be based on level of need and student number.

- **Middle School**

- The schedule at the Middle and High schools is arranged to offer students one class period of the direct ML instruction during the school day in addition to core curriculum instruction in Language Arts, Math, Science, and Social studies. Students are classified in three categories. Entering, Emerging, Developing, and Expanding. Students who are considered Entering will be serviced for at least 100-120 minutes: 5 times per week and additional service is as needed. Students who are Emerging will be serviced for at least 90 minutes: 5 times per week and students who are Developing will be serviced for at least 90 minutes: 5 times per week. Students who are considered Expanding will be serviced for at least 45 minutes: 5 times per week. Topics covered in ML classes include academic vocabulary of Language Arts, Math, Science, and Social studies and are used in developing reading, writing, speaking and listening skills in English.
-

- **High School**

- Students are classified in three categories. Entering, Emerging, Developing, and Expanding. Students who are considered Entering will be serviced for at least 100-120 minutes: 5 times per week and additional service is as needed. Students who are Emerging will be serviced for at least 90 minutes: 5 times per week and students who are Developing will be serviced for at least 45-60 minutes: 5 times per week. Students who are considered Expanding will be serviced for at least 45-60 minutes: 5 times per week. Topics covered in ML classes include academic vocabulary of Language Arts, Math, Science, and Social studies and are used in developing reading, writing, speaking and listening skills in English.

Curriculum and Instruction

The Multilingual Learner Program at Jordan Elementary uses Wonders ELL, Heggerty, Kid Inspired, and FastBridge materials. The curriculum promotes literacy for all students and includes multi-level speaking and writing support, grade-level content with connections to Science and Social Studies and targets phonics, phonemic awareness, fluency, and comprehension skills.

Assessment

The MN state-mandated WIDA SCREENER for K-12 grades are used to screen students for eligibility in the ML program and to assess students' English proficiency upon enrollment. Throughout the year, students' language development and mastery of reading and writing skills will be assessed with the unit tests. These tests complement class instruction and serve as a formative measure of student learning. Records of student scores on school-wide formative and summative assessments including AIMSweb, DIBELS, and NWEA-MAPS, and MCAs will also be used to monitor ML academic growth. Finally, all students who are part of the Multilingual Learner Program will be assessed annually using the ACCESS 2.0 for MLLs Test. The results of this test will be used to determine the need for continued English Language services.

Program Exit

Based on current theories of language acquisition and development, it is the goal of the Multilingual Learner Program at Jordan Public Schools to exit ML students within 5-7 years. A student will exit the ML Program when ACCESS scores, assessment results and classroom work indicate that a student is able to participate actively and compete fully in the mainstream classroom with grade-level, English-proficient peers without any classroom modifications or accommodations. According to WIDA, native-level English proficiency is indicated by a score of 6.0 in each of the four language domains (Speaking, Listening, Reading and Writing). Once again, complete performance definitions for all six levels within the WIDA framework are listed in Appendix B.

Students will be exited from the ML program at Jordan Public Schools by the Director of Special Services based on assessment scores and recommendations by the ML teachers. Students will be exited from the ML program at Jordan Public Schools when their composite score on the ACCESS for MLLs reaches 4.5 or higher and both of the following conditions is met:

- A) No more than one domain below a 3.5 on the ACCESS 2.0 and
- B) The student demonstrates proficiency in the low domain on a local standardized assessment.

Monitoring

Students who are exited from the Multilingual Learner Program at Jordan Public Schools will be formally monitored for two academic years following their exit. It is the responsibility of the ML Teacher to monitor these students annually and to maintain documentation that the student is performing successfully in content area classes. Exited students may be readmitted to the ML Program if the need for continued supplemental language support services is demonstrated or if assessment results and classroom observations show that the student was exited prematurely.

Documentation

ML Student folders will be kept in the ML Office. These folders will contain documents and information relevant to ML students, including:

- Student Registration Form
- Home Language Survey (Appendix D)
- W-APT Test Scores
- ACCESS Test Scores
- Parent Communication
- Writing Samples
- Scores on ML Curriculum
- Monitoring Form (Appendix F)

Accommodation

All multilingual learners (MLs) are entitled to receive instructional modification in the classroom and accommodations for state testing. Eligibility for formal accommodations on state and federal tests will be based on the student's most recent Screener and ACCESS for MLLs scores, the application of such accommodations on a regular basis in the classroom setting, the availability of appropriate personnel to administer the accommodation and a student's Individualized Education Plan (IEP) if available.

The following is a non-exhaustive list of classroom modifications, accommodations and strategies that may be used by mainstream classroom teachers and other specialists when working with multilingual learners (MLs). These accommodations are designed to help

MLs engage fully with grade-appropriate content materials and instruction.

- Extend the time requirements
- Use visuals as much as possible
- Adapt assignments
- Pre-teach key vocabulary or concepts before the lesson
- Provide a copy of overhead notes for students whenever possible
- Write keywords on board
- Provide highlighted text
- Assign a classroom buddy
- Make vocabulary cards
- Grade for content not language
- Allow time to for student collaboration
- Provide peer tutoring
- Have bilingual dictionaries available
- Provide students with summaries or outlines of student texts
- Use graphic organizers
- Use “hands-on” materials, realia and manipulatives
- Modify testing format by adding visuals or highlighting key words

Staff Roles and Responsibilities

A. Multilingual Learner Teachers

The English Language (ML) teacher is licensed in Teaching English as a Second Language and has the primary responsibility for providing English language instruction to multilingual learners (MLs). The ML teacher is responsible for language development and content specific instructional support.

Other responsibilities of the ML teacher include:

- identifying and assessing students for placement in ML programming and making recommendations for entrance and exit of students to the Director of Special Services;
- providing language services for all ML students;

- collaborating with grade-level teachers to determine the academic, linguistic and classroom needs of ML students; and
- assisting general education staff in understanding the culture and language of ML students and their families.

B. General Education Classroom Teacher

The general education teacher plays an important role in helping ML students access grade-level curriculum and has the primary responsibility for content instruction.

With the support of the ML teacher, the mainstream teacher is responsible for:

- determining what content should be taught and modifying lessons and assessment;
- individualizing instruction to meet the needs of each student;
- using visuals/hands-on activities to facilitate learning;
- providing materials for the ML staff that support mainstream instruction; and
- helping MLs to engage socially in the classroom and promoting intercultural discussion.

C. Multilingual Learner Paraprofessionals

Paraprofessionals working with the ML program will support and reinforce the English language acquisition and content instruction provided by ML teacher and classroom teachers.

Responsibilities include:

- assisting ML and grade-level teachers with content and language instruction;
- meeting with ML and grade-level teachers to determine students' academic needs;
- informing general education staff about the culture and language of the ML students;
- providing translation and interpretation, if bilingual, for the student; and
- supporting the organization and management of classroom materials and curriculum development.

D. Office Staff

Office personnel are the initial contact with families enrolling in Jordan Public Schools. It is their responsibility to determine possible ML Program eligibility through the completion of the Home Language Survey in the enrollment process.

Office Staff for are responsible for:

- notifying the ML teacher of newly enrolled students who list a Home Language other than English on their Home Language Survey; and
- accurately recording student status as “Limited English Proficient (LEP)” in the MARSS System with appropriate service start dates and home languages based on recommendations from the Director of Special Services only.

Parent Communication

A. Notification

Jordan Public Schools will inform parents when their student has been identified for participation in the Multilingual Learner Program. Notification will take place no later than 30 days after the beginning of the school year for students who enter at the start of the school year, or within the first two weeks (10 school days) of attendance for children who have not been identified as multilingual learners (MLs) prior to the beginning of the school year.

When parents are notified of their child’s placement in an Multilingual Learner Program, they will also be informed of:

- the method of instruction that will be used in the program, including a description of all language programs;
- how the program will help the child learn English and meet academic achievement standards;
- the program entrance and exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- the parents' rights, including written guidance that specifies the right to have their child immediately removed from a language instruction educational program upon request. **See Appendix F for parent refusal form for ML services.**

See Appendix E for a sample Parent Notification Letter.

B. Translation

Every effort will be made to provide parents of multilingual learners with school information in a language they can understand. When possible, school information will be sent home in a bilingual format for parents who request bilingual information. For more information on translated resources, please see Appendix G: ML Program Resources in Spanish.

Appendix A: Key Terms and Acronyms with Definitions

ACCESS- *Assessing Comprehension and Communication in English State-to State for English Language Learners*: annual assessment used to measure progressing English in the four domains of speaking, listening, reading and writing for all multilingual learners; also known as ACCESS for ELLs

EFL- *English as a Foreign Language*: refers to a non-native speaker of English studying in a non-English-speaking country

ML- *Multi-English Learner*: a general term for a student with limited English proficiency who is in the process of acquiring English; can also be written **ELL-** *English Language Learner*

ELD- *English Language Development*: used specifically as part of the title for WIDA's five Standards; accompanied by model performance indicators

ELL- *English Language Learner*: a general term for a student with limited English proficiency who is in the process of acquiring English; can also be written **EL-** *English Learner*

ESOL- *English for Speakers of Other Languages*: a more inclusive term used to refer to ESL and EFL together

ESL- *English as a Second Language*: refers to a non-native speaker of English studying in an English-speaking country

FEP- *Fully English Proficient*: a descriptor of a non-native English speaker who has obtained English skills comparable to native English speaking peers in all four language domains

HLS- *Home Language Survey*: a form on which parents report the language that a student first acquired or the language used most frequently at home

L1: Language that is most commonly spoken in the home; also referred to as 'primary language'

L2: Language being learned

Language Domains: Reading, Writing, Listening and Speaking

LEP- *Limited English Proficient*: a descriptor of a non-native English speaker who has not obtained English skills comparable to native English speaking peers and has not reached proficiency in all four language domains.

WIDA- *World Class Instructional Design and Assessment*: a consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English Language Learners

Appendix B: WIDA MLD Standards and Guiding Principles of Language Development (2019)

English Language Development Standards

ELD Standard 1: Language for Social and Instructional Purposes

English language learners communicate for social and instructional purposes within the school setting.

ELD Standard 2: Language for Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

ELD Standard 3: Language for Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

ELD Standard 4: Language for Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

ELD Standard 5: Language for Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the Four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are interrelated processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to

develop effectiveness in language use.

9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.

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Appendix C: Organizations and Agencies

National

American English Bureau of Educational and Cultural Affairs U.S. Department of State http://americanenglish.state.gov/	American English is a resource center for teaching and learning about American English language and culture. The American English website provides a variety of engaging materials and resources for teachers' professional development and for students in the classroom.
American Speech-Language-Hearing Association (ASHA) ASHA National Office Office of Multicultural Affairs 2200 Research Boulevard Rockville, MD 20850-3289 Local: 301-296-5700	Making effective communication, a human right, accessible and achievable for all. The Office of Multicultural Affairs (OMA) addresses cultural and linguistic diversity issues related to professionals and persons with communication disorders and differences.
Center for Applied Linguistics (CAL) 4646 40th Street NW Washington DC 20016-1859 Main: 202-362-0700	The Center for Applied Linguistics promotes and improves the teaching and learning of languages, identifies and solves problems related to language and culture, serves as a resource for information about language and culture and conducts research on issues related to language and culture.
National Association for Bilingual Education (NABE) 8701 Georgia Avenue, Suite 611 Silver Spring, MD 20910 Phone: 240-450-3700 https://nabe.org/	The National Association for Bilingual represents both English language learners and bilingual education professionals. NABE supports the education of MLLs through partnerships with other civil rights and education organizations, lobbying at federal and state levels to ensure adequate funding of all programs that serve MLLs and campaigns to educate the public about the effectiveness of bilingual education.
National Clearinghouse for English Language Acquisition (NCMLA) 2011 Eye St. NW, Suite 300 Washington, DC 20006 Phone: (800) 321-6223	Authorized under Title III of the No Child Left Behind Act of 2001, NCMLA supports the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OMLA) in its mission to respond to Title III educational needs, and implement NCLB as it applies to English language learners (MLLs).
Teachers of English to Speakers of Other Languages (TESOL)	TESOL seeks to advance professional expertise in English language teaching and learning for speakers of other languages worldwide through professionalism in

1925 Ballenger Avenue, Suite 550 Alexandria, Virginia 22314-6820 USA Local: 703-836-0774 Toll Free: (888) 547-3369	language education, accessible, high quality instruction, respect for diversity, multilingualism, multiculturalism, and individual language rights and collaboration in a global community.
U.S. Department of Education Office for Civil Rights (OCR) Lyndon Baines Johnson Department of Education Building 400 Maryland Avenue, SW Washington, DC 20202-1100 Telephone: 800-421-3481	The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excELLEnce throughout the nation through vigorous enforcement of civil rights.
World-Class Instructional Design and Assessment Consortium (WIDA) Wisconsin Center for Educational Research (WCER) University of Wisconsin-Madison 1025 W. Johnson Street, MD #23 Madison, WI 53706, U.S.A. TML: 608-890-0410	WIDA supports academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional devELopment for educators.

State

MN Department of Education English Language Learners 1500 Highway 36 West Roseville, MN 55113	The Minnesota Department of Education's English Learner (ML) program ensures equity and access to a high-quality education to ensure MLs are able to reach their highest potential. MDE supports local education agencies (LEAs) to develop, implement and evaluate research-based language instruction education programs for MLs to attain English proficiency and achieve state academic content standards.
Minnesota Teachers of English to Speakers of Other Languages (MinneTESOL) PO Box 141072 Minneapolis MN 55414	Member organization designed to promote professional devELopment for ML Teachers and advocate for issues relevant to the education of MLLs.

Appendix D: Home Language Survey

JORDAN PUBLIC SCHOOLS HOME LANGUAGE QUESTIONNAIRE

Directions: All families enrolling in the Jordan School District will need to complete a District Enrollment Packet found on the Jordan School District website or can be provided a copy at their child's school or district office. Copies of the Enrollment Packet are found at www.jordan.k12.mn.us

HOME LANGUAGE SURVEY

Which language(s) did your child first learn? English Other: _____

Which language(s) does your child speak? English Other: _____

Which language(s) does your child understand? English Other: _____

Which language(s) does your child have consistent interaction in? English Other _____

Would you like to have an interpreter/translator at Parent-Teacher meetings? Yes No

Appendix E: Parental Notification Letters

Notification of English Language Services

Date _____

To the Parents of _____

Your child has been enrolled in or will be continuing in the English Language (ML) Program for **ENTER DATE HERE**. They will receive services through:

☐ **Co-Teaching Support**

Additional support services will be provided within the classroom setting during core instructional times to assist with developing English skills.

☐ **Small Group Instruction**

Focused instruction in speaking, listening, reading, and writing skills will be provided in a small group setting during part of the school day.

The goal of both instructional methods is to help develop your child's English language skills so that they may be able to fully participate in all of the classes and academic subjects that are taught here at Jordan Elementary School. It is important for you to be aware of the following information regarding your child's enrollment in the Multilingual Learner Program:

- You have the right to visit the class at any time.
- You have the right to request and receive a conference at any time to discuss the nature and the purpose of the ML Program and to discuss the progress of your child.
- You have the right to withdraw your child at any time by sending a letter to the school indicating your desire to withdraw your child from the ML Program.

Details regarding entrance and exit criteria, as well additional program information can be found on the following page. We invite you to visit the school and meet with our staff to learn more about the benefits of English Language instruction and other services available at the school. If you have questions, please call the ML Program at the numbers listed below.

Sincerely,

Ms. Kelsey Wilson & Meghan Schultz
Multilingual Learner Teacher
Jordan ELeментарy School
Phone: (952) 492-4351

Ms. Tatiana Hamer
Multilingual Learner Teacher
Jordan Middle and High Schools
Phone: (952) 492-4323

Appendix F: Monitoring Form for Exited Students

English Language (ML) Monitoring Form

Student Name: _____ **LI:** _____
Classroom Teacher: _____ **Grade:** _____
Program Exit Date: _____
Monitoring Year: ☐ One ☐ Two **Semester :** ☐ One ☐ Two

Student Performance Please rate the student's performance in each of the following areas:
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- | | | | | | |
|---|---|---|---|---|---|
| 1. The student completes assignments on-time | 1 | 2 | 3 | 4 | 5 |
| 2. The student communicates effectively with teacher. | 1 | 2 | 3 | 4 | 5 |
| 3. The student participates effectively in class projects | 1 | 2 | 3 | 4 | 5 |
| 4. The student participates effectively in class discussions | 1 | 2 | 3 | 4 | 5 |
| 5. The student is able to work independently | 1 | 2 | 3 | 4 | 5 |
| 6. The student attends class regularly | 1 | 2 | 3 | 4 | 5 |
| 7. The student displays effort and enthusiasm in class. | 1 | 2 | 3 | 4 | 5 |
| 8. The student requires additional assistance with assignments | 1 | 2 | 3 | 4 | 5 |
| 9. The student shows evidence of difficulty with language | 1 | 2 | 3 | 4 | 5 |
| 10. The student has discipline problems that interfere with his/her academic progress | 1 | 2 | 3 | 4 | 5 |

Is the student receiving any special services in addition to the standard academic program?

YES/NO

If Yes, please describe the services received:

Do you recommend that this student be considered for reclassification as an English Learner (ML)?

YES/NO

Please include any comments about student language use and participation in the classroom.

Teacher Signature: _____ **Date:** _____

Appendix G: ML Program Resources in Spanish

The following forms are available in Spanish in the Jordan Elementary Office:

Registration Documents:

- Registration Form
- Home Language Survey

Student Information Documents:

- Annual Health Form (Nurse's Office)
- Blue Student Information Form
- FERPA Information Sheet

Family Communication Documents:

- Parental Notification Letter
- Snack Cart Information Sheet
- Food for Friends Information
- Attendance Letters
- Summer School Information

Translation of other documents, permission forms and letters to parents is also available upon request. For more information on translation, please contact Chad Williams or Claire Lightfoot.

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Claire Lightfoot
Special Services Administrative Specialist
clightfoot@isd717.org