

ROCORI Independent School District
Language Instruction Educational Program
(LIEP Plan)

Identification Procedures

EL Identification Procedures

In our district, families may enroll online at the ROCORI website or come into our buildings for assistance with enrollment. To be eligible for EL services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

1. All families fill out a Minnesota language survey (MNLS) prior to starting school. The student's MNLS indicates:
    a. The language(s) the student learned first;
    b. The language(s) the student speaks;
    c. The language(s) the student understands; and
    d. The language(s) the student has consistent interactions in.
        - NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative folder. Interpreters are available upon request. Enrollment staff are regularly trained on these procedures.
2. If a language other than English is indicated for 1a-d above, the student will be referred to the EL coordinator to be considered for screening for English language proficiency to determine whether or not the student is eligible for English language development instruction (step 4).
3. Once the MNLS has been analyzed and indicates a language other than English, the student takes one of the following screeners based on grade level:
    a. Kindergarten Screener
    -Determines their entrance level of English into the EL Program
    -Must have an overall score between 1 and 4.4 to qualify for EL services
    (During the first half of kindergarten, students will only be assessed on listening and speaking; during the second half, they will be assessed on all domains.)
    b. WIDA Screener (second semester 1st grade through grade 12)
    -Determines their entrance level of English into the EL Program
    -Must have an overall score between 1 and 4.4
    -If a student scores at 4.5 or above with all language domains at 4.0 or above, the student is not eligible for EL program services.
4. When available by file or in MARSS, the EL coordinator reviews information provided from the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during steps 1-3 above.
5. If a student is identified as an English Language Learner, families will receive documentation explaining the services provided and informing them of the option of opting out of EL Services (See Appendix B and C).

SLIFE Identification Criteria

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways. The definition of Students with Limited or Interrupted Formal Education (SLIFE) (Minn. Stat. § 124D.59, Subd. 2a) is an English learner with an interrupted formal education who meets three of the following five requirements:

- comes from a home where the language usually spoken is other than English, or usually speak a language other than English
- enter school in the United States after grade 6
- has at least two years less schooling than the English learner's peers
- functions at least two years below expected grade level in reading or math
- may be preliterate in the English learner's native language

Upon enrollment and qualification for EL services, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete the EL Educational History Interview Form (See Appendix D). Questions within the interview will help inform decisions about a student's SLIFE status. Transcripts from previous schools will also be reviewed for indicators if available.

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

Migratory Children and Families

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

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

Dual Identification

The EL Coordinator or designee and the Special Education Supervisor together review special education 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 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 special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

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

Academic Achievement Identification

Students, parents, and educators can recommend an individual for participation in the Academic Achievement program. However, a specific invitation will be made for students identified as English Learners and other multilingual learners who have shown exceptional abilities through multiple avenues including:

- Student interviews
- Creative work
- Performance-based evaluations or nonverbal instruments
- Nominations or referrals from parents and school staff
- Summative data including written evaluations in English and home languages and nonverbal GT assessments
- Formative data such as student work samples and problem- or project-based portfolios
- Anecdotal data including classroom observations, home visits, and interviews with parents, teachers, and peers.

The Academic Achievement program aims to include the same percentage of EL-identified students and multilingual learners as the general population.

Placement Procedures

EL Placement Procedures

1. Students identified for EL status during the identification process will be placed into EL program instructional levels based on the following:
    a. WIDA Screener scores are used to inform initial placement.
    b. The professional judgement of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
    c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.
2. When a student's EL program instructional services have been determined, the EL staff member responsible mails a notification letter to the family within the required timeframe. The letter notifies parents of their child's eligibility to receive EL support.
3. The school begins providing EL services and enters into MARSS:
    a. the student's status as "EL-Yes",
    b. the home (primary) language, and
    c. the date the student first received EL services in the district.

Placement in an LIEP

Students are placed into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not content-area proficiency. Assessments such as the Minnesota Comprehensive Assessment (MCA) or Fastbridge tests are not appropriate for EL programming decisions.

Documentation will be kept in the student's cumulative folder of any changes in program placement based on the student's past school records, additional assessment data, or parent requests.

Clustering

Students will be clustered in mainstream classrooms into groups of 5 to 7 students with similar proficiency levels in order to better provide co-teaching instruction. Every attempt will be made to ensure that each newcomer student is placed in a class with at least one or two students with a similar linguistic and cultural background.

Parental Notification

A parent notification letter is sent when students are placed and meets all state and federal guidelines; the letter is mailed to families in a language accessible to the family. If needed, oral interpretation is also provided.

Program Descriptions

Our district utilizes scaffolding techniques that have been shown effective for English learners which may include Talk-Read-Talk-Write, GLAD Strategies, Sheltered Instruction Observation Protocol (SIOP) or other similar frameworks.

Instructional Strategies Frameworks will include strategies for the use of all four language modalities (reading, writing, listening, speaking).

Description of the EL Program

The EL program provides EL instruction using various instructional models and appropriate instructional materials. The EL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All EL instruction will be aligned to grade-level standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

Classroom teachers have primary responsibility for all students, including those with English learning needs.

Staff will be trained in the alignment of ELD and content standards through professional development. In addition:

- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs;
- All staff provide culturally responsive resources and services to EL students and their families;
- EL teachers align their program with the district's curricula in English literacy, Minnesota's ELD Standards, and Minnesota state content standards.

The EL teacher participates in mainstream curriculum writing and lesson planning with a focus on language scaffolding and targeted supports. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum is supported through the WIDA language proficiency standards. Along with EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers.

Staff collaborate to implement the LIEP as shown below:

- **Administrators**: All building principals prioritize and clarify that teachers are integrating language and content in all contexts and are expected to align their instruction to grade-level content and English language development standards. Principals show support for new multilingual learner programming through professional development, clustering/placement decisions, commitment to equity, hiring of multilingual/multicultural staff, and supporting diversity/multiculturalism. Principals provide collaboration time for EL teachers, multicultural liaisons, paraprofessionals and classroom teachers to meet the needs of students.

- **Mainstream Teachers**: All mainstream teachers receive ongoing professional development integrating language and content, providing language supports, and integrating culturally responsive pedagogy. Teachers identify language objectives for every lesson that include language forms, functions, and target vocabulary. Classroom teachers collaborate with EL teachers and multicultural liaisons to provide emotional, linguistic and academic support for new multilingual learners. All mainstream teachers meet with the grade level EL teacher to discuss student progress and needs. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. Teachers will also receive professional development on how to integrate home languages into instruction. Strategies include use of bilingual texts, bilingual resources for pre-teaching, and bridging charts.
- EL Teachers: All EL teachers align their instruction to grade level expectations and learning standards from ELA, Math, Science, or Social Studies. EL Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.
- Social Worker/Counselor: Social Workers/Counselors work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.).

Program Models

The following program models are the main modes of instruction in the ROCORI School District's EL program:

A) **Co-Teaching**: EL instruction for intermediate and advanced English language proficiency students is provided via co-teaching opportunities in the classroom. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction. Co-teaching teams use a common planning template and identify one or two preferred co-teaching models: parallel teaching, team teaching, station teaching, or alternative teaching. Assessments are reviewed by co- teaching teams before and after application in order to identify target content and language and identify next steps. Co-teaching teams also clarify staff beliefs, norms, roles and responsibilities for topics including: parent communication, behavior management, feedback, instruction, and student grouping.

B) **Sheltered instruction**: Middle and High School EL programs include options for enrolling in ELA or Social Studies classes with English language development support. Students are clustered by proficiency level and grouped for instruction with teachers licensed in ESL with collaboration from teachers in the core area. Home language supports are encouraged and utilized in instruction.

C) **Push-in instruction** is used to provide service to intermediate and advanced students in situations where co-teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).

D) **Pull-out instruction** is aligned to grade-level instruction. Students are never removed from core, large group instruction. Students are never removed from core reading or math instruction.

Amount and Scope of Instruction

Elementary: Daily Instruction Model

	Service Minutes	Program Type	Curriculum	Instructional Methods
English Language Proficiency Level 1	45	Pull-out Instruction	Ballard & Tighe *Hands on English* and *Carousel of IDEAS*	SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation
English Language Proficiency Level 2	45	Pull-out and Co-taught Instruction	Ballard & Tighe *Hands on English* and *Carousel of IDEAS*	SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation
English Language Proficiency Level 3	30	Pull-out and Co-taught Instruction	Ballard & Tighe *Hands on English* and *Carousel of IDEAS*	SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation
English Language Proficiency Level 4	30	Pull-out and Co-taught Instruction	Ballard & Tighe *Hands on English* and *Carousel of IDEAS*	SIOP, visual phonics, use of all four language modalities (reading, writing, listening, speaking) within instruction and practice, active participation

Middle School: Daily Instruction Model

	Service Minutes	Program Type	Curriculum	Instructional Methods
English Language Proficiency Level 1	3 School Hours	Sheltered English Acquisition Course and Sheltered Social Studies; co-taught ML Science	Ballard & Tighe *Hands on English* and *Carousel of IDEAS*	Teacher-led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening
English Language Proficiency Level 2	3 School Hours/Day	Sheltered English Acquisition Course and Sheltered Social Studies. Co-taught ML Science	Ballard & Tighe *Champion of IDEAS* and *Frames for Fluency*	Teacher-led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening
English Language Proficiency Level 3	1 School Hour/Day	Sheltered English Acquisition Course	Ballard & Tighe *Champion of IDEAS*	Interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening
English Language Proficiency Level 4	1 School Hour/Day	Sheltered English Acquisition Course	Ballard & Tighe *Champion of IDEAS*	Interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening

High School Daily Instruction Model

	Service Minutes	Program Type	Curriculum	Instructional Methods
English Language Proficiency Level 1	2 School Hours	Sheltered English Acquisition Course and Sheltered Social Studies. Co-taught ML Science	Ballard & Tighe *Hands on English* and *Champion of IDEAS*	Teacher-led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening
English Language Proficiency Level 2	2 School Hours/Day	Sheltered English Acquisition Course and Sheltered Social Studies. Co-taught ML Science	Ballard & Tighe *Champion of IDEAS* and *Frames for Fluency*	Teacher-led small groups for individual leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening
English Language Proficiency Level 3	1 School Hour/Day	Sheltered English Acquisition Course	Ballard & Tighe *Champion of IDEAS*	Interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening
English Language Proficiency Level 4	1 School Hour/Day	Sheltered English Acquisition Course	Ballard & Tighe *Champion of IDEAS*	Interactive vocabulary and writing development; grammar, spelling and usage stemming from their writing; active participation and practice of all domains - reading, writing, speaking and listening

Spartan Online Daily Instruction Model

	Service Minutes	Program Type	Curriculum	Instructional Methods
English Language Proficiency Level 1-4	One service hour Daily office hours for language support	Sheltered English Acquisition Course and Structured EL Support	Ballard & Tighe *Hands on English* and *Champion of IDEAS*	Teacher-led individual sessions providing leveled attention; visual supports; active participation; and practice of all domains - reading, writing, speaking and listening

Long Term English Learners (LTEL)

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

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

Staffing to Support Students with EL Status

The district employs 1 EL teacher for every 30 students at the elementary level and every 25 students at the secondary level in order to deliver effective programming and services schoolwide. All EL teachers will hold a current tiered Minnesota K-12 English as a Second Language (ESL) teaching license. Ongoing professional development around supporting the needs of students with EL status and their families is required of all EL teachers, content teachers, and paraprofessionals who work with EL-identified students, which may include the annual Minnesota English Learners Education Conference (MELEd) or school wide EL professional learning.

Individual Language Plans (ILPs)

The district will use an ILP for all EL students. Supports will be identified, especially for students with specific needs and services including LTEL, MEP, RAEL, and dual identified English learners. The ILP will document academic/language achievement/growth, supports, adaptations, and include the multilingual learner portrait.

A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific program model being utilized as well as the student's academic language progress as indicated by observation and samples of student work.

This information is shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social workers or psychologists. Students are fully integrated into core curriculum and instruction while receiving EL support. They also have complete access to all programs in the school and work on the same skills as all mainstream students.

Assessment and Ongoing Identification Procedures

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

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

Transitioning students from one year to the next

- The EL teachers will evaluate ACCESS data as it becomes available in the summer to determine each student's EL eligibility for ongoing language instruction.
- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for EL services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, the student continues to qualify for EL services.
- If ACCESS results show a 4.5 composite with only one domain lower than 3.5, the student may exit the EL program. However, students may remain in the EL program if staff can provide evidence that the student needs continued supports in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the EL program. The following additional measures could be used:
    - Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
    - Writing: Test of Emerging Academic English (TEAE) Writing Rubric
    - Reading: FASTBridge Reading Assessments
- If Alt ACCESS results show a 3.0 (with justification of continued eligibility) or below, the student continues to qualify for EL services.

Program Evaluation and Adjustment

A committee will be formed and meet annually to discuss the multilingual education program and current needs of the students, their families and communities. This committee will include a representation of all stakeholders, including students, parents, community members, grade-level/content teachers, administrators, and multilingual learner teachers and support staff. This committee will focus on analyzing the program components, student progress based on various levels of assessments, and collection of parent input.

Students are assessed annually to ensure appropriate EL services are being provided. These assessments primarily include ACCESS testing, which is given each spring to all students receiving EL instruction. Additionally, the teacher monitors progress in all four language domains. In using this data, classroom and EL teachers make an informed decision on how to best serve the students. Data which is collected from each student is confidential.

The district meets annually to review data related to current and exited English learners in order to:

- Use data available from the state (ACCESS, Progress Indicator, MCA, Graduation, Demographic, etc.) to improve programming and instruction.
- Identify data that is only available at the local level (student work, formative assessments, perception data, etc.)
- Differentiate analysis for particular groups (LTEL, SLIFE, Former EL)

EL Program Exit Procedures

Students Taking ACCESS

Students will qualify for the EL Program until they meet MDE exit criteria (when ELs reach a level of English proficiency that allows them to fully access the grade level curriculum) on the ACCESS test: If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, they must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services. Upon exit, the EL staff will call or send a notification letter to the family in a language and format accessible to the family within 30 calendar days. The letter will explain:

- Which assessment was used
- Description of how scores informed decision
- Where to access written policies and procedures/information

Students Taking ALT ACCESS

Students participating in the Alternative ACCESS test will qualify for the EL Program until they meet MDE exit criteria (when ELs reach a level of English proficiency that allows them to fully access the grade level curriculum with special education supports) on the ACCESS test: If Alternative ACCESS results are 3.0 overall with no additional criteria justifying continued eligibility, they must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services. If a student receives a 2.0 on the Alt ACCESS test, they may exit with proof of proficiency and justification from professionals involved in the student's

education. Upon exit, the EL staff will call or send a notification letter to the family in a language and format accessible to the family within 30 calendar days. The letter will explain:

- Which assessment was used
- Description of how scores informed decision
- Where to access written policies and procedures/information

Monitoring Exited Students

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

Family and Community Communication Procedures

The ROCORI School District values transparency with families and the community and accommodates their preferred modes of communication. They are notified via multiple modes to ensure they are aware of their right to request it at any time.

Additionally

- The plan is available on the district's English learner program page.
- We send text messages to families with a link to the website, which includes resources, contact information and our LIEP plan.
- EL staff do home visits and/or phone calls with interpreters to promote student success, share educational materials, refer families to local resources and provide EL program information.
- During at least one of our Parent Advisory Committee meetings annually, we solicit input on the program, services, and updates to the LIEP plan.

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

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

To match the increased focus on meaningful family and community engagement called for by ESSA, each school incorporates professional development for staff to promote culturally sophisticated and welcoming environments for families and community partners at sites.

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

Communication Procedures

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

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

- Families and staff call upon the school's cultural liaisons to facilitate ongoing communication.
- Annual EL parent meetings are held to welcome families into the building, solicit parent feedback on the program, and answer questions.
- EL staff share information about the assessment, classification, placement, program, services, and any changes proposed for their children in the EL program.
- Parents also receive information about their rights
- Other topics that can be shared with families include: community activities, extracurricular options, academic support/homework help, state testing, school calendar and events, bilingual seal testing, the parent portal, vaccinations, free and reduced-price lunch (FRPL) forms, legal support resources, etc.
- Liaison and home language outreach for school activities and events

It is a federal requirement to provide families access to information. Schools should provide interpreters for all school events. Bilingual liaisons, whenever possible, should proactively contact parents to explain upcoming events and encourage participation. When it is determined a family needs interpretation services, liaisons are called in to assist with the registration process. Liaisons are also available for conferences and school events. The district's contracted interpretation and translation services via Propio can be used with families if an interpreter for a particular language is not available. All letters home are translated into the languages necessary for multilingual students and their families.

Secondary Course Registration: Parents will be communicated with regarding when and how students should register for classes for the upcoming year. As requested, interpreters will be available during the registration process. Necessary documents will be translated and provided in both English and the family's home language.

Additionally, parents are invited to participate in other district focus groups and committees.

Appendix A: Programming for Recently Arrived English Learners

(RAEL)/Newcomers

Definition of RAEL (from MDE) and Newcomers

A recently arrived English learner (RAEL) is a K-12 student who has been identified as an English learner in MN and who has been enrolled in a school in one of the 50 states in the U.S. or District of Columbia for less than 12 months. A student can only be identified as RAEL one time. (RAEL-identified students are uniquely included in accountability under ESSA. See MDE RAEL definition for specifics. “Newcomer” is more broadly defined as students who are new-to-district and new-to-country. Identification of math and literacy skills in home language and/or English All newcomer students may be assessed in their home language for reading proficiency and math as determined by the EL teacher.

Initial enrollment: All families who are new to the district should go to their respective school to register for school or complete the paperwork online. The school office staff will contact the building liaison. Families and liaisons will complete paperwork and students will be placed in a school and given a start date within three days of enrollment with or without transcripts.

Supporting Initial Acclimation to School: A cultural liaison will meet newcomer students on the first day of attendance. Students will receive a building tour. They will be introduced to a same language “buddy” who will have the same lunch period as the student. Students will receive help at the end of the day on getting home (catching the bus, meeting a parent, walking, etc.) for the first three days of school from the main office.

The EL teacher will make sure that the student has met the social worker/counselor and received school supplies as needed. The EL teacher will advocate for the student if they need anything additional to participate in school activities (PE uniforms, tennis shoes, boots, winter gear, etc.) The district will make every effort to provide curriculum materials in the students’ home language if available (Envision Math, anchor texts, independent reading texts).

Arrival Materials: All newcomers will receive a supply list translated into the family’s home language, information on free and reduced priced lunch application (FRPL), busing information, health immunizations and free clinics, parent portal (computer and app). Parents will receive help during formal intake meetings (secondary) or with the bilingual liaisons (elementary) as needed.

Academic program

Elementary EL-specific Progress Report: Newcomers in elementary will receive an EL-specific progress report each trimester. This progress report is created for parents and students in their primary language(s).

Placement and Scheduling: Schools will include EL teacher input for student placement. The EL teacher will work with the principal's secretary to create the student's schedule. Ideally the student will be placed in a classroom with a student from the same language background or with

another student receiving EL instruction. It is recommended that schools cluster students receiving EL instruction; therefore, the newcomer student can join a clustered classroom.

Counseling/Social Work Support: After the EL teacher introduces the newcomer student to the school social worker/counselor, the social worker/counselor will follow up with the student and/or family in order to determine additional needs (e.g.: trauma support, basic necessities, community orientation, etc.).

Additional Academic Services (Special Education, Tier 2/3 support, Speech, etc.): Newcomer students who have been identified for additional services need to receive those services. EL-identified students need to also receive Special Education/Speech services in accordance with their IEPs. IEP documents that need to be translated should be a top priority when a student arrives so that services can be provided. (Short documents can be translated in-house; however, longer IEP documents should be translated outside of school hours and paid for from district funds that may be reimbursed by the state. The EL coordinator can assist with this process.)

Multi-Tiered System of Support

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

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

Secondary: Secondary-aged students who are newcomers will meet with the academic counselor to discuss options for pathways towards graduation. The discussion will include: four/five/six year plan options, “aging out” requirements (school until 22 or 23), Adult Basic Education (ABE) opportunities, Alternative Learning Center (ALC) options, potential internships, PSEO, and post-secondary preparation, etc. Students will also have the option to take the Accuplacer or another post-secondary placement test.

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

School-based support services: Schools will develop their own school-based services to assist newcomer students in integrating into mainstream culture and for maintaining their home culture.

Teachers should also be aware that after the "honeymoon" period (in which students are excited about their new home and school) is over, students will often need even more understanding. Even though the newcomer student has been in school for a number of months, they will still need emotional and academic support.

Home language support: Whenever possible and when the EL teacher determines there is a need, bilingual liaisons/paraprofessionals will provide home language supports for newcomer students in classrooms. They can pre-teach, provide bridging charts, translate materials, provide support in home language, and/or interpret during lessons.

Before scheduling bilingual liaison/paraprofessional support in the classroom, the EL teacher, classroom/content area teacher, and the bilingual liaison/paraprofessional will meet to determine roles and responsibilities.

Visual support in schools: When possible, schools should have translated signs around the building that provide a welcoming environment for all students and families, including especially new multilingual learners. Classroom teachers should make every effort to have bilingual labels posted in the classrooms and have pictures/books that represent children and families from that students' home cultures.

Appendix B: Program Placement Letter

English
English Learner Program Placement

Rocori Public School District

English Learner Program Placement

❑ Initial Placement ❑ Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School: _____

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.

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

- ❑ ACCESS 2.0 for ELLs
- ❑ WIDA Screener
- ❑ WIDA Model
- ❑ ELPA21 Summative
- ❑ ELPA21 Screener
- ❑ Other Assessment: _____ *(Test used to measure level of English proficiency)*

Your child's level of proficiency:

English Language Proficiency Assessment Category	Your Child's Proficiency Level	Highest Score Possible
Listening		
Speaking		
Reading		
Writing		
Literacy		
Composite Proficiency*		

*A composite proficiency level is a combination of the individual scores for the listening, speaking, reading, and writing portions of the assessment.

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):

Academic Assessment Subject	Academic Assessment Name	Your Child's Proficiency Level
❑ English, Language Arts (ELA)		
❑ Math		
❑ Science (if applicable)		
❑ Other:		

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.

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Rocori Public School District

English
English Learner Program Placement

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.

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English

English Learner Program Placement

Rocori Public School District

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:

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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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Appendix C: Opt Out Letter

English
Request for Change in English Learner Program

Rocori Public School District

Request for Change in English Learner Program

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. 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.

If you decide to refuse the English Learner Services provided by Title I, Title III, or both, 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 proficient in English.

Thank you.

.....

Request for Change in English Learner Program

I, _____ *(parent or guardian)* of _____ *(student)* have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- ❑ I want to refuse the English Learner Services provided by Title I, Title III, or both.
- ❑ Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program: _____

_____ Parent or Guardian Signature

_____ Date (mm/dd/yyyy)

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Appendix D: Educational History Addendum

English Language Learner Educational History Follow-Up Addendum

ROCORI Area Schools

Date: _____

Student's Name: _____ Grade Enrolling: _____

Name of person conducting interview: _____

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

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

1. How old was the student when he/she first attended school? _____
2. What grades has the student completed **outside** the US? PK K 1 2 3 4 5 6 7 8 9 10 11 12
   a. What was the language of instruction? _____
3. What grades has the student completed **in** the US? PK K 1 2 3 4 5 6 7 8 9 10 11 12
   a. What was the language of instruction? _____
4. How many hours a day was the student in school? _____
5. Has your child ever been absent from school for a long period of time? ☐ Yes ☐ No
   a. Total Time Absent:_____
6. In which language(s) does your child read? _____
7. In which language(s) does your child write? _____
8. Has the student ever had any difficulties with learning? ☐ Yes ☐ No
9. Has the student ever been in an ESL or bilingual program? ☐ Yes ☐ No
   a. If so, for how long and what grades? _____
10. Please comment on any additional information about the student that may be relevant to educational progress. _____
11. In the past 3 years has anyone in your household had a job working with crops, livestock, agricultural processing, meat processing, or other agricultural work? ☐ Yes ☐ No
    a. If yes, please explain the work _____
12. Immigrant Child Status (*optional*):
    a. Was born in any state or territory of the United States? ☐ Yes ☐ No
    b. Has attended school(s) in the United States for **less** than 3 full academic years? ☐ Yes ☐ No

*To be completed by all families of students in Grades 1+ who have something other than English on HLQ

Please give completed copy to EL Coordinator when completed.

Appendix E: Change of Status Form

ROCORI SCHOOL DISTRICT

ROCKVILLE COLD SPRING RICHMOND

534 North Fifth Avenue
Cold Spring, Minnesota 56320

Telephone: (320) 685-4185 www.rocori.k12.mn.us Fax: (320) 685-4906

CHANGE OF STATUS

Date: _____

Student's First Name _____ MI _____ Last Name _____

Home Language _____ EL Identified Y/N _____ SLIFE Y/N _____Grade _____

Add	Drop	Level Change	Exit to Monitor	Denial of Services
Start Date: _____	Drop Date: _____	Effective Date: _____	Exit Date: _____	Effective Date: _____
Reason for Add: _____ _____ _____	Reason for Drop: _____ _____ _____	New Level: _____	Exit Score: _____	Reason for Denial: _____ _____ _____

English Language Prof Level:	Instructional Program:	Instrument Used:
Level 1 – Entering Level 2 – Emerging Level 3 – Developing Level 4 – Expanding Level 5 – Bridging Level 6 - Reaching	1. Transitional Bilingual Education 2. Dual Language 3. Developmental Bilingual 4. Newcomer Program 5. Two-Way Immersion 6. Content-Based ELD Instruction 7. Heritage Language	4 – Other non-public school assessment 5 – WIDA ACCESS (Previous Spring) 10 – WIDA Alternate ACCESS (as determined by IEP) 11 – Annual LasLinks assessment 12 – WIDA Screener

Completed By: _____ Date: _____

Principal: _____ Date: _____