

Anoka-Hennepin Schools

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM PLAN

(LIEP) 2025-26 School Year



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Anoka-Hennepin Language Instruction Educational Program

During the 2017-18 school year, there were 71,919 students who were identified as MLs, formerly known as English Learners or ELs. In the 2024-25 school year, there were 84,050 students in Minnesota identified as ML students. Over the span of eight years, Minnesota experienced a 16.9% increase in the ML student population. Over the same timeframe, Anoka-Hennepin has experienced a 58.2% increase with 178 different languages represented in the 2024-25 district ML population. The table below represents the total number of ML students in comparison to the total district student population for the past eight years.

SCHOOL YEAR	TOTAL DISTRICT STUDENTS	TOTAL ENGLISH LEARNERS	PERCENTAGE ELS
2024-25	36430	3644	10.0%
2023-24	36788	3191	8.7%
2022-23	36617	3208	8.8%
2021-22	36606	2699	7.4%
2020-21	36325	2445	6.7%
2019-20	37386	2578	6.9%
2018-19	37008	2388	6.5%
2017-18	37062	2304	6.2%

Our Anoka-Hennepin schools and communities benefit greatly from increased populations of ML students. We recognize and honor our MLs and their families as having unique experiences, talents, and knowledge. The ability to communicate in different languages and understand the experiences of different cultures are assets that we support in our schools. Anoka-Hennepin's Multilingual Learner program focuses and builds on the linguistic and cultural resources of students and their caregivers. We support continued development and exploration of our ML families' home languages and cultures, and strive to create welcoming and supportive spaces where families feel comfortable to engage in school and classroom communities. Anoka-Hennepin offers content-based instructional programs for our MLs which nurture the development of students' English language skills in the domains of listening, speaking, reading, and writing. Multilingual students acquire language through participation in age-appropriate instruction aligned to the state and district's content and language standards. The primary objective of teaching language through differentiated content-based instruction is to foster growth in students' academic English proficiency and gain robust background knowledge so that they can access and participate in unlimited learning in all content areas, and meet MN Academic Standards for learning. Our program recognizes and builds on the linguistic and cultural resources of students and families. We support the continued development and exploration of our families' home languages and cultures, creating a welcoming and supportive space where families feel comfortable to engage in school and classroom communities.

Minnesota State Statue

Minnesota's Definition of an English Language Student (Minnesota Statute 124D.59):

A student, as declared by a parent or guardian:

1. First learned a language other than English OR
2. Comes from a home where the language usually spoken is other than English OR
3. Usually speaks a language other than English

The student 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.

Language Instruction Educational Program Plan (LIEP Plan) State Statute: Minnesota Statutes, section 124D.61:

General Requirements for Programs requires a district enrolling one or more English learners to implement an educational program that includes a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners through an educational program for English learners.

Program Definitions and Terms

Definition of English Learner

An English learner, or Multilingual Learner is defined in Minnesota under 2020 Minnesota Statutes, section 124D.59, subdivision 2 as “a pupil” in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151 or a school readiness plus program who meets the requirements under subdivision 2a or the following requirements:

1. The pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
2. The pupil is determined by a valid assessment measuring the pupil’s English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.

Identification of English Learners

In Minnesota, English Learner are identified through a two-step process.

1. Identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNLS) completed upon enrollment.
2. Screening for English language ability using a state-approved language proficiency assessment. All students enrolling in Minnesota districts and charter schools must have a parent or guardian complete the Minnesota Language Survey (MNLS). Based on the results of the survey, a potential English learner must be offered an age appropriate screener, a parent/guardian does have the right to refuse the assessment. Anoka-Hennepin uses the WIDA Screener to determine eligibility for all students; kindergarten through grade 12.

Definition of SLIFE

Students with limited interrupted formal education (SLIFE) make up an important subset of MLs. The Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act defines SLIFE as an ML student with an interrupted formal education who has at least two fewer years of schooling than their peers when entering school in the United States. (Minn. Stat. & 124D.59, Subd. 2a)

Definition of Multilingual

Adjective (also mainly UK multi-lingual) us /,mʌl.tiˈlɪŋ.gwəl/ uk /,mʌl.tiˈlɪŋ.gwəl/ (of people or groups) able to use more than two languages for communication, or (of a thing) written or spoken in more than two different languages. When referring to EL students or ESL teachers, the term Multilingual may be used in order to acknowledge that students are more than just learning English. They bring many assets to the classroom and our school communities.

Definition of RAEL

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

EL Identification, Placement and Program Exit

Step 1: English Learner Identification Process

During enrollment, all families must complete a Minnesota Language Survey (MNLS). This document is available in multiple languages and is embedded in our online registration process. Students noting language(s) in addition to English on the MNLS will be referred to our Family Welcome Center where EL/ML Eligibility will be determined. The identification process used by Anoka-Hennepin follows the Minnesota Standardized English Learner Procedures outlined by the Minnesota Department of Education. Flowchart in Appendix B shows the identification process used by Anoka-Hennepin.

MDE Entrance Eligibility Criteria

New students are eligible for EL service if they meet the following criteria:

ASSESSMENT	KINDERGARTEN THROUGH 1ST SEMESTER GRADE 1
Kindergarten WIDA Screener	First Semester Kindergarten: Student is eligible if Composite score is less than 4.5 with no domain scores of Listening and Speaking less than 4.0. Second Semester Kindergarten through First Semester Grade 1: Student is eligible if Composite score is less than 4.5 with no domain scores of Listening, Speaking, Reading and Writing of less than 4.0.
Kindergarten W-APT	First Semester Kindergarten: Student is eligible if combined Listening and Speaking score is equal to or less than 27. Second Semester Kindergarten through First Semester Grade 1: Student is eligible if combined Listening and Speaking score is equal to or less than 27 and Reading score is equal to or less than 10 and Writing score is equal to or less than 11.
ASSESSMENT	2ND SEMESTER KINDERGARTEN GRADE 1 THROUGH GRADE 12
WIDA Screener	Student is eligible if Composite score is less than 4.5 or any single domain is less than 4.0.
ASSESSMENT	GRADE 1 THROUGH GRADE 12
Prior ACCESS for ELL 2.0	Student is eligible if prior ACCESS for ELL 2.0 Composite score is less than 4.5 or two or more domains are less than 3.5.

EL Identification, Placement and Program Exit

Step 2: Initial or Continuing EL Programing

Initial Placement Procedures

After initial identification as an ML, the Family Welcome Center will forward screener or prior assessment results to the student's school. The appropriate building staff will collect and review language proficiency data to determine specific student language abilities and needs. This data will be used in placement decisions to determine more precisely the appropriate type and level of service. This decision may take into consideration:

- Proficiency scores on the initial language screener and/or ACCESS assessment.
- Other available assessments of academic achievement (MCA, NWEA, Career & College Ready Assessment)
- Teacher evaluation of student language samples (speaking and writing) using language-proficiency rubrics
- Educational transcripts and records, including additional services for which the student qualifies
- Parent/family input regarding language needs
- Teacher and Counselor consultation

Continuing Placement Procedures

Students obtaining an ACCESS 2.0 for ELs overall composite score below 4.5 or receiving a score below 3.5 in two or more of the four domains of Listening, Speaking, Reading or Writing are automatically eligible for continued EL/ML services.

- In addition to the above, ongoing assessments will be used in conjunction with the WIDA ACCESS to determine EL/ML service level if needed

EL Identification, Placement and Program Exit

Step 3: Parent Notifications

The Family Welcome Center is the initial point of contact to notify parents/guardians of student placement in EL services. Parents are notified of student placement in EL services with an official letter mailed to their homes as required by MN State Statute. This letter states the reason for identification, English proficiency levels in Speaking, Listening, Reading, and Writing, a description of EL services, average time in an EL program, graduation rates and parents' rights to decline services. Parent notifications are available in multiple languages as well as English. Anoka-Hennepin uses the following letters and forms to communicate with parents regarding EL services.

- **English Learner Eligibility Notification - [Eligible](#) or [Ineligible](#)**

Parents/guardians are notified within the first 10 days of initial enrollment in EL programming via a letter mailed to their residence. A copy of this notification is maintained in the student electronic file. Notification mailing includes:

- WIDA Screener results or
- Prior ACCESS for ELLs 2.0 test results

An annual notification of EL services is combined with the ACCESS Individual Score Reports and is emailed and texted to parents/guardians within 30 days of the school year.

This mailing will include notification of eligibility for EL programming and may also include:

- ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0 test results, if the student took the assessment, and notification of eligibility for EL programming.
- If the student did not take the ACCESS for ELLs or Alternate ACCESS for ELLs assessment, the letter outlines eligibility for EL programming"

English Learner Program Exit Letter

When a student has met criteria to exit EL services, parents/guardians are notified by mail in July, when ACCESS for ELLs 2.0 scores have been finalized. The student will receive their actual score report (Individual Student Report) in September.

Refusal of English Learner Services

Parents/guardians have the right to refuse or withdraw students from EL services at any time. Parents choosing this option are required to sign a Refusal of English Learner Service form yearly. Students that refuse EL services are required to take the ACCESS for ELL 2.0 assessment each year (unless they formally refuse the assessment), until the student meets exit criteria. Signed Refusal of English Learner Service forms are required annually.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

Parents/guardians retain the right to refuse student participation in statewide assessments including the ACCESS for ELL 2.0. Parents must complete the Parent/Guardian guide and Refusal for Student Participation in Statewide Testing form annually. Those forms are collected and stored in our Research, Evaluation and Testing department.

EL Identification, Placement and Program Exit

Step 4: EL Service

EL services support students in language development and academic content in alignment with the English Language Development WIDA standards. The 5 WIDA standards framework are used to plan and implement language instruction and assessment for English learners to use:

- Language for Social and Instructional Language
- Language for Language Arts
- Language for Mathematics
- Language for Science
- Language for Social Studies

Scheduling EL Service

Licensed English as a Second Language (ESL) teachers work with administrators, classroom and content teachers, and counselors to ensure that all students who qualify for English Language Development (ELD) service are scheduled appropriately based on language proficiency strengths and needs. Ongoing communication between stakeholders is important as they work together to plan and implement an instructional program that is most beneficial for the social and academic language needs of each English learner.

EL Identification, Placement and Program Exit

Step 5: Annual Progress Evaluation

Federal and State law require that K-12 students that qualify for ELD services participate in the annual English language proficiency test; ACCESS 2.0 for ELLs, whether or not they are receiving EL service. 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 ELL 2.0 assessment. This test is given in spring, during the test window that the Minnesota Department of Education defines. A key objective of Anoka-Hennepin schools is to help students make enough progress that they achieve English language proficiency within a reasonable period of time. Research indicates it takes 5 years or longer to develop academic language proficiency (Cummins, 2012). Under the ESSA (Every Student Succeeds Act) (is this accurate? Some states use a different assessment) English learners are evaluated based on growth on the ACCESS 2.0 test compared to the growth required to be on track to achieve English language proficiency.

EL Identification, Placement and Program Exit

Step 6: Program Exit

A student will exit from services only upon attaining proficiency on the WIDA ACCESS for ELL 2.0 or Alternate ACCESS assessment, as defined by the Minnesota Department of Education.

EL Exit Criteria

The State of Minnesota has defined English language proficiency to be an overall composite score on the WIDA ACCESS test of 4.5 and at least three of the four domain scores (Reading, Writing, Listening, Speaking) at 3.5 or higher and on the WIDA Alternate ACCESS test of “...an overall composite proficiency level (CPL) of four or higher.” (MDE)

- Students who took the ACCESS for ELL 2.0 and meet this criterion may be retained in EL service if one domain score is below 3.5 and there is clear and documented evidence that the student still requires EL support service. Additional criteria will be consulted in these cases.
- Students who took the Alternate ACCESS and received a CPL three “... are considered ready to exit EL status and may only remain in English learner status when additional criteria are provided that show clear evidence that further language instruction and support are needed to have meaningful access to core content as outlined in a student’s Individualized Education Plan (IEP). Parent consent is required for a student not to exit EL status with a CPL of three.” (MDE) Additionally, “[f]or a student scoring a CPL of two, exit may only occur if there is comprehensive, clear, and compelling evidence that the student has developed optimal English language proficiency within the context of their specific individual developmental goals and disability-related needs.” (MDE)

Monitoring

Students who meet exit criteria (4.5 Composite score AND a score of 3.5 in 3 out of 4 domains on the ACCESS 2.0 for ELLs) are flagged in our student information system as “Exited Year One”. The following year they are flagged “Exited Year Two”. The third and all subsequent years they are flagged as “Exited”. Schools will support general education colleagues in understanding these flags and to be diligent in monitoring recently exited EL/MLs if and when there are potential academic struggles that are a result of a language barrier. Classroom teachers and student support teams in buildings monitor these students for at least two years by routinely monitoring student achievement data to ensure (20 U.S.C. § 6841[a][4]) exited EL/MLs are receiving the academic and social support and/or interventions they may need to remain successful in all their academic endeavors, particularly in any domains from their ACCESS 2.0 for ELLs in which they scored below 3.5. Teachers will differentiate instruction and provide interventions based on student data for students who have exited ELD services. If the student continues to struggle, a teacher may bring the student to the school’s intervention team. The team will then determine what the student’s needs and best supports might be moving forward including consideration into whether re-entry into English language services is needed. Reentry to ELD Services will require approval by Guardians.

EL Program and Services

Instruction: EL Instruction in the Anoka-Hennepin school district is steeped in best practices for language acquisition. Content-based instruction is a major force in EL pedagogy, as well as the importance of building students' expressive language skills that guide much of our EL service district wide.

EL teachers also ensure that instruction is aligned with the [2020 WIDA English Language Development standards](#). All 5 standards are supported through ongoing professional development to support language development. All secondary sites and select elementary sites are participating in the School-Wide English Language (SWEL) peer coaching model. The model implements non-evaluative, peer to peer coaching from EL teachers to their general education colleagues in an effort to build capacity, skills and knowledge to increase access for MLs across all content instruction. Content teachers who take part in the coaching also receive focused professional development to support English language development.

The charts below describe the amount and scope of English Learner services in Anoka-Hennepin offered at the elementary and secondary levels and at each level of language proficiency.

Elementary Level

The majority of EL student instruction takes place in the general education or content classroom. Classroom teachers have the primary responsibility for all students, including those with language learning needs. In addition to language instruction in the classroom, ELs receive direct language instruction from a licensed ESL teacher. During small group instruction, EL teachers use the Language Studio curriculum which aligns to the core reading curriculum. In addition to direct instruction, ESL teachers attend collaboration meetings once per week for 1 hour. During this time, ESL teachers collaborate with classroom, supplemental, and special education teachers to discuss specific needs and ensure alignment with instruction. MLs may also qualify for Title I and other academic support services. Multiple services are coordinated to provide comprehensive support that appropriately addresses multiple and varied students. ELD Service minutes for dually identified students are a team decision. School administration, special education lead, case manager, ESL teacher, and classroom teacher determine how to best meet the students' needs.

GRADES K-5 STANDARD SERVICES • SCOPE OF INSTRUCTION			
WIDA LEVEL	INSTRUCTIONAL TIME WITH EL TEACHER	CLASS / CONTENT	SERVICE MODEL
Entering	30 minutes daily	Wonders ELD Beginner Curriculum	Pull-out, small group
Emerging	30 minutes daily	Wonders ELD Beginner Curriculum	Pull-out, small group
Developing	30 minutes daily	Wonders ELD Intermediate/Advanced Curriculum	Pull-out, small group
Expanding	30 minutes daily	Wonders ELD Intermediate/Advanced Curriculum	Pull-out, small group

GRADES K-5 ADDITIONAL SERVICES AS NEEDED • SCOPE OF INSTRUCTION			
WIDA LEVEL	INSTRUCTIONAL TIME WITH EL TEACHER	CLASS / CONTENT	SERVICE MODEL
Entering	Up to 15 minutes daily	ELA or Math	Push-in
Emerging	Up to 15 minutes daily	ELA or Math	Push-in
Developing	Up to 15 minutes daily	ELA or Math	Push-in
Expanding	Up to 15 minutes daily	ELA or Math	Push-in

Secondary

Anoka-Hennepin Schools provide service for ML students according to their WIDA proficiency level. Consideration of any IEP and 504 expectations, teacher recommendations, and credit-bearing course conflicts also plays a role in course enrollment. As of the 25-26 SY, secondary ML teachers have received training in the Science of Reading and are implementing the new learning in their ELD courses, especially ELD 1 & 2. In addition to direct instruction, secondary ESL teachers also collaborate with classroom teachers to support ML students within their classes. This service model is called consult. ESL teachers consult with their peers a minimum of 90 minutes a week.

EL SERVICE FOR MIDDLE SCHOOL • GRADES 6-8 SCOPE OF SERVICE			
WIDA LEVEL	INSTRUCTIONAL TIME WITH EL TEACHER	CLASS / CONTENT	SERVICE MODEL
Entering	135 minutes / day	-EL I - Reading -EL I - Writing -ELD I - Content Area Language Development -Mainstream Courses with EL Consult	Sheltered Instruction & EL Consultation
Emerging	90 minutes / day	-EL II - Reading -EL II - Writing -Mainstream Courses with EL Consult	Sheltered Instruction & EL Consultation
Developing	90 minutes / day	-EL III - Reading -EL III - Writing -Mainstream Courses with EL Consult	Sheltered Instruction & EL Consultation

GRADES 9-12 • SCOPE OF SERVICE			
WIDA LEVEL	INSTRUCTIONAL TIME WITH EL TEACHER	CLASS / CONTENT	SERVICE MODEL
Entering	168-216 minutes / day	-ELD I -EL Science -EL Social Studies	Sheltered Instruction & EL Consultation
Emerging	112-144 minutes / day	-ELD II -EL II Science -9th Grade Physical Science with EL Consult	Sheltered Instruction & EL Consultation
Developing	56-72 minutes / day	-ELD III -Main Stream English with EL Consult	Sheltered Instruction & EL Consultation
Expanding	56-72 minutes / day	-EL Academic Discourse -Main Stream English with EL Consult	Sheltered Instruction & EL Consultation

State Accountability and Assessments:

ACCESS 2.0 for ELLs& Alternate ACCESS

The ACCESS tests are 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; refer to language quality.

Who takes the ACCESS?

All identified EL students take the ACCESS test including those who have declined ELD 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 who have previously tested proficient.

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

As of 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, if so, the student must take the **entire** test on paper.

Alternate ACCESS Test

The Alternate ACCESS assessment is given to students in grades 1-12 with significant cognitive disabilities that prevent their meaningful participation in the ACCESS for EL 2.0 assessment.

Communication of LIEP Plan Information

Anoka-Hennepin Schools communicates with parents or guardians of students that are identified for ELD services. Anoka-Hennepin Family Welcome Center is the initial point of contact to notify parents/guardians of student placement in ELD services. Parents are notified of student placement in ELD 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 ELD services, average time in an EL program, EL graduation rates and parents rights to decline services. Parents, families, caregivers, district staff and community members are able to access the Anoka-Hennepin Language Instruction Education Plan on the Anoka-Hennepin Schools website, as well as in person at EL Family Engagement Events and conferences.

Family and Community Engagement

Multilingual Learner (ML) Cultural Liaisons serve as a liaison between ML families and the school district to meet the needs of students, parents, and school staff. They develop positive relationships with Multilingual Learner families by participating in parent/guardian meetings to address academic, behavioral concerns, and communication barriers. They also serve on district committees to advocate on behalf of multilingual learners, partner with community and county agencies, support professional development opportunities, provide multicultural consultations with staff, and generate multicultural resources.

Cultural Liaisons facilitate and support school teams to host Title III ML family engagement events. They empower students and families through supportive and open communication, by honoring and celebrating our linguistically diverse community and learn about the needs of ML families. By providing safe and welcoming family engagement opportunities, positive relationships and stronger communities are built between schools and families. School staff and families engage in deep conversations to exchange their knowledge and experiences, increase student achievement, and support families on how to navigate the school system by connecting them to school information and resources. Families also learn about staff roles and how they can partner with them.

Successful school family engagement events require a team approach. School staff and Cultural Liaisons identify ML student and family needs that drive the event goals and objectives. EL teacher involvement and school administrators' support are essential in order to increase parents' knowledge of the EL program, strengthen family and school relationships, and to advocate on behalf of ML families. ML family engagement events are offered at school sites, community locations, and public libraries before regular school hours, during the school day, and into the evening.

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Family and Community Engagement

The location and times are based on the needs of the families and schools. Cultural Liaisons work to ensure that language interpreters, transportation, materials and supplies, and translated documents are included in the events. They offer community, county, and cultural resources and invite these organizations to attend in-person to speak directly with families. Connections are established for families to utilize the various resources available.

Aside from hosting ML family engagement events at schools, ML Cultural Liaisons facilitate district-wide, K-12, ML family engagement events at the Coon Rapids Family Center Mall. These opportunities are designed for new-to-country and new to the school district multilingual families to better understand and navigate the U.S. school system, and have access to school and community resources.

Student activities are provided, as families engage in dialogue with each other and the school staff. Family education and presentations include, but are not limited to:

ACADEMIC SERVICES	GENERAL SCHOOL INFORMATION	STATE TESTING	PARENT COMMUNICATION	PARENT INVOLVEMENT
• EL program service • Special Education • Bilingual Seals program • Adult Basic Education • Tutoring and academic support • Targeted Services (summer school)	• Parent portal (ParentVue) • School calendar • Attendance policies • Transportation policies • Free and reduced school meals • Health and wellness • Standards-based grading • Extracurricular activities	• ACCESS • MCA/MAP	• Language Line • interpreter services • translated materials • Two-way text messaging • Reach my teach	• Volunteer opportunities • Parent involvement committees • Parent teacher conferences

Following ML family engagement events, a family survey is provided to all participating parents. Results are shared with the EL team, school administrators, and ML Cultural Liaisons to receive valuable feedback on program and school services, improve future family engagement events, and address any additional family needs

Anoka-Hennepin English Learner Teachers and Support Staff Legal Precedence for EL Services

Executive Order 13166: Improving Access to Services for Persons With Limited English Proficiency (2000)

Federally conducted and federally assisted programs “must take reasonable steps to ensure meaningful access to their programs and activities by LEP persons,” according to the guidelines set forth by the Department of Justice.

<http://www.justice.gov/crt/about/cor/Pubs/eolep.php> (full text)

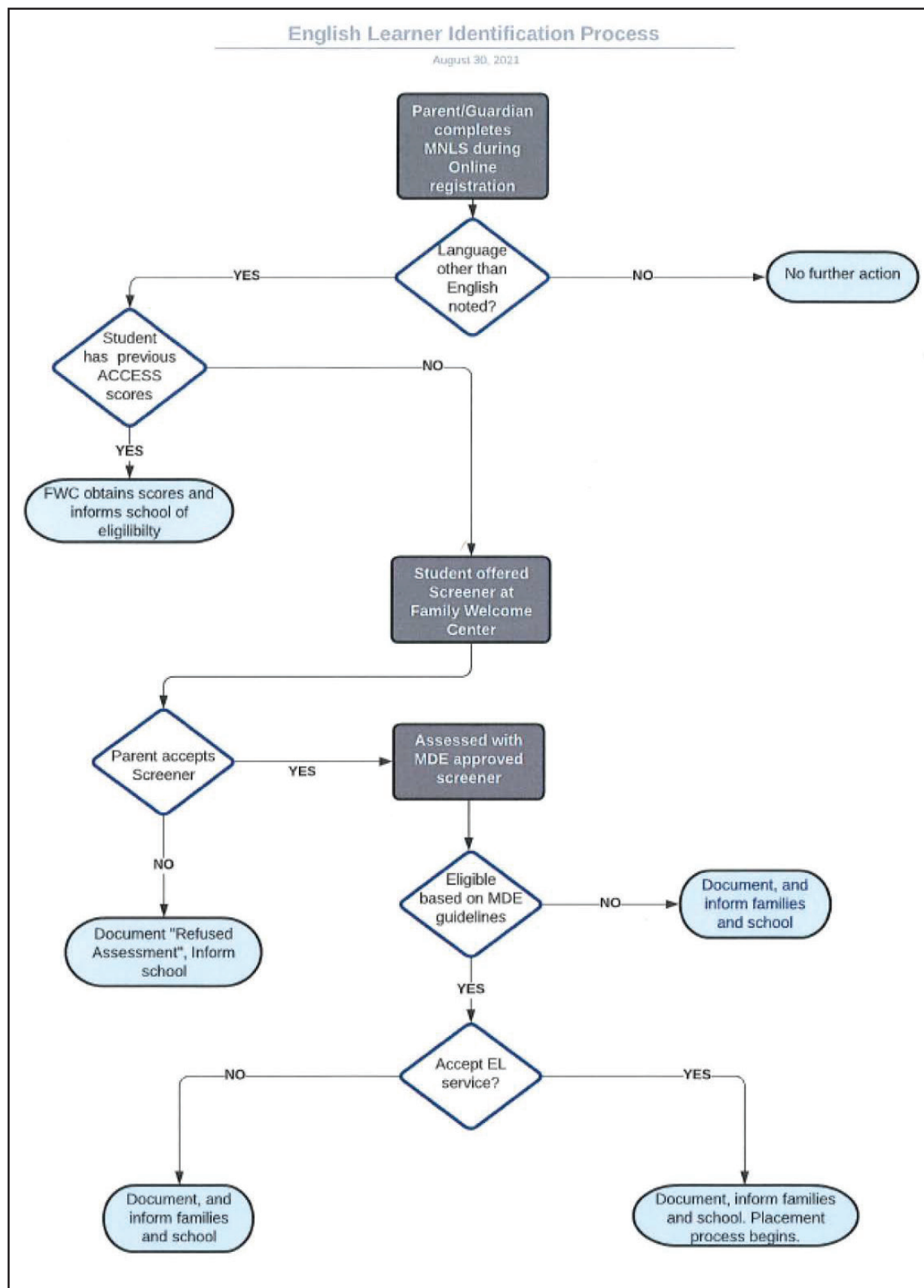
Supreme Court Lau V. Nichols (1974)

The Supreme Court ruled that districts must help limited English proficient students overcome educational barriers through equitable (not equal) access to facilities, textbooks, teachers and curriculum. <http://www.pbs.org/beyondbrown/brownpdfs/launichols.pdf> (summary)

Office for Civil Rights Enforcement Policy of 1991. This document clarifies enforcement points of an EL program:

- EL teachers must be adequately trained and be evaluated by someone who is familiar with EL teaching methods.
- Exit criteria for students in the program should be based on objective standards.
- Schools may not have “no double service” policies. Students who have a need can have both EL services and special education services.
- EL students cannot be categorically excluded from special programs, such as gifted/talented education.
- All language minority students must be assessed for fluency.
- Parents are to be provided with information related to school in a language that they understand.
- EL students are to receive instruction from qualified staff.
<http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html>
- The US Department of Justice and The US Department of Education Dear Colleague Provides guidelines to: Ensures that English Learner students can participate meaningfully and equally in educational programs.
<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.p>

Appendix B



Family Communication: EL programming continues to be a priority. It is vital to stay connected and communicate with families. Below are ways EL/content teachers, school administrators, and other school staff communicate with parents and guardians regarding the following:

- Student academic progress and questions related to students' classwork
- Behavior
- Basic needs
- Health and wellness
- School attendance
- School meetings, activities, and events
- School programs (i.e., EL service, Special Ed)

Interpretation and Translation Services

NAME OF SERVICE	TYPE OF INTERPRETATION AND TRANSLATION SERVICES	DESCRIPTION
Certified Language Interpreter Companies	Video conference, in-person	Certified language interpreters available for school and district meetings and events, parent-teacher conferences, and family engagement: • In person • Google Meet
ReachMyTeach	Text messages, email	Translated text messages, attached translated PDFs, translated emails, and telephone and video calls with certified language interpreters
Language Line Solutions	Telephone calls	Certified language interpreter participate in: • Telephone • Google Meet
Lexikeet	Telephone calls, video conference, document translations	Translate district and school documents. Certified language interpreter participate in: • Telephone • Video conferences
TransAct Parent Notices	Document translations	General translated documents and important parent notices offered by the MN Department of Education
LinguaLinx Translation Services	Document translations	Translation of district and school documents
SeeSaw	Text messages, Email	Elementary classroom parent communication
BlackBoard & Smore	Written translations, Telephone messages	Translated school newsletters and important messages by school administrators and the district's Communications and Public Relations Department
Google Translate	Written translations	Translation platform

