

English Learner Framework



Researched and Created 2017-2018, Updated 2024-2025

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Introduction

Spring Lake Park Schools is a world-class learning community committed to fostering personalized learning experiences so that each student feels valued, inspired, and has a sense of belonging. Students identified as English Learners (ELs) enter our district with a wealth of experiences that are valuable resources to our district and classrooms.

Spring Lake Park Schools' demographics have changed over the last twenty years. Today, there are approximately 60 languages spoken by our students and their families. About 25 percent of our families have shared that they speak a language other than English, with 15 percent qualifying as English Learners. With these changes comes the necessity to meet each student's linguistic, academic, and cultural needs.

Students identified as English Learners (ELs) may be referred to as Limited English Proficient (LEP) or English as a Second Language (ESL) in other state or federal documents and statutes. Spring Lake Park Schools refers to students who qualify for services as ELs or Multilingual Learners (MLs).

Our English Learner Framework reflects best practices from a range of sources to provide a personalized approach to address the diversity and specific needs of students identified as ELs. It consists of an evidence-based set of professional practices implemented across subject areas, courses, and grade levels. This framework provides common language about practices and strategies demonstrated to be effective with students identified as ELs and also meets the requirements of the Language Instruction Educational Program (LIEP), as required by the Minnesota Department of Education (MDE).

It is important to recognize that language is learned in all classrooms and content areas and is naturally embedded in authentic contexts. Each adult has a commitment to shared responsibility for students identified as ELs, in addition to a commitment to a culture of learning and collaboration.

The critical elements created by the Minnesota Department of Education provide a framework to meet the unique needs of students identified as ELs. Each student will attain language proficiency, academic, life, and career skills resulting in college and career readiness.



SPRING LAKE PARK SCHOOLS Strategic Plan for the Future

The Spring Lake Park Schools' Strategic Plan for the Future is the roadmap we follow in our continuing – and measurable – focus on success for all students. The strategic plan is developed and approved by the school board and provides overall direction for the district's work.

VALUES

Our values describe how we work.

Accountability Fulfill our roles and responsibilities and respond to the results

Courage Do and say the right thing at the right time in the right way despite challenge, adversity, or conflicting self-interests

Excellence Improve continuously through relentless and intentional effort

Innovation Advance purposeful continuous improvement and new ways of working through research and action

Integrity Align our actions with our values and beliefs

Learning Pursue growth through continuous, meaningful and challenging effort

Respect Listen to, accept, and value each individual

Shared Responsibility Work interdependently and collaboratively, learning from one another, entrusting our self-interest to each other, and take ownership for our individual and collective actions and decisions

PURPOSE

High Expectations. High Achievement for all. No Excuses.

VISION

The Spring Lake Park School District will be a world-class learning community aligned to foster personalized experiences in which each student feels valued, inspired, and has a sense of belonging, resulting in college and career readiness, the development of academic and life skills, and each student aspiring to succeed.

STRATEGIC ANCHORS

Three strategic anchors advance our purpose and vision and direct our operational efforts. **Work within these anchors centers on engaging each learner to achieve equitable learning and build trust and partnership with our families and communities.**



Engaged and Enthusiastic Learners

Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied needs



Effective Operations

Improve our effective management of human, financial, and physical resources



Communications and Connections

Increase the connection, engagement, and support of our families and communities

Using the *Strategic Plan for the Future* as our guide, we develop our annual *District Operational Plan* to advance operational projects and initiatives to move us closer to our vision. **All planning** and decision-making focuses on achieving greater levels of coherence and alignment throughout our system and proactively positioning the school district for the future.

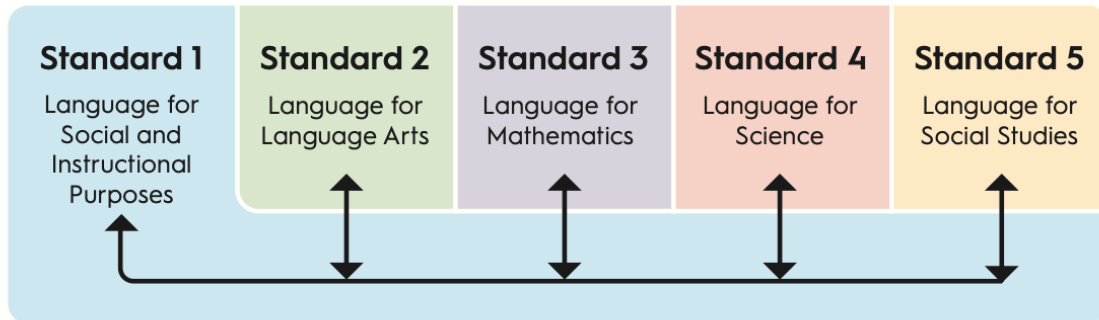
Assumptions and Beliefs that Guide Multilingual Programming

- Language is important to identity. It provides power. Language is an asset in a global world. Students who speak more than one language can use their language and cultural knowledge to communicate and create deeper connections across different cultures.
- Spring Lake Park Schools honors and celebrates all languages and encourages our students and families to maintain their home language(s). A strong foundation in the home language supports the transfer of skills to new languages and helps students thrive in their learning.
- Students bring valuable knowledge and experiences from their home, communities, and previous schools. Students are most engaged when they see connections between what they are learning and their experiences outside of school. We learn about the experiences of our students and use what we learn to design engaging and meaningful work for each of our learners that is grounded in evidence-based practices.
- Each educator, regardless of role, has a responsibility to help students learn, understand and communicate complex ideas. Teachers, families, and students work together to give each student an education that supports language acquisition and academic growth.
- Effective language instruction emphasizes how to understand and communicate ideas in authentic settings both inside and outside of the classroom. While students do need explicit language instruction including modeling, scaffolding, and feedback, effective language instruction must be more than just memorizing vocabulary and grammar rules.

The Spring Lake Park English Learner philosophy was created from a combination of WIDA's 2020 edition of the English Development Framework, evidence-based English Learner best-practices, and Spring Lake Park Schools Assumptions and Beliefs.

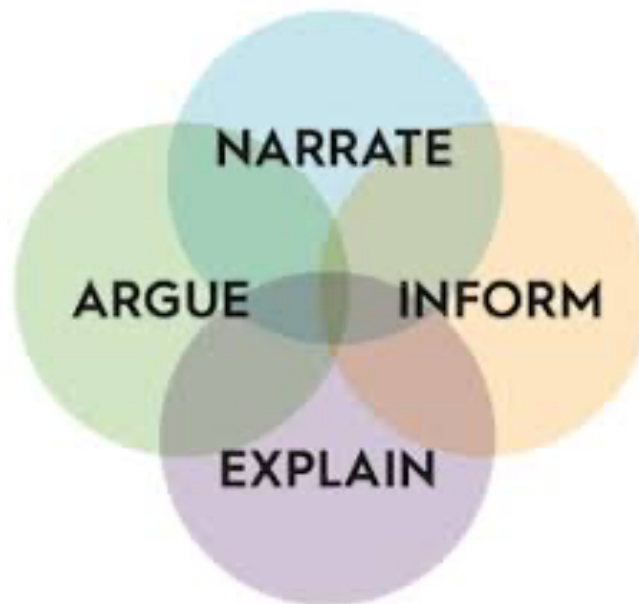
WIDA Standards

The 2020 WIDA Standards Framework outlines the English Language Development Standards to emphasize the content-specific ways of using language to think and do across content areas. These standards guide our work in designing personalized learning experiences for all.



WIDA Key Language Uses

The 2020 WIDA ELD Framework also emphasizes the many ways in which language is used in schools. The Key Language Uses outline how language varies across contexts and serves a range of purposes. The Key Language Uses are one of the tools used to help all teachers see the role language plays in the classroom.



WIDA Performance Level Definitions

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

General Overview

According to MN Statute 124D.61, a district that enrolls one or more children of limited English proficiency must implement an educational program that includes the minimum of the following requirements:

- *Identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request.*
- *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 children of limited English proficiency through an educational program for children of limited English proficiency.*
- *Professional development opportunities for ESL, bilingual education, mainstream, and all staff working with English learners which are: (i) coordinated with the district's professional development activities; (ii) related to the needs of English learners; and (iii) ongoing.*
- *To the extent possible, avoid isolating English learners for a substantial part of the school day; and*
- *In predominantly nonverbal subjects, such as art, music, and physical education, permit English learners to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for English learners an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.*

Each of the required seven steps of EL programming is described in the following pages.

Seven Steps in English Learner Programming

Step 1: Identification

Step 2: Program Entrance

Step 3: Parent Notification

Step 4: Service Model

Step 5: Annual Reporting & Progress Evaluation

Step 6: Program Exit

Step 7: Reclassification: No Longer LEP

Step 1: Identification

MDE Critical Element 1 – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

- 1.1. *The LEA follows Minnesota’s standardized procedures for identifying ELs (including data entry procedures for classifying ELs in Minnesota Automated Reporting Student System (MARSS)).*

In Spring Lake Park Schools, all parents and guardians enrolling a new student in the district must be provided the *Minnesota Language Survey* in their preferred language. This survey is part of our online enrollment process and becomes a part of the student’s cumulative file. Enrollment staff must not make assumptions about a student’s language background based upon the student’s appearance, last or first name, ethnic background, religious background and/or parent’s language ability.

The *Minnesota Language Survey* helps to identify the primary language of the student and determines if a student should be screened for English proficiency. If a parent or guardian indicates there is another language spoken in the home, an EL teacher from the enrolling school will contact the family to learn more about student’s language experience and use. If it is determined that there is a significant influence of another language, the student will be screened for English proficiency to determine whether English language ability prevents the student from fully accessing the curriculum of the school.

Minnesota Language Survey

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

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

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

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

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

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

Step 2: Program Entrance

MDE Critical Element 1 (cont.) – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

1.2 The LEA follows Minnesota’s standardized procedures for entering ELs into a LIEP and determining ongoing need (including entering program start date into MARSS).

Students who are determined to have a primary language other than English are not automatically placed into an EL program. Students must be screened first to determine if they qualify for EL services. Spring Lake Park Schools uses the state designated screeners, including the WIDA Kindergarten Screener, WIDA Screener (Grades 1-12), or for students with profound cognitive disabilities, the WIDA Alternate Screener. According to state law, the identification process must be clearly articulated, consistently applied and available to all stakeholders, including parents and teachers. More information on the Minnesota Standardized English Learner Procedures can be found at: <http://bit.ly/2AGF4FJ>

Approved English Language Proficiency Screeners and Eligibility Criteria

The following screeners have been approved by MDE for the purpose of screening for English proficiency. In the summer of 2025, WIDA will release a WIDA Alternate Screener that can be used with students with identified disabilities that may impede their ability to accurately demonstrate their English proficiency.

Grades: Voluntary Pre-K or School Readiness Plus, and ECSE Part B/619 (ages 3-4)	Students in qualifying early childhood programs take the PreLAS Observational and Assessment System or Pre-IPT Oral Test 3-5
Grades: First Semester K Approved Screener: WIDA Kindergarten Screener	Students should only take the listening and speaking portions of the WIDA Kindergarten Screener. The student is <i>identified for English learner status</i> , if the oral composite score is below 4.5. Student is <i>English Proficient</i> (not eligible for English learner status), oral composite score is at or above 4.5.
Grades: First semester K and	All students taking the WIDA Screener for Kindergarten on or after January 1 should take all four domains (listening, speaking, reading, and writing) unless it is determined with the

<p>first semester 1st grade</p> <p>Approved Screener: WIDA Kindergarten Screener</p>	<p>Individualized Education Program (IEP) team or another specialist that the child is not able to attempt all four domain tests.</p> <p>The student is <i>identified for English learner status</i> if the overall composite score is below 4.5.</p> <p>The student is <i>English Proficient</i> (not eligible for English learner status if the overall composite score is at or above 4.5).</p>
<p>Grades: Second semester 1st grade-12th grade</p> <p>Approved Screener: WIDA Screener</p>	<p>Second semester 1st graders through 12th graders will take all 4 domains of the WIDA Screener.</p> <p>The student is <i>identified for English learner status</i>, if either statement below is true:</p> <ul style="list-style-type: none"> • Overall composite is below 4.5. • Any domain score is below 4.0. <p>Student is <i>English Proficient</i> (not eligible for English learner status), if both statements below are true:</p> <ul style="list-style-type: none"> • Overall composite score is 4.5 or higher. • Each domain score is 4.0 or higher.

WIDA Screener Administration Guidelines

The WIDA Screener is a placement assessment and not typically administered more than once. If a student has WIDA Screener scores from the previous 365 days, the screener should not be readministered.

- EL teachers must administer and complete the WIDA Screener within the appropriate amount of time to allow for identification and parent notification within the first 30 days of school or ten days from enrollment.
- The WIDA Screener will be completed through the DRC testing application on a district-issued iPad.
- Scoring of the speaking and writing domains should be completed through the WIDA-AMS portal.
- Scores are used to determine EL eligibility and are communicated to the district office to ensure a student is flagged as EL in Campus.
- EL teachers must also place the original test score into the cumulative folder. Teachers may place a copy of the score report into an EL student folder.
- Students at a language immersion school who initially scored proficient on the Kindergarten WIDA Screener may demonstrate English proficiency needs as they begin to receive Academic English instruction. After consultation with an EL Specialist, this may require a screening of English proficiency using the WIDA Screener based on individual need.

Program Entrance Procedures

When an EL specialist has determined that a student qualifies as an EL, notify the Analytics and Assessment Support Specialist of the newly identified student to update Campus to reflect EL Yes and the date the student identified as EL. EL specialists will also notify the MARRS Coordinator if the student's home language needs to be updated following a qualitative conversation with the student's parent or legal guardian.

Step 3: Parent Notification

MDE Critical Element 1 (cont.) – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

1.5 *The LEA communicates with parents regarding their children’s participation in the language instruction education program in an understandable and uniform format in an in a primary language of the pupils.*


- *State Required Notification:*
 - *Within 10 calendar days upon entering the program*
 - *Informs parents of option to decline services*
- *Federal Required Notification (Title III):*
 - *Within 30 days upon entering the program if the child enrolled at the beginning of the school year.*
 - *Within two weeks after the enrollment of the child in a program during the middle of the school year.*

1.6 *The LEA parent notice contains all the required elements as follows:*

- *The reasons why the child has been placed in the program;*
- *The child’s level of English proficiency, how the level was assessed and the child’s current level of academic achievement;*
- *The method of instruction used in the program and other available offerings of the district, including how the program differs from those other offerings in content, instructional goals, and use of English and native language instruction;*
- *How the program will meet the educational needs and strengths of the child and specifically help the child to learn English and meet academic achievement standards for grade promotion and graduation;*
- *The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and, for children in secondary level programs, the expected graduation rate;*
- *How the program meets the objectives of the child’s individual education program (IEP), if applicable;*
- *The right of the parents to have the child immediately removed from the program on request; and*
- *The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.*

Once a student is identified as EL and placed in an EL program, state law requires that the parents be notified of the student's entry into the program. In Spring Lake Park Schools, families are notified of program placement within thirty days of the beginning of the school year or within ten days of the student's first enrolled day (if enrolled after October 1). Families are then notified of continuing EL services annually. MDE has made the documents available on the *ParentNotices* website in multiple languages.

**The full letter in multiple languages can be found at <http://bit.ly/2i2gCHa>*



Spring Lake Park School District 16
English Learner Program Placement

Initial Placement Continuing Placement

English
English Learner Program
Placement

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

School Location: _____

Dear Parent or Guardian:

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

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

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

Name: _____ Title: _____
Email: _____ Phone: _____

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

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

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is 5-7 (number of years). The high school graduation rate for students receiving English Learner Services is 55 %. 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.

00ESEA-EL-02 (Rev. 04/17 US)

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Refusal of Services

If a parent chooses to refuse services for ELs, they must notify the school district in writing. An example of a refusal form is included below. A refusal date will be listed in Campus. Families will need to refuse EL services annually until the student demonstrates proficiency on the ACCESS test. The student will continue to have their original identified date in Campus and a status of LEP=Yes, but the Analytics and Assessment Support Specialist should not enter a service start date for the school year. This will indicate that funding will not be received for the student for that school year. The student is required to take the ACCESS for ELLs until they meet the exit criteria unless a parent or legal guardian has completed the required testing refusal document.

Refusal of Services Letter*



District Services Center

High expectations, high achievement for all. No excuses.

Refusal of English Learner Services Form

Student Information:	
Student Name:	School:
Grade:	School Year:

Service Explanation:

Your child is eligible for English Learner services based on the Home Language Questionnaire and the results of language placement tests. Minnesota Law and the federal requirements mandate that we notify you of your child's eligibility for English Learner services **each school year** that he/she is eligible.

Spring Lake Park Schools **recommend** that your child receives English Learner services for the following reasons:

- Research shows students often need seven to ten years to develop the academic English language skills required to do well in academic classes.
- The focus of our English Learner program is to improve the academic English skills so that students can succeed in school and in life.

Spring Lake Park Schools **recommend** your child receive English Learner services until he/she demonstrates proficiency in academic and social English.

Parent Statement:

I understand that it is recommended that my child receive English Learner support services. I **do not** want my child to receive English Learner services this school year. **I understand that I will be required to complete this form each year I want to refuse this service for my child.** Waived students who meet qualifications for English Learner Programs are still required to take state mandated English Learner standardized tests. The ACCESS test is required of all English Learner students to monitor their progress of English language development.

Form Certification	Signature	Date
Parent/Guardian:		
Teacher of English Learner Program:		
Building Principal/Administrator:		

1415 81st Avenue NE, Spring Lake Park, MN 55432 Phone: 763-600-5000 Fax: 763-600-5582 SpringLakeParkSchools.org

*The full letter in Spring Lake Park School's most commonly spoken languages can be found at <http://bit.ly/2AsjZhl>

Step 4: Service Model

MDE Critical Element 2 – Effective Language Instruction Educational Programs (LIEP) LEAs must implement effective LIEPs for ELs.

2.1 Programs for English learners address challenging State academic and ELD standards, use effective approaches and methodologies [including bilingual educational programs] for teaching ELs and immigrant children and youth (see §3115[a][1]- [4]), and demonstrate successes in increasing English learners’:

- *English language proficiency, and*
- *academic achievement.*

2.2 The LEA has in place a written plan of services that:

- *Describes the amount, scope and sequence of services offered to ELs by English proficiency level;*
- *Is available to parents upon request;*
- *Was developed in consultation with its stakeholders (i.e., teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education").*

2.4 Students receive all services for which they are eligible and have access to programming in which all other children are eligible to participate.

Students who are identified as English Learners receive language instruction that develops their ability to understand, speak, read, and write academic English. Spring Lake Park’s EL program is aligned to the 2020 WIDA ELD Standards as well as content-specific Minnesota State Standards. The EL programming provided in Spring Lake Park is also aligned to the Spring Lake Park Schools Competencies. Additionally, the EL program is aligned to Spring Lake Park School’s core components of innovative and personalized learning and our cultural proficiency framework and tools.

Personalized Learning

All learning is personal. We must know our learners, and students need to understand themselves as learners. A team will convene to develop and review a learner profile and targeted learner map based on academic and linguistics needs, strengths, and interests for each learner. In addition to bringing together school staff, members of the student’s family are an integral part to the development of this profile and map.

- The team will include input from the following people: the student, the family, one EL teacher, at least one content or classroom teacher, and a counselor for personalized

learning. If a student has been identified for special education services, input will be gained from the student's case manager or counselor for student services.

- Buildings will designate a staff member responsible for bringing the input team together. In addition to the information gathered for all students on their Spring Lake Park learner profile, additional language and cultural background information should also be considered. The team will use information shared during the qualitative conversation with the student's family, such as educational background, cultural experiences, and knowledge of home language. Previous school records, WIDA Screener data, and other academic measures are also used to design the student's learning experiences.
- Opportunities for English Language Development might include but are not limited to the Program Model Overview in Step 4.
- Members of the team will revisit and revise the Learner Profile and targeted learner map for each student as formative data determines a need or at benchmark points in time.

Qualitative Conversations with Families

The following are some starting points for conversations with families and are not meant to be used in their entirety as a formal interview. The conversation should conclude with enough information about the student's social-emotional, academic, linguistic, and cultural backgrounds that will help determine the next steps in their language learning.

- How long have you lived in Minnesota?
- What are your child's strengths and interests?
- Describe your child's first language acquisition (i.e. when they began to speak words, phrases, have conversations, etc.).
- At what age did your child begin formal education?
- Describe the school day (i.e. length of day, daily subjects, secondary level of math and science knowledge, etc.) and language of instruction for different subjects.
- How does your child feel about school? What is his/her attitude toward school?
- Describe your child's support system (i.e. influential older children, adults, etc.) that your child lives with.
- Describe your community connections.
- What language does your child speak to parents? Siblings?
- Has your child learned any other language other than the home language or English?
- How do you plan to further support your first language?
- What are your language and educational goals for your child?
- How does your child compare to peers and/or siblings academically? Socially?

- Are there any medical concerns?
- What are your child’s strengths and interests?

Ensuring a Sense of Belonging for Students Identified as English Learners

Students are at the center of all that we do in Spring Lake Park Schools; therefore, learning must be personalized to students’ unique assets, interests, identities, and aspirations. When learners are at the center and their voices are present, the result is learning that is equitable, by design.

It is essential that students are fully embraced for who they are, in the context of their language, community, and culture, and feel that they belong. This requires us to create environments and design learning where students can develop a positive sense of their own identities and see their identities reflected at school. We must also understand our own culture, as well as how the organizational culture affects others, so that we can make adjustments to ensure each learner feels valued, inspired, and safe.

Consider the following opportunities, aligned to each of the essential elements of cultural proficiency:

- **Assessing Cultural Knowledge:** Provide opportunities for students to learn about their selves and others, including practices, beliefs, and values.
- **Valuing Diversity:** Display appreciation for cultural identities, and diverse languages, perspectives and experiences through curricular design and classroom design.
- **Managing the Dynamics of Difference:** Design student work and learning experiences that embrace multiple perspectives. Frame differences in a way that supports creative problem solving and provides opportunities to develop the information and skills that shape our respective histories, languages, lifestyles, and worldviews.
- **Adapting to Diversity:** Understand that change is ongoing and requires both attending to and nurturing the wellness between and among cultural groups by learning about others’ cultural experiences, languages, and backgrounds and then integrating this into the learning design.

Some opportunities for creating a classroom culture that is conducive to learning and fosters a sense of belonging include:

- A student’s home language and culture are honored, accepted, recognized and used as an important resource in learning. Students co-construct knowledge with home language peers, teachers, and others building on funds of knowledge. Opportunities may include:

- o Allowing time to clarify in home language
- o Discussing learning in home language
- o Making metalinguistic comparisons between home language and English
- o Building on cognates
- Materials are available in multiple languages.
- Multiple cultural perspectives are recognized and examined as students are learning content.
- Home languages and cultures are visual around the school and classrooms allowing students to see themselves, their language, and their culture. Examples of this might include books, student work, signs, and/or identity texts (partnering texts with content/curriculum to ensure cultures are represented in learning).
- We reduce language barriers to ensure that all families, regardless of their preferred language, have access to the information they need to be informed participants in their students' education and have opportunities to be involved in positions of leadership. Spring Lake Park's Language Access Plan provides additional information on reducing language barriers. For more information about Spring Lake Park's Language Access Plan, please see Appendix C.

Direct Service

Students identified as EL are considered to receive direct service when they receive instruction specifically designed to meet their language, academic, and social needs. Minnesota statute defines a program for ELs as either an ESL program or a bilingual education program English language development instruction is designed to meet varying student needs across proficiency levels. Our program model provides a framework of flexible student-centered services that allows teachers to design for each student identified as EL.

K-12 English Learner Methods of Instruction

EL teachers, classroom teachers, and others involved in the student's overall learning experience work as a team to meet the needs of learners identified as ELs in the mainstream classroom. The EL teacher's role is to:

- Participate in the development of the Learner Profile and Targeted Learner Map for students identified as EL.
- Use the WIDA Language Charts to set goals with students and monitor their language development.
- Collaborate with classroom/content teachers, academic specialists, and other school staff during PLC and/or planning time.
- Analyze assessment data and review student progress in collaboration with teachers.

- Provide English Language Development (ELD) instruction and personalize instruction according to students' English language proficiency.
- Identify the language support needed in specific content areas.
- Participate in unit design work
- Partner with classroom teachers and counselors to be a steward for students identified as ELs and families.

English Language Development (ELD) – Students identified as EL will have access to all core content and ELD can be provided in one or more of the following methods.

Inclusion: Content-Based Language Instruction within Core

Language instruction is most impactful when it is connected to content. Students identified as EL will receive language instruction related to their core classes. This may involve co-teaching, where two teachers partner to teach the content and language simultaneously, small groups or stations within the core classroom, and involves core teachers using instructional strategies and scaffolds to allow EL students access to the content. A list of instructional strategies appropriate for students identified as English learners is included in Appendix D. For students at the entering and beginning levels of English proficiency, sheltered content courses are an additional option where core classes are taught by a teacher dually licensed in EL and a core content area, who then designs learning and provides instruction to students identified as EL.

Pull-out: Targeted Language Instruction Aligned with Core

Some learners will benefit from receiving direct language support in a small pull-out group taught by an EL teacher. Although students receiving targeted language service leave the core classroom, the language instruction provided in these small groups is aligned to the core content. Pull-out groups can also be beneficial for students who are learning social English that may not align with core instruction but is determined to be valuable instruction. At the secondary level, dedicated ELD 1 courses are designed to develop students' social and academic language.

Clustering

Students identified as EL may be clustered in a classroom. When clustering, the following factors must be considered:

- Varying WIDA proficiency levels within each class to allow for language models
- Clustering similar languages to allow for home language interaction and translanguaging.
- Clustering is not an entire class but a group within a classroom. Clustered classes should be to have no more than 33% of the class identified as EL.
- Maintaining balanced classrooms

Sheltered Strategies by All Content Teachers Throughout the Day

All teachers are responsible for teaching the language students need to meaningfully engage in the learning. To support language development outside of the EL classroom, teachers can use the following strategies to improve the comprehensibility of the learning they have designed and building a supportive classroom for all learners. Additional ideas for designing engaging learning for EL students can also be found in the SLP:

1. Provide language rich environment (including print around room).

- Materials are age appropriate and linguistically appropriate.

2. Comprehensive Input makes language and content meaningful.

- Gestures, pantomime, demonstrations, role playing (including using sentence stems)
- Pictures, real objects, visuals
- Simple graphic organizers (i.e. T-chart, Venn Diagram, table)
- Manipulatives – physical objects or tools to engage students visually and physically to show a process or demonstrate learning
- Chunking text – breaking difficult passages into smaller sections with specific purpose
- Modeling – exposing all your thinking for students, including “how” and “why” and providing examples to allow students to envision the steps and desired result(s)
- Restate, repeat, and speak at an appropriate speed
- Ensure students understand the use of figurative language (i.e. idioms, metaphors, similes, etc.)
- Being mindful of complexity of sentence structures and differentiate as it relates to students’ linguistic levels. Examples include:
 - Use of compound, complex, and simple sentences

- Asking questions to make a request vs. stating a declarative (Would you mind sitting down and being ready for class? Please sit down and take out your iPad.)

3. Objectives are identified, shared, interacted with, and assessed as students are learning.

- The purpose and connection of the students' learning will be identified in:
 - Academic Competencies and Learning Progressions
 - Language objectives – Language at the discourse, sentence, and word level needed to demonstrate learning of content or access the content

4. Opportunities for meaningful, contextualized, and student-centered learning is provided through interactive learning and direct instruction. Learning is cognitively challenging, providing each student opportunities to utilize Higher Order Thinking Skills (HOTS).

- Interactive learning including structured talk
 - Purposeful, planned dialogue between students that builds comprehension and allows interactions and learning to occur with a range of learners. Supports should be differentiated based on academic language need (i.e. sentence stems, discussion norms, etc.)
 - Provides an increase in structured student interactions across language domains where student comments and questions are linked directly to others, while decreasing the amount of teacher directed instruction.
- Direct instruction is explicit and focused.
- Opportunities for groupings in learning experiences are varied. Students interact with others for identified and different purposes (i.e. same home language, different home language, homogeneous language level, heterogeneous language level).
- Students demonstrate content learning in varied and appropriate ways, embedded in authentic learning experiences
- Spring Lake Park Schools has developed the High Leverage Engagement Strategies Toolkit as a repository of strategies to consider while designing learning. Many of the strategies in this toolkit have direct connections to developing learning for language learners that allows for meaningful participation and the integration of content and language instruction.

The program model overviews provide guidance but are in no way prescriptive of what a student’s EL programming should look like. ACCESS scores are one tool to measure language growth, but a holistic review of each student’s strengths and needs must guide the programming choices for each learner.

Proficiency Level*	Recommended Method of Instruction
Entering	<p>ELD-devoted time based on need as determined by the Personalized Learning Team (consider 40-75 minutes a day). ELD can be provided by an EL teacher in a single block and/or divided throughout the day or week. Learning should include the following:</p>
Beginning	<ul style="list-style-type: none"> • Focus on Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) skills that are the foundation for success in their content classes. • Strengthen academic language - which is inclusive of vocabulary and language structures, oral fluency, reading, and writing. • Personalize instruction based on specific student needs. • Designed in collaboration with content teachers to access resources to plan student work and learning experiences that will build background knowledge and vocabulary. • Be delivered in a pull-out classroom or via inclusion within core content instruction. <p><i>AND</i> Sheltered Content Strategies used by all teachers <i>AND</i> Targeted Reading based on need</p>
Developing/Expanding	<p>ELD-devoted time based on need as determined by the Personalized Learning Team (consider 20-30 minutes) taught by an EL teacher. Learning should include the following:</p> <ul style="list-style-type: none"> • Focused instruction on academic language, including vocabulary and language structures, oral proficiency, reading, and writing. • Personalized instruction based on specific student need.

	<ul style="list-style-type: none"> Designed in collaboration with content teachers to access resources to plan student work and learning experiences that will build background knowledge and vocabulary. ELD Time may be scheduled daily or every other day, in a pull-out classroom or via inclusion within content instruction. <p>AND</p> <p>Sheltered Content Strategies used by all teachers</p> <p>AND</p> <p>Targeted Reading based on need</p>
Bridging	<p>Sheltered Content Strategies used by all teachers</p> <p>AND</p> <p>Targeted Reading based on need</p>

**Proficiency Levels are not ONLY inclusive of WIDA Proficiency levels but also are descriptors to help differentiate by language need as determined by the Personalized Learning Team on p. 20.*

7-12 EL Program Model Overview

Proficiency Level*	Recommended Method of Instruction
Entering	Daily Newcomer English course, based on need as determined by the Personalized Learning Team, taught by an EL teacher focusing on Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) skills that are the foundation for success in their content classes.
Beginning	<p>AND</p> <p>One to Four Sheltered Content or co-taught courses, based on need as determined by the Personalized Learning Team. Courses meet content standards and strengthen student’s academic language - which is inclusive of vocabulary and language structures, oral fluency, reading, and writing.</p> <p>AND</p> <p>Sheltered Content Strategies used by all teachers</p>
Developing/Expanding	One ELD course, based on need as determined by the Personalized Learning Team, taught by an EL teacher. Learning should include the following:

	<ul style="list-style-type: none"> • Focused instruction on academic language, including vocabulary and language structures, oral proficiency, reading, and writing. • Personalized instruction based on specific student need. • Collaboratively designed content teachers to access resources to plan student work and learning experiences that will build background knowledge and vocabulary. • Course may be scheduled daily or on an A/B schedule. <p><i>AND/OR</i> Targeted Language Arts class taught by ELA teacher</p> <p><i>AND</i> Sheltered Content Strategies used by all teachers</p> <p><i>CONSIDER</i> Enrollment in AVID Elective</p>
Bridging	Sheltered Content Strategies used by all teachers

**Proficiency Levels are not ONLY inclusive of WIDA Proficiency levels but also are descriptors to help differentiate by language need as determined by the Personalized Learning Team on p. 20.*

PreK English Learner Methods of Instruction

There are no specific regulations regarding the number of minutes required or recommended for services in early learning settings. In early learning settings, English language specialists partner with early childhood educators to determine how to provide the best opportunities for all children to develop their linguistic skills in English and their primary home languages. Collaborative and inclusive instructional models help ensure that young, multilingual children are always included in the early learning community and that language development approaches benefit all children. English language specialists do not use a pullout model in early learning settings.

Special Considerations: Special Education and EL

Spring Lake Park Schools does not place any student in a special education program based on his/her English proficiency. The criteria for special education are set in accordance with the Individuals with Disabilities Education Act. Prior to the special education referral process, a team of staff members, including EL teachers, classroom teachers, counselors for personalized learning, and special education staff must meet to gather information about the student’s language, cultural, and schooling background to ensure that academic or behavioral difficulties are not due to cultural or linguistic factors. Families must also be

included in this information gathering process to ensure that students are not inappropriately referred to special education due to their language development. Students who are dually identified as English Learners and Special Education students will continue to receive EL services as determined by the student's Individualized Education Plan (IEP). EL teachers and Special Education teachers will meet to determine what level of EL service is appropriate given the student's IEP. The EL teacher will be given a copy of the student IEP for collaboration to be effective. The EL teacher working with Special Education students will attend IEP meetings, document student's progress towards goals related to the scope of English language development instruction, and consult with special education staff. The EL teacher will monitor students' English language development throughout the year and assess students annually with ACCESS for ELLs 2.0. The EL teacher should also provide information to the Special Education team on culture, family, and EL strategies.

Grade Placement of Child

Students are placed at the appropriate grade level, determined by the age of the student. Placing students who are identified as ELs at a lower grade because they do not speak English may violate their civil rights. Any variation must be determined by looking at a variety of materials and conferencing with parents and teachers. This process must be documented and maintained in the cumulative file. Ultimately, grade placement is the principal's responsibility and should be determined in collaboration amongst members of the personalized learning team using the learner profile and map.

Grading Students

Students identified as ELs should accomplish the same competencies using and allowing for the use of linguistic scaffolds. They should be given opportunities to demonstrate content learning in varied and appropriate ways with multiple opportunities to demonstrate mastery. For additional guidance around the use of the Competency Based Learning Rubrics with students identified as EL, please see Appendix A of this document. If a student identified as EL is graded at the "Not Yet" or "Beginning" category of the Spring Lake Park Competency Rubrics, teachers need supporting evidence as to what factors other than limited English proficiency contributed to the failing grade and what scaffolds or alternative assessment options were provided.

Testing Students

Spring Lake Park Schools will follow the state's Guidelines for Testing Students of Limited English Proficiency). All students identified as EL will take state-required MCAs. EL teachers will partner with the school and district assessment coordinators to ensure that students identified as EL are provided appropriate accommodations for any required tests.

Retention of Students

Retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Modifications to instruction for LEP students must be made to ensure non-discriminatory evaluations. Spring Lake Park Schools has an identified process when there are questions of retention, and those processes should be followed for students identified as English learners.

EL PROGRAM REVIEW

MDE Critical Element 2 – Effective Language Instruction Educational Programs (LIEP) LEAs must implement effective LIEPs for ELs.

2.3 *The programs and activities are evaluated to determine effectiveness.*

MDE Critical Element 4 – Parent, Family and Community Engagement LEAs must ensure parent, family and community participation and engagement in LIEPs.

4.4 *The LEA solicits the views of parents about the program and its effects upon their children and involves family and community in the planning, development and implementation of programs for English learners.*

MDE Critical Element 5 – Accountability Requirements LEAs must adhere to state and federal accountability requirements

5.2 *The LEA has evaluated results of English language proficiency assessment and academic assessments and has incorporated the data within its comprehensive needs assessment.*

At the end of each school year, the district's EL team will conduct an overall evaluation of the EL Program. The EL program is reviewed by the team to determine the effectiveness of the program.

Information sources may include MCA test results, ACCESS test scores and progress towards proficiency, progress as measured by the ELD standards, teacher observations or feedback, local assessments such as MAP, parental observations or feedback, records of program participation, grades in core classes, and graduation rate data.

If the program evaluation shows a need for improvement with EL program, the district will collaborate with the site's leadership team to EL services are part of the School Innovation and Improvement Plan (SIIP). Any next steps that are identified as a result of the program evaluation will be implemented within a reasonable timeframe.

Step 5: Annual Reporting and Progress Evaluation

MDE Critical Element 5 – Accountability Requirements LEAs must adhere to state and federal accountability requirements.

5.1 *The LEA ensures that all English learners are annually assessed for their English language proficiency, and assessment is in accordance with state and federal requirements.*

Ongoing assessment will determine continued EL eligibility. Students identified as EL participate in standardized assessments, including the ACCESS for ELLs, Alternate ACCESS, MCA, and MAP, locally developed benchmark assessments, as well as formative assessments to monitor progress towards proficiency and content learning. ESSA requirements do not govern early learning. Therefore, no annual English language proficiency assessment exists for early learning settings. The initial screening is the only requirement for EL identification for PreK students in Voluntary PreK, School Readiness Plus, or Early Childhood Special Education Part B/619.

MDE Critical Element 1 – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

1.5 *For Title III Immigrant Children and Youth, the LEA has a data collection procedure to ensure that the immigrant student count submitted to MDE by June 15th annually via the SSDC system includes only eligible immigrant students that may or may not be English learners. Immigrant children and youth are defined as individuals who:*

1. *is aged 3 through 21;*
2. *was not born in any State or U.S. territory;*
3. *has not been attending one or more schools in any one or more States for more than three full academic years (on a cumulative basis); and*
4. *includes students listed as non-English Learner and English Learner in the Minnesota Automated Reporting Student System (MARSS).*

As schools receive enrollment information for students new to Spring Lake Park Schools the identified school staff will determine if the student meets the definition of an immigrant using the criteria mentioned above. The result of this determination, both if the student meets the criteria to be identified as an immigrant or if the student does not meet the identification

criteria, needs to be reported as the information is gathered throughout the school year to the Data and Continuous Improvement Support Specialist at the District Service Center. The Data and Continuous Improvement Support Specialist is required to record the information in Student Support Data Collection (SSDC) annually by June 1.

1.4 The LEA identifies students with limited or interrupted formal education (SLIFE) and submits the SLIFE identification to MDE via the Student Support Data Collection (SSDC) System by June 15th annually. SLIFE are defined as ELs who:

- *come from a home where the language usually spoken is other than English, or usually speaks a language other than English;*
- *enter school in the United States after grade 6*
- *have at least two years less schooling than the English Learner's peers;*
- *function at least two years below expected grade level in reading and mathematics; and*
- *may be preliterate in the English Learner's native language.*

Each spring, the Data and Continuous Improvement Support Specialist shares a list of potential students identified as SLIFE with the 7-12 grade EL Specialists. The EL Specialists in consultation with the students' math and language arts teachers are responsible for reviewing the criteria above to determine if a student is an English Learner with Interrupted Formal Education. The result of this determination, both if the student meets the criteria to be identified as SLIFE or if the student does not meet the identification criteria, needs to be reported to the Data and Continuous Improvement Support Specialist at the District Service Center. The Data and Continuous Improvement Support Specialist is required to record the information in Student Support Data Collection (SSDC) annually by June 1.

Step 6: Program Exit

MDE Critical Element 1 – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

1.3 *The LEA follows Minnesota’s standardized procedures for exiting students from EL instruction (including data entry procedures for reclassifying no-longer ELs in MARSS).*

Monitoring & Reclassification

Some districts use the term “monitoring” or “monitored student.” The federal term “monitoring” currently refers to the two-year period after the student has demonstrated proficiency on the ACCESS for ELLs.

Students who have demonstrated English proficiency on the ACCESS will be marked as “exited EL” in Campus and will not be assigned an EL program start date the following school year. During the two years following a student’s exit from the EL program, the academic progress of the student must be monitored to ensure that students are able to meaningfully participate in the educational program without additional linguistic support. Spring Lake Park will use progress towards academic competencies, as well as other data points to ensure the student is continuing to show academic growth. If the reclassification of a student negatively impacts a student’s academic performance, the team of staff working with the student will develop a plan to identify next steps to support the exited EL learner. In some cases, re-entry into the EL program may be the best option to support a student. All stakeholders, including students and family members will be involved in the process of determining the best next steps for academic programming.

Districts must wait until ACCESS test scores are available before beginning the exit process. There are two ways a student can be exited from EL services:

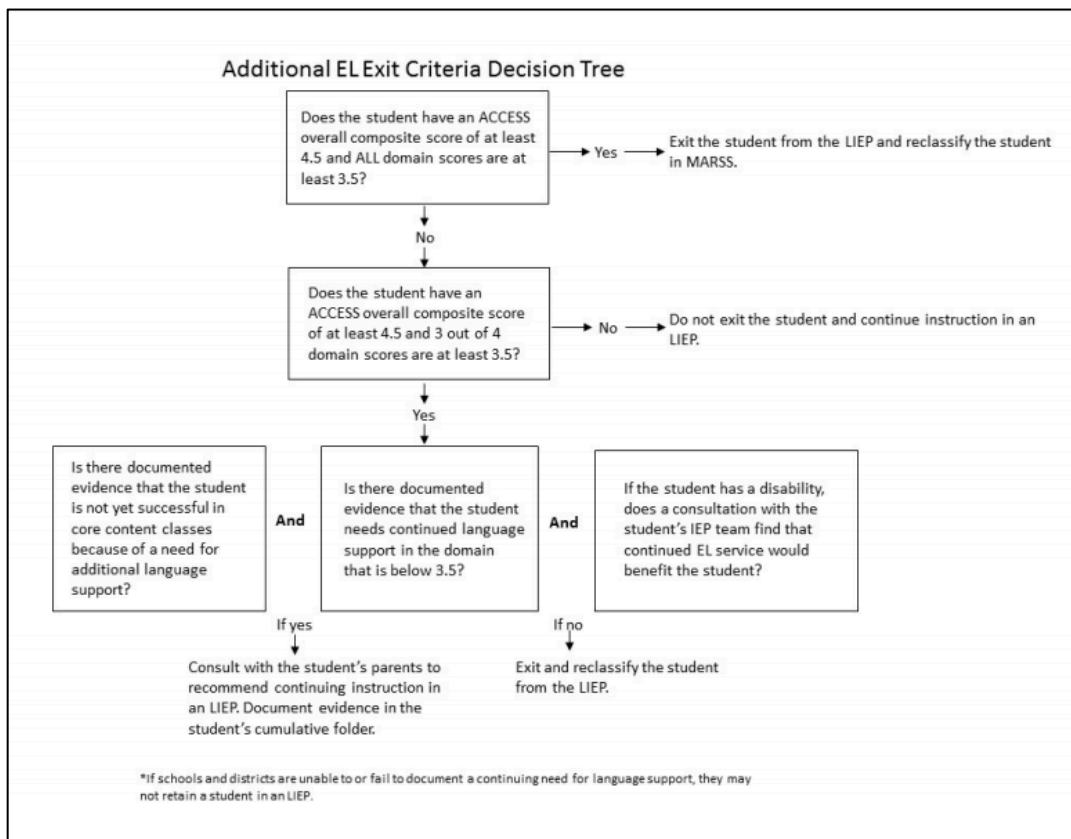
- If a student’s ACCESS composite score is at least 4.5 and ALL domain scores are at least 3.5, the student must be exited from language services and reclassified in MARSS at the beginning of the following school year.
- A student might also be exited with an overall ACCESS composite score of at least 4.5 and three out of four domain scores (listening, speaking, reading, and writing) of at

least 3.5 AND there is documented evidence that the student is successful in core content and documented evidence that the student does not need language support.

For students who take the WIDA Alternate ACCESS, the decision to exit a student from EL services must be made with the IEP team, including family members. Students who score a composite score of a 4 or 5 on the WIDA Alternate ACCESS are automatically exited from EL services. Students at a level 3 are eligible to exit, unless there are concerns about a student's academic language acquisition and the IEP team believes the student would benefit from additional EL services. Students with a composite score of a 2 are generally not ready to exit from EL, although if IEP team has evidence to support reclassification there may be instances where a student is ready to exit with a composite score of a 2.

If a student has not met the ACCESS proficiency score, the student must continue to receive instruction.

Additional K-12 Exit Criteria*



*More information on the Minnesota English Learner Exit Procedures can be found at <http://bit.ly/2AEy5jj>

Step 7: Reclassification

MDE Critical Element 1 (cont.) – Student Identification, Program Entrance and Exit – Local Education Agencies (LEAs) must identify, enter ELs into effective Language Instruction Educational Programs (LIEPs), and exit ELs upon proficiency.

English Learner specialists review the preliminary ACCESS scores in the spring to determine eligibility for exiting EL services and gather additional criteria if needed. All EL specialists will submit a list of newly proficient students who need to be reclassified as “Exited” in Campus to the Analytics and Assessment Support Specialist by June 15 of each school year. This classification change in Campus will indicate an “EL-N” status in MARSS effective for the following school year, indicating that the student will no longer be receiving EL services. It is important to note that students must NOT be reclassified in MARSS during any school year in which the student received EL instruction.

Professional Learning

MDE Critical Element 3: – Staffing and Professional Development LEAs must adequately staff the LIEP and train all staff working with Els

- 3.1 *The LEA assures that ELs have access to teachers who meet current licensing requirements for the state of Minnesota, including any requirements for certification obtained through alternative routes to certification.*
- 3.2 *The LEA assures that all teachers in any language instruction education program for English learners are fluent in English and in any other language used for instruction, including having written and oral communication skills.*
- 3.3 *The LEA assures that instructional paraprofessionals assisting a licensed teacher, including individuals employed in the LIEP have:*
- *completed at least 2 years of study at an institution of higher education*
 - *obtained an associate's (or higher) degree; or*
 - *met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment*
 - *knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, or readiness for the above skills.*

In Spring Lake Park schools, all EL teachers are licensed in the field of K-12 English as a Second Language. Human Resources ensures all criteria are met.

3.4 *The LEA provides effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of LIEPs), principals and other school leaders, administrators, and other school or community-based organizational personnel that (is):*

- *designed to improve the instruction and assessment of English learners;*
- *designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;*
- *effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;*

- *of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom;*
- *aligned with state, local and English language development standards;*
- *[allows] licensed teachers [to] recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are English learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and provides effective training on culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships;*
- *provides teachers of English learners, including [EL] and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English language development across the curriculum;*
- *effectively meets the needs of a diverse student population, including English learners, within the regular classroom and other settings;*
- *includes strategies for training teachers and other school staff to work effectively with parents and guardians;*
- *coordinated with the district's professional development activities; and*
- *evaluated and adjusted where needed.*

Spring Lake Park Schools believes that all teachers have a responsibility to ensure their content is accessible to English Learners. To meet this responsibility, professional learning that addresses instructional strategies for meeting the linguistic needs of students at different English proficiency levels. Professional learning will be personalized for the needs of each site, with information gathered during the program review serving as one data point for identifying learning needs.

The main goals of professional learning related to the EL program will be to:

- Examine our *Spring Lake Park Multilingual Learners Assumptions and Beliefs* about language learning.

- Enable all teachers to develop skills in adapting instruction and assessment to meet the needs of students identified as EL using WIDA's ELD Standards.
- Develop a collaborative relationship between EL teachers and the rest of the school staff.
- Use sheltered instruction strategies in content classes to give all students access to grade level learning.
- Identify and develop academic language specific to content areas.
- Familiarize teachers with WIDA's English Language Development Standards and Proficiency Descriptors and how they relate to the language of their content and individual student's needs.

Parent, Family, and Community Engagement

MDE Critical Element 4 – Parent, Family and Community Engagement LEAs must ensure parent, family and community participation and engagement in LIEPs.

- 4.1 *The LEA has implemented an effective means of outreach to parents of English learners to inform such parents how they can:*
- *Be involved in the education of their children;*
 - *Be active participants in assisting their children to:*
 - *attain English proficiency;*
 - *achieve at high levels within a well-rounded education;*
 - *meet the challenging state academic standards expected of all students;*
 - *become grade-level proficient in reading in English and in their native language; and*
 - *access school and district EL program information.*
- 4.2 *The LEA sends parents of English learners notices of such meetings in an understandable and uniform format, and, to the extent practicable, provided in a language that the parents can understand.*
- 4.3 *Family engagement activities include educational programs and opportunities, including providing family literacy services, parent and family outreach, and training activities, for parents or guardians that are multicultural and multilingual.*

For parents and guardians of students in Spring Lake Park Schools, all families have a right to access relevant information about the school in a language and format that is accessible. Spring Lake Park Schools utilizes in-person translators, phone translators, text-message based translations, and pre-translated documents to ensure that families can fully participate in their students' education. For additional information about how Spring Lake Park Schools reduces language barriers to school-related information, please see the detailed Language Access Plan in Appendix C.

Fiscal Requirements

MDE Critical Element 6: Fiscal Requirements - LEAs must adhere to state and federal fiduciary requirements

6.1 *State and federal funds are used:*

- *for necessary, reasonable and allowable costs that benefit English learners, and, when applicable, immigrant children and youth; and*
- *so as to supplement the level of Federal, State and local public funds that, in the absence of such availability, would have been expended for programs for English Learners and immigrant children and youth and in no case to supplant such Federal, State and local public funds.*

6.2 *Fiscal management procedures and effective internal controls ensure federal requirements are met including:*

- *methods of procurement to be followed;*
- *asset management procedures;*
- *appropriate time-and-effort record keeping; and*
- *meeting the two percent (2%) administrative cap (Title III).*

In Spring Lake Park Schools, budgets and record keeping for state and federal funds for students identified as English Learners is done in partnership between business services, the learning and innovation team, and schools. This ensures that funds are used for allowable costs that benefit English learners.

Nonpublic School Participation in Language Instruction Education Program

MDE Critical Element 7 – The LEA must allow for nonpublic school participation in the language instruction education program.

7.1 *The LEA provides timely and meaningful consultation annually with nonpublic schools in areas served by the LEA to determine effective and equitable services for ELs at nonpublics. Consultation includes:*

- *Whether the nonpublic wishes to have its eligible ELs, their teachers, and other educational staff receive Title III services;*
- *Processes and data sources used to identify students as ELs;*
- *How needs of eligible ELs, their teachers and other educational personnel will be identified;*
- *What services will be offered to meet the language development needs of ELs as well as professional development needs of their teachers and other educational personnel;*
- *The size and scope of the services to be provided to the nonpublic school children and educational personnel;*
- *Whether services will include initial identification of ELs and assessment of their language proficiency, as well as the determination of whether students should exit EL services;*
- *How, where, and by whom the Title III services will be provided;*
- *How and when the [LEA] will make decisions about the delivery of services, including a thorough consideration of the views of the nonpublic school officials on the provision of contract services through potential third-party providers;*
- *How the services will be assessed and how the results of the assessment will be used to improve those services;*
- *The equitable amount of funding available to provide Title III services to serve similar public and nonpublic school students and educational personnel, and how the nonpublic equitable share was determined; and*
- *Documentation of the consultation discussion, and a signed Affirmation of Consultation in compliance with §8501(c)(5).*

7.2 *The LEA ensures use of Title III funds is in alignment with the following:*

- *The control of funds used to provide services and the title to materials, equipment and property purchased with those funds, shall be in [the LEA] for the*

uses and purposes provided in this Act, and [the LEA] shall administer the funds and property;

- *Services shall be provided by employees of [the LEA] or through contract by the [LEA] with an individual, association, government agency, organization, consortium, pooling of funds or other entity;*
- *Providers of services to nonpublic school children and educational personnel shall be independent of the private school and of any religious organization, and the employment or contract shall be under the control and supervision of the [LEA].*

Spring Lake Park Schools engages in regular consultation with nonpublic schools within district boundaries to ensure effective and equitable services for students identified as English Learners attending nonpublic schools. An initial consultation meeting reviews the processes and timelines. If the nonpublic wishes to participate in Title III services, additional consultation occurs throughout the school year regarding identification, services, and use of funds. Spring Lake Park Schools staff should use the following information as they consult with nonpublics:

- Nonpublics need to have identification procedures for English learners. This includes including the Minnesota Language in the enrollment process. If families indicate a home language other than English a follow-up screener should be given. Nonpublic schools can choose the screener they want to use; however, Spring Lake Park Schools is responsible for oversight including ensuring that objective criteria are used. Nonpublics can also choose to use the same language survey and screening process that the LEA uses.
- If the nonpublic wants Spring Lake Park Schools to do the screening for them, this is allowable and would use nonpublic equitable share funds to cover the cost of the screening tool, and the cost for staff to administer the screener.
- Once English learners are identified at a nonpublic, the nonpublic is responsible for testing students to ensure that they are proficient in English and can exit EL services. Nonpublics can choose to use their Title III funds to pay for the ACCESS test as the tool for exiting students, as well the cost for staff to administer the ACCESS . However, there are other assessments that nonpublics can choose that could also be used to assess English skills and therefore exit students from EL services. Spring Lake Park Schools is responsible for oversight including ensuring that objective criteria are used.
- If a nonpublic student is shared-time with the school district, that student MUST participate in both the MN screener and ACCESS assessment as any MN public school student who qualifies for English learner services would.

Laws and Policies

In 1974, the U.S. Supreme Court (*Lau vs. Nichols* case) required all public schools to provide services for English Learners (ELs).

In 1980, the Minnesota Legislature passed the Education for Limited English Proficient Students Act. This Act provided legal definitions for limited English proficient students, general requirements for programs, aid authorization, teacher licensures, and parental rights.

In 2014, the Minnesota Legislature enacted the LEAPS Act, which positioned multilingualism and multiculturalism as assets, stated that teachers and administrators must receive appropriate preparation and continued professional learning to support multilingual learners, and that classroom instruction must be differentiated for the diversity of multilingual learners. The LEAPS Act also emphasizes the importance of engaging multilingual and multicultural families in the education process.

Both the *Lau vs. Nichols* decision and the LEP Act have provided the general framework for the services provided to English learners in Spring Lake Park Schools. A multitude of factors influence the time it takes to demonstrate social and academic English language proficiency. Linguists form a distinction between two areas of English language development: social or conversational language and academic language.

Linguistic Term	Informal Term	Approximate Length of Time Needed to Become Fluent
Basic Interpersonal Communication Skills (BICS)	Social, conversational, or “playground” language	1-3 years
Cognitive Academic Language Proficiency (CALP)	Academic language	5-10+ years

Some factors that affect the length of time it takes **to become proficient in CALP (5-10 years or longer)** are:

- The student’s previous educational background
- The degree of literacy in his/her first language
- The degree of English language proficiency
- The effectiveness of the EL instruction
- The availability and effectiveness of other related interventions

Most experts on the subject agree that English learners should remain in EL programs as long as necessary, rather than for a predetermined amount of time. The philosophy in Spring Lake Park Schools is to support our English Learners to build language proficiency and strong foundations in literacy to achieve proficiency in both BICS and CALP.

Several specific federal laws provide equal opportunities to all citizens and forbid discrimination against citizens on account of race, color, sex, national origin or handicapping conditions in any federally funded activity:

Equal Education Opportunity Act (EEOA), 20 U.X.C. 1703 (1988)

No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Civil Rights Act (Title VI)

In 1970, the federal Office for Civil Rights issued a memo that interpreted Title VI of the Civil Rights Act of 1964, which prohibits discrimination in programs receiving federal financial assistance, to mean that public schools have a responsibility to provide ELLs with equal educational opportunities and required school districts to “take affirmative steps to rectify the language deficiency in order to open its instructional program to these students” (National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs, 2009, FAQ 6).

Every Student Succeeds Act (ESSA) A reauthorization of the Elementary and Secondary Education Act (ESEA). It replaces the previous version of the ESEA the No Child Left Behind Act (NCLB).

Professional Development

(Legislative Requirement 2006)

Professional development for all staff working with English learners is guided by *MN Statute 124D.61, Section 3. General Requirements for LEP Programs*: “Districts with children of limited English proficiency must provide professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency that is (i) coordinated with the district’s

professional development activities; (ii) related to the needs of children of limited English proficiency; and (iii) ongoing.”

Program Revenue

Primary responsibility in meeting the needs of English learners lies in the local school district. Additionally, a variety of state and federal resources are available to supplement (but not supplant) local resources. Funding sources that can be used for quality EL programming include general education revenue, state LEP funding, compensatory funding, transition revenue, and Title I. Title III, a component of the No Child Left Behind Act of 2001, is another source of funding to supplement the resources of a local school district in providing quality education to English learners and immigrant students. The purpose of the Title III funding is to ensure that EL and Immigrant students attain English proficiency in order to fully access the curriculum taught in English and improve academic achievement in the core academic subjects.

Related State Law

Who is an English Learner? (MN Statute 124D.59)

Subd. 2. “Pupil of limited English proficiency” means a pupil in kindergarten through grade 12 who meets the following requirements:

- *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*
- *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.*

What does the home language questionnaire identify? (MN Statute 124D.59)

Subd. 6. Primary language. “Primary language” means a language other than English, which is the language normally used by the child or the language, which is spoken in the child’s home environment.

What is an ESL or bilingual education program? (MN Statute 124D.59)

Subd. 4. English as a second language program. “English as a second language program” means a program for the instruction of pupils of limited English proficiency in the following English language skills: reading, writing, listening, and speaking.

Subd. 5. Bilingual education program. “Bilingual education program” means an educational program in which instruction is given in both English and the primary language of the pupil of limited English proficiency to the extent necessary to allow the pupil to progress effectively through the educational system and to attain the basic skills of reading, writing, listening, and speaking in the English language so that the pupil will be able to perform ordinary class work successfully in English.

Subd. 8. Educational program for pupils of limited English proficiency. “Educational program for pupils of limited English proficiency” means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program.

What are some general requirements for ESL or bilingual education (BE) programs? (MN Statute 124D.61)

A district that enrolls one or more children of limited English proficiency must implement an educational program that includes at a minimum the following requirements:

- *Identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request;*
- *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 children of limited English proficiency through an educational program for children of limited English proficiency;*
- *Professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency which are:*
 - *coordinated with the district’s professional development activities*
 - *related to the needs of children of limited English proficiency; and*
 - *ongoing*
- *To the extent possible, avoid isolating children of limited English proficiency for a substantial part of the school day; and*
- *In predominantly nonverbal subjects, such as art, music, and physical education, permit pupils of limited English proficiency to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for limited English proficient students an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.*

Improper classification of pupils (MN Statute 123B.30)

No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds. Any district so classifying or separating any of its pupils or denying school privileges to any of its pupils upon any such ground shall forfeit its share in all separation, or exclusion shall occur or continue.

The state commissioner upon notice to the offending district and upon proof of the violation of the provisions of this section shall withhold in the semiannual apportionment the share of such district and the county auditor shall thereupon exclude such district from the apportionment for such period.

WIDA Consortium

WIDA's Mission: To promote educational equity and academic achievement for linguistically and culturally diverse students through the development and dissemination of curricular, instructional, and assessment products and resources.

WIDA's Vision: To be the most trusted and valued resource in supporting the education of language learners.

WIDA's Values:

- Innovation: Drawing upon research and practice to create the best resources for children, youth and educators.
- Service: Exceeding expectations with trusted and knowledgeable support of our clients and stakeholders.
- Can Do Philosophy: Recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth.
- Collaboration: Facilitating interaction among educators, state and local educational agencies, researchers, policymakers, and experts worldwide.
- Social Justice: Challenging linguistic discrimination, cultural biases, and racism in education.

Frequently Asked Questions

- 1. Must the district have a process for identifying English learners (ELs)?** YES. If the district does not identify ELs in the district K-12 population, the district cannot provide appropriate service for ELs.
- 2. Should we have a home language questionnaire for all students?** YES. All students, regardless of perceived native language, are required to complete the *Minnesota Language Survey* upon initial registration in the district. In other words, a home language questionnaire should be in the cumulative file of each student in the district.
- 3. Can Spring Lake Park Schools ask for a student's immigration status?** NO. In 1982, the U.S. Supreme Court ruled in *Plyer v. Doe* [457 U.S. 202 (1982)] that undocumented students have the same right to attend public school as do U.S. citizens and permanent residents. As a result, public schools may not engage in any practices that “chill” or hinder the right of access to school. This includes requiring students or parents to disclose or document their immigration status.
- 4. For initial identification as an EL, should Spring Lake Park Schools use just one test or one person's subjective opinion?** NO. The decision to identify a student as an EL should be based on multiple measures, including an appropriate combination of the Minnesota language survey, parent follow-up, and an assessment of English proficiency skills in speaking, listening, reading and writing for students in grades K through 12.
- 5. Is the identification of a student as an EL influenced by whether or not that student generates state limited English proficient (LEP) funds?** NO. Students are identified as ELs based solely on their proficiency in English using developmentally appropriate measures as determined by the district.
- 6. If an EL does not generate state LEP funds, should the student be reclassified as non-LEP in MARSS?** NO. Students are identified as ELs based solely on their proficiency in English using developmentally appropriate measures as determined by the district.
- 7. Must parents be notified when a child is placed in EL or bilingual services?** YES. The school district must notify parents of students' continuing placement in EL, in a language they can understand, within the first thirty days of the school year. Parents of newly enrolled students should be notified of initial program placement within ten days of enrollment.
Can foreign exchange students take part in the EL program? YES. If foreign exchange students meet the district criteria for EL, they should be considered eligible for EL service. However, the district should carefully consider the ability level of

foreign exchange students in content areas and the reasons why the students are attending school in the United States. Often their goals are different from students identified as EL and their needs won't necessarily be met in an EL program.

8. **Can students who are age 21 to 23 receive EL service?** YES. Students who are 20 when they enroll but turn 21 during the school year are eligible to attend high school. Students who are identified as SLIFE may attend high school until they are 23. Students who are in the Transitions Program are also eligible to receive EL Services.
9. **Can the District exit from direct service a student who has not scored in the proficient range on the ACCESS for ELLs?** No. A student can only be exited from EL services after demonstrating English Language Proficiency on the WIDA ACCESS for ELLs 2.0. The team of staff supporting an EL student may personalize what EL services look like for a student based on the needs and strengths of each learner, but a student will continue to receive EL services unless proficiency has been demonstrated, or the family refuses EL services for their student.

Appendix A: Grading Guidance for Students Identified as English Learners (EL)

For students who are identified as English Learners, we must ensure we are in alignment with our English Learner Framework. Teachers of English Learners can consider the following options:

- **For students who are in sheltered courses or other mainstream courses, and K-6 students:** Utilize the necessary scaffolds to allow students to demonstrate their content knowledge without language barriers. The inclusion of scaffolds should not impact grades and progress towards proficiency. If students can demonstrate several pieces of grade-level evidence that demonstrates “in progress” with linguistic supports, their point-in-time grade should reflect “in progress”

For secondary students, use the same grading guidance at point-in-time reporting to determine a letter grade and ensure that assessment of learning is not based on language demands but on content learning. For example, if the student is able to demonstrate several pieces of grade-level evidence that are "in progress" with EL scaffolding and support in place, the student would get a "B" at trimester reporting, in alignment with our grading guidance table.

- **For students who are in entering or beginning level ELD courses:** Use the same grading guidance at point-in-time reporting to determine a letter grade using the grade-level rubric that is best aligned to the competencies the student is currently working on. For example, if the student can demonstrate several pieces that are "in progress" within the rubric levels aligned to their language level, that student would get a "B" at trimester reporting, even if the rubric used is for an earlier grade level. Families and students will also receive information about their student's language acquisition progress and should be informed about which grade-level rubrics are being utilized.

Best practices from our English Learner Framework and the Engagement Strategies toolkit should be embedded into all classes to help students identify their next step in learning.

Appendix B: Co-Teaching in Spring Lake Park

What is co-teaching?

Co-teaching is the intentional placement of two teachers in a classroom to support all learners. With thoughtful planning and design, co-teaching has many benefits, such as:

- Improved access to content-strong teacher
- Access to strong language models
- Increased sense of belonging in the school community
- Language instruction that is aligned to content courses
- Sustained teacher collaboration

Planning for Successful Co-teaching relationships

Co-teaching requires opportunities to collaborate outside of instructional hours.

Considerations that can launch a successful co-teaching relationship include:

- Partnering teachers who are interested in and willing to co-teach together
- Identifying co-teaching partners as early as possible, allowing staff members an opportunity to learn more about the co-teaching process and to collaboratively plan before Workshop Week
- Designating regular co-planning time so that teachers can co-plan, co-assess, and co-reflect on their shared classes, as well as having co-teachers attend the same PLC
- Proactively having teachers co-create norms and expectations for their roles in the co-taught classroom, as well as behavior expectations and classroom routines
- Considering how many different co-teaching partnerships a teacher has
- Recognizing that both teachers are important in the co-taught classroom and minimizing the times that a co-teacher is asked to cover other classes.

Co-teaching is	Co-teaching is not
Two teachers who are equals	One teacher planning and delivering all of the instruction
An opportunity for teachers to bring their unique strengths and areas of expertise to the planning session	One teacher focusing solely on the same group of students while the other teacher works with the rest of the class.
Regularly occurring	Just an extra person to monitor behavior and task completion

Co-Teaching Models

There are several different ways to effectively co-teach. Co-teaching partners will most likely use different models depending on how the learning has been designed for that day. These models include:

Team Teaching: both teachers are teaching at the same time, sharing responsibilities.

Alternate Teaching: One teacher does a part of the lesson while the other teacher observes and assists students. Then, the teachers switch roles.

Station Teaching: both teachers have a station that students rotate through. All students go to each station, regardless of if they are receiving EL or Special Education services or not.

Parallel Teaching: Both teachers simultaneously teach all or part of the lesson to different groups of students. Teachers are able to differentiate their groups.

Appendix C: Language Access Plan

More than 60 different languages are spoken by Spring Lake Park Schools families. We are committed to communicating well with all of the families we serve. We want each family to have the school-related information they need. We want to build a partnership with families to support student success. This Language Access Plan describes the ways we work to reduce language barriers to ensure all families can be informed participants in their students' education.

Language Access Rights

Parent and guardians of students in a public school have rights. If your primary language is not English, you have the following rights under state and federal law:

- Schools must have a way to identify the language you prefer.
- Schools must provide information in a language you understand.
- Schools must provide language assistance to you. This can include translated materials or a language interpreter.
- Schools must provide you with language assistance even if your child understands English or you understand some English.
- Schools must provide translation or interpretation from trained individuals with skills in these areas. Schools may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for you.
- Language assistance must be free to you.

Identifying Language

This is how we determine family language needs.

1. **Student Enrollment:** As parents and guardian enroll in our schools, families identify their preferred language and ways of communicating. The enrollment form is translated into the following languages:
 - Spanish
 - Arabic
 - Ukrainian
 - Russian
 - Hmong

A bilingual enrollment specialist supports families in the enrollment process. Enrollment staff know how to access trained interpreters to help parents and guardians complete enrollment paperwork if needed.

2. **Student Information System:** Each parent and guardian's preferred language and way of communicating is noted and all staff can see it in our student information system, Infinite Campus.

3. **Teacher Communication:** Teachers ask families about their communication preferences when they communicate with them.
4. **Communication with Office Staff:** The main office for each building has cards and posters that allow families to indicate their preferred language. This helps office staff to arrange any language services.

Tools and Resources to Support Language Access

We use the following resources to provide information to families in their preferred language.

Resource	How It Is Used
ParentNotices	ParentNotices is a tool that provides translated forms and notices required by the Every Student Succeeds Act (ESSA). Other documents, such as health notices and special education forms, are also available for staff to use. Documents are translated into Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen.
Professional Document Translation	<p>Translated copies of key documents are available in the following languages:</p> <ul style="list-style-type: none"> ● Spanish ● Arabic ● Somali ● Vietnamese ● Hmong <p>Staff and families can request document translation. Requests can be made to the building’s Administrative Assistant or the Districtwide English Learner Specialist.</p>
Professional Interpreters	<p>We hire trained interpreters to provide language assistance. A list of interpreters is maintained by the Districtwide English Learner Specialist and each building’s Administrative Assistant.</p> <p>Each building’s Administrative Assistant works directly with University Language Services to schedule interpreters for in-person events. Events include conferences and communication nights.</p> <p>Interpreting services are provided free of charge to families.</p>
Multilingual Staff	Multilingual staff may be asked to provide language assistance if they are qualified. They must know the target language. They must have knowledge of special terms or concepts needed for the task in both languages. They must also be trained as an interpreter or translator.
Telephone Interpretation	Spring Lake Park Schools works with LanguageLine Solutions for interpretation services. This is an on-demand telephone interpretation service that offers access

Resource	How It Is Used
Services	to interpreters in 240 languages.
Other Communication Tools	<p>School and classroom communication tools often have the ability to send messages in multiple languages.</p> <p>Staff use a tool called TalkingPoints to text message families in their preferred language. The tool translates in real time.</p> <p>We send automated and translated phone calls using a tool called Blackboard to families that speak Spanish. We send these messages when school is closed or there is another urgent situation.</p> <p>School newsletters are shared with families using a tool called Smore. Smore allows for the newsletter to be translated into many of the languages in our district. The Spring Lake Park Schools website can also be translated into 17 different languages.</p>

Special Education

Spring Lake Park Schools uses translated documents and interpreters to help families take part in their child’s IEP or 504 plan. During the special education evaluation, interpreters are available to help families share their thoughts. Interpreters also join IEP meetings to explain the student’s plan and share information from teachers. Families can ask questions and share concerns during these meetings.

In addition, the district uses translated special education forms from the Minnesota Department of Education and the Transact ParentNotices platform.

Language Access Communication

This plan is shared in a variety of ways.

1. It is published on Spring Lake Park Schools’ website under Services and Immersion and Multilingual Learning.
2. It is included as part of the Spring Lake Park Schools English Learner Framework.
3. Classroom teachers review this plan before school begins each year.
4. The plan is included in the School Handbook.
5. Counselors for Personalized Learning and front office staff share this plan with families as part of the enrollment meeting.

Appeals Process

If you feel your language needs were not met or this plan was not followed, please email *communications@district16.org*. We will review your concern and send it to the right person to follow up.

Continuous Improvement

This plan is reviewed annually by the Lead English Learner Specialist to make sure it is working for families as needs change. The plan also is reviewed to make sure it includes best practices. The plan is reviewed by the Spring Lake Park Schools Board every two years to make sure it supports the school district's goals.

Contacts

For questions about language access, contact communications@district16.org or call 763-600-5000.

For questions regarding language needs of specific students or families, contact your school's main office or Multilingual Language Learner teacher.

APPENDIX D: Strategies Quick List

These are simple changes to the way you already do things. Students identified as ELs need high expectations and sustained academic rigor to be successful.

- Allow use of language translation device or dictionary
- Allow student to collaborate with peers of similar home language, proficiency levels, and native English speakers
- Give students increased wait time: at least 15-20 seconds
- Give clues for questions with short answers (word bank) and/or sentence frames
- Encourage peer work and provide time for sustained interaction
- Allow inventive spelling
- Use chunking and give extended time on assignments/readings
- Give students an outline of the lesson that highlights key concepts
- Give students a note-taking template with key concepts/vocabulary
- Use books or texts at student's reading level to provide content area instruction
- Emphasize 5-8 most important (Tier 2) academic vocabulary terms of a lesson
- Restate, repeat, and speak at an appropriate speed
- Use gestures, pantomime, demonstrations, role playing
- Use pictures, real objects, visuals
- Use manipulatives and simulations
- Use modeling
- Use graphic organizers
- Say and write directions and instructions
- Use clear printing
- Show videos of new concepts in native language or English
- Ensure students understand the use of figurative language (idioms, metaphors, similes, etc.)
- Be mindful of and differentiate sentence structures
- Allow students to record lectures
- Allow students to listen to texts online
- Assign a peer buddy
- Write clear content and language objectives with appropriate supports (sentence frames, key vocabulary, etc.)
- Adapt the task and assessment using the WIDA Can Do's for the student's language proficiency (using pictorial support, answering orally, etc.)
- Collaborate with EL Specialist

Appendix E: Language Line Instructions

Spring Lake Park Schools

Language Line Over-the-phone Interpretation Service

1. Dial **1-866-874-3972**
2. Enter on the telephone keypad or provide the representative:
 - **Client ID#:** 509134
 - **Company Name:** Spring Lake Park School District
 - Press 1 for Spanish or 2 for all other languages

An interpreter will be connected, tell them what you want to accomplish and give any special instructions.

WORKING WITH AN INTERPRETER: Explain the purpose of the call and give the interpreter specific questions or information to interpret.
Interpreters convey information meaning-for-meaning not word-for-word.

INTERPRETER IDENTIFICATION: Our interpreters identify themselves by first name and number only.

IF YOU NEED HELP: Press "0" (zero) to be transferred to a representative.

CUSTOMER SERVICE: CALL 1-800-752-6096 option 1



Appendix F: Glossary of Terms

ACCESS for ELLs 2.0

Assessing Comprehension and Communication in English State-to-State for English Language Learners. It is a standardized, norm-referenced test that assesses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English learners

Alternate ACCESS for ELLs

A standardized and norm-referenced test designed for students with severe cognitive disabilities. The Alternate ACCESS provides an opportunity for students to demonstrate their progress towards the English language development standards that are aligned with WIDA's approach to instructing and testing English language learners.

BICS

Basic Interpersonal Communicative Skills; The language abilities required for verbal face-to-face communication

Bilingual Education

Describes educational programs that explicitly include the student's native language in instruction

CALP

Cognitive Academic Language Proficiency; The language ability required for academic achievement

Cluster Model

A design for grouping students identified as EL receiving EL services together with a classroom teacher to facilitate collaboration

Co-Taught

A design where two teachers collaboratively teach a class to integrate language and content instruction and to promote the inclusion of EL students. For additional information about what co-teaching looks like in Spring Lake Park, please see Appendix B.

EL

English Learner, refers to the student and/or their families (this term was newly adopted by MDE in 2010 to replace ELL)

ELD

English Language Development

ELD Standards

WIDA's five standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies

ESL

English as a Second Language

ESOL

English for Students of Other Languages

ESSA

Reauthorization of the Elementary and Secondary Education Act

Home Language

The language that is spoken in the child's home

L1

First language or native language

L2

Second language

Language Domain

There are four language domains: Reading, Writing, Listening, and Speaking

LEP

Limited English Proficiency

MCA

Minnesota Comprehensive Assessments

MNLS

Minnesota Language Survey

Migratory Child

A child who is, or whose parent is, a migratory agriculture worker

Monitoring

The four-year period after a student has demonstrated proficiency on the ACCESS for ELLs 2.0 and is no longer required to take it. A student does not receive language service during this time.

Newcomer

A student with no English Language skills, who has just arrived in the US

Performance Definitions

Descriptive of the level of English language proficiency and show how English Language Learners process, understand, and produce language at each level of proficiency.

Pull-out

Instructional practice where students identified as EL receive support in small groups based on their level of language proficiency in a pull-out setting (within or outside the classroom).

Push-in (Inclusion)

Instructional practice where students participate fully in the student work and learning experiences with other students. Students identified as EL will receive language instruction in small groups based on their level of language proficiency within the core classroom.

Sheltered Instruction

Teaching approach promoting development of a second language (English) while simultaneously facilitating mastery of academic content taught through that second language

SLIFE

Students with limited or interrupted formal education

Title I

Funding allocated to school districts based on how many students receive free and reduced lunch

Title III

Funding allocated for students who meet eligibility requirements for EL services.

WIDA

Word-Class Instructional Design and Assessment; consortium of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners

WIDA Screener

WIDA English language proficiency assessment; to be used for initial placement into district EL program for students entering second semester 1st grade-12 grade.

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