



Mankato Area Public Schools

Language Instruction Educational Program (LIEP)



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Overview

and Legal Foundations

We want to share information about our district's Language Instruction Educational Program (LIEP), a crucial part of how we support our students. This program is legally required for districts that serve students learning English as an additional language.

Our Multilingual Learner (MLL) program has a clear goal: to help students develop strong communication and academic language skills in both English and their home language. We're committed to making sure all MLL students can access the same grade-level academic content as their peers. To achieve this, our MLL program uses only research-based instructional methods, and all instruction is provided by English as a Second Language (ESL)-licensed teachers.





Purpose and Audience

The purpose of the LIEP plan is to provide transparency and coordinate support for implementation. The plan's intended audience includes district stakeholders such as staff, students, parents, and community members. The plan is compliant with state and federal requirements.

Asset-based Language

This document uses student-first language including the term “multilingual learner, (MLL)” to describe students who are learning an additional language. English Learner (EL) is the current term used for state designation for students not yet proficient in English. The term multilingual learner is a broad category that includes students who were never identified for (EL) status as well as students currently receiving EL instruction, and those who used to have EL status. It also includes students whose first language is English as well as students who have English as an additional language. Using asset-based language focuses on what students bring to the learning environment rather than the service they receive (e.g., special education, reading interventions, etc.). At Mankato Area Public Schools (MAPS) we refer to students identified for EL support as MLL “multilingual learners.” We have transitioned from EL to MLL when referring to MLL programming, MLL teachers, MLL classes, etc. The acronym “EL”, however, is still used in federal law, certain contexts may require the use of EL to refer to this group of students to disaggregate data on language proficiency. In all other cases, asset-based language is preferred and MLL will be used.

Acronyms and Definitions

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

EL: English learner. State definition for student not yet proficient in English. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20)

MLL: Multilingual learner, formerly EL. MAPS transitioned to this term in the 2022–23 school year

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

ELP: English language proficiency

ILP: Individual Language Plan. A tool for documenting and communicating differentiated MLL instruction

LEA: Local Educational Agency (refers to districts and charter schools)

LIEP: Language instruction educational program.

MAPS: Mankato Area Public Schools

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

MNLS: Minnesota language survey – formerly known as the home language questionnaire, it is part of Minnesota's standardized procedures. All districts must include this in their enrollment packets.

NEWCOMERS: New to the country or the United States within the last year

RAEL: Recently-Arrived English Learner (often referred to as “Newcomers”)

SLIFE: Student(s) with limited or interrupted formal education

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

Key



The LIEP Plan uses the following symbols to distinguish requirements and district-specific information. The symbol is displayed next to applicable sections within the LIEP plan and demonstrates the most restrictive requirement.



Required of the LIEP Plan: Required of LIEP plans by state and federal statute



Minnesota's Standardized Procedures: Addresses ESSA requirements all districts in Minnesota must follow



Required of Programs: Meets other state and federal requirements of programs for English learners; also addresses compliance with the federal Office for Civil Rights



MAPS Best Practice: Mankato Area Public Schools support of progress toward proficiency; includes additional coordination across programs. Not required. Subject to change based on needs and resources



Enrollment Procedures



At MAPS, all families complete registration online. To be eligible for MLL services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

1. All families fill out a Minnesota language survey (MNLS) during registration. The student's MNLS indicates:

- The language(s) the student learned first;
- The language(s) the student speaks;
- The language(s) the student understands; and
- The language(s) the student has consistent interactions in.

NOTE: All parents complete an MNLS during enrollment. Interpreters are available upon request. Enrollment staff are regularly trained on these procedures.

2. If a language other than English is indicated for 1a-d above, the student will be referred to the MLL coordinator. MLL coordinator follows the process of identifying students to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction (step 4). A parent interview is conducted when question c. and/or d. on the MNLS indicates English and a language other than English, or when there are discrepancies found on multiple completions of the MNLS. [Parent Interview](#)

3. Once the MNLS has been analyzed and indicates a language other than English, the student takes a screener assessment.

- [WIDA Kindergarten screener](#) (kindergarten through 1st semester of 1st grade). Scores are generated from the WIDA secure portal. Entering Kindergarten students do not qualify for MLL with an oral composite score of 4.5 or higher (if taking only the listening and speaking tests). After the second semester (and first semester of grade 1) students do not qualify for MLL with an overall composite scores of 4.5 or higher (the test must include all four domains).
- [WIDA 1-12 Online Screener](#) (second-semester 1st grade through grade 12) to determine their entrance level of English into the MLL Program and must have an overall score between 1 and 4.4. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for MLL program services.

4. When available by file or in MARSS, the MLL coordinator reviews information provided by the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during steps 1-3 above.

Additional Resource Links:

- [Minnesota Department of Education English Learner Education webpage](#)
- [Minnesota Language Survey Administration](#)
- [Screening for English Language Proficiency](#)

Students who enroll after the initial 30 days of school, follow the same guidelines for taking the appropriate screener but within 10 days of enrollment.



Language Access and Student Reporting



Interpreters: Parents and guardians indicate interpreter or language access needs through online registration and census verification. Schools use the information on file to hire interpreters for parents for school communication, school events, and conferences.

- [Mankato Area Public Schools Language Access Plan](#)

Immediate Enrollment: MLL identification never causes a delay in a student's enrollment into classes. A temporary schedule is developed while the school is determining eligibility.

Upon enrollment in MAPS, birth country, date entered US, and date entered US school information is optional for parents to disclose. This information is used to determine if school staff will need to conduct a parent interview to determine additional information about prior educational experience. The results of the interview are used to determine state-documented Recently Arrived English Learner (RAEL), Students with Limited Interrupted Formal Education (SLIFE), and Immigrant status.



- [New to Country Parent Interview](#)

RAEL Identification Criteria

A recently arrived English learner (RAEL) is a K-12 student who has been identified as an English learner in MN and who has been enrolled in a school in one of the 50 states in the U.S. or District of Columbia for less than 12 months. A student can only be identified as RAEL one time. (RAEL identified students are uniquely included in accountability under ESSA. See MDE RAEL definition for specifics. "Newcomer" is more broadly defined as students who are new-to-district and new-to-country.

SLIFE Identification Criteria

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways. The definition of Student with Limited or Interrupted Formal Education (SLIFE) ([Minn. Stat. § 124D.59, Subd. 2a](#)) students are English learners (EL) who have at least two fewer years of schooling than their peers when entering school in the United States.

SLIFE Resources:

- [MDE SLIFE webpage](#)
- [MDE LEAPS Act webpage](#)

Immigrant Identification Criteria

1. a child who is aged 3 through 21;
2. was not born in any State or any 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)

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



Immigrant Children and Youth resources

- [Immigrant Children and Youth webpage](#)



Student Support Data Collection (SSDC)

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

Migratory Children and Families

Migratory families may move into district boundaries throughout the school year. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, the MAPS Student Support Coordinator and Home School Liaison work with Tri-Valley Opportunity Council (TVOC) to support qualification for migratory services. Upon enrollment parent employment information is gathered. Parents are asked, "In the past three years, has your family moved because someone in your household had a job working with crops, livestock, or processing agricultural products (not including on your own property) on a farm, in a field, greenhouse nursery, or factory?" When the answer is "yes" The Student Support Coordinator or Home School Liaison follow up with the family and submit recruitment requests to TVOC only when conversations with the family confirm the purpose for their move was to seek agricultural work for economic necessity.

Refer to the TVOC website for more information.

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



Migrant Education Program

MAPS follows the following district obligations:

1. The Student Support Coordinator is assigned as the district migrant liaison. Their contact information is entered into [MDE-ORG](#).
2. The Student Support Coordinator works with food service to give migratory children access to free meals.
3. The Student Support Coordinator works with school social workers to confirm homeless eligibility ([McKinney-Vento](#)).
4. The Student Support Coordinator accesses and enters information in MSIX to support inter-/intrastate coordination.

Additional Resource Links:

- [MMERC lending](#) library sends free learning materials for use in classrooms with migratory students.

Note: Districts may enroll migratory children temporarily in the spring and/or fall before or after doing agricultural work. Thus, staff working with students all need to advocate for migratory children and families.



Student Programming



Special Education Program

The Student Support Coordinator and the Assistant Directors of Student Support Services review special needs and referrals for MLL identified students. The MLL program does not substitute for other educational services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions substitute MLL services.

If a student demonstrates the possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or MLL identified students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

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

Dual-identification resources

- [English Learner Disability Resources, MDE](#)
- [English Learner Companion to Promoting Fair Evaluations](#)
- [January 7, 2015 Dear Colleague Letter](#)



Talent Development Identification

Mankato Area Public Schools offers a K-12 continuum of Talent Development to meet the needs of academically talented students. The Talent Development program aims to include the same percentage of MLL identified students as the general population. Additionally, our district's Rising Scholars Program is a Talent Development Service that focuses on high ability learners from populations that have been historically marginalized in programming for academically talented students. Rising Scholars includes high ability students who are culturally diverse, economically diverse, linguistically diverse, and twice exceptional students.

Gifted/Talented resources

- [MAPS Talent Development](#)



MLL Identification Procedures



1. Students identified for MLL status during the identification process will be placed into MLL program instructional levels based on the following:

- WIDA Screener scores are used to inform initial placement.
- The professional judgment of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
- Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.

2. When a student's MLL program instructional services have been determined, the MLL staff member responsible shares a notification letter with parents and students within the required timeframe. The letter notifies parents of their child's eligibility to receive MLL support.

3. The school begins providing MLL services and enters into Infinite Campus and MARSS:

- the student's status as "EL-Yes",
- the home (primary) language, and
- the date the student first received MLL services in the district.



Placement in an LIEP

Students are placed into instructional levels based on English language proficiency (and other factors such as time in the country and SLIFE status) and not content-area proficiency. Assessments such as the Minnesota Comprehensive Assessment (MCA) or the Northwest Evaluation Association (NWEA) tests are not considered for MLL programming decisions. Documentation of the students' ILP is uploaded into Infinite Campus along with past school records, additional assessment data, parent interviews, parent requests or other documentation pertaining to MLL programming decisions such as parent refusal letters for services or assessments.



Parental Notification

Parent letter notifications meet all state requirements under Statute 124D.60 and Federal Title I requirements under Statute 1112(e)(3) and (4). The Student Support Coordinator ensures requirements are met by providing district parent letter templates via Ellevation for notification of not qualifying for MLL, notification of initial MLL program placement, notification of MLL program continuation, and notification of MLL program exit. MLL teachers use Ellevation to create each letter to share with parents.

Parents are given letters in person at conferences or they are mailed home. Parent letters are always printed in a language accessible to the family, usually printed in English and home language. If there is not an accessible language then the letter is shared through oral interpretation. Parent letters are either signed by parents or a conversation of agreement of services are documented.

When parents decline services; the parent notification is signed by the parent and the building principal.



Parental Notification continued

Exit letters and DNQ letters are uploaded into IC.

When we receive records requests from other schools and districts the most recent ILP and Exit Letter or DNQ letter are sent.



Clustering

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



MLL Programming

The MLL program provides English Language Development (ELD) instruction using various instructional models and appropriate instructional materials including MLL curriculum resources. The MLL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. MLL instruction is aligned to grade-level content standards, and all grade-level instruction will include alignment with the WIDA ELD standards and provide supports that allow for access and promote language acquisition.

Classroom teachers have primary responsibility for all students, including those with English learning needs. Staff are trained in the alignment of ELD and content standards through professional development. In addition:

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

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



Staff collaborate to implement the LIEP as shown below:

- **Administrators:** All building principals prioritize teachers integrating language and content in all contexts, and teachers are expected to align their instruction to grade-level content and English language development standards. Principals show support for new multilingual learner programming through professional development, clustering, placement decisions, commitment to equity, hiring of multilingual or multicultural staff, and supporting diversity and multiculturalism. Principals provide collaboration time for MLL teachers, bilingual liaisons, and classroom teachers to work together.
- **Mainstream Teachers:** All mainstream teachers receive ongoing professional development on integrating language and content, providing language supports, and integrating culturally responsive pedagogy. Teachers identify language objectives for every lesson that include language forms, functions, and target vocabulary. Classroom teachers collaborate with MLL teachers and bilingual liaisons to provide emotional, linguistic, and academic support for new multilingual learners. MLL teachers are involved in PLCs in many ways with all grade levels and departments. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. Teachers will also receive professional development on how to integrate home languages into instruction. Strategies include: use of bilingual texts, bilingual resources for pre-teaching, and bridging charts.
- **MLL Teachers:** All MLL teachers align their instruction to grade-level expectations and learning standards from ELA, Math, Science, or Social Studies. MLL Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.
- **Counselors:** Counselors consult with teachers and MLL teachers for scheduling and aligning schedules to ILP. Counselors work closely with MLL teachers and home school liaisons when supporting MLL students. They hire interpreters when needed and schedule meetings with parents and students about career goals and plans, graduation requirements, transcripts, and attendance.
- **Social Workers** work with new multilingual families to provide needed support services and connect families to community resources.



Program Description

MAPS provides English Language Development (ELD) Instruction through the following program models:

Co-Teaching ELD instruction is provided via co-teaching opportunities in the content classroom staffed with a licensed ESL teacher and content teacher. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction.

Co-teaching teams utilize common planning and identify one or two preferred co-teaching models: parallel teaching, team teaching, station teaching, or alternative teaching. Assessments are reviewed by co-teaching teams before and after application to identify target content and language and identify next steps. Co-teaching teams also clarify staff beliefs, norms, roles, and responsibilities for topics including parent communication, behavior management, feedback, instruction, and student grouping.



Push-in ELD Instruction ELD instruction is provided by a licensed ESL teacher (MLL teacher) during regular classroom time. Ideally, push-in occurs during differentiated instruction when the classroom teacher, MLL teachers, and other support staff meet with small groups of students based on needs to provide ELD instruction, intervention and enrichment.

Elementary Example: MLL teacher and classroom teacher collaborate to integrate content and ELD standards and plan instruction based on student needs. ELD instruction is provided by the MLL teacher in a small group in the classroom.

Elementary Example: MLL teacher plans and provides ELD instruction via small group in the classroom using supplemental resources.

Sheltered ELD Instruction

ELD instruction is provided via an ELD-focused class for middle and high school MLL students. Classes range from Newcomer academic reading and writing to content support and independent strategies to enriched content support. ELD instruction is targeted based on areas of need from reading and writing to ELA, Science, Social Studies, or Math English language development support. Students are clustered by proficiency level and/or grade. Classes are taught by licensed ESL teachers (MLL teachers). High school students receive elective credits for ELD classes. Home language supports are encouraged and utilized in instruction.

Pull-out ELD Instruction ELD instruction is provided by a licensed ESL teacher (MLL teacher) outside of the regular classroom. ELD instruction is provided based on needs from beginner/newcomer ELD to enrichment or targeted domain-specific instruction and is aligned to grade-level standards. Students are never removed from core, large-group instruction. Pull-out mostly occurs during independent reading time or intervention time.

Elementary Example: MLL teacher and classroom teacher collaborate to integrate content and ELD standards and plan instruction based on student need. Instruction is provided by MLL teacher in small group outside the classroom setting.

Elementary Example: MLL teacher plans and provides ELD instruction via small group outside the classroom using supplemental resources or a Newcomer curriculum.

MAPS Does Not Offer: Dual-language instruction or Extracurricular language programs beyond our World Language department at the middle school and high school.



Amount and Scope of Instruction

Students with proficiency in Level 1 or 2: Entering and Beginning. Students receive up to 150 minutes each day of English language instruction that meets English language development standards. Students are supported through scaffolding techniques, modifications, and alignment of ELD standards to content standards in mainstream classrooms so that each student can access the grade-level content.

Students with proficiency in Level 3 or 4+: Developing and Expanding. Students receive up to 100 minutes each day of English language instruction. Students are supported through scaffolding techniques, modifications, and alignment of ELD standards to content standards in mainstream classrooms so that each student can access the grade-level content.



Elementary: Daily Instruction Model (based on WIDA ELP levels)



Service Types	Levels 1-2: Entering and Emerging	Level 3: Developing	Level 4+: Expanding	Levels 5- 6: Reaching
Co-teaching	With ELA class or	With ELA class or	With ELA class or	Mainstream all classes
ELD Push-in	20-30 minutes daily or	15- 30 minutes at least 3 days a week. Daily is ideal or	15- 30 minutes at least 2 days a week. Daily is ideal or	Not applicable
ELD Pull-out	20-30 minutes	15-30 minutes at least 3 days a week. Daily is ideal.	15-30 minutes at least 2 days a week. Daily is ideal.	As needed for lowest ACCESS domain

Secondary: Daily Instruction Model (based on WIDA ELP levels)

Service Types	Levels 1-2: Entering and Emerging	Level 3: Developing	Level 4+: Expanding	Levels 5-6: Reaching
Co-teaching	1 to 4 periods	1 to 2 periods	1 period	Mainstream all classes
English Language Development Classes (Sheltered or Pull Out)				
Classroom supports	WIDA Standards Modifications Pass / Fail	WIDA Standards Modifications No pass/fail	WIDA Standards Modifications No pass/ fail	WIDA Standards Modifications No pass/fail



High School Multilingual Learner Courses



Programming for Recently Arrived English Learners/Newcomers

For detailed information about how our district identifies and serves students who are new-to-country, please see Appendix A.

Long Term English Learners (LTEL)

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

In our district, these LTEL supports may include an identified cohort with optional meetings, time to work with a peer mentor, optional before and after-school resource opportunities, and quarterly meetings with a counselor to ensure they are on track for meeting graduation requirements. We provide rigorous coursework and post-secondary options for LTELs.

Staffing to Support Students with MLL Status

The district employs 1 MLL teacher for every 35 students to deliver effective programming and services schoolwide. All MLL teachers will hold a current tiered Minnesota K-12 English as a Second Language (ESL) teaching license. Ongoing professional development around supporting the needs of students with MLL status and their families is required of all MLL teachers, content teachers, and paraprofessionals who work with MLL-identified students, which may include the annual Minnesota English Learners Education Conference (MELEd) or school-wide MLL professional learning.

All teachers are responsible for designing and delivering instruction that meets the needs of all students, including MLLs. They are responsible for embedded ELD standards aligned to content standards during instruction. They are also accountable for designing instruction to be delivered by paraprofessionals.



Individual Language Plans (ILPs)

MAPS teachers create an ILP for all MLL students. Supports are identified, especially for students with specific needs and services, including LTEL, RAEL, and dual-identified Multilingual learners. The ILP documents academic language and ELD achievement goals, progress and growth, supports, and adaptations, and includes linguistic supports or accommodations needed for assessments.

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

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

ILPs are due the first week of November. ILPs include goals, services, modifications, assessment accommodations, and the latest LEP test results. MLL teachers share with parents at conferences or mail them home. MLL teachers upload to Infinite Campus.



Student Outcomes

Multilingual Learners will.....

- Acquire social and instructional language, comprehend and interpret meaning, and respond appropriately in basic interpersonal and academic contexts.
- Speak for a variety of basic interpersonal and academic purposes, with fluency, using appropriate vocabulary, grammar, pronunciation, and nonverbal communication strategies.
- Acquire language and comprehend, analyze, interpret, and evaluate a variety of literary and informational texts.
- Develop literacy skills and academic behaviors for successful participation in English Learner Service and content classes.
- Write for a variety of interpersonal and academic purposes with fluency, using appropriate vocabulary, grammar, and Standard English writing conventions.
- Demonstrate knowledge and understanding of institutions and customs of the United States in order to interact appropriately in social and academic situations.
- Demonstrate rigorous learning beyond minimum requirements, such as participation and achievement in higher-level courses.



Accommodations and Linguistic Supports

Multilingual learners must participate in all state assessments, including Minnesota Comprehensive Assessments (MCAs) and WIDA ACCESS, or MTAS and Alternate ACCESS if required by an IEP. All MAPS students participate in additional state and local assessments as determined by the district assessment calendar. Universal supports and administrative considerations are general supports available for all students on state assessments, with some supports suggested for multilingual learners.

Linguistic Supports are suggested for multilingual learners and former multilingual learners. These supports should align with supports that multilingual learners are provided during classroom assessments.

Accommodations are only available for students with an Individualized Education Program or 504 plan.

The assessment manual for each state or standardized assessment provides detailed information on administrative considerations, universal and linguistic supports, and accommodations.

District and School Assessment Coordinators work with MLL teachers and staff to follow the process in place to communicate and provide needed supports and accommodations to students during each testing window.



Modifications

MAPS teachers and MLL teachers receive professional development on strategies and modifications for supporting MLL students in the classroom. MLL teachers document student-specific modifications on each student's ILP each year. Through the MTSS process, exited MLL monitoring and teacher PLCs or collaborations, modifications are changed or adapted to best meet students' needs.

Pass / Fail Criteria

High School: For New to Country students and/or students scoring proficiency level 1 or 2 and that are not LTEL they may be eligible for a pass/fail grade. Final decisions are made by the principal. Recommendation: If a high school student earns an A, B, or C, they keep the grade. D = Pass and F = no credit. New to Country students and/or students scoring proficiency level 1 or 2 and that are not LTEL.



Assessment and Ongoing Identification Procedures

Annually, all students with EL status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading, and writing skills of MLLs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and K Screener and 1-12 Screener) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

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

Transitioning students from one year to the next

The MLL teachers will evaluate ACCESS data as it becomes available in the spring to determine each student's MLL eligibility for ongoing language instruction.



- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for MLL services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, student continues to qualify for MLL services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the MLL program. However, students may remain in the MLL program only if staff can provide evidence that the student needs continued supports in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the MLL program. The following additional measures could be used:
 - Which assessment was used
 - Description of how scores informed placement
 - Where to access written policies and procedures/information



Program Exit

Students qualify for the MLL Program until they meet the Minnesota Department of Education (MDE) exit criteria. The criteria state that when MLLs reach a level of English proficiency that allows them to fully access the grade level curriculum, then scores on the ACCESS test reflect a score of proficiency.

- Proficiency on the WIDA ACCESS test is a 4.5 or higher overall composite score, with each domain score of 3.5 or higher in all four domains (Listening, Speaking, Reading, and Writing).
- A student may exit with an overall composite score of 4.5 or higher **AND** only one domain score below 3.5, or additional criteria may be applied to determine MLL eligibility.

MLL teachers and MAPS staff may gather additional criteria to show a student needs continued support in ELD from domain-specific assessments.

Listening: WIDA Model, Lexia English scores, informal listening assessments.

Speaking: WIDA Model, Lexia English scores, speaking assessment rubric scores

Reading: WIDA Model, NWEA Reading Informational or Narrative Reading strand scores, summative reading comprehension assessments

Writing: WIDA Model, writing assessment rubric scores, formative or summative writing assessments.

Exit Consideration Resources

[Minnesota English Learner Procedures](#)

[Additional Criteria Decision Tree](#)

Students who exit must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive MLL services. Upon exit, the MLL staff will send a notification letter to the family (in a language and format accessible to the family) within 30 calendar days. The letter will explain:



MLL Exited Monitoring

Students who are exited from MLL services are monitored for 2 years following their exit. If, at any point after this 2 years, it is decided by a team (including, at a minimum, a core teacher, MLL teacher, the student and student's parents, and administrative representation) that the student should again receive MLL services, based on data/evidence of a language need after no response to intervention, the district may choose to rescreen a student utilizing the WIDA Screener. The results of the screener will be analyzed similarly to a new student, and if the student is found to be eligible for services based upon those scores, they may receive MLL services again



Program Evaluation Goals and Measures

Students are assessed annually to ensure appropriate MLL services are being provided. Assessments primarily include ACCESS testing, which is given each spring to all students receiving MLL instruction. Additionally, the teacher monitors progress in all four language domains. In using this data, classroom and MLL teachers make an informed decision on how to best serve the students. MLL teachers collaborate with each other and classroom teachers to align ELD standards and content standards, provide strategies and modifications to support MLL students in the classroom, and improve instruction for language development. Data which is collected from each student is confidential.

MAPS teams meet annually to review data related to current and exited Multilingual learners in order to:

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

MAPS MLL program evaluation includes annual goal setting aligned to Title I and Title III, Part A goals and initiatives. Annually, goals are measured and evaluated via student achievement scores, teacher survey results, and/ or student and parent survey results. District leaders and teachers review results, and they are shared at the annual MLL program committee meeting that includes parents and students.

Feedback from goal results, survey results, meetings, and district and school needs assessments is used to improve and develop new goals. Feedback is gathered on key program elements like the scope and sequence, programming minutes and models, student data, program effectiveness, and overall student support.

A MLL committee meets annually to discuss the multilingual education program and current needs of the students, their families and communities. This committee includes a representation of students, parents, community members, grade-level/content teachers, administrators, and multilingual learner teachers and support staff. This committee focuses on analyzing the program components, student progress based on various levels of assessments, and collection of parent input.



Family and Community Communications

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

- The Language Access plan is available on our district's Multilingual Learner program page.
- Classroom teachers and MLL teachers explain the LIEP to families at parent teacher conferences.
- Interpreters are available when requested by families.
- A link to the Multilingual Learner website is included when communications are sent to parents and families, which includes resources, contact information, and our LIEP plan.
- MLL staff may do home visits or make phone calls with interpreters to promote student success, share educational materials, refer families to local resources, and provide MLL program information.
- During at least one of our Parent Advisory Committee meetings annually, we solicit input on the program, services, and updates to the LIEP plan (see Parent Advisory Committee section below).

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



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

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

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



Communication and Parent Involvement

Parent Teacher Conferences: Interpreters are available for families during conferences. Home school liaisons assist in contacting families to arrange for the conference time and day. Schools make every effort to have a quiet location for these conferences to allow for the interpretation to be heard. MLL teachers report to parents of multilingual students using report cards, and a conference format is used through each parent-teacher conference.

Parent Circles

Beyond parent teacher conferences, each school hosts events and activity nights for multilingual learners. The following activities build community and allow us to share information and gain feedback about multilingual programming, assessments, and resources for families:

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



Liaison and home language outreach for school activities and events: It is a federal requirement to provide families access to information. MAPS provides interpreters for parent-teacher conferences and school events. Home school liaisons, whenever possible, proactively contact parents to explain upcoming events and encourage participation. If there is a need for interpretation or translation during registration, home school liaisons or interpreters are provided. Liaisons and/or interpreters are available for conferences and school events. The language service Propio is used with families if an interpreter for a particular language is not available. All formal letters home are translated into the languages necessary for our multilingual students and their families.



Registration (Secondary): Parents will be contacted in writing and via phone call to explain when and how students should register for classes for the upcoming year. Interpreters will be available during the registration process. Documents need to be translated and provided in both English and the family's home language.



Parent Advisory Committee: Our district's Parent Advisory Committee includes parents representing our diverse student population to ensure district-wide decisions are informed by the diversity of our families' voices. Additionally, parents are invited to participate in other district focus groups, committees and school Parent Circles, events and meetings.

Additional Resources

Differentiation: Planning, Placement, and Scheduling MLLs

- A Parent or Guardian's Guide to School - 2/6/23 ENGLISH

The handbook describes and explains the public school system in Minnesota and the role families can play in their child's education. It is a practical guide to help parents or guardians understand their student's rights as well as the opportunities and resources available to the families and students. Note: The section on Immunizations has been updated to include exemption information.

- A Parent or Guardian's Guide to School - Oromo - 3/1/24
- A Parent or Guardian's Guide to School - Amharic - 12/6/23
- A Parent or Guardian's Guide to School - Somali - 10/26/23
- A Parent or Guardian's Guide to School - Karen - 10/26/23
- A Parent or Guardian's Guide to School - Spanish - 9/6/23
- A Parent or Guardian's Guide to School - Ukrainian - 9/1/23
- Ukrainian Enrollment in Minnesota Schools - Ukrainian Translation - 4/4/23
- Ukrainian Enrollment in Minnesota Schools - 11/23/22

Appendix A: Programming for Recently Arrived English Learners (RAEL)/Newcomers

Definition of RAEL (from MDE) and Newcomers

A recently arrived English learner (RAEL) is a K-12 student who has been identified as an English learner in MN and who has been enrolled in a school in one of the 50 states in the U.S. or District of Columbia for less than 12 months. A student can only be identified as RAEL one time. (RAEL identified students are uniquely included in accountability under ESSA. See MDE RAEL definition for specifics. "Newcomer" is more broadly defined as students who are new-to-district and new-to-country.

Orientation for New Multilingual Students and Families

Registration: Registration forms are completed by the family. Students are enrolled through Central Registration by grade based on birthdate and start in designated neighborhood school. School staff will review records and grade placement decisions. If needed, school staff will involve parents.

"After review, if the placement decision is unclear, the principal will assemble an administrative team. A recommendation from this team will go to the superintendent for final approval. The superintendent's decision will be final." Policy 513



High School: Any student age 18–22 with no previous schooling, interrupted schooling, or without transcripts/ credits will be presented with their options for high school or ABE. If there are no credits to transfer, students will be enrolled in grade 9 to provide the opportunity to obtain a high school diploma.

New to Country: School staff will conduct a parent interview with New to Country students to gather information about educational experiences before coming to the United States. Parent interviews are uploaded in Infinite Campus to PLP documents.

Supporting Initial Acclimation to School: MLL teachers, home school liaisons, school counselors, or other school staff will meet newcomer students before the first day of attendance. Students will receive a building tour. Parents will be given the parent interview. If possible the new student will be introduced to the same language “buddy” in the same homeroom or with a similar schedule. School staff will make sure that the student and family have met the social worker and counselor and received school supplies as needed. School staff will advocate for the student if they need anything additional to participate in school activities (PE uniforms, tennis shoes, boots, winter gear, etc.) MAPS staff will provide curriculum materials in the student’s home language if available (anchor texts, independent reading texts, online resources). School administration will consider clustering up to seven MLL students with other MLL students in the same elementary classroom. Administrators will consult MLL teachers and counselors to create the student’s middle school or high school schedule.

Arrival Materials: All newcomers will receive a paper folder of resources and an electronic copy with links. It may include a picture schedule, names of school staff and teachers, and important data about the school (school handbook, map, school address, attendance policy, busing information, health immunizations, parent portal , nutrition benefits, and community resources). Parents will receive assistance during the formal intake meeting from home school liaisons as needed.

Academic Programs

MLL Specific Progress Reports ILPS: All new MLL–Specific Progress Report ILPs: MLL teachers update students and parents on Individual Language Plan (ILP) progress throughout the year. Language access via translation or interpretation is available for progress reports or conferences.

Newcomer Plan: Newcomers will receive a “Newcomer Plan” that includes their schedule and identified language supports throughout the day. The Newcomer Plan is developed by the MLL teacher in collaboration with the classroom teacher or counselor. The Newcomer Plan is shared with all of the students’ teachers and support staff, including liaisons and the principal.

Placement and Scheduling: Schools include MLL teacher input for student placement. The MLL teacher will work with the counselor or teachers to create the student's schedule. Ideally, the student will be placed in a classroom with a student from the same language background or with another student receiving MLL instruction. It is recommended that schools cluster students receiving MLL instruction; therefore, the newcomer student can join a clustered classroom. The recommendation for clustering is up to seven MLL students in one elementary classroom.



Counseling/Social Work Support: Licensed school social workers and school counselors follow up with students and families to determine additional needs (e.g.: trauma support, basic necessities, community orientation, etc.).

Additional Academic Services (Special Education, Tier 2/3 support, Speech, etc.):

Multilingual learner students who have been identified for additional services will receive those services, such as reading intervention or ADSIS. Special Education identified MLL students receive Special Education or Speech services following their Individual Education Plans (IEPs). IEP documents are translated when a student arrives so that services can be provided. The Student Support Coordinator will assist with translations and interpretations.



Multi-Tiered System of Support

Tier 2 Support: Targeted Interventions for students who require additional support to master essential academic skills or behaviors, are implemented as targeted interventions. These interventions are carefully designed to address specific areas of concern and provide personalized support to help students catch up and make progress.

Tier 3 Support: Intensive Interventions for students who demonstrate significant challenges and require more intensive assistance, are provided. These interventions are tailored to address the specific barriers hindering a student's progress and may involve the expertise of specialized professionals. The goal is to ensure that every student has an equal opportunity to succeed academically and emotionally, regardless of their individual circumstances.

Secondary: Secondary-aged students who are newcomers will meet with the academic counselor to discuss options for pathways toward graduation. The discussion will include four/five/six-year plan options, "aging out" requirements (school until 22 or 23), Adult Basic Education (ABE) opportunities, Alternative Learning Center (ALC) options, potential Internships, PSEO, and post-secondary preparation.

Additional Instructional Supports: Targeted Services (After School and Summer programming) As other multilingual learners, newcomers may be referred to targeted services after school program options. MLL teacher input is included in the decision-making process.

Physical Break Space: Schools try to identify a "safe space" where new Multilingual Learners can go when they need to take a break or feel like there is a "home" for them within the school. Language fatigue and culture shock will tire students. (Students may also go through a "silent period" for a number of months when they do not produce oral and/or written language). Teachers continue to provide emotional and academic support for Newcomers as they acclimate to the school setting, knowing that this may take years.

Home Language Support: Whenever possible, MLL teachers, home school liaisons, and school staff work to provide home language support for Newcomer students in classrooms. They can provide information, translate materials, provide support in home language, provide interpreters for conferences and school meetings, and access digital tools and assistive technology. All MAPS staff follow our Language Access Plan.

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



Contact Information

 (507) 387-3017

 <https://www.isd77.org/academics/english-learners>

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