ART & SCIENCE ACADEMY

English Learner Language Instruction Educational Program Plan

Grades K-8 | Readiness and Activation Plan | School Year 2026-27

District No. 4227-07 | Isanti, Minnesota

Proposed effective date: August 2026
Review cycle: Annual and whenever state or federal requirements change
Plan owner: Executive Director or designee / EL Coordinator

Board approval date: _____
Board motion/resolution number: _____

Plan Status and Required Local Completion

Current status: As of July 28, 2026, ASA has no students identified as English learners. This is a readiness and activation plan. ASA continues to administer the Minnesota Language Survey to every enrolling student. If the survey indicates that a student uses or understands a language other than English, ASA will promptly use the appropriate WIDA Screener and activate the identification, notification, staffing, service, assessment, reporting, and monitoring procedures in this plan.

Important: This plan incorporates current federal and Minnesota requirements available as of July 28, 2026. Before or immediately upon activation, ASA must confirm the named EL coordinator, appropriately licensed EL teacher or contracted provider, records location, service schedule, and language-assistance provider. Lack of a current EL enrollment does not remove ASA's identification, screening, or readiness obligations.

Local item	ASA entry before implementation
Designated EL coordinator	Melissa Erickson / Director of Student Services
Licensed EL teacher/provider upon activation	ASA will secure an appropriately Minnesota-licensed EL teacher or contracted provider when a student requires screening or qualifies for EL services.
Primary records location	Student cumulative file and secure, access-controlled EL records folder maintained by the Director of Student Services
Interpretation/translation provider	Qualified interpretation or translation provider coordinated by the Director of Student Services based on the language needs of the student and family
Annual staff training date	Completed annually before the start of school and as needed when a student triggers the EL identification or service process
Board review/appr	Date: _____ Motion: _____

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1. Purpose, Vision, and Legal Framework

1.1 Purpose

Art & Science Academy (ASA) maintains this language instruction educational program (LIEP) readiness plan so that any student identified as an English learner (EL) receives timely and appropriate services. ASA currently has no identified EL students. When a student qualifies, the program will develop English proficiency in listening, speaking, reading, and writing while ensuring timely, meaningful, and equal access to grade-level academic content, school programs, services, activities, and ASA's mission-driven art and science learning opportunities.

ASA recognizes multilingualism as an asset. English language development is a shared responsibility: licensed EL educators provide specialized language-development instruction, classroom and content teachers provide accessible grade-level instruction with appropriate language supports, and school leaders ensure that the program is adequately staffed, implemented, monitored, and evaluated.

1.2 ASA Mission Alignment

ASA provides outstanding artistic and scientific programs. The LIEP advances that mission by ensuring that multilingual learners can participate meaningfully in rigorous, integrated learning and demonstrate knowledge through multiple language modalities.

1.3 Governing Requirements

- Title VI of the Civil Rights Act of 1964 and its implementing regulations prohibit national-origin discrimination and require meaningful access for students and families with limited English proficiency.
- Section 1703(f) of the Equal Educational Opportunities Act requires appropriate action to overcome language barriers that impede equal participation.
- The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), requires standardized EL identification, annual English language proficiency assessment, accountability, and timely parent notification.
- Minnesota Statutes sections 124D.58 through 124D.65 govern English learner programs. Section 124D.61 requires uniform entrance and exit procedures, ELD instruction aligned to Minnesota standards, a written proficiency-level service plan specifying amount and scope, ongoing professional development, limited isolation, and equal participation.
- Minnesota's standardized EL identification and exit procedures, Minnesota Language Survey (MNLS), approved WIDA assessments, MARSS/Ed-Fi reporting requirements, and Minnesota ELD standards govern local implementation.
- The Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act apply fully to EL students; language acquisition must not be confused with disability, and disability must not be used to deny EL services.
- The Family Educational Rights and Privacy Act (FERPA), Minnesota Government Data Practices Act, and applicable records-retention rules govern student information.

Program standard: ASA will use a sound educational approach, provide personnel and resources sufficient to implement it, and evaluate whether the program is overcoming language barriers. When results show the program is not effective, ASA will make timely changes.

2. Roles, Responsibilities, and Records

Role	Core responsibilities
Board of Directors	Adopt policy and budget support; receive periodic program-effectiveness reports; oversee the Executive Director without managing individual student services.
Executive Director/designee	Ensure legal compliance, staffing, resources, implementation, annual evaluation, corrective action, and board reporting.
EL coordinator	Maintain the LIEP; train staff; oversee MNLS review, screening, placement, service schedules, ACCESS administration, exit decisions, monitoring, reporting, records, and family notices.
Licensed EL teacher/provider	Deliver and document ELD instruction; establish language goals; collaborate with classroom teachers; monitor progress; support ACCESS and exit decisions.
Classroom/content teachers	Provide grade-level instruction, language objectives, scaffolds, appropriate accommodations, formative data, and collaboration.
Enrollment/office staff	Obtain an MNLS for every student, avoid impermissible immigration inquiries, route surveys promptly, maintain enrollment records, and support timely notices.
MARSS/Ed-Fi coordinator	Accurately report EL status, service data, SLIFE and immigrant indicators when applicable, and reclassification dates.
Special education/504 staff	Coordinate valid identification and dual services; ensure IEP/504 and EL teams collaborate on assessments and access.
All staff	Use qualified interpreters when needed, protect privacy, avoid discrimination, and refer language-access concerns promptly.

2.1 Required Student-Level Records

- Completed and dated MNLS, including any valid correction or parent clarification.
- Screening records, score reports, eligibility decision, and screening date.
- Initial and annual parent notifications, language and delivery method, and date sent.
- EL service plan, schedule, proficiency data, language goals, and service documentation.
- ACCESS or Alternate ACCESS results and accommodations.
- Exit decision, required additional criteria when applicable, parent notice, and reporting update.
- Former EL monitoring evidence and any intervention or re-entry decision.
- Relevant SLIFE, recently arrived, or immigrant data collected without requesting immigration or citizenship status.

3. Identification and Initial Placement

3.1 Minnesota Language Survey

1. Enrollment staff obtain a completed Minnesota Language Survey for every enrolling student, regardless of race, ethnicity, birthplace, disability, or perceived English ability.

2. The survey is provided and explained in a language and manner the parent or guardian can understand. A qualified interpreter is used when needed.
3. Staff do not ask about citizenship or immigration status and do not require a Social Security number. Information used for Title III immigrant reporting is limited to permissible student birth and prior-schooling information.
4. The EL coordinator or trained designee reviews the MNLS promptly. Any indication that the student uses or understands a language other than English triggers screening under Minnesota's standardized procedures, unless valid Minnesota records establish the student's current EL status.
5. If information is incomplete, inconsistent, or later shown to be inaccurate, trained staff contact the family with language assistance, document the clarification, and follow current MDE guidance. Staff do not change an MNLS merely to avoid screening.

3.2 Records Review and Screening

6. ASA first seeks records from the prior Minnesota school, including EL status, ACCESS results, screener results, service information, and exit or monitoring status.
7. A student requiring screening is assessed by trained staff using the current state-approved, grade-appropriate WIDA Screener: WIDA Screener for Kindergarten; WIDA Screener Online or Paper for students in the applicable grade bands; or WIDA Alternate Screener only when the student meets current alternate-screener eligibility requirements.
8. Screening occurs as soon as practicable so services begin without avoidable delay. Identification follows Minnesota's current standardized entrance criteria; local judgment may not override state entrance criteria.
9. The EL coordinator documents the decision, assigns EL status in the student information/reporting system, develops the initial service schedule, informs staff who need the information, and begins services promptly.
10. ASA does not delay enrollment, grade placement, core instruction, special education evaluation, or other required services while awaiting international records or English proficiency information.

3.3 Current Minnesota Entrance Criteria

Assessment	EL eligible	English proficient/not initially eligible
WIDA Screener for Kindergarten - first semester	Oral Composite below 4.5	Oral Composite 4.5 or above
WIDA Screener for Kindergarten - second semester	Overall Composite below 4.5	Overall Composite 4.5 or above
WIDA Screener - second semester grade 1 through grade 8	Overall Composite below 4.5 OR any domain below 4.0	Overall Composite at least 4.5 AND every domain at least 4.0
WIDA Alternate Screener	Overall Composite (or first-semester K Oral Composite) below 3.0	Applicable composite at least 3.0

Use the current MDE standardized procedures if state criteria, approved assessments, grade bands, or administration rules change. This table is current as of July 28, 2026.

4. Parent and Family Communication

4.1 Initial and Annual Notice

For a student identified before or at the beginning of the school year, ASA provides the ESEA-required parent notice no later than 30 calendar days after the beginning of the school year. For a student

identified during the school year, ASA provides notice within two weeks of placement in the LIEP. ASA also provides annual notice of continued eligibility and services within the applicable federal timeline.

- The reason for identification and the student's English proficiency level and assessment method.
- The student's academic achievement level, when required and available.
- The program method, how it differs from other available programs, and how it meets the student's needs.
- How the program will help the student learn English and meet grade-level academic standards.
- Specific exit requirements, expected transition, and expected rate of graduation when applicable.
- For a student with a disability, how the LIEP supports the objectives of the IEP.
- The parent's right to decline or withdraw the student from the specific LIEP services and the options or assistance available.
- A school contact who can answer questions.

4.2 Meaningful Communication

ASA communicates essential information with parents and guardians in a language and manner they can understand. The school provides qualified interpretation or accurate translation at no cost for enrollment, EL notices, conferences, discipline, special education and Section 504 matters, health and safety, academic progress, complaints, and other significant school information.

- Students, siblings, and untrained minors are not used as interpreters except in a genuine emergency while qualified language assistance is being secured.
- Automated translation may assist routine communication but is reviewed for accuracy when information is high-stakes, complex, or legally required.
- ASA documents the language used, mode of communication, interpreter/translator when applicable, date, and delivery method.
- A parent's refusal of a particular EL service does not remove the student's EL status or ASA's duties to assess English proficiency annually, provide meaningful access, monitor progress, and offer appropriate language supports.

5. Language Instruction Educational Program

Activation trigger: This section becomes operational when a student meets Minnesota's standardized EL entrance criteria through the applicable WIDA Screener or transfers to ASA with valid records showing current EL status. ASA will promptly secure an appropriately licensed EL teacher or qualified contracted provider and implement an individualized schedule consistent with this plan.

5.1 Educational Approach

ASA uses a combination of designated English language development and integrated language support. The model may include licensed EL teacher push-in/co-teaching, scheduled small-group or individual ELD, consultation and co-planning, and language-support strategies embedded in grade-level instruction. Placement is based on English proficiency, age, grade, prior schooling, academic data, disability-related needs, and student response—not staffing convenience.

5.2 Instructional Standards

- Minnesota English Language Development Standards and the current WIDA ELD Standards Framework.

- Minnesota academic standards and grade-level curriculum in English language arts, mathematics, science, social studies, art, music, physical education, health, and STEAM.
- Explicit development of listening, speaking, reading, and writing through meaningful content.
- Language expectations for narrating, informing, explaining, and arguing across disciplines, as appropriate to grade and task.
- Asset-based, culturally and linguistically responsive instruction that recognizes home languages and cultures as resources.

5.3 Individual EL Service Plan

For each EL, the licensed EL teacher/provider maintains a service plan or equivalent record that identifies current proficiency by domain, language-development goals, instructional model, scheduled minutes and frequency, responsible provider, location, collaboration plan, accommodations, progress measures, family communication needs, and review dates. Service plans are reviewed at least each grading period and whenever data indicate a need for change.

6. Amount and Scope of Services

Because ASA currently has no identified EL students, it does not presently operate an EL service schedule. Upon identification or enrollment of an eligible student, ASA will activate services without avoidable delay. The following framework establishes ASA's minimum planned service intensity and guides staffing or contracting decisions. The licensed EL teacher/provider may increase services based on need. Any reduction must be supported by current data and documented in the student's EL service plan. Push-in/co-teaching minutes count as ELD only when a licensed EL teacher/provider is intentionally delivering language-development instruction aligned to ELD standards and documented language goals.

ELP level / profile	Minimum designated ELD	Integrated support and collaboration	Primary emphasis
Level 1 - Entering; newcomers and some SLIFE profiles	45 minutes daily, 5 days/week; additional support as needed	Weekly EL/content planning; daily classroom scaffolds; frequent family contact during transition	Survival/social and instructional language; school routines; foundational literacy; access to grade-level concepts
Level 2 - Emerging	40 minutes daily, 5 days/week	Weekly EL/content planning; daily scaffolds and supported interaction	Vocabulary, sentence development, oral interaction, reading and writing tied to grade-level content
Level 3 - Developing	30 minutes daily, 5 days/week	Regular co-planning or consultation; targeted classroom supports	Extended discourse, comprehension, academic language, explanations and written production
Level 4 - Expanding	20 minutes daily, 4-5 days/week or equivalent scheduled service	At least biweekly consultation; targeted supports in domains below proficiency	Precision, complexity, independence, and discipline-specific language
Students approaching exit	Service based on domain need; generally at least 20 minutes, 3 days/week until exit criteria are met	Progress review at least each grading period; targeted teacher consultation	Lowest domain(s), independent grade-level access, and transition readiness
EL with most significant cognitive disability	Individualized schedule developed jointly by EL and IEP teams	EL/IEP collaboration and accessible communication system	Language development through accessible modalities aligned with the IEP and ELD standards

Scheduling safeguard: EL services must supplement—not replace—core instruction, special education, Title I intervention, art, music, physical education, STEAM, recess, or other required/elective opportunities. If unavoidable conflicts occur, teams rotate or redesign services and document how equal access is preserved.

6.1 Newcomers and Students with Limited or Interrupted Formal Education

ASA completes an individualized educational history review for recently arrived students and students who may meet Minnesota's SLIFE definition. The school uses permissible information about prior schooling, literacy, mathematics, language background, age, and educational experiences. ASA does not ask about citizenship, visa, sponsor, or immigration status.

- Provide intensive, age-appropriate language and orientation supports without unnecessarily segregating students.
- Maintain access to grade-level content, peers, electives, art, science, STEAM, physical education, and extracurricular activities.
- Use home-language resources when feasible and appropriate.
- Distinguish interrupted schooling and language acquisition from disability.
- Report SLIFE, recently arrived, and immigrant indicators in the required state system when applicable and supported by documentation.

7. Access to the Full Educational Program

- EL students receive the same opportunity as peers to enroll in and complete grade-level core curriculum.
- EL students may not be placed in a lower grade or less rigorous curriculum solely because of English proficiency.
- EL students have equal access to gifted and talented identification, advanced learning, Title I, MTSS, special education, Section 504, counseling, technology, transportation, food service, extracurricular activities, and school events.
- ASA avoids isolating EL students for a substantial part of the school day and supports interaction with English-proficient peers.
- Students participate fully and equally in art, music, physical education, STEAM, Innovation Days, performances, exhibitions, and other mission-driven opportunities.
- Discipline decisions account for language access; inability to understand English is not treated as defiance or misconduct.
- ASA provides language assistance necessary for students to understand safety procedures, bullying/harassment reporting, student rights, and school expectations.

8. Assessment and Accommodations

8.1 Annual English Proficiency Assessment

Every student reported as EL participates annually in the applicable ACCESS for ELLs assessment, including a student whose parent has declined specific EL services. A student with the most significant cognitive disability may participate in the applicable alternate English language proficiency assessment only when eligibility requirements are met through appropriate team decision-making.

8.2 Academic Assessment

- EL students participate in Minnesota statewide academic assessments as required.
- Only accommodations permitted by the applicable assessment manual are used.
- Classroom and local assessments include language supports that preserve the construct being measured.
- The EL teacher/provider and classroom teachers use multiple measures, including ACCESS, screening results, FASTBridge/STAR data, curriculum assessments, work samples, observation, attendance, and engagement.
- Assessment results are interpreted in light of English proficiency, opportunity to learn, prior schooling, cultural and linguistic factors, and disability when applicable.

9. Students with Disabilities and EL Status

EL and disability status are separate determinations. ASA provides both EL and special education or Section 504 services when a student is eligible. EL services are not suspended because a student has an IEP, and an evaluation is not delayed until the student becomes proficient in English.

- Evaluation teams use valid, nondiscriminatory procedures and assess in the student's native language or other mode of communication when feasible and required.
- The team considers language development, educational history, instruction received, attendance, cultural factors, intervention response, and performance across languages before identifying a disability.
- Qualified interpreters support parent participation in evaluations, eligibility meetings, IEP/504 meetings, and notices.
- The EL teacher/provider participates or provides relevant information for IEP/504 planning and English proficiency assessment accommodations.
- The IEP and EL teams coordinate schedules so the student receives both services and maintains access to the full program.
- For WIDA Alternate Screener or Alternate ACCESS decisions, ASA follows current MDE eligibility guidance and documents the collaborative decision.

10. Continuing Eligibility, Exit, and Reclassification

10.1 Continuing Eligibility

Students remain EL-eligible and continue receiving appropriate services until they meet Minnesota's standardized exit criteria. Annual ACCESS results and current domain-level information are reviewed promptly. ASA does not exit a student solely because of grades, parent request, time in program, staffing levels, disability, or performance on a local English-language arts assessment.

10.2 Current Minnesota Exit Rule

ACCESS result	Required decision
Overall Composite below 4.5	Continue EL status and services.
Overall Composite at least 4.5, but two or more domains below 3.5	Continue EL status and services.
Overall Composite at least 4.5 and all four domains at least 3.5	Reclassify as English proficient and exit EL status.

ACCESS result	Required decision
Overall Composite at least 4.5; three domains at least 3.5; one domain below 3.5	Apply the current MDE-approved additional-criteria process. Document the evidence and decision.
Alternate ACCESS	Apply Minnesota's current Alternate ACCESS exit guidance and required collaborative decision process; do not apply the general ACCESS rule mechanically.

The general ACCESS rule is current as of July 28, 2026. ASA will use current MDE procedures, including special 2026 transition-year directions and any later standard-setting updates.

10.3 Exit Procedure

11. The EL coordinator obtains and verifies the applicable ACCESS results.
12. The licensed EL teacher/provider applies the standardized state criteria. When one domain is below 3.5, the team uses only current MDE-approved additional criteria and documents the evidence.
13. For Alternate ACCESS, the EL teacher/provider, IEP team, and parent/guardian collaborate as required by current state guidance.
14. The school sends a translated or interpreted exit/reclassification notice and explains the transition and monitoring process.
15. The MARSS/Ed-Fi coordinator updates EL status and exit/reclassification data within required reporting timelines.
16. The EL coordinator adds the student to the former-EL monitoring roster and informs current teachers of the monitoring process.

10.4 Re-entry

A former EL who experiences academic difficulty is not automatically reclassified as EL. ASA reviews monitoring data, instructional opportunity, interventions, disability-related factors, and evidence of language need. Re-entry occurs only through the current Minnesota standardized procedure, with appropriate assessment, documentation, reporting, and parent notice.

11. Monitoring Former English Learners

ASA formally monitors students for at least four complete academic years after exit, consistent with federal reporting and monitoring expectations, and may continue local observation when appropriate. Monitoring is documented at least twice during the first year and at least annually in years two through four; more frequent review is used when concerns arise.

Monitoring period	Minimum review	Evidence considered
Year 1 after exit	End of first grading period and at least one later review	Grades, local assessments, teacher feedback, attendance, behavior/engagement, work samples, interventions
Years 2-4 after exit	At least annually	Academic progress, statewide/local assessment data, course/program access, intervention and teacher evidence
Any year with concern	Prompt problem-solving review	Language-development evidence, opportunity to learn, instruction/interventions, disability considerations, family input

If a former EL is not progressing, ASA determines whether the cause is language acquisition, academic skill need, attendance, disability, instruction, or another factor. The school provides timely supports and follows current state re-entry procedures only when evidence supports renewed EL eligibility.

12. Program Evaluation and Continuous Improvement

The Executive Director and EL coordinator evaluate the LIEP annually to determine whether it is implemented as written, students are developing English proficiency within a reasonable period, EL students have meaningful access to grade-level content and programs, former EL students sustain success, and disparities are being addressed.

Evaluation area	Measures and evidence	Review cadence
Identification and notice	MNLS completion; screening timeliness; parent notice timeliness; records accuracy	Fall audit and quarterly review
Service implementation	Scheduled vs. delivered minutes; staff licensure; caseload; missed services; collaboration logs	Each grading period
English development	ACCESS growth, domain growth, progress toward language goals, time in program	Each grading period and annually
Academic access and outcomes	FASTBridge/STAR, MCA, grades, growth, interventions, participation by student group	At least three times annually
Equity and participation	Gifted/advanced access, SPED/504 patterns, discipline, attendance, electives and activities	At least annually
Former EL success	Monitoring results, interventions, re-entry review, academic progress	At least annually
Family access	Language assistance use, satisfaction/feedback, complaints, translated communications	At least annually

12.1 Corrective Action

When implementation or outcomes are insufficient, ASA identifies root causes and adopts a written improvement response with responsible staff, actions, resources, milestones, and follow-up dates. Possible responses include schedule redesign, additional service time, staffing or contracted support, professional learning, curriculum changes, stronger collaboration, improved family communication, or revised progress-monitoring practices.

12.2 Governance Reporting

At least annually, the Executive Director presents the Board with aggregate, privacy-protected information about EL enrollment, program model, staffing, implementation, English development, academic access, former EL monitoring, family communication, compliance, and improvement priorities. The Board monitors results and resource alignment without discussing identifiable student information in open session.

13. Professional Learning and Staffing

13.1 Staffing

- While ASA has no identified EL students, the Executive Director maintains a current activation pathway identifying potential licensed staff, contracted providers, MDE/WIDA training needs, and interpretation/translation resources.
- Specialized ELD instruction is delivered by an appropriately Minnesota-licensed EL teacher or otherwise qualified provider consistent with state licensure requirements.
- Staffing, caseload, schedule, and resources must be sufficient to deliver the written plan; a small EL enrollment does not eliminate ASA's obligations.
- Paraprofessionals may reinforce instruction under appropriate supervision but do not replace licensed EL instruction.
- ASA verifies licensure, training, assessment certification, and contractor qualifications annually.

13.2 Annual Professional Learning

- Enrollment staff: MNLS administration, family language access, records routing, and prohibited immigration-status inquiries.
- EL and assessment staff: current WIDA screener, ACCESS/Alternate ACCESS, state identification/exit procedures, test security, and accommodations.
- Teachers and instructional staff: ELD standards, language objectives, scaffolding, academic conversation and writing, culturally and linguistically responsive instruction, grading, and referral practices.
- Special education/504 staff: distinguishing language acquisition from disability, nondiscriminatory evaluation, dual services, and alternate assessment decisions.
- Administrators: program design, staffing sufficiency, civil-rights obligations, data review, complaint response, and program evaluation.
- Front office and family-facing staff: qualified interpretation, translated notices, privacy, and documentation.

14. Data Privacy, Reporting, and Records

- EL status and assessment information are educational records shared only with staff who have a legitimate educational interest.
- Board and public reports use aggregate or appropriately suppressed data.
- ASA accurately reports EL status, services, exit/reclassification, SLIFE, and immigrant information through MARSS/Ed-Fi and other required systems.
- Records are retained according to ASA's records-retention schedule and applicable law.
- Email, shared drives, student information systems, and contractor platforms must use appropriate access controls.
- Families may inspect eligible education records and pursue correction rights consistent with FERPA and applicable Minnesota law.

15. Annual Implementation Calendar

Time	Required actions
Before school opens	Update the readiness plan and forms; train enrollment staff on the MNLS and screening trigger; identify staff/provider options; verify WIDA access/training and interpretation resources; review transfer records.
First 30 calendar days	Complete required notices for students identified before/at school start; begin services; verify MARSS/Ed-Fi; share student plans with relevant staff.
Throughout enrollment	Review every MNLS; obtain records; screen promptly; begin services; provide placement notice within two weeks for students identified during the year.
Each grading period	Review progress and service delivery; update goals/supports; document family communication; address missed or insufficient services.
Winter/spring	Prepare and administer ACCESS/Alternate ACCESS; ensure accommodations, training, security, participation, and makeups.
After results	Apply standardized continuing eligibility/exit procedures; notify families; update reporting; begin former-EL monitoring; use the 2026 transition-year data as directed by MDE.
Year end/summer	When no ELs are enrolled, document zero enrollment and audit readiness procedures. When the plan is active, evaluate the program, review former ELs, audit records, report aggregate results, and revise staffing, budget, PD, and services.

Appendix A. Identification and Exit Decision Rules

A.1 Initial Identification

Step	Decision/control
1. MNLS	Obtain for every student in an understandable language/manner.
2. Prior records	Use valid Minnesota EL records when available; do not unnecessarily rescreen.
3. Trigger	Any indication of another language used or understood triggers the standardized process.
4. Screener	Use the current grade-appropriate WIDA Screener or approved alternate screener, administered by trained staff.
5. Criteria	Apply state cut scores uniformly; do not substitute local criteria.
6. Placement	Report status, develop service plan, notify family, and begin services promptly.

A.2 Exit

ACCESS profile	Action
Overall < 4.5	Continue EL.
Overall ≥ 4.5 and at least two domains < 3.5	Continue EL.
Overall ≥ 4.5 and all domains ≥ 3.5	Exit/reclassify.
Overall ≥ 4.5, three domains ≥ 3.5, one domain < 3.5	Apply current state-approved additional criteria.
Alternate ACCESS participant	Use current Minnesota Alternate ACCESS exit guidance and collaborative team process.

2026 transition-year note: For 2025-26 ACCESS results, MDE directed schools to use the initial proficiency-level results for exit decisions and not revise those decisions using later updated proficiency levels after standard setting. ASA will retain the applicable MDE direction with its 2026 exit documentation.

Appendix B. Compliance Checklist and Required Evidence

Requirement	Evidence retained	Owner / date
MNLS for every student	Completed survey and review documentation	_____
Uniform screening	Training, screener record, score, decision	_____

Requirement	Evidence retained	Owner / date
Timely parent notice	Dated notice, translation/interpretation evidence	_____
Written plan by proficiency level	Current LIEP and individual service plans	_____
Amount and scope delivered	Schedules, service logs, missed-service response	_____
Annual ELP assessment	Roster, participation, accommodations, results	_____
Exit and reclassification	ACCESS data, additional criteria if needed, notice, reporting	_____
Former EL monitoring	Four-year roster and monitoring records	_____
Equal access	Schedules, participation data, referral and program review	_____
Dual EL/disability services	Collaborative records and coordinated schedules	_____
Qualified staff and PD	Licensure, contracts, agendas, attendance, training artifacts	_____
Program evaluation	Annual analysis, corrective actions, board report	_____

Appendix C. Legal and Technical References

- **Minnesota Statutes § 124D.61, General Requirements for Programs**
  https://www.revisor.mn.gov/statutes/cite/124D.61
- **Minnesota Statutes §§ 124D.58-.65, English Learners**
  https://www.revisor.mn.gov/statutes/cite/124D
- **Minnesota Department of Education, English Learner Education**
  https://education.mn.gov/mde/dse/el/
- **MDE, Minnesota Standardized English Learner Procedures**
  https://education.mn.gov/MDE/dse/MDE072445
- **MDE, ELP Screeners K-12 and Current Proficiency Criteria**
  https://education.mn.gov/MDE/dse/el/sup/
- **MDE, English Language Development Standards**
  https://education.mn.gov/MDE/dse/el/stds/
- **MDE, Minnesota Assessments for English Learners**
  https://education.mn.gov/MDE/fam/tests/MinnesotasAssessmentsforEnglishLearners/
- **Title VI of the Civil Rights Act, 42 U.S.C. § 2000d**
  https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title42-section2000d
- **Equal Educational Opportunities Act, 20 U.S.C. § 1703(f)**
  https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title20-section1703
- **ESEA parent-notification requirements, 20 U.S.C. § 6312(e)(3)**
  https://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title20-section6312
- **U.S. Department of Justice, Educational Opportunities and EL Students**
  https://www.justice.gov/crt/types-educational-opportunities-discrimination
- **Individuals with Disabilities Education Act**
  https://sites.ed.gov/idea/

- **Family Educational Rights and Privacy Act**
  https://studentprivacy.ed.gov/ferpa

Annual verification: Because MDE assessment procedures, WIDA instruments, reporting systems, and federal/state guidance can change, the EL coordinator verifies this plan against current MDE requirements before each school year and documents any revision.