

Glencoe Silver-Lake Public Schools

ISD 2859



LIEP Plan

Language Instruction Educational Program Plan

Updated May 2026

Translations are available.

To request a copy of this plan, contact Glencoe Silver Lake District EL Staff.

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Overview of this Guide

Who are our learners?

The term “English learner,” when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii-I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (ii-II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Asset-Based Language

This document uses student-first language including the term “multilingual learner” to describe students who are learning an additional language. The term multilingual learner is actually a broad category that includes students who were never identified for EL status as well as students, those 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.). Instead, it is recommended to refer to students identified for EL support with terms such as “multilingual learners,” “students with English learner status,” or simply “students” depending upon the context. We do, however, talk about EL programming, EL teachers, and EL classes, etc. Because the acronym “EL” is used in federal law, certain contexts may require use of EL to refer to this group of students in order to disaggregate data on language proficiency. In all other cases, asset-based language is preferred.

Legal Foundations

The Language Instruction Educational Program (LIEP) is a legal requirement for districts with students who are in the process of learning English as an additional language. The goal of the multilingual (EL) program is to develop students' communicative and academic language skills in English and in the home language. This is to ensure that students will be able to access the same challenging grade-level academic content as their peers. Methods of instruction in the EL program must be research-based and include instruction by ESL-licensed teachers.

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

A student, as declared by a parent or guardian:

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

The student is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English

LIEP plans must be aligned to [Minnesota Statutes 2022, section 124D.61\(3\)](#), which requires a district enrolling one or more multilingual learners to have "a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners."

The Equal Opportunity Act (EEOA) of 1972 requires districts to remove language barriers to achievement and ensure equal participation of students in instructional programs. The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, Section 3116(b)(4)(C), requires that district plans be developed in consultation with "teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education." Therefore, the LIEP plan must be collaboratively developed and include the perspectives of district stakeholders. Additionally, the Supreme Court case (*Castañeda v. Pickard* 1981) clarified that EL programs must be based on sound educational theory, reasonable calculations of effectiveness, and be regularly evaluated and adjusted as needed. The LIEP plan outlines how the district or charter school fulfills these requirements.

Purpose and Audience of the LIEP

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 EL program supports learners in acquiring the English needed to succeed in the classroom, in accordance with the State of Minnesota Guidelines and English Language Proficiency Standards. EL-licensed teachers (actual license is *ESL*) provide direct English language instruction to identified students in the domain of speaking, listening, reading and writing, as well as provide consultation support to classroom teachers and students based on each student's English language learning needs.

Acronyms and Definitions

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

EL: English learner. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20).

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

ELP: English Language Proficiency

ILP: Individual Language Plan – tool for documenting and communicating differentiated EL instruction

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

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language instruction educational program. May be commonly referred to as the “EL Program.”

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

ML: Multilingual Learner, asset-based term in ISD 2859 to refer to students who are identified and serviced in the multilingual (EL) 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.

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

SLIFE: Students with limited or interrupted formal education.

WIDA Screener: WIDA language proficiency assessment used only to determine eligibility for EL services.

WIDA: [The WIDA Consortium](#) - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS standardized assessment.

GSL's LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM PLAN

Step 1: EL Identification Procedures

In our district, all families complete the enrollment packet and record their preferred language. To be eligible for EL services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

1. All families fill out a Minnesota language survey (MNLS). The student's MNLS indicates:
 - a. The language(s) the student learned first;
 - b. The language(s) the student speaks;
 - c. The language(s) the student understands; and
 - d. The language(s) the student has consistent interactions in.

NOTE: This form is kept in each student's CUM folder. Interpreters are available upon request.

2. The building enrollment administrative assistant will review the MNLS. If a language other than English is indicated for 1a-d above, the building enrollment administrative assistant will refer to the building EL teacher(s) to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction.
3. Once the MNLS has been analyzed and indicates a language other than English, the student takes the WIDA Screener to determine their entrance level of English into the EL 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 EL program services.
 - a. Kindergarten, Second Semester (after January 1). We can perform an all-domain re-screening in 2nd semester of Kindergarten (on or after January 1) for students initially identified as proficient (with only the listening and speaking tests) **IF they are showing any evidence of needing ELD instruction to fully access grade-level instruction and standards as the year progresses.** If there is a concern of a second semester

Kindergarten student that did not qualify in the fall, the classroom teacher will bring up the concerns at a PLC/grade level team meeting and discuss concerns with the multilingual teacher of the building to determine if a rescreening is necessary.

4. After screening, the building EL teacher will input data into the EL student information folder indicating EL program entrance or Does Not Qualify (DNQ) for EL services and notify family/parents of the results.
5. When available by file or in MARSS, the district EL teacher(s) will review information provided from the previous school/district about ML/EL status or English language proficiency (ELP) assessment. Any information existing regarding past ML/EL identification or services is used to update information gathered during steps 1-3 above.

ISD 2859 begins the process of identification upon enrollment. Within 30 calendar days of enrollment at the beginning of a new school year, the enrollment administrative assistant and the building EL teacher must have completed the identification process; both the completion of the MNLS and the English language proficiency assessment. A student's parent or guardian must be notified of service within 30 calendar days. If enrollment occurs after the beginning of the school year, the district has 2 weeks to complete the process and notify the parents. EL identification should never cause a delay in students' enrollment into classes. A temporary schedule can be developed while the school is determining eligibility. Steps to determine eligibility for additional services (special education, reading interventions, gifted/talented) should not be delayed because of English learner status.

SLIFE Identification Criteria

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

Upon enrollment and qualification for EL services, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete the [EL Educational History Interview Form](#). Question number 2 will indicate potential SLIFE status. Transcripts from previous schools will also be reviewed for indicators, if available. An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

[MDE SLIFE Website](#)

Immigrant Identification Criteria

Upon enrollment, the EL teacher, student, and parent/guardian (with an interpreter, if requested) complete a locally created Enrollment Form. The Enrollment Form asks questions to determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

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)

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

[MDE Immigrant Children and Youth Website](#)

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.

Migratory Children and Families Identification Criteria

In the spring, migratory families may move into district boundaries. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, the district's Migrant Liaison is well-connected with new families and the community. The migrant liaison is in close contact with Tri-Valley Opportunity Council ([TVOC](#)) to support qualification for migratory services. District staff do not discriminate based on race, language, or culture. Staff submit recruitment requests to TVOC only when conversations with the family confirm that the purpose of 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 migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for [McKinney Vento](#) and communicates with the counselor, the student's home base district, and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the home base district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

GSL offers a Summer Migrant Education Program for our migrant students.

Dual Identification

The Multilingual Learner (EL) Staff and the Special Education Staff together review special needs and referrals for EL-identified students. The EL program does not substitute for other educational

services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions may substitute for EL services.

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

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

[MDE EL Disability Resources](#)

[EL Companion to Promoting Fair Evaluations](#)

[January 7, 2015 Dear Colleague Letter](#)

[Resources from ALTELLA for more information about dually identified ELs](#)

Gifted and Talented Services

At GSL our Advanced & Gifted Learners model is based on a Multi-Tiered System of Supports (MTSS).

Tier 1 - Effective Differentiated Core Instruction - All Students

This tier addresses what is happening in the classroom on a daily basis for all students. Teachers provide standards-based, differentiated core instruction. ISD 2859 leverages flexible readiness grouping, and/or targeted differentiation to support the range of instructional needs within each classroom. This allows teachers to more effectively meet each student's educational needs and provide beneficial peer opportunities.

Tier 2 - Targeted Enrichment Interventions & Supports - Some Students

Tier 2 is designed to give additional targeted instruction for students who need additional enrichment interventions. While each school may call it something a little different, each school has devoted time when a student can receive additional support as needed. This time may be called WTL (Walk To Learn).

Tier 3 - Intensive Enrichment Interventions & Supports - A Few Students

For a few of our students, the grade-level curriculum doesn't meet their needs. In those specific cases, a team collaborates to develop an individualized academic plan for the student.

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

Gifted/Talented Resources

Book: [Identifying Gifted and Talented English Language Learners: Grades K-12 \(Iowa Department of Education\)](#)

Step 2: EL Placement Procedures

1. Students identified for EL status during the identification process will be placed into EL program instructional levels based on the following:
 - a. WIDA Screener scores are used to inform initial placement.
 - b. The professional judgment of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
 - c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.
2. When a student's EL program instructional services have been determined, the EL staff member responsible mails or emails a notification letter to the family within the required timeframe (See *Identification Procedures*). The letter notifies parents of their child's eligibility to receive EL support. Our parent notification letters meet all state requirements under [Statute 124D.60](#).
3. The school begins providing EL services and enters into MARSS:
 - a. the student's status as "EL-Yes",
 - b. the home (primary) language, and
 - c. the date the student first received EL services in the district.

Step 3: Description of EL Programming

The English Learner (EL) program is designed to ensure multilingual students develop strong English language skills through high-quality, data-driven instruction while accessing grade-level content. The program supports students' academic growth by integrating both language development and content instruction, using a variety of instructional models and strategies that promote language acquisition and academic success.

Instructional Approach

EL services are guided by best practices in language development and content-based instruction, where English is taught alongside academic content. All instruction is:

- Aligned to grade-level standards and adjusted with scaffolds to ensure accessibility
- Focused on building students' language skills in listening, speaking, reading, and writing
- Connected to both the Minnesota Academic Standards as well as the 2020 WIDA English Language Development Standards

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

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

Staff members collaborate to implement the LIEP as shown below:

- **Administrators:** All building principals prioritize and clarify that teachers are integrating language and content in all contexts and are expected to align their instruction to grade-level content and English language development standards. Principals show support for new multilingual learner programming through professional development, clustering/placement decisions, commitment to equity, hiring of multilingual/multicultural staff, and supporting diversity/multiculturalism. Principals provide collaboration time for EL teachers, 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 EL teachers and bilingual liaisons to provide emotional, linguistic and academic support for new multilingual learners. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. Teachers will also receive professional development on how to integrate home languages into instruction. Strategies include: use of bilingual texts, bilingual resources for pre-teaching, and bridging charts.
- **EL Teachers:** All EL teachers align their instruction to grade level expectations and learning

standards from ELA, Math, Science, or Social Studies. EL Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.

- **Cultural Liaison:** Cultural Liaisons work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.).

Program Models

Most instruction for English learners (ELs) happens within the general education or content classroom, where classroom teachers are responsible for teaching all students, including those who are developing English skills. In addition to support from the classroom teacher, ELs also receive direct English language instruction from a licensed EL teacher.

The pull-out instructional model is the main mode of instruction in our district's EL program. This pull-out model provides dedicated, protected time for explicit language instruction. It teaches English learners how language works, helping them build the meta-linguistic awareness and vocabulary needed to engage confidently in mainstream classrooms. During pull-out, small-group instruction, K-6 EL teachers use either *Wonders* or *National Geographic, Reach* and *In the USA* curriculum resources, which align with the WIDA Standards Framework to support language growth. Students are never removed from core, large group instruction.

EL teachers also work closely with special education staff and other support teams to address the needs of individual students and find strategies to help them succeed in the classroom. ELs may also receive services through Title I or other academic support programs. For students with disabilities, services are coordinated to meet multiple learning needs. Decisions about services are made as a team—including the classroom teacher, EL teacher, case manager, and school administrators—to determine what will best support the student. EL services may increase or decrease throughout the school year according to communicated need.

Amount and Scope of Instruction

Kindergarten - 6th Grade: Instruction Model (based on WIDA ELD levels)

Service Types	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Levels 5-6: Post-Exit
ELD pullout	K-6: 30-60 minutes daily	K-6: 30-40 minutes daily	K-6: 30-40 minutes daily	K-6: 30-40 minutes daily	Monitoring
Bilingual support	3-6: 60+ minutes daily	3-6: 60+ minutes daily	N/A	N/A	N/A

Classroom Supports: SIOP, Turn and Talk, EL Achieve, Repeated Oral Assisted Reading, Reciprocal Teaching Strategies, cooperative learning strategies, scaffolded assessments and assignments, modified texts

Jr. and Sr. High School: Instruction Model (based on WIDA ELD levels)

Service Types	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Levels 5-6: Post-Exit
ELD Classes	1 period of ELD	1 period of ELD	1 period of ELD	1 period of ELD	Monitoring

Programming for Recently Arrived English Learners/Newcomers

Detailed information about how our district identifies and serves students who are new-to-country, please see [Programming for Recently Arrived English Learners \(RAEL\)/Newcomers](#).

Experienced Multilinguals (Long-Term English Learners - LTELs)

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

Step 4: Assessment and Ongoing Identification Procedures

Each year, all students with EL status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of ELs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and the WIDA 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 support.

Transitioning students from one year to the next

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

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for EL services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, student continues to qualify for EL services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, **the student may exit the EL program**. However, students may remain in the EL program only if staff can provide evidence that the student needs continued support in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the EL program. The following additional measures could be used:
 - Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
 - Writing: Test of Emerging Academic English (TEAE) Writing Rubric
 - WIDA MODEL for listening, speaking, reading and writing

Program Evaluation and Adjustment

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

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

The district meets annually to review data related to current and exited ELs 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)

Step 5: EL Exit Procedures

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

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

EL Exit Procedures Resources

[MDE Exit Chart](#)

[English Language Development Program Entrance and Continuing English Learner Eligibility](#)

[Writing Rubric for Minnesota Test of Emerging Academic English \(TEAE\)](#)

[Minnesota Modified Student Oral Language Observation Matrix \(MN SOLOM\)](#)

Monitoring Exited Students

Students who exit the English Learner (EL) program are monitored for two years to ensure they continue making progress in their academic learning. During this time, if concerns arise about a student's performance—especially about language demands in the classroom—support should first be provided through the school's MTSS framework. This means implementing targeted interventions and supports (such as small-group instruction, scaffolding, or language accommodations) based on the student's needs.

If, after these MTSS interventions, the student continues to struggle and there is evidence that language may still be a barrier, a team—which includes the core teacher, EL teacher, school administrator, student, and family—may meet to review the data.

If the team agrees that the student might still need English language services, the district can re-screen the student using the WIDA Screener. The results of the screener will be reviewed as they would be for a new EL student. If the scores show the student meets eligibility criteria again, they may be re-entered into the EL program for additional support.

Questions the staff and parents should consider when there are academic concerns for students who have recently exited EL status:

1. Did the student have similar academic challenges prior to reclassification?
2. Was there a change (in regard to the student's academic struggles) after the student exited the EL program (and EL status)?
3. What is the nature of the academic struggles?
4. Are similar concerns consistently observed across content areas or are they limited to one specific content area or teacher? Did the student meet all prerequisites or have adequate background knowledge for this specific course?
5. Does the student have someone that can work with them when they do not understand the content?
6. Does the student have an IEP? Does the student need to be evaluated for an IEP?
7. What kinds of supports are available at your site to any student with academic struggles?
8. Are there other supports available (regardless of EL status), such as tutoring or after school programs?
9. Are there in-class (grade-level content classes) scaffolds or supports that successfully allow the student to work at grade level across the content areas?
10. How do staff know that the academic struggle is related to English language development?
11. Do past ACCESS scores across the domains correlate with current concerns regarding potential domain-specific language issues?
12. Are adequate "tier 1" supports being provided in content area classes to ensure access to grade level content and standards for all students?

Per MDE, cases of reentry into the EL program should be rare and must be completely documented in the student's cumulative file. See the section below entitled "Required Documentation" for more details on required documentation.

[Monitoring the Academic Progress of Former English Learners](#)

Step 6: Family and Community Communication Procedures

Our district is committed to building meaningful partnerships with families and communities by ensuring clear, respectful, and accessible communication about English Learner (EL) services. We value families as essential partners in their child's education and prioritize transparency, cultural responsiveness, and language access in every step of the EL identification, placement, and support process. All communication complies with state and federal Language Access requirements, including Title VI of the Civil Rights Act and the district's Language Access Plan, which ensures that families receive information in a language they understand.

How We Communicate with Families

We ensure families are informed and included through multiple methods:

- **Access to Plans and Resources:** The LIEP (Language Instruction Educational Program) plan is available on the district's website and can be provided in families' preferred languages if requested.
- **Direct Communication:** Families are contacted through text messages, phone calls, home visits, printed notices, and in-person conversations. Interpreters are available for all interactions.
- **Parent/Teacher Conferences:** Classroom teachers and EL staff explain the EL Program and student progress. Interpreters and bilingual liaisons are provided.
- **Culturally Responsive Practices:** Staff receive training to support culturally welcoming environments. Schools host two-way communication events, including EL parent meetings and multilingual family nights.

Ongoing Communication About Student Progress

- Families receive annual updates through the ACCESS for ELLs results.
- If a student is not eligible or no longer qualifies for services, families receive a Progress Exit Letter.

- During the monitoring period (2 years after exit), families may be contacted again if language needs arise. Re-screening can occur with family involvement if EL services may be needed again.

Events and Opportunities for Engagement

- Families are invited to school-based activities such as academic nights, registration help, state testing info sessions, and cultural events.
- Liaisons and bilingual staff actively reach out to build trust and ensure families understand their rights and how to support their children.

Documents and Interpretation

- Written communication (such as registration forms, refusal forms, and notification letters) is provided in both English and the family's home language.
- Interpreters are always available for important discussions, conferences, and school events.

[A Parent or Guardian's Guide to School](#) - English

[A Parent or Guardian's Guide to School](#) - Spanish

[Family, School and Community Engagement](#)

Appendix A: MDE EL Program Documents

[MDE Program Documents](#) (ID/entrance flowcharts, IEEOF for ELs W D, exit criteria)