\

Big Lake Schools

Language Instruction Educational Program Plan

2026-2027

This document is a written description of the programming and services in place to assist English Learners in attaining English language proficiency and achievement of state academic content standards.



Identification and Placement Procedures **3**
EL Identification Procedures 3
SLIFE Identification Criteria 4
Immigrant Identification Criteria 4
Migratory Children and Families 4
Dual Identification 5
EL Placement Procedures **5**
Placement in an LIEP 6
Parental Notification 6
Description of the EL Program 6
Program Description 7
Instructional Strategies 7
Program Models **7**
Amount and Scope of Instruction 7
Amount and Scope of Instruction – Grades K-2 7
Amount and Scope of Instruction – Grades 3-5 8
Amount and Scope of Instruction – Grades 6-8 8
Amount and Scope of Instruction – Grades 9-12 9
Long Term English Learners (LTEL) **9**
Assessment and Ongoing Identification Procedures **9**
Transitioning students from one year to the next: 10
Program Evaluation and Adjustment **10**
Exit Criteria **10**
Monitoring Exited Students **11**
Communication and Dissemination of LIEP **11**
Appendices **13**

EL Program Contacts

<table>
<tr><td colspan="3">Minda Anderson
Assistant Superintendent /EL Program Supervisor
District Office
763-262-5105
m.anderson@biglakeschools.org</td></tr>
<tr><td>Laura Kroells
EL Teacher
Liberty Elementary School
763-262-8232 (classroom)
l.kroells@biglakeschools.org</td><td>Stephanie Deehr
EL Teacher
Independence STEM School
763-262-7217 (classroom)
s.deehr@biglakeschools.org</td><td>Kara Deeth
EL Teacher
Big Lake Middle School
Big Lake High School
763-262-5176 (classroom)
k.deeth@biglakeschools.org</td></tr>
</table>

Language Instruction Educational Program Plan (LIEP)

The Minnesota Department of Education (MDE) ensures educational equity and access for English learners (ELs) through high-quality language instruction. MDE supports local educational agencies (LEAs) as they develop, implement and evaluate research-based language instruction education programs for English learners to attain English proficiency and achieve state academic content standards. We facilitate academic excellence for English learners by promoting professional development, providing technical assistance, administering state and federal language education programs, and establishing measures of accountability.

Big Lake School's LIEP Plan will address identification, placement procedures, LIEP description, amount and scope of instruction, exit criteria, and LIEP plan communication and dissemination.

Identification and Placement Procedures

EL Identification Procedures

Families use an online student information system (SIS), Infinite Campus, to enroll their student(s) in Big Lake Public Schools. As a part of the enrollment process, all families are required to complete a Student Home Language Survey to identify their student(s) home language(s). The survey, which is a duplicate of the form MDE created as a model for district use, meets all MDE requirements for home language data collection (See Appendix A).

If a student's primary home language is not English, the student is administered a language proficiency test to determine qualification for EL services. The WIDA Screener for Kindergarten is used for Kindergarten students and first semester first grade students, and the online WIDA Screener is used for second semester first grade through twelfth-grade students. All tests have been determined valid and reliable to assess social, instructional, and academic English proficiency in the four domains of reading, writing, speaking, and listening. These assessments are also the recommended language screeners by the Minnesota Department of Education and the Wisconsin Center for Education Research (WCER).

Student Grade	**Scores Required for EL Identification**
Kindergarten - first semester 1st Grade	Oral Language score or Composite score of 1.0 - 4.4
Second semester 1st Grade–12th Grade	Composite score of 1.0 - 4.4

If a student scores higher than the range required for EL qualification, that student does not qualify for EL services. If a student scores within the range required for EL qualification, that student is identified as EL. School staff is tasked with program planning and parent notification, both of which are described in more detail in later parts of this document. When available by file or in MARSS, the EL teacher reviews information provided from 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.

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 Students with Limited or Interrupted Formal Education (SLIFE) (Minn. Stat. § 124D.59, Subd. 2a) is an English learner with an interrupted formal education who meets three of the following five requirements:

1. comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
2. enters school in the United States after grade 6;
3. has at least two years less schooling than the English learner's peers;
4. functions at least two years below expected grade level in reading and math; and
5. may be preliterate in the English learner's native language.

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, which will indicate potential SLIFE status (See Appendix B). Transcripts from previous schools will also be reviewed for indicators, if available. FastBridge is used to show reading grade level correlation and correlation in math. Assessments are provided in the student's home language whenever possible. An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

MDE SLIFE webpage

Immigrant Identification Criteria

Upon enrollment the EL teacher, student, and parent/guardian (with an interpreter, if requested) completes a locally created Intake Form. The intake 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.

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.

MDE Immigrant Children and Youth webpage

Migratory Children and Families

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 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 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.

Dual Identification

The EL teacher and the Special Education Coordinator 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 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 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 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 English Learner Disability Resources

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 a notification letter to the family within the required timeframe (See MDE guidance document). The letter notifies parents of their child's eligibility to receive EL support (See Appendix D).
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.

Placement in an LIEP

Place students into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not content-area proficiency. Assessments such as the Minnesota Comprehensive Assessment (MCA) or the FastBridge tests are not appropriate for EL programming decisions.

Keep documentation, in the student's CUM folder, of any changes in program placement based on the student's past school records, additional assessment data, or parent requests.

Parental Notification

Ensure the parent letter meets all state requirements under Statute 124D.60. Districts receiving Title I must also meet all federal requirements under Statute 1112(e)(3) and (4). A sample compliant letter can be found on parentnotices.com.

Description of the EL Program

The EL program provides EL instruction using various instructional models and appropriate instructional materials. The EL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All EL instruction will be aligned to grade-level standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

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.

The EL teacher participates in mainstream curriculum writing and lesson planning with a focus on language scaffolding and targeted supports. 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 EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers.

Program Description

The district's LIEP plan must specify the model and types of EL supports that will be provided by proficiency and grade level.

Instructional Strategies

Frameworks should include strategies for the use of all four language modalities (reading, writing, listening, speaking).

Program Models

The following program models are the main modes of instruction in our district's EL program:

A) Co-Teaching: EL instruction for intermediate and advanced students (English language proficiency) is provided via co-teaching opportunities in the classroom. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction.
Co-teaching teams use a common planning template 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 in order 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.

B) Sheltered instruction: Middle and High School EL programs include options for enrolling in ELA or Social Studies classes with English language development support. Students are clustered by proficiency level and grouped for instruction with teachers licensed in EL and the targeted content area. Home language supports are encouraged and utilized in instruction.

C) Push-in instruction is used to provide service to intermediate and advanced students in situations where co-teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).

D) Pull-out instruction may be used for newcomer, beginner, intermediate, and advanced students and is aligned to grade-level instruction. Students are never removed from core, large group instruction.

E) Indirect support: EL teacher provides training, support, and resources for content classroom and specialist teachers to support the English language learners in their classes.

Amount and Scope of Instruction

The amount and scope of instruction that a student receives are directly tied to their WIDA proficiency levels. The tables below detail the instruction an EL student will receive in the areas of type of service, service duration, service frequency, and content areas taught.

Amount and Scope of Instruction – Grades K-2

WIDA Proficiency Level	Program Model	Service Duration and Frequency

Level 1	Small group pull-out, indirect support	60 minutes daily, 5 days per week
Level 2	Small group pull-out, indirect support	30+ minutes daily, 5 days per week
Level 3	Small group pull-out, indirect support	30 minutes daily, 5 days per week
Level 4	Small group pull-out, indirect support	30 minutes daily, 4-5 days per week
Big Lake Online: 30 minutes, once a week		

Amount and Scope of Instruction – Grades 3-5

WIDA Proficiency Level	Program Model	Service Duration and Frequency
Level 1	Co-teaching, push-in, indirect support, and/or small group pull-out	80 minutes, 5 days per week
Level 2	Co-teaching, push-in, indirect support, and/or small group pull-out	30-90 minutes, 5 days per week
Level 3	Co-teaching, push-in, indirect support, and/or small group pull-out	30-90 minutes, 5 days per week
Level 4	Co-teaching, push-in, indirect support, and/or small group pull-out	Up to 60 minutes, 5 days per week
Big Lake Online: 30 minutes, once a week		

Amount and Scope of Instruction – Grades 6-8

WIDA Proficiency Level	Program Model	Service Duration and Frequency
Level 1	Co-teaching, push-in, sheltered and/or small group pull-out	50 minutes, 5 days per week
Level 2	Co-teaching, push-in, sheltered and/or small group pull-out	50 minutes, 5 days per week

Level 3	Co-teaching, push-in, sheltered and/or small group pull-out	50 minutes, 5 days per week
Level 4	Co-teaching, push-in, sheltered and/or small group pull-out	50 minutes, 5 days per week
Big Lake Online: 30 minutes, once a week		

Amount and Scope of Instruction – Grades 9-12

WIDA Proficiency Level	Program Model	Service Duration and Frequency
Level 1	Co-teaching, push-in, sheltered and/or small group pull-out	45 minutes, 5 days per week
Level 2	Co-teaching, push-in, sheltered and/or small group pull-out	45 minutes, 5 days per week
Level 3	Co-teaching, push-in, sheltered and/or small group pull-out	45 minutes, 5 days per week
Level 4	Co-teaching, push-in, sheltered and/or small group pull-out	45 minutes, 5 days per week
Big Lake Online: 30 minutes, once a week		

Long Term English Learners (LTEL)

Although there is no official definition for LTEL identification, students who have been officially classified as 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. 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, quarterly meetings with a counselor to discuss academic trajectory options, and an assigned teacher advisor with specific training in identifying rigorous coursework and post-secondary options for LTELs.

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 ELs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and 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 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 ELservices.
- 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 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 EL program. The following additional measures could be used:
    - o Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
    - o Writing: Test of Emerging Academic English (TEAE) Writing Rubric
    - o WIDA MODEL for listening, speaking, reading and writing

Program Evaluation and Adjustment

A committee will be formed and meet annually to discuss the multilingual education program and current needs of the students, their families and communities. This committee (including students, parents, community members, grade-level/content teachers, administrators, and multilingual learner teachers and support staff) 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 English 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)

Exit Criteria

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 more than one domain lower than 3.5, they must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services. Additionally, students reaching an overall composite proficiency level (CPL) of four or higher on the WIDA Alternate ACCESS must exit EL status. We refer to this as automatic exit from ELD programming and EL status. Exit processes involving students who may have a pathway to exit with a CPL below a four will require additional criteria, including the involvement of the child's parent, ELD teacher, and Special Education case manager. 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.

Monitoring Exited Students

Students who are exited from EL services are monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team (including, at a minimum, a core teacher, EL teacher, the student and student's parents, and administrative representation) that the student should again receive EL services, based on data/evidence of an EL need, the district can 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 EL services again.

Communication and Dissemination of LIEP

Information EL program identification and reclassification criteria are located on the district website and can be requested for translation upon request. Additionally, this LIEP document is linked on the district website for parent or community member reference at any time.

EL teachers work diligently to ensure they are making frequent and adequate parent/guardian contacts. EL teachers are present at their assigned school's open houses in the fall, conferences in the fall and spring, and Kindergarten orientation in the spring. They attempt to interact with all EL families in attendance at each event.

Form dissemination is also an important medium of communication between our EL families and school staff. Below is a list of the forms that are sent to families throughout the school year.

English Learner Program Placement Form: This form is sent home within 10 days of initial identification of a student for EL services. The intent of the form is to inform the parent/guardian of their child's participation in the language instruction education program in an understandable and uniform format and in the primary language of the parents/guardians. This form also affords the parent/guardian the opportunity to refuse (waive) services via written refusal with signature. Big Lake Schools has adopted the TransAct EL Parent Notification Form, which is compliant with MDE requirements.

After a student is placed in the LIEP, districts must annually identify students who continue to be eligible for English language instruction within 30 calendar days of enrollment. An EL continues to be eligible for instruction in an LIEP if the student does not have a proficient score on the ACCESS test or if the district deems the student eligible by using additional criteria.

The English Learner Program Placement Form: adopted from TransAct is utilized for notification in the primary language of the parent/guardian.

Annual Measurable Achievement Objectives (AMAO) Description for Parents and Staff Form: This form is sent home when the state mandates the district to do so based on district wide assessment data. This form needs to be sent home within 30 days of notification from the state, if applicable. The purpose of this form is to notify students and families if the district did not make AMAO.

Progress reports: Progress for EL students are reported annually on the student's performance in the areas of reading, listening, speaking, and writing.

The district uses interpreting services to translate documents, phone calls, in-person meetings, and assist parents in attending conferences, open houses, and other school events. This service is available as requested by parents and families.

APPENDIX A: Home Language Survey

Minnesota Language Survey

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

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

	Check the phrase that best describes your student:	**Indicate the language(s) other than English in space provided:**
1. My student first learned:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
2. My student speaks:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
3. My student understands:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
4. My student has consistent interaction in:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	

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

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

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

APPENDIX B: EL Educational Background History Parental Interview Form

Sample Questions for Parents/Guardians for Initial Assessment of Prior Educational Experiences

1. What is your relationship to [Name of Student]?
2. What language do you speak at home? Is it a written language?
3. Can [Name of Student] read or write in that language or in any other?
4. How old was [Name of Student] when he or she started going to school?
5. How many years did [Name of Student] attend school?
6. Was the school in a city or in a rural area?
7. How did [Name of Student] get to school? How long did it take?
8. What language did the teachers use in the school?
9. Did [Name of Student] ever miss school for more than 1 week? If yes, why?
10. How many days a week did [Name of Student] have school? Which days of the week were they?
11. At what time did the school day begin? End?
12. How many students were in a class?
13. How long did each class last?
14. What subjects did [Name of Student] study? How many times a week did he or she study each subject?
15. Did [Name of Student] use textbooks at school? If yes, did he or she have to pay for the textbooks?
16. Did you visit [Name of Student] school and meet with teachers? If not, why not? If yes, what was your experience like?
17. What kinds of things does [Name of Student] like to read? Newspapers? Magazines? Books? Can interviewee provide titles?
18. Does [Name of Student] have a favorite book or author?
19. What sort of printed material do you have at home? Newspapers? Magazines? Books? Can interviewee provide titles?
20. What are your expectations for the education of [Name of Student]?

APPENDIX C: Immigrant Intake Form

***Needs to be locally created

APPENDIX D: Program Placement Notification Letter

English

English Learner Program Placement

Big Lake Public School District

English Learner Program Placement

❑ Initial Placement ❑ Continuing Placement

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

School: _____

Dear Parent or Guardian:

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

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

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

Name: _____ Title: _____

Email: _____ Phone: _____

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

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

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

© 2022 TransACT Communications, LLC.
549941

Big Lake Public School District

English
English Learner Program Placement

The name of the English proficiency test your child took is:

- ❑ ACCESS 2.0 for ELLs
- ❑ WIDA Screener
- ❑ WIDA Model
- ❑ ELPA21 Summative
- ❑ ELPA21 Screener
- ❑ Other Assessment: _____ *(Test used to measure level of English proficiency)*

Your child's level of proficiency:

English Language Proficiency Assessment Category	Your Child's Proficiency Level	Highest Score Possible
Listening		
Speaking		
Reading		
Writing		
Literacy		
Composite Proficiency*		

*A composite proficiency level is a combination of the individual scores for the listening, speaking, reading, and writing portions of the assessment.

The level needed to be proficient in English and exit English Learner Services is: _____

If applicable, your child's level of academic achievement was measured using the following test(s):

Academic Assessment Subject	Academic Assessment Name	Your Child's Proficiency Level
❑ English, Language Arts (ELA)		
❑ Math		
❑ Science (if applicable)		
❑ Other:		

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

© 2022 TransACT Communications, LLC.
549941

Big Lake Public School District

English
English Learner Program Placement

The method of instruction used in your child's English Learner Services is:

- ❑ **Bilingual, *including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs***: Instruction is provided in both English and your child's home language.
- ❑ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- ❑ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, *including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English***: Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- ❑ **Pull-out English Learner or ESL**: Students leave their English-only classroom during the day for English learner or ESL instruction.
- ❑ **Other**: _____

❑ Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or _____if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: _____ Title: _____

Email: _____ Phone: _____

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

© 2022 TransACT Communications, LLC.

English

English Learner Program Placement

Big Lake Public School District

Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program: _____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ❑ Yes ❑ No

English Language Used in Instruction: ❑ Yes ❑ No

Program Exit Criteria:

Description of Other Available English Learner Services:
Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ❑ Yes ❑ No

English Language Used in Instruction: ❑ Yes ❑ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

© 2022 TransACT Communications, LLC.

APPENDIX E: Exit Notification Letter

English

English Learner Program Exit Letter

Big Lake Public School District

English Learner Program Exit Letter

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

School: _____

Dear Parent or Guardian:

A recent English proficiency test showed significant improvement in your child's ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- ❑ ACCESS 2.0 for ELLs
- ❑ ELPA21 Summative
- ❑ Other Assessment: _____ *(Test used to measure level of English proficiency)*

Your child's English language proficiency has improved. As a result, your child will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- ❑ Continue to attend: _____ *(name of school)*
- ❑ Be transferred to: _____ Beginning: _____
(name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

_____ _____
Name Title

_____ _____
Phone Email

Parent or Guardian: Please complete the section below and return the <u>entire</u> form to your child's school.

I agree with the plan to exit _____ *(student name)* from English Learner Services. I understand that my child will now receive an education without English Learner supports.

Parent or Guardian Signature:_____ Date: _____
(mm/dd/yyyy)

Parent or Guardian Name:_____

Phone: _____ Email: _____

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

© 2022 TransACT Communications, LLC.
549941

APPENDIX F: MDE EL Program Documents

MDE Program Documents (ID/entrance flowcharts, IEEOF for ELsWD, exit criteria)