



ISD 518

**Language Instruction
Education Program
(LIEP)**



Worthington, Minnesota

2025-2026

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District 518 Directory

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<u>Heidi Meyer</u> <u>Kari Gjerde</u>	Principal Assistant Principal	<u>Prairie Elementary School</u> 1700 1st Avenue SW	(507) 727-1250
<u>Cory VanBriesen</u> <u>Travis Frazee</u>	Principal Assistant Principal	<u>Intermediate School</u> 671 Crailsheim Road	(507) 727-1275
<u>Toni Madsen</u> <u>Tessa Dierks</u>	Principal Assistant Principal	<u>Worthington Middle School</u> 1401 Crailsheim Road	(507) 376-4174
<u>Tony Hastings</u> <u>Doug Brands</u>	Principal Assistant Principal	<u>Worthington High School</u> 1211 Clary Street	(507) 376-6121
<u>Spencer Wieneke</u> <u>Katie Pedersen</u>	Principal Dean of Students	<u>Worthington Learning Center</u> 825 N Crailsheim Road	(507) 372-1322
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EL Teacher Directory

Name	School	Teaching Position
Laurie Varley	Prairie Elementary	K-2 EL
Jennie Klatt	Prairie Elementary	K-2 EL
Jasmine Eichenberger	Prairie Elementary	K-2 EL
Joan Phillips	Prairie Elementary	K-2 EL
Samantha Woitalewicz	Prairie Elementary	K-2 EL
Kesia Dominguez	Prairie Elementary	K-2 EL
Jolyn Nordseth	Prairie Elementary	K-2 EL
Nikki Frigen Rademacher	Prairie Elementary	K-2 EL
Colin Suggitt	Prairie Elementary	K-2 EL
Lydia Mick	Intermediate School	3-5 EL
Megan Kingery	Intermediate School	3-5 EL
Molly Scheidt	Intermediate School	3-5 EL
Jessie Olson	Intermediate School	3-5 EL
Leah Payne	Intermediate School	3-5 EL
Lori Crowley	Intermediate School	3-5 EL
Ariadne Barrera Cerda	Intermediate School	3-5 EL
Becky Strand	Intermediate School	5th Grade Integrated Classroom Teacher
Tah So Ghay Collah	Intermediate School	3-5 EL
Sally Anderson	Worthington Middle School	6-8 EL
Courtney Neville	Worthington Middles School	6-8 EL
Jade Nguyen	Worthington Middle School	6-8 EL
Dana Motschenbacher	Worthington Middle School	6-8 EL
Liezl Butzon	Worthington Middle School	6-8 EL
Kelli Borrero	Worthington High School	9-12 EL
Paul Barduson	Worthington High School	9-12 EL
Ingri Mastel	Worthington High School	9-12 EL
Jeana Nelson	Worthington High School	9-12 EL
Krista Van Note	Worthington High School	9-12 EL
Margaret Gaudian	Worthington High School	9-12 EL
Grace Roskamp	Worthington High School	9-12 EL
Anna Meyer	Worthington High School	9-12 EL
Shelley Barber	Worthington High School	9-12 EL
Caitlin Werder	Worthington Learning Center	7-12 EL

Glossary of Terms and Acronyms

ACCESS for ELLs 2.0- an English language proficiency assessment given annually, through the WIDA Consortium, to multilingual learners in grades K-12 who have been identified as English learners.

Campus – A comprehensive, Web-based, K-12 student information system (SIS) with real-time access to administration, instruction, communication, reporting, and more.

ELD - English Language Development – Explicit English language instruction based on the student’s current level of English proficiency, using the four domains of reading, writing, listening, and speaking.

EL – English Learner - EL is the term most often used by the Minnesota Department of Education to refer to students who have not yet fully reached proficiency in academic English. ELs are linguistically and culturally diverse students whose English language proficiency precludes them from accessing, processing, or learning grade-level material in English. *Note:* ELs are sometimes also called **ELLs (English Language Learners)**, a slightly older term. Both terms (EL and ELL), however, are examples of deficit-based language in that they emphasize what the student does not yet know rather than the student’s assets.

ELP - English Language Proficiency – A person’s competence or ability to process and use language across all four-language domains of listening, speaking, reading, and writing.

LIEP - Language Instruction Educational Program – A written plan of services for MLLs.

MARSS - Minnesota Automated Reporting Student System- A system for collecting student data used to gather Minnesota districts’ information.

MDE – Minnesota Department of Education

MLL - Multilingual Learner - A multilingual learner is a student who has linguistic backgrounds other than English and thus experience their lives and education through the lens of more than one language. Some, but not all, multilingual learners also qualify for ELD instruction. Although they are still learning the English language, students identified for EL status have many assets. The term, multilingual learner, emphasizes these assets such as unique backgrounds, talents, and funds of knowledge, and proficiency in a wide variety of world languages.

MNLS - Minnesota Language Survey – A standardized document used during enrollment to determine whether the student is a multilingual learner and should be further screened to measure for English language proficiency.

MODEL - The WIDA Measure of Developing English Language test is a series of English language proficiency assessments available for kindergarten through grade 12. Similar to the WIDA Screener and the WIDA ACCESS 2.0, the WIDA MODEL includes sections in all 4-language domains: listening, speaking, reading, and writing. The WIDA MODEL for Kindergarten can be used to screen new students in kindergarten and first semester of 1st grade as an identification assessment to qualify for the ELD program. The WIDA MODEL for grades 1-12 can be used as an interim assessment to monitor students’ growth in English proficiency in between annual ACCESS tests.

RAEL - Recently Arrived English Learner – An EL student that has been attending a United States school for less than 12 months.

SLIFE - Student with Limited Interrupted Formal Education – The student must also qualify for ELD services.

SIOP - Sheltered Instruction Observation Protocol- An approach for teaching content to multilingual learners using strategies that make the subject matter easier to understand and promotes English Language Development.

WIDA – World-Class Instructional Design and Assessment Consortium- A consortium of a group of states that collaborate to design and implement common standards and assessments for ELD programs.

Language Instruction Educational Program (LIEP)

Vision

The vision of the District 518 English Language Development program is to create an interdisciplinary program that values multilingual learners' unique backgrounds, talents, and funds of knowledge while providing English language development and content area support.

Mission Statement

The mission of the District 518 English Language Development program is to assist multilingual learners to develop the academic and social English language skills needed to access grade level content. The LIEP ensures students' access to English language development and standards-based instruction with support, while valuing and encouraging the use of each student's home language. We strive to involve the entire school community and family members in the education of our multilingual learners and to meet the linguistic, academic, social emotional, and cultural needs of each student.

Goals:

- Plan and deliver instruction that integrates language and content using researched-based best practices.
- Collaborate with and support general education teachers to ensure multilingual learners are receiving the scaffolds and supports to access grade level content.
- Assess student progress regularly and use data to adjust instruction and to inform students, teachers, and parents about student progress.
- Ensure that each multilingual learner maintains a sense of pride in his/her culture and language.
- Provide equitable access for multilingual learners to prepare for college, career, and civic participation.

Civil Rights and Legal Responsibilities

The appropriate education of multilingual learners is a state and federal mandate. Title VI of the Civil Rights Act of 1964 prohibits discrimination or denial of equal access to education due to race, color, national origin, or language proficiency. Title VII of the Elementary and Secondary Education Act of 1968, known as the Bilingual Education Act, established a federal policy of providing additional services to students with limited English proficiency, in order to meet their special educational needs.

Since then, numerous court cases and laws have provided additional detail as to what is required of public schools in order to meet those educational needs. These relevant cases and laws include Diana v. Board of Education of California (1970), Lau v. Nichols (1974), the Equal Educational Opportunities Act of 1974, Castañeda v. Pickard (1981), Plyler v. Doe (1982), the U.S. Department of Education Office for Civil Rights Policies and Guidance OCR Memorandum (1985), and the No Child Left Behind Act (2001). Together, these laws mandate that multilingual learners receive equal access to educational content, which means receiving additional language support appropriate to their specific needs, and not being denied services or discriminated

against regardless of their immigration status.

Most recently, the Minnesota Striving for the World's Best Workforce bill (2013), the Minnesota LEAPS Act (2014), and the federal Every Student Succeeds Act (2015) have produced increased school accountability for multilingual learners' growth in English language proficiency. Key to the LEAPS Act are provisions requiring schools to:

- 1) emphasize multilingualism as an asset;
- 2) build teacher and administrator knowledge in the field of academic language development;
- 3) develop programs differentiated for diverse subgroups of multilingual learners; and
- 4) engage collaboratively with families of multilingual learners.

For more information about legal precedents and requirements, see Appendix A.

Registration of Multilingual Learners

Enrollment in the Worthington Public School District requires that immunization and health assessment records be provided upon enrollment. Students will be admitted without birth certificates; however, birth dates may have to be determined by looking at passports or other sources that are presented voluntarily during registration. Schools may also ask for proof of guardianship. Parent/guardian or student may be interviewed to gain knowledge of a student's instructional background and academic records.

As a result of the Plyer v. Doe [457 U.S. 202 (1982)] ruling, schools may not:

- deny admission to a student during initial enrollment or at any other time on the basis of undocumented status.
- treat students differently to verify residency.
- engage in any practices that “chill” or hinder the right of access to school.
- make inquiries of students or parents that may expose their undocumented status.
- require social security numbers. (Parents without social security numbers who are applying for a free lunch and/or breakfast program need only to state on the application that they do not have a social security number.)

LIEP Entrance Procedure

The Every Student Succeeds Act (ESSA) established all states to implement standardized, statewide entrance and exit procedures for ELs. For our district, this process begins during registration at the Community Education office. To be eligible for ELD services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

1. Every student must have a parent or guardian complete the Minnesota Language Survey (MNLS) prior to starting school. The student's MNLS indicates:
 - a. The language(s) the student first learned;
 - 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.

2. The home language, as indicated on this survey, is entered into MARSS for every student. If a language other than English is indicated for 1a-d above, the student will be referred to the Department of Teaching and Learning who seeks out English language proficiency data to further guide the identification process.

The student's previous school district, if applicable, is contacted in order to locate language proficiency assessment scores and/or information about whether the student was enrolled in an ELD program. We must honor the findings of other language assessments and ELD placement decisions made by districts from in the United States. If the student is coming from a Minnesota district, we can use the Student Assessment History Report within MDE Secure Reports to view the student's most recent ACCESS test scores.

3. If the MNLS indicates a language other than English and no previous English language proficiency information is available, they are tested for ELD support. The parent/guardian can decline to test which automatically disqualifies the student from ELD support (see Appendices B-C). When testing, the student takes the:
 - a. WIDA Kindergarten Screener placement test if they are in kindergarten or in the first semester of 1st grade. This test is administered by an EL teacher at Prairie Elementary. The EL teacher will send the score report to the Department of Teaching and Learning administrative assistant. The test protocol should be filed in the student's cum folder. Students with an overall composite score ≥ 4.5 do not qualify for ELD services, or
 - b. WIDA Online Screener placement test if they are in the second semester of 1st grade through grade 12. This test is administered by the Registrar. Students with an overall score of 4.5 or above with all language domains 4.0 or above, do not qualify for ELD services.

The WIDA Online Screener is clustered by grade levels 1, 2-3, 4-5, 6-8, and 9-12. During the first semester of the year, students have not yet been exposed to the language proficiency standards and content topics in their grade-level cluster. Thus, students are administered the lower grade cluster form. For example, a student in the first semester of sixth grade may take the 4-5 grade cluster form. The grades 6-8 form should be administered to students in their second semester of sixth grade through the first semester of ninth grade.

Grade Level Cluster Administration

K	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
1st 2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
K Test	1 Test		2-3 Test				4-5 Test				6-8 Test						9-12 Test							

MDE Entrance Criteria to Qualify for ELD Instruction

Assessment	Qualifies for ELD Instruction	Does Not Qualify for ELD Instructions
WIDA Kindergarten Screener	Composite Score < 4.5	Composite Score $\geq$ 4.5
WIDA Online Screener (1-12)	Composite Score < 4.5 or At least 1 domain < 4.0	Composite Score $\geq$ 4.5 and All 4 domains $\geq$ 4.0
WIDA Alternate Screener (K-12)	Composite Score < 3.0 Kdg. Sem. 1 Oral Score < 3.0	Composite Score $\geq$ 3.0 Kdg. Sem. 1 Oral Score $\geq$ 3.0

4. Students with significant cognitive disabilities are given the (K-12) WIDA Alternate Screener.
5. If the student qualifies for ELD instruction, the Department of Teaching and Learning will “flag” the student as EL, enter all assessment data into Campus and Ellevation, be given a start date for when ELD instruction is to begin, and notify the appropriate school building secretary of the student’s EL status.
6. The MARSS coordinator marks the student’s EL indicator as “YES”. If the student’s assessment results demonstrate English language proficiency, the EL indicator is marked as “NO”.
7. The entire identification process is completed within 30 calendar days of enrollment at the beginning of the school year, or within 2 weeks if the student enrolls later in the year. When a student is identified as qualifying for the LIEP, the Department of Teaching and Learning notifies the parent/guardian through the US mail (see Appendix D).

Additional Classifications

Students who qualify for the LIEP are a diverse group, with a wide range of life experiences and educational history. For this reason, the Department of Teaching and Learning screens new students to see if they are eligible for additional classifications. During the LIEP entrance process, collected information is reviewed for the following categories.

1. Students with Limited Interrupted Formal Education (SLIFE)

- a. Students are determined as to whether they classify as SLIFE if they are an English learner in grades 2-12 and have an interrupted education. The MDE SLIFE definition is an English learner who has at least two fewer years of schooling than their peers when entering school in the United States.
- b. If the student qualifies as SLIFE these data elements are reported through Ed-Fi and noted as SLIFE in Campus.

2. Recently Arrived English Learner (RAEL)

- a. The Department of Teaching and Learning works with the student's family, and/or the student to determine the student's first date enrolled in a U.S. school.
- b. If the student has been enrolled in a U.S. school on or after April 15 of the previous school year, that student is identified as RAEL and noted as such, with a start date in Campus.
- c. The Department of Teaching and Learning also interviews every RAEL student in grades 3-12 (see Appendices E-F). All questions are voluntary. This tool is used to identify a student who may need intense or specialized ELD services in addition to counseling. The student may receive program services more directly geared to their academic and interest levels. The RAEL interview is shared with the EL teacher and downloaded into Ellevation and then placed in the student's cumulative record.
- d. The district identifies RAELs on the Student Support Data Collection website for statewide tracking purposes. RAELs do not have any exemptions from standardized testing, but their scores are not included in test-based school accountability indicators.

1. Immigrant Children and Youth

- a. The term 'immigrant children and youth' is defined as:
 - 1) a child who is aged 3 through 21;
 - 2) was not born in any state or any U.S. territory; and
 - 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).
 - 4) This definition does not require that new immigrants also be EL eligible.
- b. For purposes of determining if students meet the 'immigrant children and youth', the district staff should only request information about a student's date of birth, place of birth, and prior school enrollment. The district staff should determine whether a student meets the first two criteria of the definition of immigrant child or youth (confirming age and birth outside the United States). Only after these criteria have been confirmed should the district staff then ask questions to determine the total cumulative number of months that the student has attended schools in the United States.
- c. If the student qualifies as an immigrant, they are identified on MDE's online Student Support Data Collection (SSDC) system.

2. Migrant 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.

3. Dual Identification

- a. Students in special education (SPED) have a disability requiring specialized instruction. This is separate from, but complementary to, language-based ELD needs and instruction. If a new student has an Individualized Education Plan (IEP) from a previous district, that IEP remains in effect. Special education staff work in collaboration with EL staff on an individual basis to determine how to coordinate supports and instruction that meet the student's language needs as well as the IEP needs.
- b. If an EL student who does not have an IEP seems to be displaying evidence of a disability, teachers may follow the Multi-Tiered System of Support framework in order to provide increased targeted intervention and monitor the student's progress. If the intervention appears not to be sufficient, the staff does 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.
- c. In keeping with maintaining the least restrictive environment, an indirect service plan may be used with students who are nonverbal and when indirect service would be in their best interest. The *Dual Eligible Consultative Service Plan* (see Appendix G) is completed by the EL teacher who has the student on their caseload and the student's special education case manager. The SPED case manager and the EL teacher should share and discuss current IEP and WIDA language proficiency goals. This is also a time to review any Alt-ACCESS Testing Accommodations. Best practice would be for these teachers to share this plan during the IEP meeting. The purpose of this document is to provide indirect English Language Development programming through professional conversations between the current case manager and EL teacher.

LIEP Placement

Grade Placement, Promotion and Retention of Multilingual Learners

1. District #518 practices grade level age appropriate placement for all learners including MLLs.
2. Promotion of multilingual learners should be based on recommendations by the classroom teacher and EL teacher in consultation with the building principal. Since academic language acquisition may take 5-7 years, it is not feasible to retain a student until they reach grade-level English proficiency.
3. Classroom teachers should make appropriate instructional accommodations and modifications to make grade-level content accessible to multilingual learners who qualify for ELD services. If a student has received documented appropriate accommodations in the classroom but still has not made adequate progress or has demonstrated a need due to other factors (lack of effort, poor attendance, etc.), then retention may be appropriate. The final decision to promote or retain EL students shall be made by the principal.

Placement Decisions

All students who meet MDE entrance criteria receive ELD instruction. After reviewing data such as English language proficiency scores, home language literacy, and academic history and performance, placement decisions are made for the multilingual learner.

1. At the elementary level, this involves administration, EL teachers, and grade level teachers working together to determine which homeroom class would be the best fit for the student in terms of same-language, student buddies, clusters of support, etc. In addition, the EL teacher places the student into a grade-level and proficiency-level appropriate grouping for ELD support.
2. At the middle school level, the grade level EL teacher arranges a schedule that accounts for class periods dedicated to ELD instruction and for academic content classes, which may include paraprofessional or co-teacher support. The assistant principal checks the schedule and inputs it into Campus.
3. At the high school level, the counselors and EL teachers arrange a schedule that accounts for class periods dedicated to ELD instruction and for academic content classes which may include paraprofessional or co-teacher support. The counselors input the schedule into Campus.

If a student arrives as a transfer student from another high school or another country, they will be enrolled immediately.

- a. The student must document enrollment in a previous school by providing an official transcript that has been translated to English. A language barrier, however, is not just cause to deny a student appropriate transfer of credits.
- b. If the student enrolls with transcripts, the counselor will evaluate the transcript for transfer credit and the student will be placed in a grade level based on the number of credits transferred.
- c. Course credit will be awarded based on a passing grade in the subject, the former school's course alignment with the Minnesota graduation requirements for the same or similar course offering, and comparable time in class.
- d. Elective courses may transfer as noted on the transcript.

For a complete list of Worthington High School graduation requirements, begin [here](#).

4. At the Learning Center, the counselor creates the schedule. They place the multilingual learner in a co-taught content class or an ELD class at the same proficiency level as they were in at the high school as the majority of the Learning Center students transfer from the high school. If a multilingual learner is new to our district, they place them in a co-taught content class or an ELD class at the level determined by their transcript or most current English language proficiency assessment.

Special Circumstances

Parent Refusal

1. When a student is identified as qualifying for the LIEP, the Department of Teaching and Learning sends a *Parent Notification Letter* (see Appendix J) through the mail. Parents/guardians can withdraw the child from the LIEP by declining ELD services on this form or by contacting the school and being provided the *Request to Refuse English Language Screening and/or English Language Services* form (see Appendixes B-C).

2. When either of the declining service forms are returned to the school, the secretary, counselor, or EL teacher will scan the form and email it to the Department of Teaching and Learning. The original form should be placed in the student's cumulative folder.
3. The Department of Teaching and Learning will upload the document and indicate the date the parent declined ELD services in Campus.
4. When either of the declining service forms are returned to the Department of Teaching and Learning, they will inform the MARSS coordinator, school secretary and/or guidance counselor that the student has declined ELD services.
5. If the student is currently enrolled in an ELD class, the student will get a new class schedule at Prairie Elementary and the middle school. High school and Learning Center schedules will be changed at the start of the next quarter.
6. A decision to withdraw from ELD services **does not** change the status of the student. They are still identified as EL "YES" in MARSS.
7. Students who refuse ELD services will continue to take the ACCESS 2.0 in the spring, unless the parent or guardian chooses to opt-out of the ACCESS 2.0 as well (see Appendix H).
8. If the student begins receiving ELD services prior to the parents/guardians request to withdraw from the LIEP, the start date in MARSS will be removed.
9. Parents/guardians who wish to withdraw students from the LIEP, must do so **each year**.
10. A student who is over 18 can withdraw from the LIEP at any time during the school year by completing the *Request to Refuse English Language Screening and/or English Language Services* form.

False Positives

1. If a student has been identified for EL status based on the results from the WIDA Screener, and it becomes clear to both EL and content-area teacher(s) within 45 calendar days of starting in the district's LIEP, that the student is displaying evidence of proficient academic English and grade-level content work, it is possible that the student was misidentified as EL.
2. If this is the case, the EL teacher and content-area teacher(s) will complete the *Reclassification Recommendation Form* (see Appendix I) and turn it into the building chair and MLL coordinator for consideration. Teachers will also be encouraged to submit student work that would demonstrate student proficiency of academic English language. The goal is to determine if the student's academic performance and academic English is at grade level for full English proficiency.
3. After reviewing the evidence and it is determined the student was potentially misidentified, the MLL coordinator will communicate with parents the need to reassess the student.
4. The WIDA Model will be administered by the EL teacher. On the recommendation of the MLL coordinator, building ELD chair, and teachers, the student may complete one or all four domains of the WIDA Model.
5. Based on the results of the WIDA Model the student may continue to receive ELD services or may be reclassified as EL "NO" in Campus and the student will receive a new class schedule. The student will not take the annual ACCESS 2.0 assessment.

False Negatives

1. If a student has not been identified upon enrollment as qualifying for ELD services, but it becomes evident to the content-area teacher(s) within 45 calendar days of starting in the district that the student is

- struggling and is unable to fully access the curriculum because of a lack of English language proficiency, it is possible that the student was incorrectly identified as not qualifying for ELD services.
2. If this is the case, the content-area teachers with the help of an EL teacher will complete the *Reclassification Recommendation Form* (see Appendix I) and turn it into the MLL coordinator for consideration.
 3. The MLL coordinator will revisit the student's MNLS and review the *Reclassification Recommendation Form*. If it is determined the student may have been incorrectly identified, the MLL coordinator will communicate and consult with the building administrator and the student's parents/guardians. With parent consent, the MLL coordinator will schedule a WIDA Screener assessment.
 4. If the WIDA Screener results indicate that the student could benefit from ELD instruction, the student is placed into ELD services according to the LIEP.
 5. Parents are notified by mail and the student is identified as EL "YES" in Campus.
 6. If the results of the WIDA Screener do not indicate that language proficiency is a barrier for the student to fully access the curriculum, the district should investigate additional reasons behind the student's difficulty.

LIEP Exit Procedure

Assessment and Ongoing Identification

Annually, all students with EL status take the ACCESS 2.0 unless the parent/guardian has completed the MDE form refusing this statewide assessment (see Appendix H). The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of our multilingual learners. The ACCESS test provides scores based on a 1-6 scoring scale. 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 growth over time; and
- 4) determine continuation in or exit from the LIEP.

MDE Exit Criteria to Discontinue with ELD Instruction

	Continue w/ELD Instruction	Exit from the LIEP Program
WIDA ACCESS 2.0	Composite Score < 4.5 or At least 2 domains < 3.5	Composite Score $\geq$ 4.5 and At least 3 domains $\geq$ 3.5
WIDA Alternate ACCESS	Composite Score < 2 Composite Score = 2 or provide Additional Criteria to Exit (AC-E)	Composite Score $\geq$ 4 Composite Score = 3 or provide Additional Criteria to Remain (AC-R)

Students are exited from the LIEP when they have met the proficiency cut scores set by MDE based on their annual ACCESS 2.0 scores. Students and parents will be informed by mail annually of their EL status and whether or not the student will be continuing with ELD instruction. The exit notification letter (see Appendix J) is sent within 30 calendar days from the start of the school year.

1. The MLL coordinator and EL teachers will evaluate ACCESS data as it becomes available to determine each student's EL eligibility for ongoing language instruction.
2. If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for the LIEP. The continuation notification letter (see Appendix K) is sent within 30 calendar days from the start of the school year.
3. If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, the student continues to qualify for the LIEP.
4. If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student exits the LIEP. However, students may remain in the LIEP 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).
 - a. A language proficiency assessment, teacher-developed formative assessments, and anecdotal records should be used to justify the student's continued placement in the LIEP.
 - b. This decision is made in consultation with the MLL coordinator and building principal.
 - c. The decision is made based on English language proficiency of language domain(s) and not content area knowledge.
 - d. If staff determine that a student should remain in the LIEP, all evidence, as well as an explanation of the rationale, must be documented in the student's cumulative folder and parent/guardian notified.
 - e. The district will request for an exception to MARSS Error #374, so that the student can remain in the LIEP and continue to be identified as EL "YES" in MARSS. This request is sent to mde.el@state.mn.us along with the student's MARSS number (do not include name) and confirmation that evidence was provided that supports continuation in the LIEP and is documented in the student's cumulative folder.
5. If staff do not provide evidence, the student must be exited by the Department of Teaching and Learning in Campus and reclassified as EL "NO" by the MARSS coordinator.
6. Students with significant cognitive disabilities are administered the WIDA Alternate ACCESS if identified in their Individualized Education Plan. See the above chart for exit criteria.

Monitoring Exited Students

After a student exits the LIEP, they are designated as a former EL student. They will be monitored for two years to ensure that they are meaningfully participating in educational programs comparable to their grade-level peers. The MLL coordinator will provide communication to be sent twice each year, to each former EL student's homeroom or advisory teacher with a link to document digital feedback on their academic progress.

The MLL coordinator and EL teachers will monitor these forms. If a student is having trouble with language in reading, writing, math, science, or social studies, a student concerns meeting will be held between the content area teacher and an EL teacher. They will look at current and historical data, creating a summary of the student's progress.

If the root cause does not seem to be a language need, then the content area teacher will intervene with the student following programs for the general student population. If the cause may be a persistent and specific language need, then the EL teacher will make recommendations for implementation of classroom strategies and/or scaffolds that would support the former EL student's academic progress. The *Instructional Focus Differentiation and Scaffolds by domains for Struggling Former ELs* grade level cluster documents (see Appendices L-O) may be used.

Re-Entry into the English Language Instruction Education Program

Students meeting Minnesota ACCESS proficiency criteria during the spring assessment of the previous year should have the opportunity to attempt grade-level course work throughout the school day for at least half of the school year before re-entry into the LIEP may be initiated. This time can allow students the opportunity to attempt to meet grade level standards. It is not expected that a student's academic English will be perfect upon meeting state proficiency criteria. Language issues may still be present for recently exited students. Providing differentiation and scaffolding is normal. It does not automatically indicate a learning disability nor an ongoing need for EL classification. If an exited student is not progressing as expected academically, the source of the academic struggles should be identified and academic support provided (see Appendices L-O).

If there is substantial documented evidence of a persistent lack of language proficiency in one or more language domain areas, along with a recommendation from both a content teacher and an EL teacher, then staff may re-test the student's English level proficiency using the WIDA Screener. If students do not meet proficiency criteria a recommendation can be made to return the student to EL status. It is important that parents understand the student would return to EL status and provide a signed consent. The student would not exit EL status until meeting proficiency criteria on the ACCESS test.

Before a student can be recommended for re-entry into EL status, the following evidence needs to be collected no sooner than January following the proficient ACCESS score. This process should not be taken lightly and should be a very rare occurrence.

Documented Evidence Required

1. evidence of persistent and specific language needs
2. documentation of intervention efforts
3. qualifying WIDA Screener score (Students with an overall composite score of 4.5 and above with no domain below a 4.0 on the Screener may **not** be reentered in the LIEP.)
4. EL and content teacher recommendations
5. signed parental consent agreeing to re-establish EL status and ELD programming

To document 2-5, use the *Request to Re-Enter into the LIEP* form (see Appendix P).

If the staff determines the student should reenter the LIEP, the district will request for an exception to MARSS Error #374, so that the student can reenter the LIEP and be re-identified as EL "YES" in MARSS. This request is sent to mde.el@state.mn.us along with the student's MARSS number (do not include name) and confirmation that the five items listed above satisfy all requirements for re-entry and are documented in the student's cumulative folder.

English Language Development (ELD) Instruction

Amount of ELD Instruction by Grade and Proficiency Level

The table below provides how much designated ELD instruction students receive each week. These amounts vary by students' English proficiency levels and the number of students at each grade level requiring ELD instruction. Students at lower proficiency levels require more intensive language instruction than those who are more proficient.

ELD Services by Grade and Composite Level				
	1.0-1.9 Entering	2.0-2.9 Emerging	3.0-3.9 Developing	4.0-4.4 Expanding
K	30-60 min. 5x/week	30-60 min. 5x/week	30-60 min. 2-5x/week	ELD service provided through classroom supports and co-teaching or push-in instruction.
1	60-90 min. 5x/week	30-60 min. 5x/week	30-60 min. 2-5x/week	
2	60-90 min. 5x/week	30-60 min. 5x/week	30-60 min. 2-5x/week	
3	60-90 min. 5x/week	30-60 min. 5x/week	30 min. 2-5x/week	
4	60-90 min. 5x/week	30-60 min. 5x/week	30 min. 2-5x/week	
5	60-90 min. 5x/week	30-60 min. 5x/week	30 min. 2-5x/week	
6	2 periods of support	1-2 periods of support	1 period of support	
7	2 periods of support	1-2 periods of support	1 period of support	
8	2 periods of support	1-2 periods of support	1 period of support	
9	2 periods of support	1-2 periods of support	1 period of support	
10	2 periods of support	1-2 periods of support	1 period of support	
11	2 periods of support	1-2 periods of support	1 period of support	
12	2 periods of support	1-2 periods of support	1 period of support	
7-12 Learning Center	2 periods of support	1-2 periods of support	1 period of support	

Scope of ELD Instruction

Multilingual learners are provided ELD instruction delivered by highly qualified teachers that focus directly on teaching the English language, through the four domains of reading, writing, listening, and speaking. EL teachers help multilingual learners to communicate information, ideas, and concepts necessary for academic success in the content areas of science, math, social studies, English language arts, and for social and instructional purposes. Instruction is delivered through push-in, pull-out, sheltered, co-teaching, and 1:1 support.

Push-in Instruction

Push-in instruction is used to provide service to students of any level of language proficiency. Ideally, push-in occurs when students are working in small-groups and learning language through a content area.

Pull-out Instruction

Pull-out instruction is used for beginner/newcomer students and is aligned to grade-level instruction. Ideally, students are not removed from core instruction.

Sheltered Instruction

Sheltered instruction is an instructional approach that engages multilingual learners in developing content-area knowledge, academic skills, and increased English proficiency by aligning ELD and content area standards. In sheltered English classes, teachers use clear, direct, simple English and a wide range of strategies, supports, and scaffolds to communicate meaningful and comprehensible content knowledge.

Co-teaching

Co-teaching ELD instruction is an EL teacher and a content teacher sharing the responsibility for teaching all of the students assigned to a content classroom. It involves the distribution of responsibility among teachers for planning, instruction, and evaluation. MLLs further their English language proficiency through content. Co-teaching teams also clarify staff beliefs, norms, roles and responsibilities for topics such as: parent communication, behavior management, feedback, instruction, and student grouping.

ELD Support

ELD Support provides multilingual learners with strategies and tools to communicate information, ideas, and concepts necessary for academic success in the content areas of science, math, social studies, and English language arts through small group or 1:1 support.

Long Term English Learner (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 content areas, to ensure they are succeeding academically.

In our district, these LTEL supports may include:

- sheltered English language development instruction

- regularly scheduled meetings with an EL teacher to discuss academic progress and provide support.
- an assigned EL teacher advisor that provides content and language support and valuable feedback on their writing progress - focusing on concepts, ideas, and content.
- content-area courses—such as math, science, and social studies—that focus simultaneously on content and literacy learning.

Virtual Instruction By Excellence (VIBE)

The VIBE Online School is a public school operating within the Worthington, MN School District (ISD518). VIBE has collaborated with two curriculum vendors, Venture Upward for students grades K-8 and BYU Suites for students grades 9-12. Through these two partnerships, VIBE is able to provide students and families flexible and innovative educational opportunities

The process for identifying and servicing VIBE multilingual learners who require ELD services is as follows.

1. Families have identified a language other than English on their Minnesota home language survey (MNLS).
2. VIBE Dean of Students requests language proficiency assessment documentation from the previous school.
3. District 518 MLL Coordinator reviews assessment documentation to make continued programming decisions.
4. If no documentation is available, the student will be given an approved Minnesota ELP screener.
5. Screener results will be sent to the VIBE Dean of Students and placed in the student's cum folder.
6. If the assessment identified the need for ELD programming:
 - a. The VIBE Dean of Students will discuss the logistics of receiving this added service and inform the family that they have the right to opt out of ELD programming at any time (see Appendix Q).
 - b. The Teaching and Learning department will flag the student EL in Campus.
 - c. An EL teacher will deliver virtual ELD instruction.
7. The EL teacher is responsible for:
 - a. Providing ELD virtual instruction based on the student's language proficiency level.
 - b. Providing supplemental materials that scaffolds and supports the grade level content.
8. All VIBE EL students take the annual state required language assessment, WIDA ACCESS 2.0.

EL Teacher's Responsibilities

The EL teacher should carry out their responsibilities according to the LIEP procedures included in this document. In addition, they should also:

- align their program with the WIDA ELD Standards and the Minnesota state content standards.
- progress monitor students.
- use available student data to adjust instruction.
- formally report student progress and inform students and parents.
- complete all online training and quizzes annually to correctly administer WIDA assessments.
- ensure all ELs participate in the ACCESS 2.0 with or without accommodations.
- share multilingual learners' English language proficiency information with content/mainstream teachers.

- collaborate with classroom/content area teachers and student support staff, to support multilingual learners' success.
- promote culturally responsive practices among all staff.
- act as a support to further multilingual learners' education.
- encourage parental involvement.
- provide LIEP program information to school personnel, parents, and the community.
- maintain EL records.
- monitor students' progress of *Monitored Year 1 and Monitored Year 2* students.
- print and place the *Cumulative Folder Report* in the student's cumulative folder when a student leaves the district.
- periodically check student EL information in the student information system. (Campus)- Student Information>Program Participation>English Learners (EL)
- participate in the placement of multilingual learners for the upcoming school year.

Program Evaluation and Adjustment

District 518 evaluates ELD programming over time using accurate data to assess the educational performance of current and former EL students. The district monitors and compares the academic performance of the EL students in the program and those who exited the program, relative to that of their never-EL peers.

Family Communication Procedures

Our district values transparency with families and the community.

- District 518 utilizes a notification system that communicates events, activities, emergencies and other related information to students, parents, staff and community members in English and Spanish.
- District 518 also utilizes a multilingual school-family engagement platform with two-way translation and content with over 140 languages.
- Parent meetings/activities are held at various times throughout the day/year. Notices are sent through the multilingual school-family engagement platform and/or by paper in Spanish/English.
- Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during scheduled meetings. Spanish interpreters are available on a day-to-day basis.

District Demographics

District 518 is a very diverse district that serves students with more than 40 home languages (see Appendix R).

Communication of the LIEP Information

A full version of the LIEP is posted on the school website <https://www.isd518.net/district/language-learners/>. Also, a brief flier summarizing the LIEP in English and Spanish is available in each school building's office.

Appendix A

Legal Precedents and Requirements

Case law and statutes involving the right of multilingual learners to a public education—and the responsibilities of state and local governments to provide it—stretch back decades and continue to evolve. The first two are landmark cases nationwide in the area of the rights of language-minority and immigrant students. The third is unique to Minnesota, providing a strong legal framework for comprehensive, appropriate instruction for multilingual learners.

Lau v. Nichols (1974)

The *Lau Remedies* (1974) specified proper approaches, methods, and procedures for:

1. identifying and evaluating national-origin-minority students' English language skills (identifying and placing students in appropriate programs)
2. determining appropriate instructional treatments (creating an appropriate LIEP)
3. deciding when EL students are ready for mainstream classes
4. determining the professional standards to be met by teachers of language-minority children (K-12 ESL License in Minnesota)

Under the *Lau Remedies*, elementary schools were generally required to provide MLLs special English-as-a-Second-Language instruction as well as academic subject-matter instruction through the students' strongest (native) language until the student achieved sufficient proficiency in English to learn effectively in a monolingual English classroom.

Castañeda v. Pickard (1981)

As a result of this landmark court case, the *Castañeda standard* (1981) mandates that the educational programs schools provide for language-minority students must be:

1. based on a sound educational theory – research based, proven effective
2. implemented effectively with sufficient resources and personnel – highly qualified teachers (with ESL license) are required as well as a curriculum designed specifically to develop English language skills for students learning English
3. evaluated to determine whether they are effective in helping students overcome language barriers (Del Valle, 2003) – use an evaluation procedure to determine effectiveness each year

Thus, the *Castañeda standard*, which encapsulates the central feature of *Lau* – that schools offer supports and accommodations that meet the needs of MLLs – has essentially become the law of the land in determining the adequacy of programs for ELs.

Minnesota LEAPS Act (2014)

The LEAPS Act stands for Learning English for Academic Proficiency and Success. This comprehensive legislation is comprised of 42 statutes of Minnesota law and focuses on four overarching goals.

1. **Multilingualism as an Asset**
 - a. encourages multilingual instruction and cultural competence
 - b. establishes state seals of bilingualism and multilingualism to recognize students' linguistic assets
2. **Teacher and Administrator Skills/Knowledge**

- a. requires continued professional development in the area of multilingual learners' language development and cultural competency
- b. requires the use of school resources to support multilingual learners, including use of their home languages

1. **Diversity of Multilingual Learners**

- a. requires comprehensive screenings on students' languages and promotes bilingual programs
- b. requires differentiated programs for SLIFE and LTEL

1. **Multiple Voices Engaged**

- a. encourages family engagement policies that use home languages and conduct satisfaction surveys with families
- b. requires schools to promote multilingual literacy through support and strategies for families

Appendix B



Request to Refuse English Language Screening and/or English Language Services

Dear Parent(s) or Guardian:

You have indicated that you would like to refuse English language screening and/ or English language services for your child. By law we are required to offer English language services to those students who are not proficient in listening, speaking, reading, and writing in English. These students qualify for our Language Instruction Education Program and are provided English language development instruction most appropriate for their level of English proficiency. If you have any questions about your child's placement or the type of program options available, please contact the school. You have the right to refuse these English language services for your child. If you decide to refuse, please complete and sign the bottom of this form and return it to your child's school or mail to:

Department of Teaching and Learning
1117 Marine Ave.
Worthington, MN 56187

Thank you,
Language Instruction Education Program

Request to refuse English language screening and/or English language services

I, _____ (parent or guardian) of _____ (student) have been informed of my right to refuse English language services. I can contact the school to discuss the options available for my child's English language development. I request the following action:

- ☐ I want to refuse English language **screening** and English language services.
- ☐ I want to refuse English language **services** for the 20__ - 20__ school year. I understand that my child's English language proficiency will be assessed each year using the Minnesota state required ACCESS test. I also understand that I will reevaluate this decision each year.

Parent or Guardian Signature: _____ Date: _____

Signature of District Staff member working with the family: _____

Staff Member's Title: _____ Date: _____

9/2023

Appendix C

**Solicitud para rechazar la evaluación del idioma Inglés y sus servicios**

Estimado(a) padre, madre o tutor,

Usted ha indicado que le gustaría rechazar la evaluación del idioma inglés y los servicios de este idioma que se ofrecen a su estudiante. Por ley, estamos obligados a ofrecer los servicios del idioma inglés a aquellos estudiantes que no tienen la habilidad de: *comprender, hablar y escribir en este idioma*. Su estudiante califica para recibir clases bajo el programa de instrucción de este idioma y el estudiante recibiría las clases del idioma inglés más apropiadas a su nivel competente. Comuníquese con la escuela si usted tiene alguna pregunta sobre la colocación académica del estudiante o de los tipos de programas disponibles. Usted tiene el derecho a rechazar estos servicios que se ofrecen a su estudiante. Si usted decide rechazar este servicio, llene y firme la parte inferior de este formulario y devuélvalo a la escuela del estudiante o envíelo por correo a:

Department of Teaching and Learning
1117 Marine Ave.
Worthington, MN 56187

Atentamente,
El departamento encargado de la enseñanza del idioma inglés

Solicitud para rechazar la evaluación del idioma Inglés y sus servicios

Yo, _____ (padre, madre o tutor) de _____ (estudiante) se me ha informado del derecho que tengo a rechazar los servicios de enseñanza del idioma inglés: Puedo comunicarme con la escuela para conversar sobre las opciones existentes para que mi estudiante aprenda el idioma inglés; yo solicito se proceda de la siguiente manera:

- ☐ Quiero rechazar la **evaluación** del conocimiento del idioma inglés y servicios afines.
- ☐ Quiero rechazar **los servicios** del idioma inglés durante el año escolar 20____ al 20____. Entiendo que el conocimiento del idioma inglés de mi estudiante será evaluado todos los años usando la prueba ACCESS del estado de Minnesota y también entiendo que todos los años tendré que reevaluar esta decisión.

Firma del padre, madre o tutor: _____ Fecha: _____

Firma del empleado del distrito que colabora con la familia: _____

Cargo del empleado: _____ Fecha: _____

Appendix D



Notification of Initial English Language Program Placement

Student Information

Student		Grade Level	11	School	Worthington Senior High
MLL Status:	Receiving EL Services	Student ID#			

Our school district provides a program of language instruction for MLLs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the

_____, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

No English Language Proficiency Tests available

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

MLL Services

Academic Period	MLL Services	Provider	Schedule
2023/2024 - Year	Sheltered English Instruction	Caitlin Werder	1x/Day for 1:00

Pull-out/Push in ESL

Pull Out/Push In ESL An English program that serves identified MLL students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Sheltered English Instruction

Sheltered English Instruction (SEI) This program provides nearly all classroom instruction in English with curriculum and instruction designed for English learners. English learners receive instruction to acquire the academic English they need to meet grade-level content standards.

Worthington Public Schools
 Notification of Initial English Language Program Placement
 6/13/2024

Student:
 Student ID#:

EL Advisory Support

Other

Co-teaching

Content-Based ESL An English program that serves identified MLL students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 5-7 years.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Overall	Score of 4.5 on the ACCESS.
Other	Score of 3.5 on the 3 out of 4 domain scores.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the 2023-2024 expected rate for graduation of 85%.

If you have any questions about your child's placement or the type of program options available to you, please contact _____ at _____.

☐	Yes, I approve of this placement for my child.
☐	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Parent/Guardian Signature: _____ Date: _____ Phone Number: _____

Appendix E

Recently Arrived English Learner (RAEL) Interview

To be completed with students who are part of one of the following subgroups: SLIFE/immigrant/refugee. Utilize transcript in cum folder if available. Interpreter or telephonic interpretation service should be used if necessary. Explain that the answers will be used to help provide the most appropriate schooling for the student and all questions are voluntary.

Interviewer's Name and Position	Date
Personal and Language Information	
Students Name	Gender M/F
Students Birthdate	Age Grade
What is your home country?	
What is your home language?	
What other languages have you learned?	
What language are you most comfortable using?	
Do you have any health issues?	
Family, Work, and Home Background	
At what age did you leave your home country?	
Did you work? Yes/No (If yes) What did you do?	
Are you working now? Yes/No or Are you planning to work soon? Yes/No (If yes) Where?	
Do you have any family members living in your home country? Yes / No	
Who came with you to the United States? Were you separated from any family members during your journey?	
Do you have any family members living in the United States? Yes / No	
Who do you live with? (check all that apply) Mother Father Siblings Aunt(s) Uncle(s) Grandparent(s) Cousin(s) Other _____	
How long has it been since you have been with them?	
Do any of the people you live with speak English? Yes No I don't know	
What is the highest level of education of the people you live with? Primary school Secondary school College/University Graduate school I don't know	
In which language(s) was his or her education?	
In what other language(s) does he or she read or write?	
Were you held in a detention center? Yes/No (If yes) For how long?	

Have you ever lived in a refugee camp? Yes / No

(If yes) For how long?

Education History

When you were ____ years old...	In what country were you living?	Did you go to school?	How many hours in the school day?	How many months of the year did you attend?	Was your school in a city or a town?	In what language(s) were the lessons given?	What other language(s), if any, did you study that year?	What subjects were taught?
4-5								
5-6								
6-7								
7-8								
8-9								
9-10								
10-11								
11-12								
12-13								
13-14								
14-15								
15-16								
16-17								
17-18								
18-19								

What is the highest grade level you completed? K 1 2 3 4 5 6 7 8 9 10 11 12

What subjects are especially easy for you? (check all that apply)

History Sciences Math Reading Writing Languages Other _____

What subjects are difficult for you? (check all that apply)

History Sciences Math Reading Writing Languages Other _____

Language and Literacy Practices and Interests

Do you like to read during your free time? Yes / No

(If yes) What do you like to read? (check all that apply)

Magazines Books Comics Newspapers Other _____

(If yes) What do you like to read about? (check all that apply)

Sports Fashion Music Entertainment News Science Fiction Mystery Other _____

(If yes) In what language(s) do you read? (check all that apply)

1st Language English Other _____

Do you like to write during your free time? Yes / No

(If yes) What do you like to write? (check all that apply)

Poetry Emails Letters Music Lyrics Stories Journal Reports Other _____

(If yes) In what language(s) do you write? (check all that apply)

1st Language English Other _____

When you talk to your friends, which language(s) do you use? (check all that apply) 1 st Language English Other _____
Do you use the internet or computer? Yes / No
(If yes) In what language(s)? (check all that apply) 1 st Language English Other _____
Do you watch TV? Yes / No
(If yes) In what language(s)? (check all that apply) 1 st Language English Other _____
Do you listen to music or the radio? Yes / No
(If yes) In what language(s)? (check all that apply) 1 st Language English Other _____
What else do you like to do when you are not in school? Sports _____ Hobbies _____
What are your goals for the future?
End of Interview
Instructional Implications
Instructional Needs -
Contact Guidance Counselor - Yes or No
Assessment scores: Reading Math
Test was given in: English / Spanish
Number of years behind peers in schooling (if applicable):
Records/transcripts from home country: Yes / No
Records/transcripts from another school in the United States? Yes / No
Programming/Areas of Strength and Interests Art Music Sciences Math Agriculture Newcomer Programming Other _____

*Upload in the student's document tab in Ellevation and put the hard copy in the student's cum folder.

This tool is to be used to identify a student who may need intense or specialized English language learner services. The student may receive program services more directly geared to their academic and interest levels.

Resources: WIDA FOCUS Bulletin May 2015; *Students with Interrupted Formal Education – Bridging where they are and what they need*, Custodio, & O’Loughlin, 2017; Minnesota Department of Education SLIFE Guidance Document, February, 2016; Delaware Department of Education Title III ESL Guidebook

Appendix F



Recently Arrived English Learner (RAEL) Interview

Cuestionario para el estudiante recién llegado que aprende inglés

Este cuestionario debe llenarse con estudiantes que son parte de uno de los siguientes subgrupos: SLIFE/inmigrante/refugiado. Utilizar el expediente académico en el archivo acumulativo, si este existe. Si es necesario se debe utilizar el servicio de interpretación presencial o por teléfono; explicar, que las respuestas serán utilizadas para poder proporcionar la educación más apropiada para el estudiante y todas las preguntas son voluntarias.

Nombre y cargo del encuestador:		Fecha
Información personal y lingüística		
Nombre del estudiante		Género M/F
Fecha de nacimiento del estudiante	Edad	Grado
¿Cuál es tu país de origen?		
¿Cuál es tu idioma natal?		
¿Cuántos otros idiomas hablas?		
¿Con qué idioma te comunicas mejor?		
¿Tienes problemas de salud?		
Información familiar, laboral y del hogar		
¿A qué edad dejaste tu país de origen?		
¿Trabajaste? Si/No		
(Si la respuesta es afirmativa) ¿De qué trabajaste?		
¿Estás trabajando? Sí/No o ¿Estás pensando en trabajar pronto? Sí/No		
(Si la respuesta es afirmativa) ¿Dónde trabajas?		
¿Tienes algún familiar viviendo en tu país de origen? Sí/No		
¿Quién vino contigo a los Estados Unidos?		
¿Te separaste de tus familiares durante el viaje?		
¿Tienes familiares que viven en Estados Unidos? Sí/No		
¿Con quién vives? (marca todas las casillas que correspondan)		
Madre Padre Hermanos Tía(s) Tío(s) Abuelo(s) Primo(s) Otra persona _____		
¿Cuánto tiempo hace desde que estás con ellos?		
¿Alguna de las personas con las que vives habla inglés? Sí No No sé		
¿Cuál es el nivel más alto de educación de las personas con las que vives?		
Nivel primario Nivel secundario Nivel universitario Posgrado No sé		
¿En qué idioma(s) fue la educación de estas personas?		
¿En qué otro idiomas(s) estas personas leen o escriben?		
¿Permaneciste en un centro de detención? Sí/No		

(Si la respuesta es afirmativa) ¿Por cuánto tiempo?

¿Alguna vez viviste en un campo de refugiados? Sí/No

(Si la respuesta es afirmativa) ¿Por cuánto tiempo?

Educación

Quando tenías ____ años de edad...	¿En qué país vivías?	¿Fuiste a la escuela?	¿Cuántas horas de clases al día?	¿Cuántos meses al año acudiste a clases?	¿Era escuela rural o urbana?	¿En qué idioma(s) se impartían las clases?	¿Qué otros idiomas estudiaste ese año, si estudiante alguno?	¿Qué asignaturas fueron enseñadas?
4-5								
5-6								
6-7								
7-8								
8-9								
9-10								
10-11								
11-12								
12-13								
13-14								
14-15								
15-16								
16-17								
17-18								
18-19								

¿Cuál es el nivel de grado más alto que completó? K 1 2 3 4 5 6 7 8 9 10 11 12

¿Qué asignaturas son fáciles para ti? (marca todas las casillas que correspondan)

Historia Ciencias Matemáticas Lectura Escritura Idiomas Otra _____

¿Qué asignaturas son difíciles para ti? (marca todas las casillas que correspondan)

Historia Ciencias Matemáticas Lectura Escritura Idiomas Otro _____

Idioma, Conocimientos básicos e Intereses

¿Te gusta leer durante tu tiempo libre? Sí/No

(Si lees) ¿Qué te gusta leer? (marca todas las casillas que correspondan)

Revistas Libros Cómic Periodico Otro _____

(Si lees) ¿Sobre qué te gusta leer? (marca todas las casillas que correspondan)

Deportes Moda Música Pasatiempos Noticias Ciencia ficción Misterio Otro _____

(Si lees) ¿En qué idioma(s) lees? (marca todas las casillas que correspondan)

Idioma natal Inglés Otro _____

¿Te gusta escribir durante tu tiempo libre? Sí/No

(Si escribes) ¿Qué te gusta escribir? (marca todas las casillas que correspondan)

Poesía Correos electrónico Cartas Letra musical Cuentos Diario Informe Otro _____

(Si escribes) ¿En qué idioma(s) escribes? (marca todas las casillas que correspondan)

Idioma natal	Inglés	Otro
Cuando hablas con tus amigos, ¿Qué idioma(s) usas? (marca todas las casillas que correspondan)		
Idioma natal	Inglés	Otro
¿Usas Internet o computadora? Sí / No		
(Si es así) ¿En qué idioma(s)? (marca todas las casillas que correspondan)		
Idioma natal	Inglés	Otro
¿Ves televisión? Sí / No		
(Si es así) ¿En qué idioma(s)? (marca todas las casillas que correspondan)		
Idioma natal	Inglés	Otro
¿Escuchas música o la radio? Sí / No		
(Si es así) ¿En qué idioma(s)? (marca todas las casillas que correspondan)		
Idioma natal	Inglés	Otro
¿Qué otra cosa te gusta hacer cuando no estás en la escuela?		
Deportes	Pasatiempos	
¿Cuáles son tus metas futuras?		
Fin del cuestionario		
Instructional Implications		
Instructional Needs -		
Contact Guidance Counselor - Yes or No		
Test scores from SLIFE assessments: Reading		Math
Test was given in: English / Spanish		
Number of years behind peers in schooling (if applicable):		
Records/transcripts from home country: Yes / No		
Records/transcripts from another school in the United States? Yes / No		
Programming/Areas of Strength and Interests		
Art Music Sciences Math Agriculture Newcomer Programming		
Other		

*Upload in the student's document tab in Ellevation and put the hard copy in the student's cum folder.

This tool is to be used to identify a student who may need intense or specialized English language learner services. The student may receive program services more directly geared to their academic and interest levels.

Resources: WIDA FOCUS Bulletin May 2015; *Students with Interrupted Formal Education - Bridging where they are and what they need*, Custodio, & O'Loughlin, 2017; Minnesota Department of Education SLIFE Guidance Document, February, 2016; Delaware Department of Education Title III ESL Guidebook

Appendix G

Dual Eligible Consultative Service Plan

This tool is to be completed by the EL teacher who has the student on their caseload and the student's special education (SPED) case manager. The SPED case manager and the EL teacher should share and discuss current IEP and WIDA language proficiency goals. This is also a time to review any Alt-ACCESS Testing Accommodations. Best practice would be for these teachers to share this plan during the IEP meeting. The purpose of this document is to provide indirect English Language Development (ELD) programming through professional conversations between the current case manager and EL teacher.

Student Name:	Primary Disability:
Student ID#:	Secondary Disability:
	Tertiary Disability:

School Year	Grade	Case Manager	EL teacher	Day & Time of Recurring Monthly Meeting

Date of initial meeting: _____	Date of final meeting ending service plan: _____
Signatures: Parent/Guardian _____	Signatures: Parent/Guardian _____
MLL Coordinator _____	MLL Coordinator _____
Director of SPED _____	Director of SPED _____

Dual Eligible Collaboration Tool

ELD Programming:	Purpose of meetings are to:
<i>In keeping with maintaining the least restrictive environment, this indirect service plan should be used with students who are nonverbal and when indirect service would be in their best interest.</i> How does the disability impact the ability to acquire academic language? <i>At the end of the school year, add a note in the notes tab of the student's Ellevation page to communicate with future EL teachers.</i>	-Review student's English proficiency levels -Provide information about language acquisition -Advocate for students' language developmental needs -Share linguistic information -Share teaching strategies -Provide resources or materials -Other:
Meeting Notes/Comments:	

Appendix H



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

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Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.

Explore
the Statewide
Testing page
for more
information

(education.mn.gov >
Students and Families >
Programs and Initiatives >
Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20__ to 20__ school year.)



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

- | | |
|---|--|
| ☐ MCA/MTAS Reading | ☐ MCA/MTAS Science |
| ☐ MCA/MTAS Mathematics | ☐ ACCESS/Alternate ACCESS |

Contact your school or district for more information on how to opt out of local assessments.

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Appendix I

Reclassification Recommendation Form

Student Name: _____ Grade: _____

Date: _____ Date enrolled: _____

Purpose for Reclassification

☐ False Positive - <i>student displays evidence of proficient academic English</i>	☐ False Negative - <i>student lacks English Language Proficiency</i>
---	---

Original WIDA Screener Scores	
<u>Domain Scores</u> Listening- Speaking- Reading- Writing-	<u>Composite Scores</u> Oral Language- Literacy- Overall-

Documentation

- 1. Description of evidence leading to the recommendation for reclassification.

Initial Review for recommendation for reclassification based on description and documentation submitted.

☐ Approval to move the process to the next step.

☐ Deny recommendation to consider student for reclassification. Explain below.

On _____, MLL coordinator communicated with parent/guardian regarding the possible misidentification of their child. To better serve the appropriate needs of their child, District 518 will reassess the student using the WIDA Screener or WIDA Model.

☐ **Parent Verbally Agrees**

☐ **Parent Verbally Declines**

Reassessment Results

☐ WIDA Screener	Composite Score ≥ 4.5 and All 4 domains ≥ 4.0	☐ WIDA Model	Composite Score ≥ 5.0 and All domains ≥ 4.0
Listening Speaking Reading Writing Composite		Listening Speaking Reading Writing Composite	

☐ The student will be reclassified EL “YES” and will begin receiving ELD services. Actual scope of services will be determined by the EL grade level teacher. Notification will be sent home to parents.

☐ The student will be reclassified as EL “NO” and will no longer be receiving ELD services. The student will be issued a new schedule.

☐ Reclassification is denied based on the results of the reassessment.

I attest the above information to be accurate to the best of my knowledge and documentation is available in the student’s cumulative folder.

MLL coordinator signature: _____ Date: _____

Appendix J



Notification of English Language Program Exit

Student Information

Student		Grade Level	11	School	Worthington Senior High
MLL Status:	Receiving EL Services	Student ID#			

Upon enrollment, a language other than English was noted on your child’s Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the _____, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

No English Language Proficiency Tests available

Exit Criteria

Your child’s English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Overall	Score of 4.5 on the ACCESS.
Other	Score of 3.5 on the 3 out of 4 domain scores.

Proficiency Level Descriptors

No English Language Proficiency Tests available

Students who exit the program are monitored for academic success for 2 years.

If you have any questions about this decision, please contact _____ at _____

Appendix K



Notification of English Language Program Continuation

Student Information

Student		Grade Level	11	School	Worthington Senior High
MLL Status:	Receiving EL Services	Student ID#			

Our school district provides a program of language instruction for MLLs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child’s Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the _____, a state-approved assessment for measuring English language proficiency, your child continues to be eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

English Language Proficiency Tests

No English Language Proficiency Tests available

Exit Criteria

Your child’s English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Overall	Score of 4.5 on the ACCESS.
Other	Score of 3.5 on the 3 out of 4 domain scores.

Proficiency Level Descriptors

No English Language Proficiency Tests available

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

MLL Services

Academic Period	MLL Services	Provider	Schedule
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2023/2024 - Year

Sheltered English Instruction

Caitlin Werder

1x/Day for 1:00

Pull-out/Push in ESL

Pull Out/Push In ESL An English program that serves identified MLL students in English only by providing a certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Sheltered English Instruction

Sheltered English Instruction (SEI) This program provides nearly all classroom instruction in English with curriculum and instruction designed for English learners. English learners receive instruction to acquire the academic English they need to meet grade-level content standards.

EL Advisory Support

Other

Co-teaching

Content-Based ESL An English program that serves identified MLL students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 5-7 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Your efforts will help us meet the 2023-2024 expected rate for graduation of 85%.

If you have any questions about this decision, please contact _____ at _____.

	Yes, I approve of this placement for my child.
	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language development. I understand that my child will be tested annually on a state-approved ELP assessment until he/she attains English proficiency.

Appendix L

Instructional Focus Differentiation and Scaffolds by domains for Struggling Former ELs Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

Domain	Level 3	Level 4	Level 5	Differentiation and Scaffolds for Task/Skill
Listening	- Follow modeled multi-step oral directions - Sequence pictures of stories read aloud (e.g., beginning, middle, and end) - Match people with jobs or objects with functions based on oral descriptions - Classify objects according to descriptive oral statements	- Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information - Find details in illustrated, narrative, or expository text read aloud - Identify illustrated activities from oral descriptions - Locate objects, figures, places based on visuals and detailed oral descriptions	- Use context clues to gain meaning from grade-level text read orally - Apply ideas from oral discussions to new situations - Interpret information from oral reading of narrative or expository text - Identify ideas/concepts expressed with grade-level content-specific language	- Partners/ groups - Graphic organizers - Engage in academic discourse with peers - List and review instructions - Think/Pair/Share - Paraphrase
Speaking	- Ask questions of a social nature - Express feelings (e.g., “I’m happy because...”) - Retell simple stories from picture cues - Sort and explain grouping of objects (e.g., sink v. float) - Make predictions or hypotheses - Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)	- Ask questions for social and academic purposes - Participate in class discussions on familiar social and academic topics - Retell stories with details - Sequence stories with transitions	- Use academic vocabulary in class discussions - Express and support ideas with examples - Give oral presentations on content-based topics approaching grade level - Initiate conversation with peers and teachers	- Graphic organizers - Word banks - Explicit modeling of language and expectations for response - Engage in academic conversations with peers - Ask questions soliciting opinions, judgment, explanation - Model activity - Build on student’s prior knowledge - Think/Pair/Share
Reading	- Make text-to-self connections with prompting - Select titles to match a series of pictures - Sort illustrated content words into categories - Match phrases and sentences to pictures	- Put words in order to form sentences - Identify basic elements of fictional stories (e.g., title, setting, characters) - Follow sentence-level directions - Distinguish between general and specific language (e.g., flower v. rose) in context	- Begin using features of non-fiction text to aid comprehension - Use learning strategies (e.g., context clues) - Identify main ideas - Match figurative language to illustrations (e.g., “as big as a house”)	- Graphic organizers - Visual and contextual support for comprehension - Provide meaningful feedback - Emphasize key vocabulary - Build on student’s prior knowledge - Talk Read Talk Write - Running records
Writing	Engage in prewriting strategies (e.g., use of graphic organizers)	- Produce original sentences - Create messages for	Create a related series of sentences in response to prompts	- Graphic organizers - Word banks - Sentence stems

	• Form simple sentences using word/phrase banks • Participate in interactive journal writing • Give content-based information using visuals or graphics	social purposes (e.g., get well cards) • Compose journal entries about personal experiences • Use classroom resources (e.g., picture dictionaries) to compose sentences	• Produce content-related sentences • Compose stories • Explain processes or procedures using connected sentences	• Cloze sent./paragraphs • Provide meaningful feedback • Opportunities to use academic language • Model activity • Build on student's prior knowledge • Turn and talk • Talk Read Talk Write • Mentor text
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Student's Name			Grade	Current Date
EL ACCESS Scores demonstrating proficiency.		Testing Date	Time Since Exiting (years/months)	
Composite	Listening	Speaking	Reading	Writing
What domain(s) of language is the area of concern? listening speaking reading writing				
Instructional Focus #1: Highlight the task/skill within the domain that needs improvement. Use as your instructional focus. Implement differentiation and scaffolds. Gather data weekly for 4-6 weeks.				
Frequency and duration of instructional focus:				
Document differentiation and scaffolds used:				
Student's response after differentiation and scaffolds are consistently used when teaching task/skill:				
Instructional Focus #2: Highlight the task/skill within the domain that needs improvement. Use as your instructional focus. Implement differentiation and scaffolds. Gather data weekly for 4-6 weeks.				
Frequency and duration of instructional focus:				
Document differentiation and scaffolds used:				
Student's response after differentiation and scaffolds are consistently used when teaching task/skill:				

Appendix M

Instructional Focus Differentiation and Scaffolds by domains for Struggling Former ELs**Grade Level Cluster 3-5**

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

Domain	Level 3	Level 4	Level 5	Differentiation and Scaffolds for Task/Skill
Listening	- Follow multi-step oral directions - Identify illustrated main ideas from paragraph-level oral discourse - Match literal meanings of oral descriptions or oral reading to illustrations - Sequence pictures from oral stories, processes, or procedures	- Interpret oral information and apply to new situations - Identify illustrated main ideas and supporting details from oral discourse - Infer from and act on oral information - Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media	- Carry out oral instructions containing grade-level, content-based language - Construct models or use manipulatives to problem-solve based on oral discourse - Distinguish between literal and figurative language in oral discourse - Form opinions of people, places, or ideas from oral scenarios	- Partners/ groups - Graphic organizers - Engage in academic discourse with peers - List and review instructions - Think/Pair/Share - Paraphrase
Speaking	- Answer simple content-based questions - Re/tell short stories or events - Make predictions or hypotheses from discourse - Offer solutions to social conflict - Present content-based information - Engage in problem-solving	- Answer opinion questions with supporting details - Discuss stories, issues, and concepts - Give content-based oral reports - Offer creative solutions to issues/problems - Compare/contrast content-based functions and relationships	- Justify/defend opinions or explanations with evidence - Give content-based presentations using technical vocabulary - Sequence steps in grade-level problem-solving - Explain in detail results of inquiry (e.g., scientific experiments)	- Graphic organizers - Word banks - Explicit modeling of language and expectations for response - Engage in academic conversations with peers - Ask questions soliciting opinions, judgment, explanation - Model activity - Build on student's prior knowledge - Think/Pair/Share
Reading	- Interpret information or data from charts and graphs - Identify main ideas and some details - Sequence events in stories or content-based processes - Use context clues and illustrations to determine meaning of words/phrases	- Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) - Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) - Find details that support main ideas - Differentiate between fact and opinion in narrative and expository text	- Summarize information from multiple related sources - Answer analytical questions about grade-level text - Identify, explain, and give examples of figures of speech - Draw conclusions from explicit and implicit text at or near grade level	- Graphic organizers - Visual and contextual support for comprehension - Provide meaningful feedback - Emphasize key vocabulary - Build on student's prior knowledge - Talk Read Talk Write - Running records
Writing	Produce simple expository or narrative text	- Take notes using graphic organizers - Summarize content-based	Produce extended responses of original text approaching grade	- Graphic organizers - Word banks - Sentence stems

	• String related sentences together • Compare/contrast content-based information • Describe events, people, processes, procedures	information • Author multiple forms of writing (e.g., expository, narrative, persuasive) from models • Explain strategies or use of information in solving problems	level • Apply content-based information to new contexts • Connect or integrate personal experiences with literature/content • Create grade-level stories or reports	• Cloze sentences/ paragraphs • Provide meaningful feedback • Opportunities to use academic language • Model activity • Build on student's prior knowledge • Turn and talk • Talk Read Talk Write • Mentor text
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Student's Name			Grade	Current Date
EL ACCESS Scores demonstrating proficiency.		Testing Date	Time Since Exiting (years/months)	
Composite	Listening	Speaking	Reading	Writing
What domain(s) of language is the area of concern? listening speaking reading writing				
Instructional Focus #1: Highlight the task/skill within the domain that needs improvement. Use as your instructional focus. Implement differentiation and scaffolds. Gather data weekly for 4-6 weeks.				
Frequency and duration of instructional focus:				
Document differentiation and scaffolds used:				
Student's response after differentiation and scaffolds are consistently used when teaching task/skill:				
Instructional Focus #2: Highlight the task/skill within the domain that needs improvement. Use as your instructional focus. Implement differentiation and scaffolds. Gather data weekly for 4-6 weeks.				
Frequency and duration of instructional focus:				
Document differentiation and scaffolds used:				
Student's response after differentiation and scaffolds are consistently used when teaching task/skill:				

Appendix N

Instructional Focus Differentiation and Scaffolds by domains for Struggling Former ELs Grade Level Cluster 6-8

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

Domain	Level 3	Level 4	Level 5	Differentiation and Scaffolds for Task/Skill
Listening	• Categorize content-based examples from oral directions • Match main ideas of familiar text read aloud to visuals • Use learning strategies described orally • Identify everyday examples of content-based concepts described orally • Associate oral language with different time frames (e.g., past, present, future)	• Identify main ideas and details of oral discourse • Complete content-related tasks or assignments based on oral discourse • Apply learning strategies to new situations • Role play, dramatize, or re-enact scenarios from oral reading	• Use oral information to accomplish grade-level tasks • Evaluate intent of speech and act accordingly • Make inferences from grade-level text read aloud • Discriminate among multiple genres read orally	• Partners/ groups • Graphic organizers • Engage in academic discourse with peers • List and review instructions • Think/Pair/Share • Paraphrase
Speaking	• Begin to express time through multiple tenses • Retell/rephrase ideas from speech • Give brief oral content-based presentations • State opinions • Connect ideas in discourse using transitions (e.g., “but,” “then”) • Use different registers inside and outside of class • State big/main ideas with some supporting details • Ask for clarification (e.g., self-monitor)	• Paraphrase and summarize ideas presented orally • Defend a point of view • Explain outcomes • Explain and compare content-based concepts • Connect ideas with supporting details/evidence • Substantiate opinions with reasons and evidence	• Defend a point of view and give reasons • Use and explain metaphors and similes • Communicate with fluency in social and academic contexts • Negotiate meaning in group discussions • Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)	• Graphic organizers • Word banks • Explicit modeling of language and expectations for response • Engage in academic conversations with peers • Ask questions soliciting opinions, judgment, explanation • Model activity • Build on student’s prior knowledge • Think/Pair/Share
Reading	• Identify topic sentences, main ideas, and details in paragraphs • Identify multiple meanings of words in context (e.g., “cell,” “table”) • Use context clues • Make predictions based on illustrated text • Identify frequently used affixes and root words to make/extract meaning (e.g., “un-,” “re-,” “-ed”) • Differentiate between fact and opinion • Answer questions about explicit information in texts • Use English dictionaries and glossaries	• Order paragraphs • Identify summaries of passages • Identify figurative language (e.g., “dark as night”) • Interpret adapted classics or modified text • Match cause to effect • Identify specific language of different genres and informational texts • Use an array of strategies (e.g., skim and scan for information)	• Differentiate and apply multiple meanings of words/phrases • Apply strategies to new situations • Infer meaning from modified grade-level text • Critique material and support argument • Sort grade-level text by genre	• Graphic organizers • Visual and contextual support for comprehension • Provide meaningful feedback • Emphasize key vocabulary • Build on student’s prior knowledge • Talk Read Talk Write • Running records
Writing	• Produce short paragraphs with main ideas and some details (e.g., column notes) • Create compound	• Create multiple-paragraph essays • Justify ideas • Produce content-related reports	• Create expository text to explain graphs/charts • Produce research reports using multiple sources/citations	• Graphic organizers • Word banks • Sentence stems • Cloze sentences/ paragraphs • Provide meaningful feedback

	sentences (e.g., with conjunctions) • Explain steps in problem-solving • Compare/contrast information, events, characters • Give opinions, preferences, and reactions along with reasons	• Use details/examples to support ideas • Use transition words to create cohesive passages • Compose intro/body/conclusion • Paraphrase or summarize text • Take notes (e.g., for research)	• Begin using analogies • Critique literary essays or articles	• Opportunities to use academic language • Model activity • Build on student's prior knowledge • Turn and talk • Talk Read Talk Write • Mentor text
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Student's Name			Grade	Current Date
EL ACCESS Scores demonstrating proficiency.		Testing Date	Time Since Exiting (years/months)	
Composite	Listening	Speaking	Reading	Writing
What domain(s) of language is the area of concern? listening speaking reading writing				
Instructional Focus #1: Highlight the task/skill within the domain that needs improvement. Use as your instructional focus. Implement differentiation and scaffolds. Gather data weekly for 4-6 weeks.				
Frequency and duration of instructional focus:				
Document differentiation and scaffolds used:				
Student's response after differentiation and scaffolds are consistently used when teaching task/skill:				
Instructional Focus #2: Highlight the task/skill within the domain that needs improvement. Use as your instructional focus. Implement differentiation and scaffolds. Gather data weekly for 4-6 weeks.				
Frequency and duration of instructional focus:				
Document differentiation and scaffolds used:				
Student's response after differentiation and scaffolds are consistently used when teaching task/skill:				

Appendix O

Instructional Focus Differentiation and Scaffolds by domains for Struggling Former ELs

Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the language needed to:

Domain	Level 3	Level 4	Level 5	Differentiation and Scaffolds for Task/Skill
Listening	- Evaluate information in social and academic conversations - Distinguish main ideas from supporting points in oral, content-related discourse - Use learning strategies described orally - Categorize content-based examples described orally	- Distinguish between multiple meanings of oral words or phrases in social and academic contexts - Analyze content-related tasks or assignments based on oral discourse - Categorize examples of genres read aloud - Compare traits based on visuals and oral descriptions using specific and some technical language	- Interpret cause and effect scenarios from oral discourse - Make inferences from oral discourse containing satire, sarcasm, or humor - Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) - Evaluate intent of speech and act accordingly	- Partners/ groups - Graphic organizers - Engage in academic discourse with peers - List and review instructions - Think/Pair/Share - Paraphrase
Speaking	- Suggest ways to resolve issues or pose solutions - Compare/contrast features, traits, characteristics using general and some specific language - Sequence processes, cycles, procedures, or events - Conduct interviews or gather information through oral interaction - Estimate, make predictions or pose hypotheses from models	- Take a stance and use evidence to defend it - Explain content-related issues and concepts - Compare and contrast points of view - Analyze and share pros and cons of choices - Use and respond to gossip, slang, and idiomatic expressions - Use speaking strategies (e.g., circumlocution)	- Give multimedia oral presentations on grade level material - Engage in debates on content-related issues using technical language - Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") - Negotiate meaning in pairs or group discussions	- Graphic organizers - Word banks - Explicit modeling of language and expectations for response - Engage in academic conversations with peers - Ask questions soliciting opinions, judgment, explanation - Model activity - Build on student's prior knowledge - Think/Pair/Share
Reading	- Apply multiple meanings of words/phrases to social and academic contexts - Identify topic sentences or main ideas and details in paragraphs - Answer questions about explicit information in texts - Differentiate between fact and opinion in text - Order paragraphs or sequence information within paragraphs	- Compare/contrast authors' points of view, characters, information, or events - Interpret visually- or graphically-supported information - Infer meaning from text - Match cause to effect - Evaluate usefulness of data or information supported visually or graphically	- Interpret grade-level literature - Synthesize grade-level expository text - Draw conclusions from different sources of informational text - Infer significance of data or information in grade-level material - Identify evidence of bias and credibility of source	- Graphic organizers - Visual and contextual support for comprehension - Provide meaningful feedback - Emphasize key vocabulary - Build on student's prior knowledge - Talk Read Talk Write - Running records
Writing	- Complete reports from templates - Compose short narrative and expository pieces - Outline ideas and details using graphic organizers - Compare and reflect on performance against	- Summarize content-related notes from lectures or text - Revise work based on narrative or oral feedback - Compose narrative and expository text for a variety of purposes - Justify or defend ideas	- Produce research reports from multiple sources - Create original pieces that represent the use of a variety of genres and discourses - Critique, peer-edit and make recommendations	- Graphic organizers - Word banks - Sentence stems - Cloze sentences/ paragraphs - Provide meaningful feedback - Opportunities to use academic language - Model activity

	criteria (e.g., rubrics)	and opinions • Produce content-related reports	on others' writing from rubrics • Explain, with details, phenomena, processes, procedures	• Build on student's prior knowledge • Turn and talk • Talk Read Talk Write • Mentor text
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Student's Name		Grade	Current Date	
EL ACCESS Scores demonstrating proficiency.		Testing Date	Time Since Exiting (years/months)	
Composite	Listening	Speaking	Reading	Writing
What domain(s) of language is the area of concern? listening speaking reading writing				
Instructional Focus #1: Highlight the task/skill within the domain that needs improvement. Use as your instructional focus. Implement differentiation and scaffolds. Gather data weekly for 4-6 weeks.				
Frequency and duration of instructional focus:				
Document differentiation and scaffolds used:				
Student's response after differentiation and scaffolds are consistently used when teaching task/skill:				
Instructional Focus #2: Highlight the task/skill within the domain that needs improvement. Use as your instructional focus. Implement differentiation and scaffolds. Gather data weekly for 4-6 weeks.				
Frequency and duration of instructional focus:				
Document differentiation and scaffolds used:				
Student's response after differentiation and scaffolds are consistently used when teaching task/skill:				

Appendix P

Request to Re-Enter into the Language Instruction Education Program (LIEP)

All criteria needs to be documented in order for an exited student to return to EL status.

Student Name: _____ State ID: _____

1. Description of evidence of persistent and specific language needs:

2. WIDA screener score: (Students scoring proficient may **not** be re-entered into the LIEP.) _____

3. EL **and** Content Teacher recommendations:

EL: _____

Content: _____

EL teacher's Signature: _____ Date _____

Content Teacher's: _____ Date _____

4. Written Parental Consent:

As the parent/guardian, I consent to my child re-entering the Language Instruction Education Program (LIEP) based on the criteria established by the Minnesota Department of Education. I understand my rights to waive participation in the LIEP at any time through written request. I also understand that my child will take the state mandated English language proficiency assessment, ACCESS 2.0, until reaching a proficient score to exit the LIEP.

Parent/Guardian's Signature: _____ Date _____

I attest the above information to be accurate to the best of my knowledge and documentation is available in the student's cumulative folder.

Multilingual Learner Coordinator's Signature: _____ Date _____

Appendix Q



To the parent(s)/guardian(s) of: _____ Grade: _____

Primary Language: _____ Date of Birth: _____

Date: _____

Minnesota Law and the Federal Elementary and Secondary Education Act (ESEA) require students to be screened for English language proficiency if a language other than English is spoken in the home. Both these laws require a Language Instruction Educational Program (LIEP) for students not proficient in English. The identification process and placement of a student in a LIEP consists of two parts. The first part is determining the home language of the student. The second part is determining a student's proficiency in English, based on developmentally appropriate measures.

The identification procedures must include students who are new to the district as well as ongoing identification of students who continue in the school system from year to year. Procedures and criteria developed by the district for identification of ELs differ slightly at the various grade levels or ages of students.

Based on one of the following assessments, a screener or annual assessment, your child has been identified as an Multilingual Learner (MLL) and will receive English Language Development (ELD) services. We believe that this program will help meet your child's educational needs and enhance his or her academic success in school.

Results of the Kindergarten WIDA Screener: Kindergarten and First Semester 1st Grade

KIndergarte n WIDA SCREENER	Listening	Speaking	Writing	Reading	Oral Language	Literacy	Overall
Proficiency Level							

- First semester kindergarten students **will not** be identified as needing ELD instruction if they have an oral composite score of 4.5 or higher on the listening and speaking domains.
- Second semester kindergarten and first semester first grade **will not** be identified as needing ELD instruction if they have an overall composite score of 4.5 or higher on all four domains: listening, speaking, reading, writing.

Results of the WIDA Screener: Second Semester 1st Grade and Grades 2 through 12

WIDA SCREENER	Listening	Speaking	Writing	Reading	Oral Language	Literacy	Overall
Proficiency Level							

- If the overall composite score on the WIDA Screener is 4.5 or above and each domain score is 4.0 or higher the student **will not** be identified as needing ELD services.

Results of the annual ACCESS for ELLs assessment: Kindergarten through Grade 12

WIDA SCREENER	Listening	Speaking	Writing	Reading	Oral Language	Literacy	Overall
Proficiency Level							

- If the overall composite score on the ACCESS for ELLs is below 4.5 and two or more domains are below 3.5 the student **will** continue to be identified as needing ELD services.

LIEP Description

The goal of the LIEP is for MLLs to become proficient in English and meet the same challenging state academic content and student achievement standards as all other children are expected to meet. Students at VIBE receive ELD services. Students receive ELD support in the modalities of listening, speaking, reading, and writing.

Exit Procedures

Students remain in the LIEP until they reach proficiency in academic English.

Minnesota Department of Education LIEP Exit Criteria	
TEST	SCORE
ACCESS for ELLs	Composite Score ≥ 4.5 and At least 3 domains ≥ 3.5

Parental Rights

	Yes, I approve of this placement for my child.
	No, I would like to decline this placement for my child and will contact the school to discuss the options available for my child’s English language development. I understand that my child will be tested annually on the state-approved English language proficiency assessment, ACCESS for ELLs, until they attain English proficiency.

If you have questions, please call the VIBE school office at 507-372-1322.

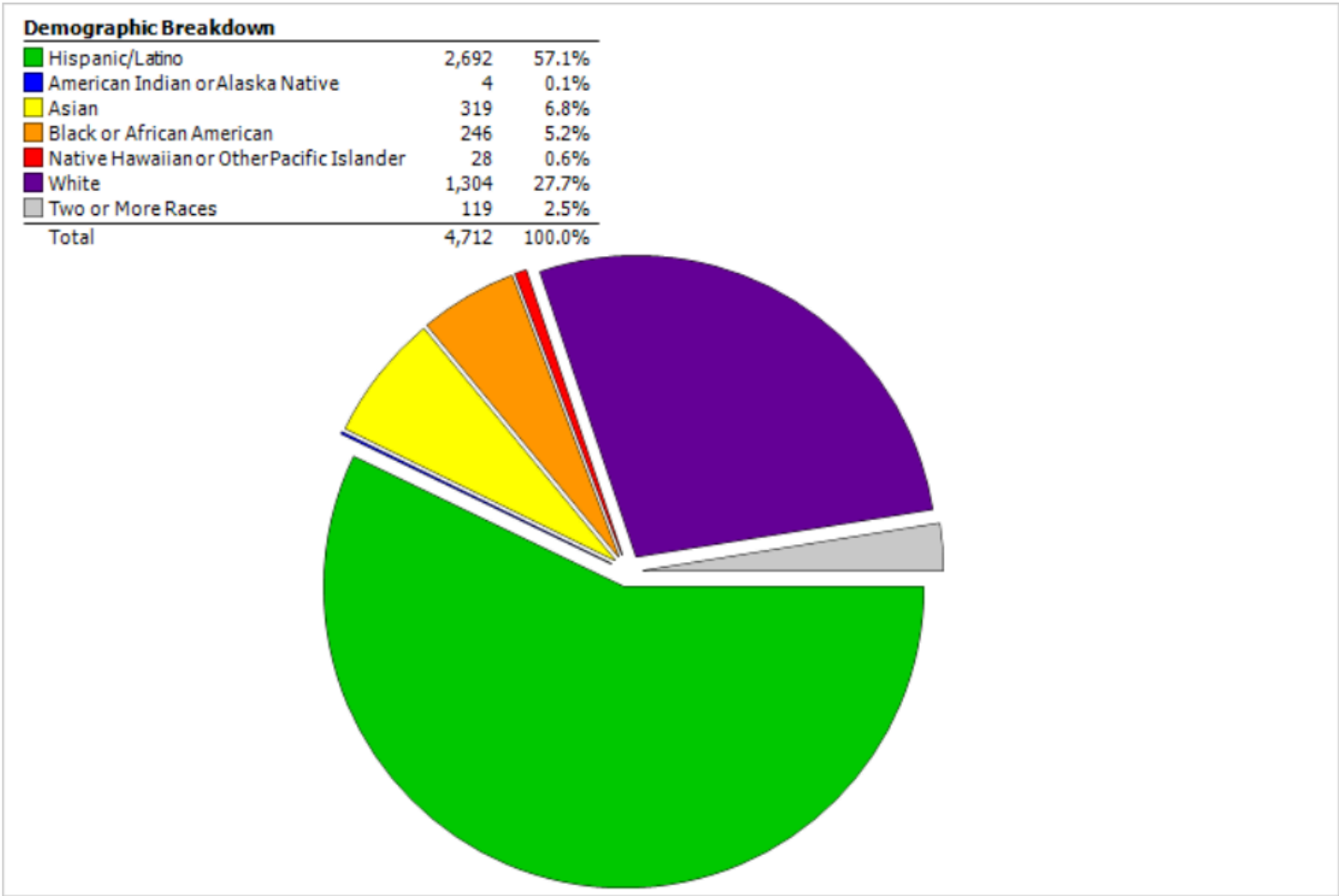
Appendix R

Demographic Breakdown

Worthington School District, 2024 - 2025
Status: Active Students Only

Demographic: Federal Ethnicity

VIEWPOINT



Demographic Breakdown

Worthington School District, 2024 - 2025
Status: Active Students Only

Demographic: Home Language

VIEWPOINT

Demographic Breakdown					
Arabic	9	0.2%	Kanama	2	0.0%
Cantonese/Chinese	1	0.0%	Mam	57	1.2%
English	1,884	40.0%	Quiche	21	0.4%
Nuer	1	0.0%	Total	4,712	100.0%
German	2	0.0%			
Hmong	1	0.0%			
Lao/Laotian	58	1.2%			
Portuguese	1	0.0%			
Russian	4	0.1%			
Spanish	2,244	47.6%			
Thai	1	0.0%			
Ukrainian	1	0.0%			
Vietnamese	3	0.1%			
Not Available	7	0.1%			
Burmese	29	0.6%			
English, Creolized	3	0.1%			
Amharic	60	1.3%			
Swahili	1	0.0%			
Tigrinya	39	0.8%			
Oromo	26	0.6%			
Haitian Creole	8	0.2%			
Anuak	14	0.3%			
Gujarati	5	0.1%			
Filipino	1	0.0%			
Karen	193	4.1%			
Palauan	2	0.0%			
Quichua	1	0.0%			
Chuukese	24	0.5%			
Mandingo	2	0.0%			
Mayan	1	0.0%			
Portuguese, creolized	1	0.0%			
Rundi	4	0.1%			
Karen, Pwo	1	0.0%			

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