

Rush City, Pine City, Hinckley-Finlayson, & East Central Public Schools

Language Instruction Educational Program (LIEP) Plan

ST. CROIX RIVER EDUCATION DISTRICT



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Overview

The purpose of this document is to outline the critical components of the St. Croix River Education District's (SCRED) English Learner program, which is available to students in Rush City, Pine City, Hinckley-Finlayson, and East Central Public Schools.

Definition of English Learners

English learners (ELs) are a diverse population of students who are learning English in school. They come from numerous cultural and economic backgrounds and a variety of linguistic backgrounds. ELs demonstrate unique language, academic, and social-emotional needs and require different kinds of support to succeed in the classroom.

ELs are a growing part of the K–12 student population. Between the 2009–10 and 2014–15 school years, the percentage of EL students increased in more than half of the states, with increases of over 40 percent in five states. Under the Every Student Succeeds Act, states must annually assess the English language proficiency of ELs, provide reasonable accommodations for them on state assessments, and develop new accountability systems that include long-term goals and measures of progress for ELs.

Mission & Program Goals

SCRED and its member districts are collectively striving toward the following mission for all of our students, including our ELs. This mission is at the heart of our EL programming.

Through data-based decision making, meaningful collaboration, and implementation of innovative, evidence-based practices, the St. Croix River Education District (SCRED) will be a leader in maximizing outcomes for all learners.

The goal of the SCRED EL program is to provide academic English language support to multilingual learners so they can acquire the skills and knowledge to achieve their academic, linguistic, and personal potential. This includes meeting the same challenging academic standards all Minnesota students are expected to meet. The EL Program promotes the beliefs that English learning happens across contents and curricula, all teachers are teachers of English learners, and multilingualism is an asset. Additionally, our English Language licensed teacher provides a variety of evidence-based language instruction to students, along with support and consultation to classroom/content teachers to ensure the success of our EL students.

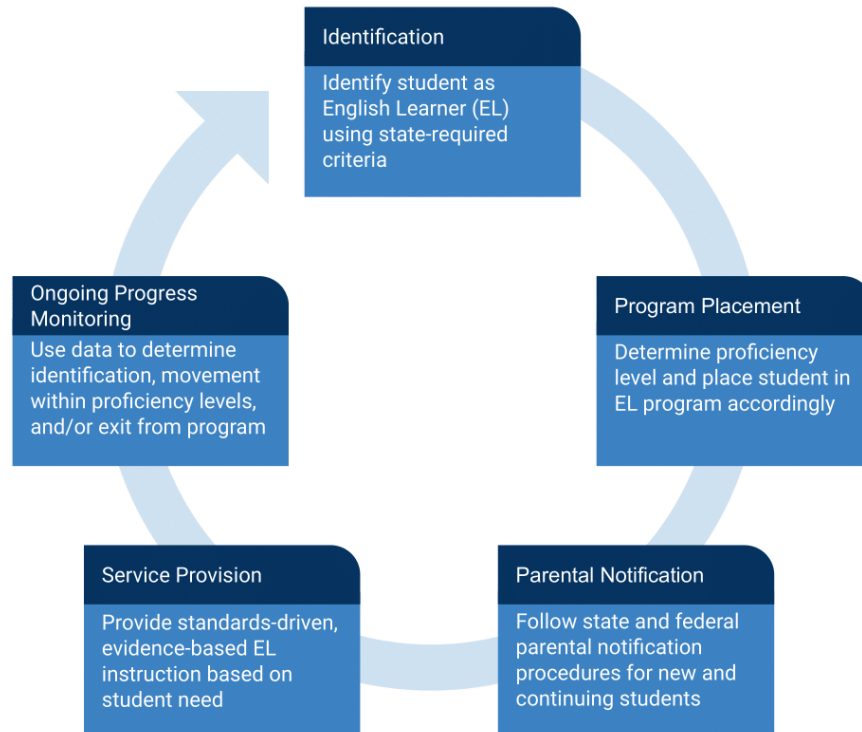
Staffing

SCRED currently hires one EL licensed teacher to provide direct services to our EL students and coordinate our EL program. The four participating districts may elect to hire additional non-licensed staff to support specific student needs in their districts.

Steps in EL Programming

SCRED's EL program is characterized by a cyclical process consisting of five steps: identification, program placement, parental notification, service provision, and progress evaluation.

Five Step EL Programming Process



Step 1: Identification

Identification of students as ELs consists of two parts and includes students who are new to the school system, as well as those continuing within the system.

Part 1: Minnesota Language Survey (MNLS)

All parents and guardians enrolling a new student in the district will be provided the Minnesota Language Survey (MNLS). A translated survey and interpretation services will be provided to enrolling families as necessary.

The MNLS asks parents to report the following:

- Languages the student first learned,
- Languages the student speaks,
- Languages the student understands, and
- Languages the student has consistent exposure to.

The school district's point person will ensure that all questions on the MNLS are completed and notify the SCRED EL teacher if the parent indicates "other language(s) and English" or "other languages" on the survey.

Part 2: English Language Proficiency Screener (ELP)

If the MNLS indicates the student may be an EL, the SCRED EL teacher will administer the Minnesota language proficiency screener, the WIDA, to the student. For a student to be considered proficient in English, they must meet the minimum proficiency criteria set forth in Minnesota's eligibility procedures below. A student who does not meet the minimum proficiency criteria is identified as an EL.

Minimum English Proficiency Criteria

EL Screener	
WIDA	All Grades
	<ul style="list-style-type: none">• An overall composite score of 4.5 or higher• No single domain score below a 4.0

Step 2: Program Placement

Initial Placement Procedures

Once a student has been identified as an EL, the EL teacher will review the student's language proficiency data to determine his or her specific language abilities and needs. This data will be used in LIEP placement decisions to determine, more precisely, the appropriate type or level of service. The level of service is dependent on the screener score, but may take into consideration scores on additional developmentally appropriate measures, which include but are not limited to the FastBridge Learning measures, Minnesota Comprehensive Assessments (MCAs), and classroom assessments. In addition, educational transcripts and records, including additional services for which the student qualifies, knowledge of the student's home language proficiency, and parent/family input regarding language needs will be considered.

Continued Placement Procedures

Students obtaining an ACCESS for ELLs overall composite score below 4.5 or receiving a score below 3.5 in any one of the four modalities of listening, speaking, reading or writing are automatically eligible for continued EL services.

Step 3: Parental Notification

The following letters and forms are used by SCRED and its participating districts to communicate with parents regarding EL services.

EL Notification Letter

The SCRED EL Teacher sends the EL notification letter to parents/ guardians within the first 30 days of the school year or within 10 days of initial placement in EL programming. This letter states the federally required components (e.g., reason for identification, English proficiency levels, methods of instruction, program alignment to student's educational strengths and needs,

district rates for exit, transition to mainstream, and graduation of ELs, parents' right to withdraw the student from EL programming). Notification letters are sent in English and the family's home language as needed. A copy of this letter is kept by the EL teacher. Parent notification mailings include:

- Introductory letter, including a photo of the SCRED EL Teacher and contact information
- English Learner Parent Notification Letter
- ACCESS and/or WIDA screener results
- Technology Access Survey

EL Program Exit Letter

Parents are notified within the first 30 days of the beginning of the school year if students have met the criteria to be exited from EL service.

Refusal of EL Services

Parents have the right to refuse or withdraw students from EL services at any time. Parents choosing this option are required to sign a Refusal of English Learner Service form annually. The parent may re-enroll the child in EL services upon request.

Refusal of Participation in Statewide Testing

Parents retain the right to refuse student participation in statewide assessments including the ACCESS for ELs. Parents who choose to opt out of the ACCESS test must submit a Refusal for Participation in Statewide Assessments form annually.

Step 4: Service Provision

EL services support students in language development and academic content through WIDA and content standards. The 5 WIDA English Language Development standards are used to plan and implement language instruction and assessment for multilingual learners as they learn academic content:

1. Social and Instructional Language
2. Language of Language Arts
3. Language of Mathematics
4. Language of Science
5. Language of Social Studies

Scheduling EL Services

The SCRED EL teacher works with administrators, classroom and content teachers and counselors to ensure that all students who qualify for EL services are scheduled appropriately based on language proficiency strengths and needs. Ongoing communication between stakeholders is important as they work together to plan and implement an instructional program that is most beneficial for the social and academic language needs of each English learner. EL services may increase or decrease throughout the school year according to need.

EL services are explained in more detail in the Program Description section.

Step 5: Ongoing Progress Monitoring

Ongoing assessment will determine continued EL identification and movement from level to level within the EL program. ELs participate in a statewide English language proficiency assessment called ACCESS (WIDA) on an annual basis. This assessment measures English language development (listening, speaking, reading, and writing) in the areas of language arts, math, science, social studies, and social language.

In addition to the ACCESS assessment, the MCA assessment, district assessments, and classroom assessments in English language development/EL, reading, math, science, and social studies, and other core subjects, will be used to monitor a student's progress on an ongoing basis. The SCRED EL Teacher will not determine eligibility for EL services for the following school year until ACCESS results are available and have been analyzed in conjunction with the aforementioned data sources.

Program Exit & Reclassification

An EL who reaches a level of English proficiency that no longer prevents him or her from fully accessing the curriculum of the school will be exited from the EL program. This readiness is determined by the ACCESS assessment. The state guidelines for exiting are as follows:

ACCESS Assessment	
Grade Level	Exit Criteria
K-12	<p>The State of Minnesota has defined English language proficiency to be an overall composite score on the ACCESS test of 4.5 and at least three of the four domain scores (reading, writing, listening, speaking) at 3.5 or higher.</p> <p><i>Note: Students who meet this criteria may be retained in EL services if one domain score is below 3.5 and there is clear and documented evidence that the student still requires EL service. Additional criteria will be consulted in these cases.</i></p>

Once the exit criteria has been met, the EL teacher notifies the parents/guardians and an exit form is placed in the student's cumulative file. Note: Students can be exited from the EL program at any point in the year, but can only be reclassified at the close of a school year. Therefore, the ACCESS Assessment must be completed by a student who has been exited during the course of the school year.

Monitor Status

Students should also have a successful period of at least two years on a monitor status after exiting the program to ensure exiting readiness. Students who are placed on monitor status receive indirect services. The SCRED EL teacher conducts periodic data reviews to evaluate their academic performance. If needs are discovered, a student may receive direct services following a screening and reenrollment in the EL program, or continue with indirect services. During the monitor period, students should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency.

Program Description

Framework for EL Program

SCRED's EL program is based on effective practices for English learners within a Multi-Tiered System of Supports (MTSS) framework. Following are descriptions of the key components of our framework, which are designed to meet the unique needs of English learners.

Framework for EL Program	
Component	Description
Core/Universal Instruction	SCRED and its participating districts are committed to ensuring all students have access to grade-level curriculum and standards. Most ELs engage in the majority of their education in the core/content classroom. They may receive EL service within general education classrooms through individual or small-group EL service-in-the-classroom. Such service models allow students to develop academic English while at the same time providing access to general education content, curriculum and standards.
WIDA's Guiding Principles of Language Development	These guiding principles of language development and learning exemplify WIDA's overarching foundational beliefs and ever-present Can Do Philosophy.
English Language Development Standards	The English Language Development Standards (see page 8) represent the social, instructional and academic language students use to engage with peers, educators, and the curriculum in schools. The standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards, and other content standards.
Content-Based English Language Development	English learners develop the academic language of language arts, math, science and social studies (above) through the content of Minnesota's K-12 Academic Standards. Effective English Language Development integrates language learning opportunities with content instruction. English as a second language pedagogy supports a language-based approach to content instruction, where teachers prioritize explicit instruction in discipline-specific language (Schleppegrell & deOliveira, 2006).

English Language Development Standards

01	Social and Instructional Language	<ul style="list-style-type: none"> English language learners communicate for social and instructional purposes within the school setting.
02	Language of Language Arts	<ul style="list-style-type: none"> English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
03	Language of Mathematics	<ul style="list-style-type: none"> English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
04	Language of Science	<ul style="list-style-type: none"> English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
05	Language of Social Studies	<ul style="list-style-type: none"> English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Type & Amount of EL Service

ELs at all proficiency levels are connected with the SCRED EL teacher. The type and amount of instruction a student receives depends on their grade level, proficiency level, and current academic achievement level.

EL instruction focuses on the explicit teaching of listening, speaking, reading, and writing through content. Intentional focus is placed on literacy and specialized vocabulary and academic language across the content areas. The SCRED EL teacher designs her instruction around theories of language acquisition and evidence-based practices for teaching ELs. The English Language Development Standards paired with a student's ACCESS scores and resulting "Can Do" statements guide the EL teacher's instruction and provide a touchstone for collaboration with mainstream teachers. In addition, the EL teacher collaborates with other school personnel such as Special Education, Title I, and Gifted and Talented. When appropriate, these services are combined with the EL student's general education program and EL services. For example, a student can receive both EL services and Title I services. Also, if necessary based on student need, the district will hire an EL paraprofessional to support the instruction the EL teacher provides to a student or group of students.

SCRED's EL programming provides a continuum of EL services, including services in and outside of the classroom or a combination of both, with a focus on the development of academic language and skills.

- **Service in the classroom** involves the EL specialist working inside students' core/mainstream classroom to provide language instruction. This model helps some students feel more like a part of their classroom community.

- **Service outside the classroom** is frequently used with emergent English learners to acquire basic language skills with peers of similar proficiency levels. This environment supports learning by lowering the affective filter and allowing beginners to take language risks and practice using English in a comfortable, low stress situation (Krashen, 1981).

For students who are in the beginning stages of learning English, learning to use and understand the language (standard 1) will be the primary goal. Once students have acquired enough language to engage in their content courses, instruction will expand to developing language in all their content courses (standards 1-5).

Recommended Minimum Direct Service Minutes*		
Grade Level	Level 1 Entering Level 2 Emerging	Level 3 Developing Level 4 Expanding
K-6	45 minutes 2-3 days/week	20-30 minutes 1-2 days/week
7-12	30-45 minutes 2-3 days/week	20-30 minutes 1-2 days/week

**(1) The amount of direct instruction can be adjusted based on the needs of the individual student. (2) The minimum amount of instructional time indicated above is provided by an EL teacher. Additional services may be provided through both direct and indirect services with EL staff and/or other school resources. (3) Staff to student ratio (total caseload) should allow for recommended service minutes to be reached within reason.*

Additional Services

ELs may elect to participate in any and all school activities. When needed, the SCRED EL teacher will work with the district to have documents translated into the first language to help families decide about their student's participation.

The SCRED EL teacher has provided summer school support when an EL is enrolled in summer programming. The EL teacher has also provided one-on-one instruction during the summer when a specific student need has warranted this additional service.

Parental Involvement & Communication

The parents of ELs play an important role in their child's educational program, as is true for all students. Therefore, the SCRED EL Teacher and district staff will encourage parental involvement in all phases of the EL program. A combined parent-professional approach can increase the validity of the referral to EL services and the assessment data in the earlier phases.

Early in the school year, the SCRED EL Teacher works with district staff to determine the need for translation and interpretation services based on parent preference and/or knowledge of the parents' comprehension of English to be proactive in arranging for these services. Once a student is receiving EL services, the majority of the communication comes from the student's district teachers and school. If any of the communication is written, translated versions will be provided on an as needed basis. Similarly, at parent-teacher conferences or other parent

meetings, translation services will be provided if needed. Parents also have access to their students' classroom achievement through the use of Synergy and district-specific Learning Management Solutions. Additionally, the EL Teacher will provide useful suggestions for parents to help them recognize and meet the native and English language development needs of their children.

Want to know more about the benefits of parent involvement? Click [here](#).

Want ideas for ways you can be involved? Click [here](#).

The LIEP information will be communicated to parents in several different ways, including when the parent is initially notified of EL services. Additionally, a district may cover the LIEP information with parents through parent-teacher conferences or other meetings. This delivery will happen orally with visual aids, through interpretation in the parents' language, and provide an opportunity for parents to ask questions. For ongoing availability of information, a copy of this plan will be posted on the SCRED website, as well as on each participating district's website. Additional language translations of the document will be made available as needed.

Appendix

English Learner Program in Distance Learning

Goal	Description
Communication & Advocacy	<ul style="list-style-type: none"> • The EL Teacher and classroom teachers will work together to ensure regular communication with multilingual families. • The EL Teacher will conference with caseload once per week either 1:1 or in a small group setting (synchronous or asynchronous). • Written documents will be translated to ensure accessibility for multilingual families when necessary. • Interpreter services for parent-teacher conferences and other meetings will be provided when necessary.
English Language Development Instruction	<p>The EL Teacher will continue to provide instruction based on student proficiency level.</p> <ul style="list-style-type: none"> • Lessons, activities, scaffolds, and supports will be provided through technology (e.g. video conferencing, telephone, mailed instructional materials). • Instruction will address all four modalities of language instruction and will be accessible to students of differing proficiency levels. • Instruction will be connected to standards and aligned with classroom instruction when possible. • Instruction may take place asynchronously and/or synchronously depending on student proficiency level and/or needs. <p>The EL Teacher will communicate office hours to students and families in order to assist students in their learning needs.</p>
Collaboration with Mainstream Colleagues	<p>The EL Teacher will ensure consistent collaboration with classroom and content colleagues. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Providing support with scaffolds, modifications, differentiations and content accessibility, • Providing language structures for student success, • Meeting directly with teachers who have ELs in their classrooms, • Providing office hours to mainstream teachers for collaboration opportunity, and • Collaborating with Special Education, Intervention, or Title I teachers to align learning structures to meet individual student and family needs.

For questions or concerns regarding EL distance learning programming, please contact the SCRED EL Teacher directly by visiting the [English Language Learners](#) page of the district website.