



Madelia Public Schools
INDEPENDENT SCHOOL DISTRICT 837

Language Instruction
Educational Program (LIEP)
ISD 837

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Acronyms and Definitions

Note on Acronyms for Multilingual Students: Over the years in Minnesota, the term has changed in order to better conceptualize who the people LIEPs are serving. LEP, ESL, EL and ML are mentioned below. For the purposes of this document, we will use Multilingual Learners (MLs) since this is the most accurate and positive description of those students who have capabilities in more than one language.

HLS - (Home Language Survey) - the document used to initially identify potential Multilingual Learners. See Appendix A attachment.

EL - (English Learner) - the term previously used for MLs as a learner of English whose first, or native language, is a language other than English. In Minnesota, an EL is defined as a learner who:

- a. First learned a language other than English, comes from a home where a language other than English is usually spoken, or does not use English as a primary language; and
- b. The pupil is determined by: developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

ESL - (English as a Second Language) - a previously used term for MLs

Infinite Campus - a data collection system for the school district that includes demographics, attendance reports, etc.

LEA - (Local Education Agency) - As defined in ESEA, a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools

LEP - (Limited English Proficient) - an outdated term for a learner of English. This term is used in some federal policy

LIEP - (Language Instruction Educational Program) - the program that the Multilingual Learner Department carries out to serve Multilingual Learners

MARSS - (Minnesota Automated Reporting Student System) - an individual student record system that serves the Minnesota Department of Education's primary reporting system for student data

ML - (Multilingual Learner) - The current description of a student who qualifies to be served by the Multilingual Learner Department

MLD - (Multilingual Learner Department) - the name of the department that is responsible for serving Multilingual Learners as defined by state law

MSP - (Madelia Public Schools) - the local education agency that houses the multilingual department that created this Language Instruction Educational Program

PD - (Professional Development) - instruction given to teachers to help them continue to improve their teaching capacities

RAEL - (Recent Arrival English Learner) - A Recently Arrived English Learner (RAEL) is defined as a K-12 student who is identified as an English learner in Minnesota and who first enrolled in a school in one of the 50 states or the District of Columbia on or after April 15 of the previous school year. A student can only be identified as a RAEL one time.¹

SLIFE - (Students with Limited or Interrupted Formal Education) - per the Minnesota LEAPS Act, is as an Multilingual Learner who comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English, enters school in the United States after grade 6, has or functions at least two years below the English learner's peers and may be preliterate in the English learner's native language. An English learner fitting the definition of SLIFE would be identified as SLIFE on the SSDC System each year by the SSDC coordinator.²

WIDA Screener K-12 - an English language proficiency "screener" test given to incoming students who may be designated as English Language Learners based on their HLS to assist educators with programmatic placement decisions such as identification and placement of MLs

WIDA - (World-class Instructional Design and Assessment) - provides resources, standards and assessments for ML teachers and language learners.

WIDA ACCESS Test - the yearly assessment given by the Multilingual Learner Department to all Multilingual Students in order to determine where to place them in the program, their service times and qualification status for services.

¹ See Appendix L

² See Appendix J

Vision, Beliefs and Mission

The vision of the Multilingual Learner Department (MLD) of Madelia Public Schools (MPS) will include and value linguistic diversity in the local community through providing equitable education to Multilingual Learners (MLs) and advocating for the language rights of our multilingual community.

The MLD believes that equitable access to education is a human right that must not be impeded by one's English language proficiency. A student's academic aptitude must not be restricted by the monolingualism of the majority. Additionally, not only should a student's language rights be applied negatively but positively to benefit all students. The contributions of ML students and their families are plentiful if those potential abilities and perspectives are sought out and respected. When families do not have equitable access to academic resources, this is a fault of the institution providing the educational service.

Therefore, as our vision, the MLD will commit to facilitating instruction for all students, especially MLs, to learn how to use language to accomplish their goals and strive for multilingualism. Language as a semiotic resource is a tool to negotiate meaning to accomplish one's own objectives. Linguistic tools are gathered when one learns how to express meaning in multiple and more complex ways. The more tools one has in their tool box, the better this interlocutor will be at creating success in their life.

In order to ensure this mission is carried out, the school's LIEP must be yearly approved by the local school board where it will then be subsequently made publicly available on the school website in all the primary languages represented in MPS and sent to the Minnesota Department of Education (MDE) for review.

Identification Procedure

Below is an explanation of the process of registering at MPS in the event of a parent or guardian marking any language other than English on their Home Language Survey (HLS).

1. **The Cultural Liaison** will help the new student/family complete the registration packet which includes the home language questionnaire, which determines ML Eligibility. **The liaison** will also ensure all medical, transportation, sports, free/reduced lunch and other forms are finished. Finally, the liaison will gather all previous education data (i.e. formal transcripts for 9th grade and up). The liaison informs **the Office Manager, the ML Coordinator, the school counselor** and **the school principal** of the new student. During the entirety of the enrollment process, **the administrative assistant** will use a checklist to ensure all steps are completed.
2. **The office manager** notifies³ **the technology coordinator** (for an email and password) and ML staff, namely, the **ML Coordinator** and **ML teachers** of the school of the new student and **the MARSS Coordinator** for state data entries and generate the WIDA Screener username and password. {If a student has already been identified in a previous WIDA district, skip step 3 to step 6, and **the office manager** will notify **the MARSS Coordinator** for MARSS identification, who in turn, notifies the ML Team.⁴} Lastly, **the cultural liaison** will work with **the ML Coordinator** to schedule ACCESS Screener testing if they are coming from a non-WIDA State or a different country.
3. For new elementary students, skip to step 4. A **bilingual ML teacher** gives the math exam for math class placement and determines L1 literacy skills. **The bilingual ML teacher** notifies math and L1 literacy results to the **ML Coordinator**. If students test below three or more years of their grade level peers or have not attended school for three or more years, they are also marked “yes” for SLIFE⁵ on MARSS. If the student indicates a mathematical ability above third grade, **a licensed math teacher** will give a more advanced test to determine math class placement.
4. For new students in grades 1-6, skip to step 5. For preschool and kindergarten students, refer to the [Preschool and Kindergarten Testing Procedure](#).
5. A **ML Teacher** will give the WIDA Screener within the first three days of registration. The **ML Coordinator** administers the English test, helps the student with logins on the computer and asks for background information.
6. **ML Coordinator** or an elementary **ML teacher** adds the new student information into the ML [High ML School Student List](#) or the [Elementary ML Student List](#), and confirms with

³ Notify means the quickest and more efficient method of communicating the information whether by email, phone, etc.

⁴ During the year, the student will start classes in two business days or less assuming all prior records and medical forms have been accounted for.

⁵ See Appendix J

the **MARSS Coordinator** and **school counselor**. The **school counselor** tabulates credits earned from previous schools, and sends that information to the **ML Team**.

7. **ML Team** in the high school references the [Newcomer to Graduation](#)⁶ documents to create the student's class schedule. The **ML Coordinator** or elementary **ML teacher** communicates with the **school counselor** about the student's schedule. The **school counselor** then sends the schedule to the **office manager** and any affected teachers. The **MARSS Coordinator** or the **office manager** creates a start date in MARSS, and the **cultural liaison** informs the student of their start date.
8. The **ML Coordinator** and the **school principals** or **school counselor** work with the **cultural liaison** to invite the guardians for a conference with WIDA screener results, class schedule and ML services. These may be separate meetings online, on the phone or in person.
9. On the student's start date, if the student is a recent arrival, the **cultural liaison** or an available bilingual staff member will then give the student a tour using the [Newcomer Tour Checklist](#).⁷

Preschool and Kindergarten Screener Procedure

When students aged three and four enter the school, determining their linguistic needs is a challenge due to their current developmental phase. In order to accurately assess their needs, the following exists to ensure a consistent and fair procedure for all students entering Madelia Public Schools in Preschool and Kindergarten.

1. Follow the usual entry procedure.
2. If students are entering the PreK program, an ML teacher administers the PreLAS assessment to determine if the student receives service.
3. If the student is entering into the first semester of kindergarten, then they should only receive the listening and speaking portions of the Kindergarten Screener or Kindergarten Model. All students who marked a language other than English on the MNLS should receive the WIDA Kindergarten Screener.
4. If students arrive during the second semester of kindergarten or the first semester of first grade, then they should take the full Kindergarten Screener or Kindergarten Model. If students have already taken the full screener, they should not take the test again.
5. Students who only took the listening and speaking portions of the tests may need to be tested again with all four domains of the WIDA Kindergarten Screener. If a teacher

⁶ See Appendix M

⁷ See Appendix D

believes that the student should be given the literacy portions as well, they must convey a meeting with the classroom teacher, parent and ML teacher and present evidence that indicates that they need to be given the full screener.

6. The test results then will be placed in the students cumulative folder by Kindergarten. If the student shows a need for ML services, then continue the usual entry procedure.

Description of Services

The following description of services includes the following parts: the parent notification procedure, the refusal process, a program overview and the district leaving procedure.

Parent Notification Procedure

1. Licenced ML teachers will distribute the labor of calls based on hours they teach, divided proportionally to the number of ML students.
2. Use the official WIDA ACCESS ELP scores that can be found in the student's cumulative folder to complete the ML Program Placement document.
3. There are three options for notification. First, teachers may call the parent to come in for a face-to-face meeting. This is best done during one of the parent engagement events in August. Second, teachers may go to the student's homes if this is more convenient. Lastly, teachers may call the families to notify them, and then, send the student's notification in the mail. Mailing is acceptable only under unusual circumstances.⁸

Refusal Procedure⁹

1. ML Coordinator will be informed about the desire for a refusal.
2. The cultural liaison will request a meeting with the student's parent(s) or guardian(s), district representative (i.e. Superintendent, Principal or Counselor), and other concerned staff (i.e. ML teachers, content teachers, paraprofessional staff, etc.).
3. During the refusal meeting, school staff will present the benefits of the program and the risks of abandoning it. Also, guardian(s), parent(s) and staff will be informed that they will need to meet every school year to reaffirm their desire to refuse services; therefore, this is not an exit from the program. Additionally, the parent(s) or guardian(s) must decide if they will still like to receive the ACCESS Test service.
4. If parent(s) or guardian(s) decide to proceed with refusing services, all present members will sign the ML Refusal Form and/or ACCESS Test Refusal Form.
5. The Form(s) will then be copied two times. One copy will be given to the State Reporter. One copy will be given to the school secretaries and will be placed in the student's cumulative folders. Finally, one will be placed in the student's ML folder.

⁸ See Appendix C

⁹ See Appendix E for refusal letter and Appendix F for the refusal explanation.

Program Overview By School

- Students who are EL-Yes on MARSS are required to take the ACCESS Test whether they have a start date or not.
- An ML teacher will attend all IEP meetings for students who are receiving both ML and Special Education services.
- When a student transitions to the high school, the elementary ML teacher will inform a high school ML teacher of their English proficiency status and give their ML cumulative folder to him/her.

PreK and Kindergarten Service Model

When students aged three and four are identified as ML students, serving these students poses a different opportunity for instruction due to the student's developmental level. At this stage of development, students need time to develop their basic interpersonal communication skills, learning how to negotiate meaning around authentic play with their grade-level peers. However, teachers may want guidance as to how best to accommodate and support ML students at these grade levels. The following principles are intended to facilitate co-planning to serve students:

- The ML teacher and general classroom teacher can co-plan without co-teaching; however, they cannot co-teach without co-planning.
- PreK and Kindergarten students can best be served through cooperative teaching; however, for PreK students, service minutes are not legally required.
- PreK ML students may be served by the ML teacher by meeting with the classroom teacher at least once a month.
 - During those meetings, the classroom teacher should explain what kind of activities the teacher is using to facilitate language development.
 - The ML teacher can make recommendations to help support the classroom teacher to ensure proper support and language expression opportunities.
 - The ML teacher can co-teach with the classroom teacher if it is necessary.

First through Sixth Grade Service Model

WIDA Levels 1 and 2

Grade	Service Model Options	Description of Service Available	Service Time
K-6	Pull-out or Co-teaching	Students receive English instruction 30-60 minutes a day. The ML teacher supports the language arts curriculum, phonics, grammar, reading, writing, speaking, and listening skills. During instruction, the ML teacher breaks students into heterogeneous and homogeneous groups to scaffold with supports to reach the	30 to 60 minutes per day

		<p>language objective. A bilingual para is in the classroom to translate.</p> <p>Content area teachers who have received professional development (PD) in co-teaching and preplanning time with planning time building into their week may co-teaching with an ML Teacher to implement the ELD Standards in the classroom.</p>	
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WIDA Levels 3-6

Grade	Service Model Options	Description of Service	Service Time
K-6	Pull-out or Co-teaching	<p>Students will receive ML instruction for at least 30 minutes a day.</p> <p>The ML teacher supports the student in all four language domains in the language arts curriculum, phonics, grammar, reading, writing, speaking, and listening skills.</p> <p>During instruction, the ML teacher breaks students into heterogeneous and homogeneous groups to scaffold with supports to reach the language objective.</p> <p>Content area teachers who have received professional development (PD) in co-teaching and preplanning time with planning time building into their week may co-teaching with an ML Teacher to implement the ELD Standards in the classroom.</p>	30 minutes

High School Program Placement and Service Model

When determining the type of instruction Multilingual Learners (MLs) should receive, there are many factors that must be considered in order to give the students educational services that best fit their needs. Madelia High School offers [three program models](#)¹⁰ of helping students access grade-level content: co-teaching, push-in and stand-alone instruction. Below are a number of principles we must adhere to in order to accomplish this goal:

1. Students with an overall WIDA ACCESS Score of 2.5 and higher should receive co-taught or push-in support when possible without any additional sheltered instruction.

¹⁰ See Appendix L

2. Four-year graduation goals, in accordance with the [Graduation Plans](#)¹¹ document, are the initial expectations for all students.
3. [SLIFE](#)¹² students may receive specialized, stand alone instruction in order to help them achieve success in content area classes under the following conditions:
 - a. Instruction must be aligned with the content area classes in order to fill in knowledge gaps that the other students have already mastered.
 - b. Instruction must be individualized to meet the needs of each student.
 - c. The content area teacher and ML teacher must have time to align instruction and review student progress
 - d. The stand alone instruction does not interfere with the four year graduation plan designed for the student.
 - e. Other Recent Arrivals (RAELs)¹³ may participate in these classes when needed
4. Other [Recent Arrivals](#) must take on a regular schedule based on grade level and age¹⁴ when enrolling, and it is recommended that there are supports in their mainstream classes such as
 - a. Translation for instructional and assessment materials
 - b. Interpreter support for challenging content areas
 - c. Opportunities for facilitated group discussion
5. Content Area teachers will receive professional development on how to structure classroom discussions and facilitate language development.
6. Students who received an overall score on the WIDA ACCESS Test of 2.5 or less will receive at least 84 minutes every day.
7. Students who received an overall score on the WIDA ACCESS Test of 2.6 or greater will receive at least 42 minutes of service three times a week.

Translation Guidance in the Classroom

Recent Arrival (RAEL)¹⁵ students face many challenges when coming to a new country's educational system. A primary value of the ML Department is to eliminate barriers to create equal access to the content area standards for RA students. One important way to eliminate barriers from classroom content and graduation requirements is to translate the spoken and written text of the content area. While removing these barriers, however, it is important that English Language Development (ELD) still occurs and that the translation services do not separate students from the learning environment. This would be applicable for human or machine translation. Below are a list of questions to consider when providing translation services:

¹¹ See Appendix M

¹² See Appendix J

¹³ See Appendix K

¹⁴ If the student is below 14 years old, must be placed in the most age-appropriate grade-level. Students 14 or older are placed in the grade level according to their number of credits.

¹⁵ See Appendix K

1. Does the translation service or support make the student feel more included in the learning environment?
2. Does the translation service or support eliminate barriers to the content area standards and content?
3. Does the translation service or support remove opportunities for students to practice ELD speaking and writing activities with their classmates?
4. Is there a better way to give students access to the content than translating?
5. Will removing translation support create an insurmountable barrier to learn in the given learning environment?
6. What role is the translator playing in the classroom: teacher, paraprofessional, cultural liaison and interpreter?

By answering these questions, the teacher and translator can better identify when more or less translation support is needed.

Proctoring and Supporting Multilingual Learners

Multilingual Learners (MLs), especially at the early stages of language acquisition, need additional support during tests and quizzes to provide an equitable opportunity for demonstrating the knowledge they have learned during the previous period of instruction. However, these supports should not give an unfair advantage or chances for academic dishonesty. The following procedure helps ensure test integrity while maintaining the necessary support ML students need to be successful.

1. All tests should be sent to the staff in charge of the ML student's study hall.
2. If ML support is needed, an interpreter will approach the study hall teacher to receive the test.
3. The interpreter will proctor the test instead of the study hall staff.
4. The interpreter will return the test to the study hall teacher.
5. The study hall teacher will return the test to the teacher in the most effective way.

Student Leaving Procedure

1. All staff members who hear of a student leaving must inform the **cultural liaison**, ML Team (**ML Coordinator** and **other building ML teachers**, **building principal**, **building office assistant** and the **MARSS Coordinator**.
2. The **Building office assistant** notifies¹⁶ the **MARSS Coordinator**, ML Team (**ML Coordinator** and **other building ML teachers**) and other relevant teachers and staff in his/her schedule to notify and confirm that the student is leaving.
3. The **MARSS Coordinator** updates state data entries.

¹⁶ Notify means the quickest and more efficient method of communicating the information whether by email, phone, etc.

4. **ML Coordinator** updates ML High School Student List, records the type of leaving and notifies **MARSS Coordinator**.
5. The **building office assistant** sends the student's cumulative file to the new school if not dropping out and notifies ML Team to ensure all necessary paperwork is present.

ELD Standards Framework

English Language Proficiency Standards

Standard		Abbreviation
English Language Proficiency Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional Language
English Language Proficiency Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Proficiency Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Proficiency Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Proficiency Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

The WIDA framework recognizes the continuum of language development within the four domains with six **English language proficiency levels**.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Entering	Beginning	Developing	Expanding	Bridging	Reaching

These levels describe the spectrum of a learner's progression from knowing little to no English to acquiring the English skills necessary to be successful in an English-only mainstream classroom without extra support.

The Language Domains

Each of the five English language proficiency standards encompasses four language domains that define how MLs process and use language:

- **Listening**- process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking**- engage in oral communication in a variety of situations for a variety of purposes and audiences
- **Reading**- process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- **Writing**- engage in written communication in a variety of situations for a variety of purposes and audiences

Parent and Guardian Inclusion

MHS offers translation services to all families during whole school events, but we also offer specific engagement events during the year.

Whole School Events:

We strive to offer specific services to ML families during whole-school family events. In order to meet the needs of our ML students and their families, translation services for whole-school events during the school year are provided. For example, we provide translation services to families when attending school meetings, such as conferences and athletic and activity meetings. Additionally, at the beginning of the year at each building's parent engagement session in August, in addition to parent notification letters, a ML teacher meets with all of the ML families of the school to notify them of their student's participation in the program and what are our goals in light of their recent ACCESS Test data. Finally, our liaisons will visit with each new family as they enter the community to offer support and resources and to answer any questions the parents may have.

These services do not draw from Title III funds when students without ML status are included.

ML Only Events:

In addition to intentional recruitment and notification for whole-school events, we provide at least two ML only parent engagement events during the year for each school.

In the middle of the year during the winter months, we hold targeted information sessions for groups of ML parents or guardians. These sessions can focus on either one or two specific topics that the MLD has determined to be useful for parents and guardians. These can be informative, festive or both.

The final event that the department puts on is a yearly ML Family Night in the spring where ML families are given important information about the MLD, their child(ren)'s language progress, and updates from the administration about summer events in the community. Other topics may be included as they become pertinent during the school year.

Translator Use Protocol

In order to clarify, streamline and centralize information between translators, below is the following protocol to follow for staff members wanting to reach out to families who are in need of translation services.

- Administration and monolingual English teachers must always go through cultural liaisons
- Bilingual teachers can contact their own parents about classroom information but should inform the cultural liaison of their building about that contact
- Other bilingual staff may make parent contact if the cultural liaison agrees to allow the contact because of the liaison's sickness, absences or emergencies or due to increased

expediency or parent preferences. Afterwards, the content of the contact should be relayed to the cultural liaison of their building. The cultural liaisons must confirm all individual contact cases.

- Furthermore, the cultural liaison may designate another bilingual staff member to make a contact. As before, after making the contact, the bilingual staff member should inform the cultural liaison of what transpired.

Exiting, Monitoring and Program Re-entry

The final portion of the LIEP explains the procedure for exiting the program, a description of the two monitoring years and the district policy on students re-entering the ML program.¹⁷

Exiting Procedure

1. A student must meet the necessary exit requirement on the WIDA ACCESS Test in order to exit the ML Program.¹⁸
2. Upon exit from the ML program, a student will be reclassified in MARSS.
3. The ML identifier in MARSS remains Y for Yes during the school year in which the student is reclassified.
4. The following fall, ML teachers will communicate with the MARSS Coordinator that a student is to be reclassified. The reclassified student is entered as EL-No in MARSS.

There are three fields in MARSS specifically pertaining to ML status

DATA ELEMENT	INPUT TYPE
Home Language Code	Enter a numerical code indicating Home Primary Language (in MARSS manual)
EL Identified	Enter a Y for YES or N for NO indicating classification based on a valid and reliable ELP assessment and developmentally appropriate measures.
EL Start Date	Enter the date the student begins ML service each school year. If parents decline service, do not enter a start date.

Determining ACCESS Test Accommodations

1. A member of the ML teaching staff must attend all IEP meetings for ML students. During this meeting, the ML teacher will evaluate which accommodations are currently being given in other formal assessments or should be added to the existing IEP.
2. All formal assessments (i.e. WIDA ACCESS Test, MCA, etc.) must have equivalent accommodations.
3. When accommodations are needed, the members present at the IEP meeting will discuss which accommodations should be used. These accommodations will be recorded in the student's IEP or 504 Plan.

¹⁷ A student's classification as an ML does not change whether or not a parent declines services. All students classified as MLs should be scheduled for the annual ACCESS English Language Proficiency (ELP) assessment.

¹⁸ See Appendix B for criteria.

Alternative Pathways for Exiting ML

At times, a student's cognitive disability affects their production of language to the extent that by requiring the same exit criteria for all ML students, namely repeatedly taking the ACCESS Test for ELLs every year, is damaging physiologically to the student. Therefore, for multilingual students with severe cognitive disabilities, they need an alternative pathway to exit the ML program once all stakeholders have agreed that their Special Education services are the best way to serve them. The process below articulates this procedure for two separate groups of MLSWD:¹⁹

Group 1: MLSWD who are not able to participate in a domain due to the student's disability (listening, speaking, reading, and writing) of the ACCESS assessment with or without appropriate accommodations.

A student who cannot take all domains of ACCESS due to their disability, must also met all of the following criteria:

- The student must have received a valid score for the completed domains.
- The domain(s) in which the student cannot participate must have a test code of special education deferred (SPD).
- The student must have completed (i.e., received a valid score) on at least two domains.

If the criteria above are met, an alternate composite will be computed by the Minnesota Department of Education using the domains that were completed as well as an assigned score for the missing domain(s). Scale scores will be assigned to the missing domain(s) assuming a 4.5 proficiency level.

- ELSWD may be exited from EL status if the alternate overall composite score is at least 4.5 and if all completed domains are 3.5 or higher OR if one completed domain is below a 3.5.
- If a student meets the composite and domain criteria, additional criteria must also be considered.

Before exiting, the ML coordinator and the Special Education teacher work through the following steps:

1. The student's parents or guardians are accepting the removal from the program.
2. Agreement between the ML and Special Education Department that exiting is indeed the best decision after reviewing student work, grades and evidence of how vision or hearing loss may have impacted the student performance on the assessment and the student's disability impacts English language development.
3. In an exiting meeting with a Special Education teacher and the ML coordinator, the student and the parent must also be in agreement with the existing decision.
4. The student may be reclassified after these steps are taken in MARSS.

¹⁹ MDE uses the acronym ELSWD for English Learners with Disabilities. However, we use the term Multilingual students to describe the same category of students. Therefore, we use the term MLSWD for Multilingual students with Disabilities.

Group 2: MLs with the most significant cognitive disabilities who take the Alternate ACCESS for ELLs (Alt ACCESS), Minnesota’s alternate English language proficiency assessment.

1. MLSWD who participate in the Alt ACCESS and receive a proficiency level of P1 or P2 on Alt ACCESS in a given year may be exited from EL status.
2. After a consultation with the student’s parent to determine if they would like to continue ML services and consultation with the IEP team to determine if continued ML services would benefit the student must be conducted before the student can be exited from EL status.
 - a. In the meeting, the group must agree on the following:
 - i. Classroom observations indicate that the student is performing well with only the IEP services
 - ii. Student work and grades demonstrate satisfactory help is being provided to the student
 - iii. Evidence of how vision or hearing loss may impact student performance on the assessment or evidence of how the student’s disability impacts English language development shows that to continuing in the program and the tests is damaging to the student
 - iv. The student’s input agrees with the decision of the group
3. The student may be reclassified after these steps are taken in MARSS.

Monitor

1. Students who are exited from ML services and have been reclassified in MARSS as “EL-No” are placed on monitoring status by the state for two academic years. During this time following will take place:
 - a. Designated staff will monitor students’ achievement and development during this time. These people will be the following:
 - i. At the elementary, classroom teachers will complete the Elementary Monitor Form²⁰ every semester.
 - ii. At the high school, teachers with monitor students will complete the High School Monitoring Form.²¹
 - iii. The MARSS Coordinator and school counselors at each building will also monitor the students’ progress by completing the Elementary Monitoring Form and the High School Monitoring Form.
 - b. These staff will evaluate the following information while completing their respective forms:
 - i. The MARSS Coordinator will monitor the attendance of the monitored student.
 - ii. The school counselor will monitor the students’ grades, social and emotional state and graduation status if applicable. They will also monitor their test results to determine if they are making projected progress without ML support.

²⁰ See Appendix G

²¹ See Appendix H

- iii. Teachers with ML students will consider their anecdotal experiences, informative assessments and other student work samples when completing their respective forms.
- c. If the student has poor academic performance or is not meeting projected progress during May of the following school year after taking the ACCESS Test the previous school year, then, on the appropriate monitoring forms, the stakeholders will indicate this and the reentry process will begin.
 - i. If issues arise before May of the following school year when the ACCESS Test was taken, other intervention solutions should be considered first to help the student find success in the specific content area.

Reentry

1. One of the adult stakeholders²² will report their collected evidence of concern on the appropriate Elementary or High School Monitor Form.²³
2. The ML Department of either the elementary or high school along with the ML coordinator will meet to review the evidence. The ML Department, hereafter referring to both the teachers and coordinator, may request subsequent collected evidence. Please refer to the Reevaluation Checklist and Rubric²⁴ to help acquire the necessary information.²⁵
3. If evidence is sufficiently provided that a concern might exist, the ML Department will call the Stakeholders' Meeting including the reporter on the monitor form, building principal and the student's content area teachers to discuss and then cast a private ballot of yes or no to continue with reevaluation.
4. If one of the members of the stakeholders' meeting objects to the decision to reevaluate, the reevaluation fails, and another report cannot be filed until the next school year. If all of the members are in agreement, then the ML Department will continue with evaluation.
5. The ML Department will administer the Model Test to determine whether the student still is in need of ML services. A score under 4.5 overall and two or more domains under 3.5 would permit the student to be re-enrolled in ML services.
6. Parents will need to sign the Re-enroll form. This form and all of the previous documented evidence will be copied and placed in the student's cumulative file. Once this is completed, the MARSS Coordinator will update the student status in MARSS as "Yes."
7. The ML Coordinator may then send the student's MARSS number (without the student's name or other personal information) to mde.el@state.mn.us along with the previous document in the student's cumulative folder that satisfied all requirements for reentry.

²² Stakeholder in this sense being defined as a parent, teacher or administrator in Madelia Public Schools. This would not include students.

²³ See Appendix G or I respectively.

²⁴ See Appendix I.

²⁵ If at any point during the reevaluation process the student does not meet the necessary requirements for reentry, then other interventions should be considered. The ML teacher may be included in this intervention decision to help find root causes and solutions.

8. If the requirements have been satisfied, MDE will then override Error #374²⁶, and allow the reentry to occur in MARSS. The student will be readmitted into the ML Program.

²⁶ Error #374 occurs because the student has already passed the ACCESS Test in the past, and it therefore creates a discrepancy in the system that can only be overridden by MDE.

Appendix A



Home Language Questionnaire ED-01336-08E

The following is to be completed by School District Personnel:

STUDENT IDENTIFICATION INFORMATION		
Student's Full Name		
Date Of Birth	Age	Grade Level

DISTRICT INFORMATION/VERIFICATION INFORMATION		
School name	District number	
I hereby verify that the above information is true and accurate to the best of my knowledge and belief.		
_____ Name (Printed)		
_____ Signature – Responsible Authority	_____ Title	_____ Date

The following is to be completed by Parent/Guardian:

STUDENT LANGUAGE INFORMATION	
<i>Dear Parents and Guardians:</i> <i>In order to help your child learn, your child's teachers need to determine which language your child uses most.</i> <i>Please respond to the questions below by checking the appropriate box.</i>	
1. Which language did your child learn first?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____
2. Which language is most often spoken in your home?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____
3. Which language does your child usually speak?	<input type="checkbox"/> English <input type="checkbox"/> Other (specify): _____

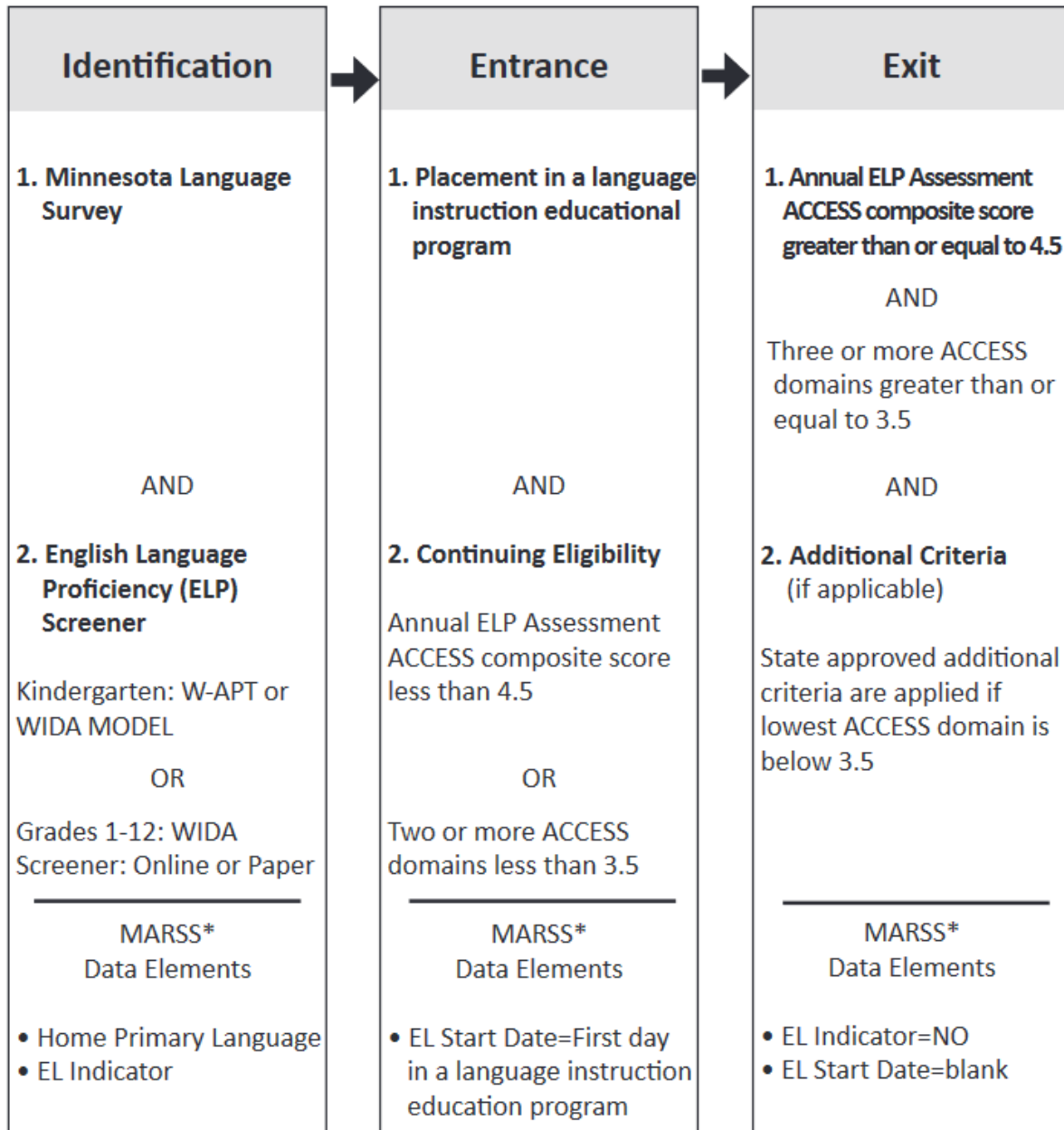
PARENT/GUARDIAN INFORMATION	
I hereby verify that the above information is true and correct to the best of my knowledge and belief.	
_____ Name (Printed)	
_____ Signature – Parent/Guardian	_____ Date

Appendix B

Minnesota Standardized English Learner Procedures



Identification, Entrance and Exit



Appendix C

English Version

Madelia Public Schools
English Learner Program Placement
☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____

School Location: Madelia _____

Dear Parent or Guardian:

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

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

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

Name: _____ Title: _____

Email: _____ Phone: _____

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

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

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is 7 years. The high school graduation rate for students receiving English Learner Services is _____ %. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

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

(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____

The highest score possible is: _____

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

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

The method of instruction used in your child's English Learner Services is:
Instruction is provided in both English and your child's home language.
Content-based English Learner Program
English as a Second Language (ESL)

Sheltered English Instruction

Pull-out English Learner or ESL: Students leave their English-only classroom during the day for English learner or ESL instruction.

Other: _____

Your child's English Learner Services are not the district's only English Language Development Program. Additional Information about your child's English Learner Services and, if available, other district language programs is attached. Please contact the person below or

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

Name: _____ Title: _____

Email: _____ Phone: _____

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in Multilingual Learner Services for ____7____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting

State Proficiency:

Native Language Used in Instruction: Yes

English Language Used in Instruction: Yes

Program Exit Criteria:

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

☐ _____
(Test used to measure level of English proficiency)

☐ _____
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: _____ The highest score possible is: _____

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

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

☐ _____
(Test used to measure level of academic achievement)

☐ _____
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is:

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

☐ **Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language. ☐ **Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.

☐ **Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.

☐ **Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.

☐ **Other:** _____

☐ Your child's English Learner Services are not the district's only English Language Development Program.

Additional information about your child's English Learner Services and, if available, other district language programs is attached.

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

Name: _____ Title: _____

Email: _____ Phone: _____

Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for 7 years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

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

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

Appendix D

Recent Arrival Tour Checklist (43 minutes)

School Survival Skills

- All Classes on their schedule, ML Classrooms the lunchroom, lunch line procedures and their lunch number (they can bring their own food, but they cannot leave)
- Their locker, how to unlock it and that they should use it (7th and 8th graders must)
- All bathrooms (sex specific - check color) and how they function (Especially SLIFE)
- How to receive medical help for medication and/or vomiting and headache relief
- School counselor, nurse and principal offices
- Changing clothes for gym - how and where
- How students and teachers address one another
- Introduce bilingual staff
- Personal hygiene expectations
- Seasonal and gym clothing and where they can find clothes if they need them
- How to enter the building when it is locked
- Keep your things with you - Do not leave it at their desks!
- How to get on the school bus and which one
- Advertise the welding / shop classrooms / weightroom

Behavior Expectations:²⁷

- Sitting still for long periods of time
- Riding a school bus
- Attendance and report cards (Results of Truancy)
- School dress code
- Discipline in the school context and consequences for misbehavior
 - Detention
 - In school/ Out of school suspension
 - Police fining your parents/guardians
 - Criminal trials
- Raising a hand to speak
- Working independently and/or quietly
- Finding and using a locker
- Using a planner
- Do not speak when the teacher is talking
- Bad words and clothing - what is allowed and not allowed
- Appropriate male/female interactions - age considerations (statutory rape)
- Do not speak to a classmate that is too far away
 - Western volume expectations
- Respect all adults and students (all staff have discipline powers)

²⁷ Should be explained during their BHT either collectively in the beginning of the year or one-on-one after the year begins.

- Report bullying to adults
- Maintain books in good conditions (or you pay for it)

Reciente Llegada Lista de verificación del recorrido (43 minutos)

Habilidades de supervivencia escolar

- Todas las clases en su horario, los salones de clases de ML, el comedor, los procedimientos de la línea de almuerzo y su número de almuerzo (pueden traer su propia comida, pero no pueden salir)
- Su casillero, cómo desbloquearlo y que deben usarlo (los estudiantes de 7° y 8° grado deben hacerlo)
- Todos los baños (específicos para el sexo: compruebe el color) y cómo funcionan (especialmente SLIFE)
- Cómo recibir ayuda médica para medicamentos y/o alivio de vómitos y dolor de cabeza
- Consejero escolar, enfermera y oficinas del director
- Cambiarse de ropa para el gimnasio: cómo y dónde
- Cómo los estudiantes y los profesores se tratan unos a otros
- Introducir personal bilingüe
- Expectativas de higiene personal
- Ropa de temporada y de gymnasio y dónde pueden encontrar ropa si la necesitan
- Cómo entrar al edificio cuando está cerrado
- Mantenga sus cosas con usted - ¡No las deje en sus escritorios!
- Cómo subir al autobús escolar y cuál
- Anuncie las aulas de soldadura / tienda / sala de pesas

ComportamientoExpectativas:²⁸

- Sentarse quieto por largos períodos de tiempo
- Viajar en un autobús escolar
- Asistencia y boletas de calificaciones (Resultados de ausentismo)
- código de vestimenta de la escuela
- Disciplina en el contexto escolar y consecuencias por mala conducta
 - Detención
 - Suspensión dentro o fuera de la escuela
 - Policía multando a tus padres/tutores
 - juicios penales
- Levantar una mano para hablar
- Trabajar de forma independiente y/o en silencio.
- Encontrar y usar un casillero
- usando un planificador

²⁸ Deben explicarse durante su BHT, ya sea colectivamente al comienzo del año o uno a uno después de que comience el año.

- No hables cuando el profesor está hablando.
- Malas palabras y ropa: lo que está permitido y lo que no está permitido
- Interacciones apropiadas hombre/mujer - consideraciones de edad
- No hables con un compañero de clase que está demasiado lejos.
 - Expectativas de volumen occidentales
- Respetar a todos los adultos y estudiantes (todo el personal tiene poderes disciplinarios)
 - Reportar el acoso a los adultos
- Mantener los libros en buenas condiciones (o lo pagas tú)

Appendix E

Request for Change in English Learner Program

Date: _____ (mm/dd/yyyy)

Dear Parent or Guardian: You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes proficient in English.

Thank you.

.....

Request for Change in English Learner Program

I, _____ (parent or guardian) of
_____ (student) have been informed of my right to
refuse English Learner Services. I have been informed of other district
language programs or methods of instruction, if available, and request the
following action: I want to refuse the English Learner Services provided by
Title I, Title III, or both. Please place my child in another English Learner
Service or method of instruction provided by Title I, Title III, or both if
available. Please place my child in the following program:

Parent or Guardian Signature

Date (mm/dd/yyyy)

Appendix F

Explanation of Consequences for Refusing English Learner Services

Date: _____ (mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both. Title VI of the Civil Rights Act and the U.S. Supreme Court case *Lau v. Nichols* ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Our school district provides programs and services designed to help increase your child's level of English proficiency. Even If you do not want your child to participate in our district's English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district's English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district's English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child's ability to fully participate in educational programs offered by our district.

Sincerely,

Name

Title

Phone

Email

Appendix G

Annual Review for EL Services Repaso Anual para los Servicios de EL (Ingles Como Segundo Idioma)

Name _____ Scores are from Grade _____
Nombre _____ Puntos son del Grado _____
Date/Fecha _____

W-APT Test Results

Resultados del Examen de Colocacion W-APT

1 Entering 1 Principio	2 Emerging 2 Emergente	3 Developing 3 En Desarrollo			4 Expanding 4 Extendiendose		5 Bridging 5 Enlazando	6 Reaching 6 Alcanzando
Speaking/Hablando		1	2	3	4	5	6	
Listening/Escuchando		1	2	3	4	5	6	
Reading/Leyendo		1	2	3	4	5	6	
Writing/Escribiendo		1	2	3	4	5	6	
Overall/ Total		1	2	3	4	5	6	

STAR Test Results

Resultados del Examen STAR

Reading (comprehension) _____ Math _____
Lectura _____ Matematicas _____

MCA Test Results

Resultados de los Exámenes MCA's

(D= Does not meet standards/ P= Partially meets standards/ M=Meets standards/ E= Exceeds standards)
(D= No satisface los estandars/ P= Satisface parcialmente los estandars/ M= Satisface los estandars/ E= Sobrepassa los estandars)

ACCESS Test Results

Resultados del Examen ACCESS

Reading/Lectura	1	2	3	4	5	6
Writing/Escritura	1	2	3	4	5	6
Listening/ Escuchar	1	2	3	4	5	6
Speaking/Hablar	1	2	3	4	5	6
Overall/Total	1	2	3	4	5	6

Based on the above scores and data this student:

Basandose en los puntos de arriba y los datos, este estudiante:

_____ qualifies for EL services/ califica para los servicios de Estudiante del Idioma Ingles
_____ will be exited from EL services/ será sacado de los servicios de Estudiante del Idioma Ingles
_____ will be redirected to the EL Program/ será dirigido de nuevo al program de Estudiante del Idioma Ingles

Reason/ Razon:

_____ W-APT scores/ Puntos del examen W-APT (Examen de Colocacion WIDA-ACCESS)
_____ STAR scores/ Puntos del examen STAR
_____ MCA scores/ Puntos del examen MCA (Evaluacion Amplia del Estado de Minnesota)
_____ ACCESS score/ Puntos del examen ACCESS (Examen de Desarrollo del Ingles Academico)
_____ Teacher concerns/ Preocupaciones de la maestra

Appendix H

This document is sent as a Google Form and here, it is represented in a different format so that it can be easily published here but still access the text that teachers would see.

High School Monitoring Form

Name of student on monitor in your class. * Required
(First and last name)

Do you have serious concerns about this student? For example, are they trying their hardest, yet still not finding success? *

Yes

No

Mark only one oval.

If yes, according to your observations, do you think that there are linguistic barriers separating students from academic success? *

Yes

No

Mark only one oval.

If yes to both questions, would you be able to provide physical evidence detailing the student's confusion in listening, speaking, reading or writing? *

Yes

No

Mark only one oval.

Next Steps:

If you answered yes to all of the previous questions, please collect the necessary documentation according to the Reentry Criteria for review by the school's ML Department to determine next steps. This documentation can be sent to andrewrunck@isd837.org or in physical copies to a school ML teacher

Appendix I

Reentry Criteria

Materials	Score
4 Work Samples of Each Domain	4
Evidence of Communication with Parents	1
Evidence of Intervention Attempts ²⁹	1
2 Work Samples of Intervention	2
Total Score:	

Evidence score:

Final Evaluation Rubric of Evidence:

1	2	3	4
Only verbal notification of need	Multiple adult stakeholders report concern on Monitor Form	Evidence is provided alongside Monitor Form	Evidence is clearly organized and has obtained an evidence score of at least 6 with Monitor Form. The student is not making adequate progress according to their NWEA and MCA test scores.

Considerations During Stakeholders Meeting

Below are some examples of the kinds of questions that staff and parents should consider when there are academic concerns for students who have recently exited ML status:

1. Did the student have similar academic challenges prior to reclassification?
2. Was there a change (in regard to the student's academic struggles) after the student exited the ML program (and ML status)?
3. What is the nature of the student's academic struggles?

²⁹ This would include duration of intervention and description of content and method

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

Appendix J

SLIFE Definition

Students with limited interrupted formal education (SLIFE) make up an important subset of English learners. The Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act defines SLIFE as an English learner with an interrupted formal education who *meets three of the following five requirements*:

1. Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English.
2. Enters school in the United States after grade 6.
3. Has at least two years less schooling than the English learner's peers.
4. Functions at least two years below expected grade level in reading and mathematics.
5. May be preliterate in the English learner's native language.

[\(Minn. Stat. § 124D.59, Subd. 2a\)](#)

Districts and charters identify SLIFE on an annual basis via the [Student Support Data Collection](#) (SSDC) . The Commissioner of Education is required, under the LEAPS Act, to report the academic and linguistic growth of SLIFE.

Appendix K

Recently Arrived

English Learners (RAELs)



Who is a RAEL?

A Recently Arrived English Learner (RAEL) is defined as a K-12 student who is identified as an English learner in Minnesota and who first enrolled in a school in one of the 50 states or the District of Columbia on or after April 15 of the previous school year. A student can only be identified as a RAEL one time.

Examples:

School Year 2022-23

First Enrolled:	January 15, 2022	April 15, 2022	February 2, 2023
Potential RAEL?	No	Yes	Yes

How are RAELs reported?

Districts and charters must annually identify RAELs in the [Student Support Data Collection](#) (SSDC) or through [Ed-Fi](#).

Do RAELs need to take all state assessments?

Yes.

All RAELs must take the appropriate Mathematics, Reading, and Science Minnesota Comprehensive Assessment (MCA) or Minnesota Test of Academic Skills (MTAS) and all domains of the ACCESS for ELLs or Alternate ACCESS for ELLs.

There are no testing exemptions for RAELs.

How are RAELs included in Minnesota's North Star accountability system?

Year 1

RAELs are not included in any test-based accountability indicators.

RAELs are included in the other accountability indicators.

Year 2

RAELs are not included in the Academic Achievement indicator.

RAELs are included in all other accountability indicators.

Year 3

RAELs are included in all accountability indicators.

Questions?

RAEL identification: mde.el@state.mn.us

Testing requirements: mde.testing@state.mn.us

Accountability: mde.essa@state.mn.us

Revised: April 2022

Appendix L

Program Definitions

Content-Based ELD Instruction: A program that integrates language and content instruction based on MN standards aligned to both content and English language development standards. Examples include:

Stand-Alone ELD: An ELD class taught by an ESL-licensed teacher that is tied to grade level learning targets, but which generally takes place in a separate location from the student's general education classroom or students are pulled aside within the learning environment.

Push-in ELD: ELD instruction taught by an ESL-licensed teacher that is tied to grade level learning targets which takes place in the student's general education classroom during core instruction.

Co-taught ELD: A class in which an ESL-licensed teacher and a grade-level licensed content teacher collaboratively plan and deliver integrated language and content to provide English language development instruction and access to grade-level content.

Appendix M

Four and Five Year Graduation Plans

All of the following illustrate possible graduation paths for students who arrive in the country without transcripts from their previous schools. The primary intention is to allow students to choose their own paths to graduate based on their abilities and situations.

Four Year Plan: No Summers

Year One	Year Two	Year Three	Year Four
ML Economics ³⁰ ML World History	ML Civics and Geography ML US History		
English 9	American Literature	English Electives 11	English Electives 12
Geometry 9	Intermediate Algebra A³⁴ Advanced Algebra	Intermediate Algebra B Pre-Calculus	Statistics ³²
Physical Science	Chemistry ³³ Food Chemistry	Biology	Physics ³⁴
Art			
PE. 9 / Computer	PE / HE 10		

Four Year Plan: With One Summer for Algebra

Year One	Summer One	Year Two	Year Three	Year Four
----------	------------	----------	------------	-----------

³⁰If there are not two teachers with licensures in teaching MLs and Social Studies, then, this would only be one class per year.

³⁴~~After geometry, the final two math courses are tracked with the first being the slower of the two tracks. The tracking would apply to the subsequent math course as well. This is being changed currently.~~

³² This course can be taken any time after the student finishes Geometry, including summer terms. This note applies to the same class in the other tables.

³³ Students will take either Chemistry or Food Chemistry

³⁴ This is an optional class for a student's final year.

ML Economics ML World History		ML Civics and Geography ML US History		
English 9		American Literature	English Electives 11	English Electives 12
Pre-Algebra 7	Algebra 8	Geometry	Intermediate Algebra A Advanced Algebra	Statistics Intermediate Algebra B Pre Calculus
		Physical Science	Chemistry Food Chemistry	Physics Biology
Art				
PE. 9 / Computer		PE / HE 10		