

Warroad Public Schools



English Learner Department

Language Instruction Educational Program (LIEP) Plan

Adapted from the Minnesota Department of Education Standardized Procedures

Language Instruction Education Program

“One language sets you in a corridor for life. Two languages open every door along the way.”

-Frank Smith

OUR MISSION: Together we create “a future of excellence” by providing a learning community that is personalized, innovative, and secure for all learners.

Legal Foundation

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

LIEP plans must be aligned to Minnesota Statute 124D.61(2), which requires a district enrolling one or more English learners to have “a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners.”

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

Purpose and Audience of the LIEP Plan

The purpose of the LIEP plan is to provide transparency and coordinate support for implementation. The plan's intended audience includes district stakeholders such as staff, students, parents, and community members. Though the plan must be compliant with state and federal requirements, the plan should not be written with the MDE Compliance Monitor as the main audience. The district may want to have multiple versions of the LIEP plan to ensure it is accessible to all stakeholders. For example, a mobile version—available in a variety of languages and with fewer procedural details—may be most accessible to parents and community members (and consider the format such as how a video explaining the LIEP could be more accessible to some than the written document alone). Staff, however, may need a more detailed version in a handbook to ensure uniformity in implementing critical procedures. No matter the version, it is crucial that it is accessible for the intended audience. Designate someone to be responsible for revising and communicating the plan to stakeholders.

A Multilingual Learner is defined in Minnesota as a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section [124D.151](#) or a school readiness plus program who meets the requirements under subdivision 2a or the following requirements:

- (1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
- (2) the pupil is determined by a valid assessment measuring the pupil's English language proficiency and 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 academic classes taught in English.

Acronyms and Definitions

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

EL: English Learner. May be commonly referred to as Multilingual Learner (ML).

ELD: English Language Development – often refers to the state’s ELD standards outlining benchmarks for progress toward English language proficiency.

ELL: English Language Learner. May be commonly referred to as Multilingual Learner (ML).

ELP: English Language Proficiency

ESL: English as a Second Language

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

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

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language Instruction Educational Program. May be commonly referred to as the “ELD program”

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

ML: Multilingual Learner

MNLS: Minnesota Language Survey – formerly known as the Home Language Questionnaire, it is part of Minnesota’s standardized procedures. All districts must include this in their enrollment packets.

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

SLIFE: Student(s) with Limited or Interrupted Formal Education

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment.

Language Instruction Education Plan (LIEP) Enrollment Procedures

All parents and guardians enrolling a new student in District 690 must be provided the Minnesota Language Survey (MNLS). The MNLS is used to determine if a student first learned a language other than English. We do not make assumptions about a student's language background based upon the student's appearance, last or first name, ethnic background, religious background and/or parent's language ability.

District 690, in compliance with state and federal laws, will place a completed language survey, or MNLS, on file for all students in our schools from Pre-Kindergarten through twelfth grade.

The Minnesota Language Survey (MNLS) has four questions regarding the language use and history of each student. The information provided by the parent and guardians is confidential and must only be shared with district staff to disseminate the information to identify and place students eligible for English language development programs. Warroad Public Schools, in accordance with ESSA and MDE guidelines, employs this standardized procedure.

Students with Limited or Interrupted Formal Education (SLIFE)

Students with limited interrupted formal education (SLIFE) (Minn. Stat. § 124D.59, Subd. 2a) 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.

Migratory Children

Defined in the law as a child ages 3-21 who is, or whose parent or spouse is, a migratory agricultural worker, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse or guardian to obtain temporary or seasonal employment in agriculture or fishing work. The student may have moved from one school district to another (Every Student Succeeds Act, Section 1309 subdivision [3][A][B]). Upon enrollment, the Cultural Family Liaison and/or the ELD teacher, will meet with the student and parent/guardian to complete the Educational History Interview Form. Questions from this interview will be used to determine if the student moved to seek agricultural work for economic necessity. If the student qualifies, the EL teacher connects the family with the McKinney Vento liaison.

Recently Arrived English Learners (RAEL)

English learners enrolled in a school in one of the 50 States in the United States or District of Columbia for less than 12 months. A student can only be identified as RAEL one time.

Entrance Criteria

When a language other than English is identified on the Minnesota Language Survey, office/enrollment staff is responsible for notifying the EL administrator and MARSS coordinator. Qualified staff will review the student's previous school documents to determine if a student was classified as an English learner.

If the MNLS indicates a language other than English and the student is new to the country or does not have a recent ACCESS 2.0 score, the student will be screened for language proficiency using the required assessments. New students who have a recent ACCESS 2.0 score will not need to be screened for English language proficiency.

Student placement in Warroad Public Schools' Language Instruction Educational Program will be made by licensed English Learner teaching staff. To enter the English language development (ELD) program students must meet the criteria in the table following.

Screener Usage and Eligibility for Services		
Grade Level	Screener	Eligible for services if...
Grades 1-12	WIDA Screener	The student is identified as ML if either of the statements are true: <ol style="list-style-type: none">Overall composite is below 4.5Any domain is below 4.0
Kindergarten	WIDA Screener	<p>First Semester: At the start of kindergarten, students should take only the listening and speaking domains. The student is <i>identified for English learner status</i> if the statement below is true:</p> <ul style="list-style-type: none">Oral Composite score is below 4.5. <p>Second Semester: All students taking the WIDA Screener for Kindergarten on or after January 1 should take all four domains unless it is determined with the Individualized Education Program (IEP) team or another specialist that the child is not able to attempt all four domain tests.</p> <p>The student is <i>identified for English learner status</i> if the statement below is true:</p> <ul style="list-style-type: none">Overall Composite score is below 4.5.

The EL teacher(s) is responsible for screening, determining eligibility, informing classroom teachers, EL administrator and MARRS coordinator of screening results, and placing the qualifying documents in the student's cumulative folder.

Timeframe

All newly enrolled students in District 690 must have a completed MNLS in their cumulative file. District 690 will send via mail parent notification of their student enrollment in the LIEP within 30 calendar days of the start of each new school year.

The identification process includes both the completion of the MNLS and, if indicated, the English language proficiency assessment. If enrollment occurs after the beginning of the school year, we will complete the process and notify the parents within 10 calendar school days.

Continuing LIEP Eligibility

Under both federal and state law, all students enrolled in K-12 grades and identified as English Learners must participate in the annual English language proficiency assessment, ACCESS 2.0. All students who have been identified as English Learners, regardless of whether they are enrolled in an LIEP, must participate in the ACCESS 2.0 assessment. This assessment usually takes place in February and March.

The District Assessment Coordinator (DAC) is responsible for scheduling test dates, ordering materials, assigning, and confirming ACCESS teacher training and returning materials.

The EL teacher(s) is responsible for administering the ACCESS.

If parents choose to opt-out of ACCESS for ELLs testing, the appropriate forms must be completed. See <http://education.state.mn.us/MDE/fam/tests/> for additional information. If a student does not participate in the ACCESS for ELLs, the student cannot be considered to have met the proficiency requirement for exiting the EL identification. A student must remain identified as an English learner until the student has met the exit requirement.

Students will continue to be placed in the LIEP at the beginning of each school year until they meet MDE ACCESS requirements.

Rights Of Parents 124D.60

Within ten days after the enrollment of any student in Warroad Public School's Language Instruction Educational Program (LIEP), enrollment staff will notify parents by mail and will:

- a. mail the notice in English and in the primary language of the pupil's parents to the best of District 690's ability to do so.
- b. inform the parents that their child has been enrolled in District 690's LIEP
- c. contain a description of our program;
- d. inform the parents that they have the right to visit the educational program for English learners in which their child is enrolled;
- e. inform the parents it is their right to request and receive a conference for the purpose of explaining the nature and purpose of the program; and
- f. inform the parents of their rights to withdraw their child from an educational program for English learners and the time and way to do so

Refusal of MNLS

The MNLS information is voluntary. If a parent or guardian does not want to complete the form, the district will note in the student's cumulative folder indicating the parental refusal, and a staff member will discuss with the parent/guardian the implications of the decision regarding eligibility for language support.

It is important for parents and guardians to know that our LIEP supports their student in learning academic English that is necessary for academic achievement in school.

Refusal of EL Service

Parents or guardians have a right to decline or opt their student out of the school district's EL program or services. Staff will discuss the scope of language acquisition as well as the student's rights to language support prior to signing an opt-out form.

Note** Under both federal and state law, all students enrolled in K-12 grades and identified as English Learners must participate in the annual English language proficiency assessment, ACCESS 2.0. All students who have been identified as English Learners, regardless of whether they are enrolled in an LIEP, must participate in the ACCESS 2.0 assessment.

Language Instruction Education Plan (LIEP) Exiting Procedures

Exiting Criteria

District 690 follows the Minnesota Standardized Exiting Procedures from English Learner Services. Qualified English Learner staff begins the process of exiting and reclassifying students once preliminary ACCESS scores are available each spring.

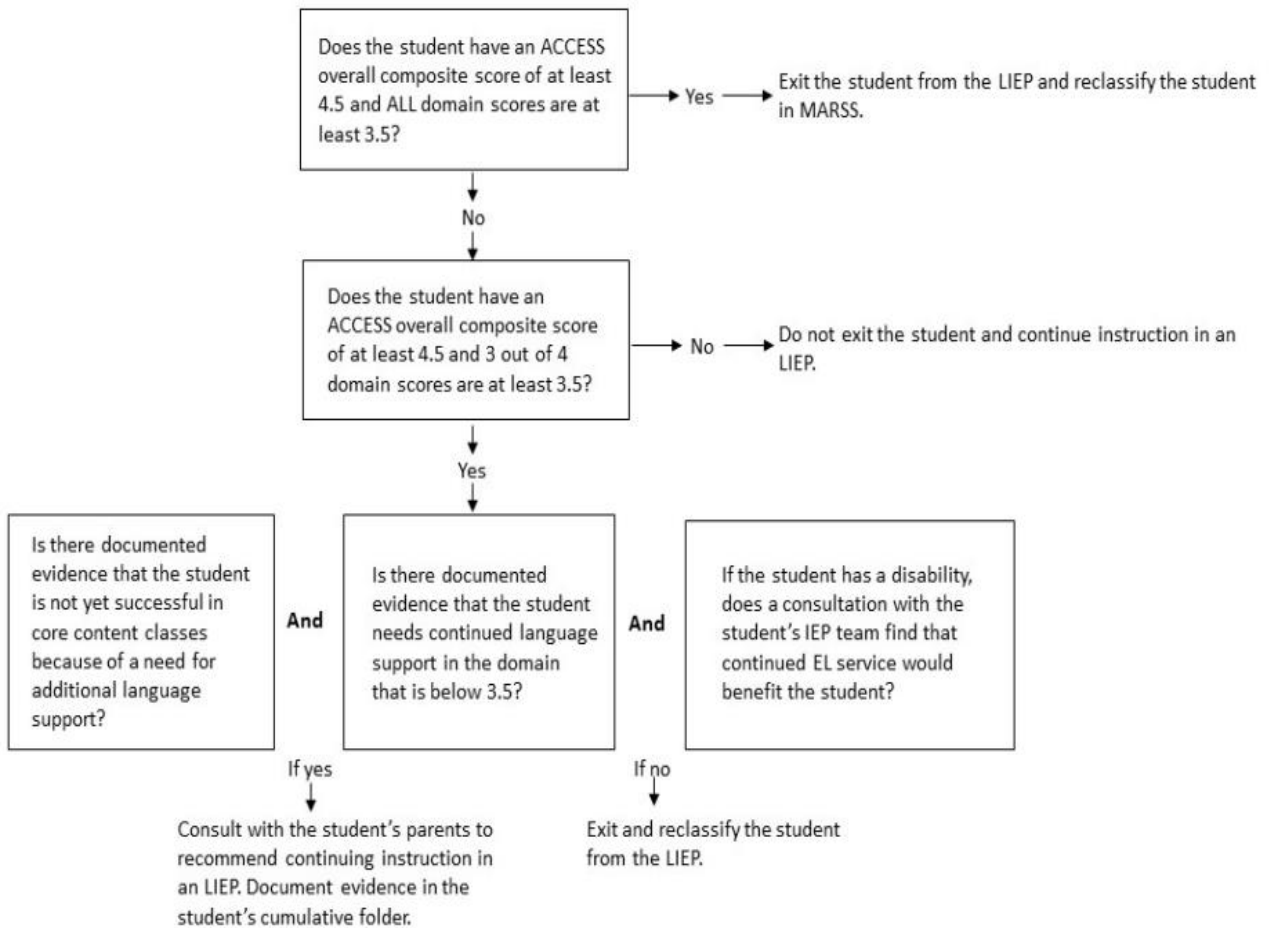
Annual Preparation for Exiting: ***EL teacher, in collaboration with the student's mainstream teachers***, will:

- 1) Review the ACCESS 2.0 spring overall composite and domain scores fall and spring.
- 2) EL Teachers will identify students with an overall composite score of 3.9-4.4 each fall. It is recommended to meet with parents at fall and/or spring conferences to clarify scores for family members and/or guardians to be better prepared for release of new ACCESS 2.0 scores in May.
- 3) Identify students each spring that meet the exiting proficiency criteria.
- 4) Complete the EL Exit Form if criteria for proficiency is met each spring.
- 5) Team members (including the student's parent/guardian, the EL teacher, the homeroom/general ed. teachers, and/ or the principal, etc.) meet to discuss exit procedure and sign the EL Exit form. Parents will receive a copy of the exit form after they consent to exit EL services.
- 6) Send a copy of the EL Exit form to Intake Specialist at the District Administrative Offices.
- 7) File the signed original EL Exit form in the student's CUM folder.

Annual Summative Assessments As required by law, all students labeled as Limited English Proficiency (LEP) in MARSS are assessed annually. Once the district has received the test scores, parents/guardians are notified of those scores and whether their student will continue to receive ELD instruction or be exited from services.

MN STATE STANDARDIZED ENGLISH LEARNER EXITING CRITERIA	
Required Action	Individual Student ACCESS 2.0 Results
Exit and reclassification as English Learner NO in MARSS	<p>Student score on ACCESS 2.0 satisfies both of the following criteria:</p> <ol style="list-style-type: none"> 1) Overall composite score of 4.5 or higher AND 2) A score of 3.5 or higher in each of the four domains, listening, speaking, reading, and writing
Additional criteria must be applied to determine continuing program eligibility	<p>Student score on ACCESS 2.0 satisfies both of the following criteria:</p> <ol style="list-style-type: none"> 1) Overall composite score of 4.5 or higher AND 2) Only one domain score is below 3.5
Student has not met exiting criteria and is eligible for continued services in District 742 LIEP	<p>Student score on ACCESS 2.0 includes:</p> <ol style="list-style-type: none"> 1) An overall composite score that is less than 4.5 OR 2) Two or more domain scores are below 3.5
<p>MN Exiting Criteria Table Additional assessment criteria located in standardized exiting procedures manual Test of Emerging Academic English (TEAE) Writing Rubric MN Modified Student Oral Language Observation Matrix</p>	

Additional EL Exit Criteria Decision Tree



*If schools and districts are unable to or fail to document a continuing need for language support, they may not retain a student in an LIEP.

Effective Language Instruction Educational Programs (LIEPs)

Program Overview

English language programming in District 690 is aimed at providing high-quality academic English language instruction aligned with both the current Minnesota State Academic Standards and WIDA ELD Standards. English Language Development (ELD) instruction is supplementary and does not supplant the grade level classroom and content instruction.

Warroad Public Schools LIEP

1. Addresses the challenging state academic and English Language Development (ELD) standards.
2. Is based on sound educational theory.
3. Is based on reasonable calculations of the programs and practices, including resources and personnel to implement this theory effectively.
4. Uses effective approaches and methodologies [including bilingual educational programs] for teaching ELs and immigrant children and youth (see §3115[a][1][4]).
5. Demonstrates successes in increasing English learners' English language proficiency and academic achievement. Public Law 114-328, Every Student Succeeds Act of 2015, sections 1111(b)(2)(G), 3115(a) and (c)(1), 3116(b)(1)(2), 3201(7)

Focused Language Study (FLS)	
<p>ELs are strategically grouped together to concentrate on the critical language needed for on-grade-level learning in English. This is language that their native English-speaking peers already know.</p> <p>Teaching specifically targets language forms needed to access content in listening, reading, speaking and writing domains.</p> <p>EL classes in grade 7-12 can replace ELA or elective credit requirements.</p>	
Levels 1-2	Levels 3-4
K-5: 60 minutes daily	K-5: 30 minutes daily
6-8: 1 period per trimester	6-12: 1 period per trimester
9-12: 2 periods per trimester	

LIEP Responsibilities	DAC	Administrator	EL Teacher	Office Staff MARSS coordinator
Parent notifications of placement, continuation and exit using TransACT.		✕		
Intake of any non-English MNLS/ record review for ACCESS scores/SLIFE/RAEL/immigrant status		✕		
Inform EL teacher of any eligible new students and any students that require screening.		✕		
ACCESS ordering, returning, training monitoring, posting test dates and providing scores to EL teachers.	✕			
Administer Screeners and ACCESS			✕	
Determine eligibility for placement and exit.			✕	
Report start date to MARRS coordinator.			✕	
Ensure all new students have a MNLS on file before starting school.				✕
Inform MARRS coordinator and EL admin. of any non-English MNLS answers.				✕
Enter MARRS LIEP enrollment/start date/exit				✕
EL Teacher Training/ MNLS Training for Office Staff Ensuring LIEP reflects current state law		✕		
Teach Focused Language Study			✕	

