

EL Program

Red Rock Central School
District - ISD #2884

Language Instructional Educational Program Plan (LIEP)

2021-2022
RRC

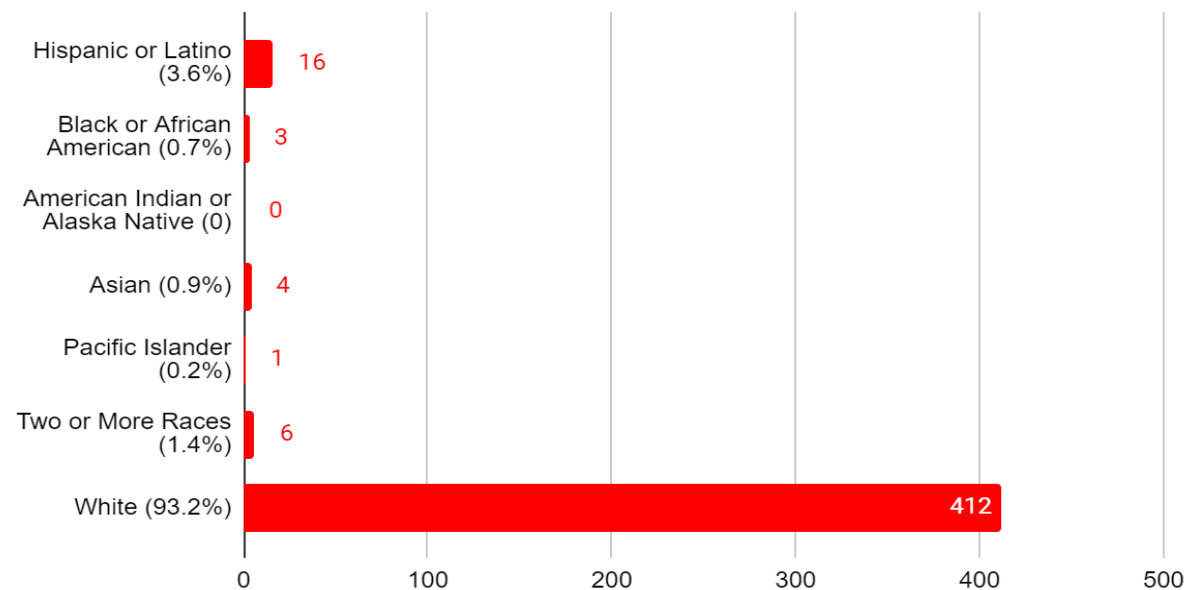
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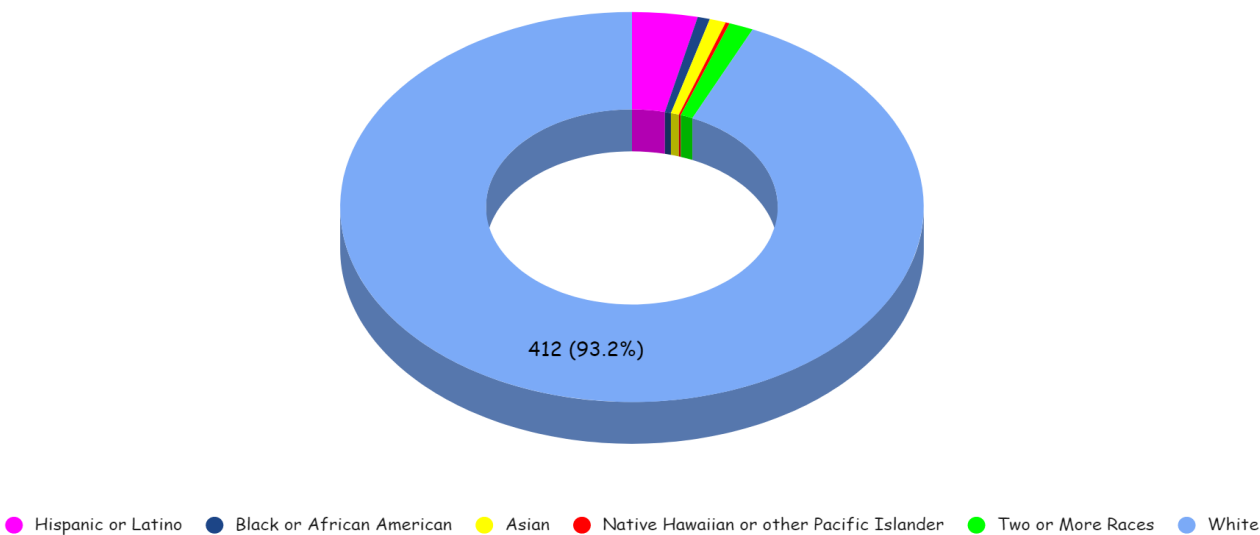
RRC FACTS (current as of September 26, 2021)

2021-22 Enrollment by Race/Ethnicity

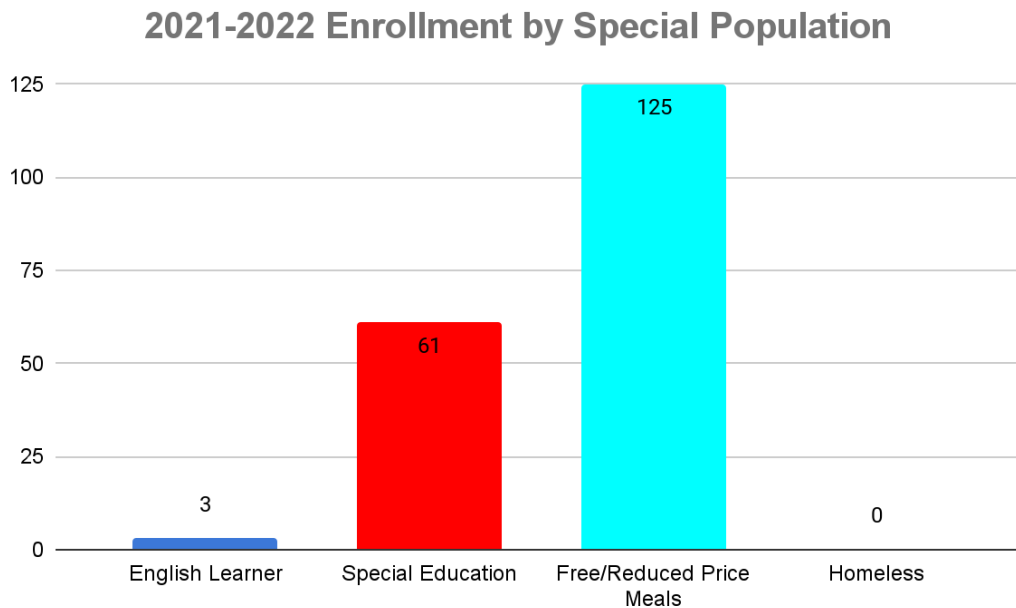
2020-21 Enrollment by Race/Ethnicity (Total Enrollment is 442)



2020-2021 Enrollment by Race/Ethnicity



2021-22 Enrollment by Special Population



https://docs.google.com/spreadsheets/d/15yFcZEXQ9PXARd4SXTpHWpEb5tAo-6qI-o2a_7bLFzQ/edit#gid=0&range=A5

RRC Students' Home Languages

English	Spanish	Gujarati	Tagalog	Chuukese	Hindi
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LIEP Placement Procedures

Red Rock Central School District (#2884) uses the required [Minnesota Standardized English Learner Procedures](#) in the identification, entrance of English Learners.

Resources:

[Identification, Entrance, and Exit Flowchart - MDE](#)

<https://wida.wisc.edu/sites/default/files/id-placement/MN-ID-Placement-Guidance.pdf>

Two-Step Identification

Identification of students for the English Learner Program is a two-step process:

1. Minnesota Language Survey (MNLS)
2. Age Appropriate English Language Proficiency (ELP) Screener - WIDA

Resources:

[Identification - MN Standardized EL Procedures](#)

Step 1: Minnesota Language Survey (MNLS)

When any new family registers a student in grades PreK-12 at Red Rock Central School District (#2884) they are required to complete the [Minnesota Language Survey](#). The MNLS asks parents to provide information related to their student's language use:

- The language(s) your student first learned
- The language(s) your student speaks
- The language(s) your student understands
- The language(s) your student has consistent interaction with

Resource:

[Minnesota Language Survey - MN Standardized EL Procedures](#)

Step 2: Age Appropriate English Language Proficiency (ELP Screener)

If any language other than English is indicated for any of four questions on the MNLS, then the student is given an English Language Proficiency (ELP) Screener to determine the student's current proficiency level in English in the areas of listening, speaking, reading, and writing. The RRC District elementary principal typically administers the screeners.

RRC uses the following Minnesota approved assessments:

- PreK - preLAS2000- paper version
- Kindergarten - [WIDA MODEL](#) (First Semester - only the listening and speaking sections are administered. Second Semester - all four sections are administered (listening, speaking, reading and writing) Grades 1-12 - WIDA Screener Online or paper

- Grades 1-12 - [WIDA Screener Online](#) or paper

Resources:

<https://laslinks.com/prelas/>

[Identifying Students as ELs using the WIDA Screener - MN Standardized EL Procedures](#)

*Due to the COVID-19 Pandemic an initial ELP screening may be offered in person/on site even if our district is not offering in-person or hybrid instructional models, if all public health guidelines can be adhered to. In the event that a face-to-face ELP cannot be administered, a provisional screener will be administered.

1. A phone interview will be conducted with the family to determine if the student would benefit from temporary English language support.
2. The [Family Interview Protocol Form](#) will be used to conduct the interview and determine with the family if it is in the students' best interests to receive temporary EL support.
3. Responses will be recorded on the document.
4. The complete individual student document will be stored in the student's cumulative file.
5. Eventually the student will need to take an official English Language proficiency test to determine official EL status.

Per the MDE English Learner Special Update (9/17/2020) located at https://docs.google.com/document/d/1q1CP2mjdotY4jBNphqpHn7a_GSBrACxGQOTEGSdvRxg/edit, a student who qualifies for the provisional (temporary) EL support, should be marked as EL=Yes in MARSS/Ed-Fi temporarily until (1) a formal screener or (2) the ACCESS test is administered to verify EL status.

Per the English Learner Education Special Update - September 2020, found at [MDE Education Updates](#) a student who qualifies for the provisional (temporary) EL support, should be marked as EL=YES in MARRA/Ed-Fi temporarily until (1) a formal screener or (2) the ACCESS test is administered to verify EL status.

Resource:

[09-08-2020 MDE's Identifying Students for English Learner Status During Distance Learning](#)

Timeline for Identification

- Students should be screened in connection with or prior to school registration and

enrollment.

- Students must be screened and identified as ELs no more than 30 days from the beginning of the school year.
- After the start of the school year, students must be screened within seven days of starting school
- Within 45 days of identification, if it is evident by the teachers of the EL program and academic content that the student does not need English language services, it may be considered a false positive. The teachers will complete an LEP to NON-LEP form and submit it to the Department of Teaching and Learning. - <https://docs.google.com/document/d/1pTXQnEovUUCSYVpt9lwmebvhHmJ3YRoOe7Gq68VG6Q/edit> Then, in MARSS, the EL-Yes indicator should be changed to EL-No since this student is not considered an English learner for the year. This student does not take the annual ACCESS assessment. Parents must be consulted and notified of the change in EL status.

Program Entrance

The results of the ELP Screener are reviewed by trained district staff to determine if the student is already proficient in English, or if the student may benefit from English Language instruction. District staff use the scoring criteria set by the MDE

Approved Minnesota English Language Proficiency (ELP) Assessments and Scoring Criteria (Non-qualifying score ranges provided)

Grade Level(s) & Testing Specifics	PreK 3 & PreK 4 - preLAS2000	Kindergarten MODEL - WIDA (paper)	WIDA Screener (Online or Paper)
Entry to PreK	Oral Language proficiency level of 4 or 5. Pre-Literacy Component Proficiency level of 2 or 3.		
1st Semester of Kindergarten		Administer Listening and Speaking domains only. Each domain score must be greater than or equal to 4.0..	
2nd Semester of Kindergarten		Administer all domains. Composite score greater than or equal to 5.0.	

		All domains greater than or equal to 4.0.	
Grades 1-12			Online or paper - Composite score of at least 4.5 with no domain below 4.0

After initial identification as an English Learner (EL) due to scores below the ranges provided, the student is placed in a Language Instruction Educational Program (LIEP) .

Resource:

[EL Development Program Entrance and Continuing EL Eligibility - MN Standardized EL Procedures](#)

<https://www.transact.com/>

Exit

Districts must wait until preliminary ACCESS test scores are available in the spring before beginning the exiting process. The Minnesota Department of Education (MDE) has established the following criteria that all districts must adhere to for exiting students from the program.

Minnesota Standardized English Learner Procedures: Exiting

Required Action	Student's ACCESS Result
1. Exit and reclassification are required	Student score on ACCESS 2.0 satisfies both of the following criteria: A. Overall composite score of 4.5 or higher AND B. A score of 3.5 or higher in each of the four domains (L,S, R, W)
2. Additional criteria must be applied to determine continuing EL eligibility Allowable Additional Criteria (MDE)	Student score on ACCESS 2.0 satisfies both of the following criteria: A. Overall composite score of 4.5 or higher AND B. Only one domain score is below 3.5 Educators should record and explain their rationale while evaluating this evidence. Any decision made using this evidence must be documented and the rationale used to make the decision to exit or retain a student must be articulated in any documentation. Documentation must be kept in a student's cumulative folder. The form used for this documentation can be found at the link below. To use the form, make a copy of it first.

	RRC Additional Criteria Form https://docs.google.com/document/d/1gxfC2drFnycdmJeu3dLI_3u-GyLrk6hVGvSPFGvUKcl/edit#
3. Student is not yet proficient and maintains EL status and continues to receive both <ul style="list-style-type: none"> a. ELD instruction b. ELP - based support throughout the school day 	Student score on ACCESS 2.0 includes: <ul style="list-style-type: none"> A. An overall composite score that is less than 4.5 OR B. Two or more domain scores are below 3.5

Resources:

[Exit - MN Standardized EL Procedures](#)

[Exit Chart - MN Standardized EL Procedures](#)

[Additional EL Exit Criteria Decision Tree \(MDE\)](#)

<https://www.transact.com/>

MARSS Data Elements

The English Learner identification marker entered into the Minnesota Automated Reporting Student System (MARSS) is used by the Minnesota Department of Education (MDE) as the basis of allotment of Minnesota State EL funding and federal Title funding to school districts.

Required MARSS Elements	Identification	Entrance	Exit
Home Primary Language	Enter the code for the student's Home Primary Language.	Already in student's MARSS record	Already in student's MARSS record
EL Indicator	Enter "YES" if a screened student qualifies for an LIEP. Enter "NO" if a screened student does not qualify for an LIEP.	Already in student's MARSS record	Enter "NO" if a student is proficient on the ACCESS 2.0 assessment.
EL Start Date	Leave Blank	Enter the first day in	Leave Blank

		Language Instruction Educational Program (LIEP)	
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LIEP Description

English Language Development (ELD) taught by a licensed ESL teacher.

Resource:

[MN Language Education Delivery Frameworks - MDE](#)

[Evidence-Based Practices to Support English Language Development \(MDE\)](#)

[MN English Language Development Standards](#)

[Providing ELs with a Language Assistance Program - OELA Toolkit](#)

Amount and Scope of Instruction

Service

Students who are identified as ELLs should be served in an instructional program for ELLs. School districts have discretion in selecting appropriate language programs but the program chosen should be considered sound by experts in the field. The program should be designed to meet varying student needs across English proficiency levels. In other words, students at the beginning levels of English proficiency need more intensive service than students at the transitional levels.

ELLs are considered to be receiving service when they are placed in a program specifically designed for ELLs. Minnesota statute defines a program for ELLs as either an ESL program or a bilingual education program. A start date for ELLs receiving direct service must be entered in MARSS.

Direct Service ELLs are considered to be receiving direct service when they are placed in a program specifically designed for ELLs. Minnesota statute defines a program for ELLs as either an ESL program or a bilingual education program. A start date for ELLs receiving direct service must be entered in MARSS.

Indirect Service ELLs are considered to be receiving indirect service when they are not enrolled in a program specifically designed for ELLs, but when they are receiving instruction in the mainstream tailored to their individual needs as ELL and checking in with ESL staff. A start date for ELLs receiving indirect service should not be entered in MARSS.

District #2884 Service Procedures

The type of instruction provided is ESL/English only. The predominant manner in which the service is provided is

through individual or small group instruction outside of the general education classroom, along with some push-in observational and instructional opportunities. The pull-out version occurs most often during “Intervention” time or study halls, This means that the students do not miss out on regular class time. Any pull-out time is worked out with the teacher and EL teacher. Push-in and pull-out addresses WIDA-ELD standards and MN state standards.

EL Student Grade	EL Student Composite Score Range	How Served - Minutes	Who Serves
	4 or 5 & Below	Push In - 10-15 as needed	ESL teacher or para
Elementary		Pull Out - 20	ESL teacher
K-6	3 & Below	Push In - 10 - 20 as needed	ESL teacher or para
		Pull Out - 30	ESL teacher
	4 or 5 & Below	Push In - as needed for core subject areas	Para
Secondary		Pull Out - 45 - 50	ESL teacher
7-12	3 & Below	Push In - as needed for core subject areas	Para
		Pull Out - 45 to 50	ESL teacher

LIEP Plan for Distance Learning (Spring 2020)

Goal	Description	Contact
English Language Development (ELD) What will EL teachers do?	<p>Elementary Students will receive ELL assignments through a district mailing with listed daily activities. Students will be contacted weekly by an EL teacher via phone, email, or Google classroom.</p> <p>Middle School/High School ELD students will receive instruction in their core classes via Google Classroom. A folder containing recorded lessons and assignments will be published in Google classroom for each of the students' courses. Students will continue to receive instruction from the following programs: online support programs, classroom curriculum materials, and teacher-made materials.</p>	Director of Teaching and Learning (EL Coordinator)

	<p>Students will receive ELL assignments through a district mailing or school delivery with listed daily activities. Students will be contacted weekly by an ESL teacher via phone, email, or Google classroom.</p> <p>Students will receive instruction from collaborating ESL teachers, classroom paras, and classroom teachers, providing multilingual support for coursework in specific subject areas.</p>	
<p>Mainstream EL Support</p> <p>What will content teachers do?</p>	<p>ESL teachers will collaborate with and support content teachers in differentiating and scaffolding coursework materials.</p> <p>Paraprofessionals and teachers will be available to contact families weekly and be available for students to meet with virtually and act as tutors as needed.</p>	Building Principals
Communicating with Multilingual/Multicultural Families	<p>District-wide information will be delivered to families via U. S. mail or van delivery in languages families understand.</p> <p>ESL teachers and paraprofessionals will be available to contact families weekly and be available for students to meet virtually with and act as tutors as needed.</p> <p>Classroom teachers will contact families throughout the duration of distance learning about student concerns.</p> <p>JMC will be used for any private messaging.</p>	Director of Teaching & Learning (EL Coordinator)

Communication of LIEP Plan Information

Parent/Guardian Notification and Rights

For initial placement in a LIEP a parent notification letter is sent home within 10 calendar days of enrollment. The letter is in the language accessible to the parent or guardian. The district utilizes the English Learner Program Placement letter located on the TransACT.com website.

For continuing eligibility, parents or guardians are notified annually within 30 calendar days of enrollment in a LIEP. The letter is in the language accessible to the parent or guardian. The district utilizes the English Learner Program Placement letter located on the TransACT.com website.

EL Program Exit Letter Parents are notified within the first 30 days of the beginning of a school year. EL programming exit letters are sent in the primary language of the family. A copy of the letter is kept in the students' EL file.

A parent or guardian has the right at any time to withdraw the student from the LIEP by completing the [Waiver of Service](#). The completed form is sent to the RRC district office to be kept on file and entered into our JMC. The waiver is good for one school year. The parent or guardian may re-enroll the child in the LIEP upon request.

Resources:

[A Parent/Guardian's Guide to School \(MDE\)](#)

<https://www.transact.com/>

Acronyms

ACCESS for ELs® - Assessing Comprehension and Communication in English State-to-State for English Language Learners.

BICS - (Basic Interpersonal Communication Skills) Social conversation needed for success in society. Usually takes 1-3 years to acquire.

CALP - (Cognitive Academic Language Proficiency) Academic language found in content area courses. This can take 7-10 years to acquire.

EL - (English Learner) -A learner 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) lacks the necessary English skills to fully participate in classes taught in English.

ELD - English Language Development

ELL - English Language Learner

ELP - English Language Proficiency

ESL - English as a Second Language

ESOL - English for Speakers of Other Languages

LEAP - Learning English for Academic Proficiency and Success Act

LEP - Limited English Proficient—a learner of English whose first or native language is a language other than English (this term is used in federal policy.)

LIEP - Language Instruction Education Program

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

MLL - Multi-Lingual Learner

MNLS- Minnesota Language Survey. The HLS must be given to every student entering the district for the first time, whether in preschool, kindergarten or a later grade regardless of the perceived native language.

PHLOTE - Person Having a Language Other Than English - Not all PHLOTE students qualify for EL services.

RAEL - Recently Arrive English Learner

SLIFE - Students with Limited or Interrupted Formal Education

W-APT- WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test that can be given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system. WPS does no longer administers this assessment

WIDA- World-class Instructional Design and Assessment. They provide resources and assessments for ESL teachers and language learners.

Last update:10/26/2021

