

Worthington ISD 518 Language Instruction Education Plan (LIEP)



Worthington, Minnesota

Worthington Public Schools Directory

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EL Acronyms

ACCESS - an assessment that measures and monitors an English Language Learner's progress. This assessment was adopted by WIDA in 2011 and is used to measure language proficiency level.

EIC- English Immersion Center-Program at the middle school for intensive language development for students recently arrived to the United States.

EL - English Learner - a pupil in kindergarten through grade 12 who usually speaks a language other than English.

ELD - English Language Development.

ELP - English Language Proficiency.

LIEP - Language Instruction Educational Program.

MARSS- Minnesota Automated Reporting Student System-collects student data is the system used to gather Minnesota districts information.

MNLS - Minnesota Language Survey

RAELS- Recently Arrived English Learner

SLIFE- Students with Limited or Interrupted Formal Education.

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

TESOL – Teaching English to speakers of other languages; also, Teachers of English to speakers of other languages.

WIDA Consortium – World-Class Instructional Design and Assessment Consortium; a group of over twenty states that collaborate to design and implement common standards for English language learning programs.

Acronyms and labels can be confusing to those not familiar with or who are just learning about the educational options for learning and teaching English. The above definitions are those most commonly used in educational circles to describe programming options for ELs in the U.S.

ENGLISH LEARNER PROGRAM

Vision

The vision of the District 518 English Learner Department is to create an interdisciplinary program that helps students acquire essential skills for learning a new language and adjusting to a new culture.

Mission Statement

The mission of District 518 English Learner Department is to assist multilingual learners to develop English language skills. We will support students to acquire both social and academic language skills to enable to help multilingual learners be successful in mainstream classes, graduate from high school, be college or career ready and function successfully in U.S. culture.

Goals:

- Plan and deliver instruction on language proficiency and content standards developed from researched-based best practices.
- Collaborate with and support general education teachers to ensure that the EL is acquiring the necessary academic language to meet grade level content standards.
- Assess student progress regularly and adjust instruction.
- Inform students, teachers, and parents about student progress.

English Language Programming

1. Identification

According to procedures established by the Every Student Succeeds Act (ESSA), English learners are required to be entered and exited from English Language (EL) classification in a standardized way within a state (MDE, EL Education Newsletter, 2/9/2018).

Students will be identified as English Learner (EL) through a two-step process; the Minnesota Language Survey and the English Language Proficiency (ELP) Screener assessment for grade 1-12, and the WAPT and/or WIDA MODEL for kindergarten students.

When a student initially enrolls in District #518, the district will determine the primary language of a student through the Minnesota Language survey, which is administered by all school districts in Minnesota. In order to ensure that all non-native speakers of English are correctly identified the district must ascertain the primary language of EVERY student. This is done through the Minnesota Language Survey.

District# 518 follows these steps:

1. Parents/guardians of all new students (including Preschool and Kindergarten) complete the Minnesota Language Survey at the time of enrollment. Translation services will be provided by the district whenever necessary. The Minnesota Language Survey determines if a student
 - First learned a language other than English.
 - Speaks a language(s) other than English.
 - Understands a language other than English.
 - Has consistent interaction in a language(s) other than English.
1. If the Minnesota Language Survey indicates other than English for any of the questions the student must be assessed for English language proficiency using the grade-appropriate WIDA Screener or W-APT. The student's language will be noted in CAMPUS, and the language survey will be placed in the cumulative folder of each student.
1. If it is determined that a student's home language is not English the school district will administer the W-APT Placement Test for Kindergartners or the WIDA Screener for students in grades 1-12.
 - a. W-APT and WIDA Screen in K-4 will be done at Prairie Elementary School
 - b. WIDA Screen 5-12 will be administered by the Department of Teaching and Learning at the West building.

1. Based on the results of the test, the student will be identified as an English Learner if:

Assessment	Grades	Qualifies for EL
W-APT	Kindergarten	1st semester - listening & speaking scores less than or equal to 27 2nd semester and 1st grade - listening & speaking less than or equal to 27, reading less than or equal to 10, and writing less than or equal to 1.
Kindergarten Model	Kindergarten	Composite Score less than 5.0 At least one domain less than 4.0
WIDA Screener	1-12	Composite Score less than 4.5 At least one domain less than 4.0

1. The EL teacher will return the WIDA Screener or W-APT test result to Department of Teaching and Learning (EL Coordinator and Secretary) for data to be entered into *Student Management System* (CAMPUS) and Ellevation; the original test should be filed in the student’s cumulative folder.
2. Once a student has been identified and placed in an English Language program, parents must be notified within ten school days of placement. District #518 will notify parents/guardians through the mail.

Information obtained from [Minnesota Standardized English Learner Procedures](#)

1. Program Entrance

After initial identification as an English Learner based on the English Language Proficiency Screener assessment for grades 1-12 or the WAPT and/or WIDA Model for Kindergarten students, the student will begin receiving EL services. When a student begins service, a start date for EL service will be entered on the student’s individual record in MARSS. However, the parents have the right to withdraw from EL services. A parent’s decision to withdraw from English language service does not change the status of the student. If the student begins receiving service, but after parent notification (see below) is withdrawn from services, the start date in MARSS will be removed. Parents who wish to withdraw students from EL services, must do so each year. (*Minnesota English Language Learner Identification and Placement Guidance Document 2019-2020 updated 7/31/2019*
<https://wida.wisc.edu/sites/default/files/id-placement/MN-ID-Placement-Guidance.pdf> page 9)

EL Withdrawal Forms can be found Appendix E.

1. Parental Notification

Minnesota Statutes, section 124D.61 requires that parents and guardians are notified within 10 calendar days of enrollment of an EL in the district English Language program. Additionally, because Worthington Public Schools receives Title III dollars, the federal program requires that parents be notified annually of the child's participation in EL programming within 30 days of the beginning of the school year. Information required with this notification includes the most recent available assessments of the child's English language proficiency.

1. Service

Students who are identified as EL will be served in an English Language program for ELs. Ongoing assessment will determine continued English Language services as well as movement from level to level within the EL program.

1. Annual Progress Evaluation

Under both federal and state law, all students enrolled in grades K-12 and identified as English Language Learners must participate in the annual English language proficiency assessment, ACCESS 2.0. English Language students participate in statewide English Language proficiency assessments, MCA assessments, and district achievement assessments as well as classroom assessments in English language development, reading, math, science, and social studies. Parents/guardians will be notified annually of the progress of students, see above.

1. Program Exit

Students are exited from the English Language program based on the annual ACCESS 2.0 scores. Students and parents will be informed annually of their EL status and whether or not the student will be exiting the English Language program. Students will exit the English Language Program when they have met the proficiency cut score set by MDE:

EXIT Chart

Required Action	Student’s ACCESS result
Exit and reclassification are required	Student score on ACCESS 2.0 satisfies both of the following criteria: <ul style="list-style-type: none"> a. Overall composite score of 4.5 or higher <li style="text-align: center;">AND b. A score of 3.5 or higher in three of the four domains (Listening, Speaking, Reading & Writing)
Additional criteria may be applied to determine continuing EL eligibility	Student score on ACCESS 2.0 satisfies both of the following criteria: <ul style="list-style-type: none"> a. Overall composite score of 4.5 or higher AND b. Only one domain score is below 3.5 and the teacher has concerns and believes students could benefit from continued EL eligibility. (Documentation Required)
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 <li style="text-align: center;">OR b. Two or more domain scores are below 3.5

Information obtained from [Minnesota Standardized English Learner Procedures, Exit Chart, MDE, 2018.](#)

- a. If a student has an ACCESS composite score of at least 4.5 and all four domain scores (speaking, listening, reading, and writing) are at least 3.5, the student **must be exited and reclassified as “EL=No”** in MARSS.
- b. If a student has an ACCESS **composite score of less than 4.5** or two or more domain scores are less than 3.5, the student cannot be reclassified and must continue to receive ELD instruction.
- c. If a student has an ACCESS 2.0 composite score of **at least 4.5** and three out of four domain scores (speaking, listening, reading, and writing) are at least 3.5, then teachers must use a set of additional criteria to determine whether or not the student will remain in ELD instruction.

- i. EL teacher will administer the appropriate WIDA MODEL assessment for the domain in which the student scored less than a 3.5
- ii. Results of the WIDA MODEL assessment will be placed in the student's cumulative file and a copy will be sent to the Department of Teaching and Learning.
- iii. Students identified as proficient in English, they are no longer eligible to receive English language services and no longer take the ACCESS 2.0 test.
- iv. Students who exit from EL services are identified as "former ELs" and will be monitored for two years.
- v. Former EL students will count towards the EL subgroup on the MCA Assessment.
- vi. Students and parents will be informed annually of their EL status and whether or not the student will be exiting the ELD program within the 30 days of the start of the school year.

1. Monitoring Period-Former ELs

After students have exited the LIEP, they will be designated as former ELs. All former ELs are required to be "monitored" for two years after they have exited the LIEP. Classroom teachers will monitor the student's academic performance, student progress, and whether the student is experiencing difficulties with the language which may impede the student's ability to learn in the classroom. Through the monitoring period a student may be recommended for additional EL services.

1. Re-Entry into the English Learner Program

If an exited EL student is not progressing academically as expected and monitoring suggests a persistent language need, the student should be re-tested to see if additional language assistance is needed. If the results of the re-testing qualify the students as an EL, the student will be re-classified as an EL and re-enter EL services. The criteria for re-entry into the LIEP are:

- A. Teacher will provide a description of evidence recommending re-testing.
- B. Student will complete WIDA screener (A student scoring Proficient (4.5 composite score and no domain scores below a 3.5) may **NOT** be re-entered into the LIEP)
- C. EL Teacher and Classroom Content Teacher will recommend student be re-entered into the LIEP
- D. Parent will consent for student to re-enter the LIEP.

*All documentation for a student to re-enter into the LIEP will be kept in the student's cumulative file
See Appendix C for the Re-Entry Request Form*

1. Opt-Out of English Language Services

Once parents/guardians have been informed their child qualifies for EL services and will be enrolled in the English as a Second Language program, they may request their child be withdrawn or opt-out of EL services. Parent/guardians or students 18 and older can withdraw their child from EL services by filling out the parent notification and return to the school. If at a later time a parent/guardian chooses to withdraw their child from EL services they can contact the school or the EL Coordinator and fill out a Request for Withdrawal form. Students who withdraw or opt-out of EL services will continue to take the ACCESS 2.0 in the spring, unless the parent or guardian chooses to opt-out of the ACCESS 2.0 as well. Parents and guardians who wish to decline EL services must do this annually. Notifications will be sent home in the fall each year. This must be returned to the school to continue to decline EL services each year.

Source: Minnesota English Language Learner Identification and Placement Guidance Document 2019-2020 updated 7/31/2019 <https://wida.wisc.edu/sites/default/files/id-placement/MN-ID-Placement-Guidance.pdf> page 9

Process for Declining EL Services

- Parent Notifications will be sent out within 30 days of the start of the school year annually. Parents and guardians who do not want their child to receive EL services, must decline EL services on this form and return to the school.
- When the Decline EL services form is returned to the school, a school secretary will scan the form and send to the Department of Teaching and Learning. The secretary will also place a copy of the form in the student's cumulative folder.
- The Department of Teaching and Learning will upload the document into Infinite Campus and indicate the date the parent declined EL services.
- The Department of Teaching and Learning will inform the building Department Chair and guidance counselor that the district has received a Decline of EL Services.
- If the student is currently not enrolled in EL classes the student will get a new class schedule within two school days.

Parent Notification Forms Not Returned to the School

In the event the parent notification forms are not returned to the school the district will adhere to the following guidelines

Students are currently receiving EL services

- Students will continue to receive EL services

Students who are not receiving EL services

- Forms not returned by October 15th each year, the Department of Teaching and Learning will reach out to the parents/guardians a second time and send another withdrawal from EL services

form. The second communication will explain that opt-out or withdrawal from services must be done annually. If parents/guardians would like to continue to opt-out/withdraw their child from EL services the form must be completed and returned to the school by October 30th.

- If Opt-out/Withdrawal from EL services form is not returned by October 30th the students will begin receiving EL services.
- The Department of Teaching and Learning will inform the building chair, administrators and guidance counselor that the student has not completed the annual opt-out/withdrawal from EL services form and must be enrolled in EL Services.
- Placement in EL services will be determined WIDA Screener scores, ACCESS 2.0 scores as well as teacher input.
- Students will have their schedules changed within two school days at Prairie Elementary School and at the Middle School, High School, and ALC schedules will be changed for the start of the 2nd quarter.
- The parent/guardian or student who is over 18 has the right to withdraw from EL services at any time during the school year by completing the Withdrawal from EL Services form and returning to the school, for the current school year.
- Withdrawal from EL services forms should be returned to the schools, where the secretary will place in the student's cumulative folder and scan the document and send to the Department of Teaching and Learning. The Department of Teaching and Learning will update Infinite Campus to indicate the student has withdrawn from EL services.
- Students will continue to take the ACCESS 2.0 in the spring.

Registration of New EL Students

1. ENROLLMENT: Enrollment in the Worthington Public School District requires that immunization and health assessment records be provided upon enrollment. Students will be admitted without birth certificates; however, birth dates may have to be determined by looking at passports or other sources that are presented voluntarily during registration. Schools may also ask for proof of residency in school district and proof of guardianship. Parents may be interviewed to gain knowledge of a student's instructional background and academic records.
1. LEGAL ISSUES: As a result of the Plyer v. Doe [457 U.S. 202 (1982)] ruling, schools may not:
 - Deny admission to a student during initial enrollment or at any other time on the basis of undocumented status
 - Treat students differently to verify residency
 - Engage in any practices that "chill" or hinder the right of access to school
 - Make inquiries of students or parents that may expose their undocumented status
 - Require social security numbers. Parents without social security numbers who are applying for a free lunch and/or breakfast program need only to state on the application that they do not have a social security number.

Recently Arrived English Learners (RAEL)

A recently arrived English learner (RAEL; formerly referred to as “new-to-country”) is a K-12 student who has been identified as an English learner in Minnesota and who has been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months at the time of testing. A student can only be identified as a RAEL one time. Districts identify RAEL students in the Student Support Data Collection System.

Starting in 2018, all RAELs must take the appropriate Mathematics, Reading, and Science MCA or MTAS and all domains of the ACCESS 2.0 or Alternate ACCESS for ELs.

Who May Receive Linguistic Supports?

For the majority of linguistic supports, English learners must be designated as EL in MARSS in order to use linguistic supports. * Word-to-word translations in mathematics and science and translated directions are also available for former English learners and students in immersion or dual language programs who receive or have received their instruction in a language other than English. Districts will determine how word-to-word translations will be provided: online pop-ups, vocabulary lists provided by MDE, word-to-word dictionaries, or word-to-word translation using an online application. Detailed information on these linguistic supports is included in the current procedure manual from MDE, and could change from year to year.

English learners with an IEP or 504 plan are also eligible to receive accommodations based on their IEP or 504 plan. Districts must ensure that all linguistic supports received by students are justified and supported by data teachers collect during instruction. When an eligible English learner demonstrates the need for a linguistic support, it must be provided as long as it does not invalidate the assessment.

When making decisions about appropriate linguistic supports for an English learner, the District 518 will consider the following information:

- Current English language proficiency level
- Literacy in home language and in English
- Opportunity to learn the content areas assessed
- The primary language of instruction in the content areas
- Experience and length of time in U.S. schools
- Degree of familiarity with using the support in instruction and assessment
- Grade level
- Other school- or district-level related data

EL STUDENT PLACEMENT, PROMOTION AND RETENTION

Students identified as EL will be placed in an English Language Development instruction and will be taught by a highly qualified EL teacher. This may be provided in Sheltered English Immersion, SIOP, Co-Teaching/push-in, Leveled Instruction English Language Classes, or through a pull-out group.

Determination as to which type of EL service a student should receive will be based on English proficiency tests (W-APT, ELP Screener or ACCESS 2.0) and other criteria such as:

- Student records
- Student course grades
- Criterion-referenced test
- Informal assessment/screening
- Alternative assessments
- Parent information
- Proficiency test
- EL teacher referral
- Teacher referral/recommendations

1. Promotion/Retention of Students

Promotion of EL students should be based on recommendations by the classroom teacher, the principal, and the counselor in consultation with the EL Coordinator. Federal regulations prohibit the retention of an EL student simply because of English language deficiency in listening, speaking, reading, or writing. The final decision to promote or retain EL students shall be made by the principal.

Students should not fail or be retained, even though they might not be on grade level, because of language barrier. *Academic language acquisition may take 5-7 years and it is not feasible to fail or retain an EL student until he/she is on grade level.

Modifications to instruction for EL students must be made to ensure non-discriminatory evaluations. EL students should not be penalized because they cannot express themselves in English. Teachers need to document ways that instruction has been differentiated based on the student's proficiency level. The Office for Civil Rights takes the position that this is the classroom teacher's responsibility.

If an EL student has received appropriate accommodations in the classroom, but has not made adequate progress, demonstrates a lack of effort, poor attendance, or other related factors, then retention is appropriate.

Reference: Title VI of the Civil Rights Act of 1964.

2. Special Services for EL Students-Speech, Exceptional Children, Title I, Gifted and Talented

EL students are eligible for all services offered by the school system. Records should be reviewed to determine if the EL student needs special services. Appropriate referrals should be made through the pre-referral process in place through special education. Students who are new to the country may not have previous school records; thus, the referral intervention process will be followed to determine the child's needs. Qualification for services will be based on each special program's guidelines.

3. Students with Limited or Interrupted Formal Education (SLIFE)

In 2014 Minnesota passed the Learning English for Academic Proficiency and Success (LEAPS) Act. A provision of the LEAPS legislation is for schools to identify SLIFE and to monitor and report their linguistic and academic growth. Students will be identified as SLIFE if all of the following criteria are met:

Criteria	Evidence
1. Comes from a home where the language usually spoken is other than English.	At least one question is answered other than English on the Home Language Survey
1. Enters school in the United States after grade 6.	Grade placement is 7th or above.
1. Has at least two years less schooling than the English learner’s peers.	Transcripts and/or oral Interview with students and parents/guardians
1. Functions at least two years below expected grade level in reading.	Below 70% of grade level questions answered correctly on the Native Language Pre-Literacy Assessment
1. Functions at least two years below expected grade level in mathematics	Below 70% of grade level questions answered correctly on District #518 Math Screening Test

A student may or may not be literate in his/her native language. This is not a determining factor in identifying a student as SLIFE.

Criteria for Classifying Incoming ELs as SLIFE form can be found in Appendix B.

Special Circumstances

False Negative and False Positive Procedures

False Negative

If a student has **NOT** been identified upon enrollment as qualifying for EL, however, it becomes evident to content-area teachers that the student is struggling, within **45 calendar days of enrollment** and is unable to fully access the curriculum because of a lack of English language proficiency, it is possible the student was incorrectly identified as not qualifying for EL services.

Teachers will complete EL Reclassification Recommendation Form and submit to EL Coordinator, building Principal, and the EL building Chair. The EL Coordinator will review the Reclassification Recommendation form with input from the building chair and principal within three days. If it is determined the students may have been incorrectly identified the EL Coordinator will communicate and consult with the student's parents/guardians. With parent consent, EL Coordinator will schedule a WIDA Screener assessment.

If the composite score on the WIDA screener less than 4.5 or at least one domain on the WIDA screener is less than a 4.0, the student will be placed into the EL program. The EL Coordinator will flag the student as EL on Infinite Campus and will inform the principal and the EL building chair. The student will begin receiving EL services.

If the composite score on the WIDA screener 4.5 and all the domains are at least 4.0, the student does not have a language proficiency barrier for the student to fully access the curriculum. The student will NOT be flagged as EL in Infinite Campus and will not receive EL services. The school should investigate additional reasons behind the student's difficulty, including referral for SPED services.

False Positive

If a student has been identified as needing EL services based on the results from the WIDA screener upon enrollment into the school district and it becomes clear **within 45 calendar days of starting in the district's EL programming** that the student is displaying evidence of proficient academic English and grade-level content work, it is possible the student was misidentified as EL.

The EL teacher and content-area teachers will complete the Reclassification Recommendation Form and submit to the building Principal and EL Coordinator for consideration. Teachers will also be encouraged to submit student work that would demonstrate student proficiency in the academic English language. The EL Coordinator will consult with the building principal and building EL Chair and content-area teachers as needed.

After reviewing student work and consulting with the building principal, building EL chair and teachers it is determined the student was potentially misidentified, the EL Coordinator will communicate with parents the need to reassess the student.

The WIDA Model will be administered by an EL teacher or the Department of Teaching and Learning. Based on the recommendation of the EL Coordinator, building principal, building EL Chair and teachers the student may complete one or all four domains of the WIDA Model. Based on the results of the WIDA Model the student may continue to receive EL services or may be reclassified as EL No in Infinite Campus and the student will receive a new class schedule

Reclassification Recommendation Form can be found in Appendix D

ENGLISH LANGUAGE DEVELOPMENT (ELD)

PLAN OF SERVICE

Kindergarten

Level	1-2 Entering/Emerging (Beginning)	3 Developing (Low- Intermediate)	4 - 5 Expanding – Bridging (High)
Service Minutes	30-35 minutes per day depending on individual student need and L1 literacy skills	30 minutes/3 times per week	30 minutes/once a week
Delivery Model	<ul style="list-style-type: none"> • Small group instruction • Pull-out 	<ul style="list-style-type: none"> • Small group instruction • Pull-out group 	<ul style="list-style-type: none"> • Small group instruction • Pull –out group

Grade 1

Level	1 Entering (Newcomer)	2 Emerging (Beginning)	3 Developing (Intermediate)	4 Expanding (Advanced)	5 Bridging (Advanced, if not exited)
Service Minutes	45-75 minutes/5 days per week	45-75 minutes/3-5 days per week	30 minutes/3-5 days per week	30 minutes/2-5 days per week	30 minutes/1 day a week
Delivery Model	<ul style="list-style-type: none"> • Pull-out • Small group instruction • Push-in 	<ul style="list-style-type: none"> • Pull-out • Small group instruction • Push-in 	<ul style="list-style-type: none"> • Pull-out • Small group instruction • Push-in 	<ul style="list-style-type: none"> • Pull-out • Small group instruction • Push-in 	<ul style="list-style-type: none"> • Pull-out • Small group instruction • Push-in

Grade 2

Level	1 Entering (Beginning)	2 Emerging	3-4 Developing - Expanding (Low- Intermediate)	5 Bridging (High)
Service Minutes	90 minutes per day/depending on individual student needs and L1 literacy skills	60 minutes per day	30 minutes per day	30 minutes per day
Delivery Model	<ul style="list-style-type: none"> ● Small group instruction ● Pull-out group 	<ul style="list-style-type: none"> ● Push-in or co-taught ● Content specific support in class ● Pull-out group 	<ul style="list-style-type: none"> <input type="checkbox"/> Pull-out group <input type="checkbox"/> Push-in or co-taught <input type="checkbox"/> Content specific support in class 	<ul style="list-style-type: none"> ● Pull-out groups ● Push-in or co-taught ● Content specific support in class

Grade 3

Level	1 Entering	2 Emerging	3 Developing	4-5 Expanding – Bridging
Service Minutes	90-120 minutes per day/ depending on individual student need and L1 literacy skills	30-60 minutes per day	30-45 minutes per day	30-90 minutes per week
Delivery Model	<ul style="list-style-type: none"> ● Pull-out group ● Co-teach when possible 	<ul style="list-style-type: none"> ● Pull-out group ● Co-teach when possible 	<ul style="list-style-type: none"> ● Pull-out group ● Co-teach when possible 	<ul style="list-style-type: none"> ● Pull-out group ● Co-teach when possible

Grade 4

Level	1-2 Ent./Emerging (Beginning)	3 Developing (Intermediate)	4/5 Expanding/Bridging (Advanced)
Service Minutes	2-3 hours per day (depending on individual student need and L1 literacy skill)	30-45 minutes per day	30 minutes/2-3 times per week
Delivery Model	<ul style="list-style-type: none"> ● Pull-out language instruction ● Sheltered literacy ● Co-taught Math (when possible) 	<ul style="list-style-type: none"> <input type="checkbox"/> Pull-out language instruction <input type="checkbox"/> Additional Content - specific support when possible, including Co-taught Math 	<ul style="list-style-type: none"> <input type="checkbox"/> Pull-out language <input type="checkbox"/> Additional Content - specific support when possible, including Co-taught Math

Grades 5-8 MS

MS	Newcomer 1 1.0-1.9	Beginner 2.0-2.9	Intermediate 3.0-3.9	Advanced 4.0-4.9
Grade 5	EIC	90-120 min (based on need) -Pull-out Direct Instruction and/or student led learning and/or directed studies	80-120 min (based on need) -Pull-out Direct Instruction and/or student led learning and/or directed studies	43 Minutes -Pull-out Direct Instruction
Grade 6	EIC	90-120 min (based on need) -Pull-out Direct Instruction and/or student led learning and/or directed studies	80-120 min (based on need) -Pull-out Direct Instruction and/or student led learning and/or directed studies	43 Minutes -Pull-out Direct Instruction
Grade 7	EIC	90-120 min (based on need) -Pull-out Direct Instruction and/or student led learning and/or directed studies	80-120 min (based on need) -Pull-out Direct Instruction and/or student led learning and/or directed studies	43 Minutes -Pull-out Direct Instruction and/or Co-taught LA
Grade 8	EIC	90-120 min (based on need) -Pull-out Direct Instruction and/or student led learning and/or directed studies	80-120 min (based on need) -Pull-out Direct Instruction and/or student led learning and/or directed studies	43 Minutes -Pull-out Direct Instruction and/or Co-Taught LA
	1,000 min/week All day + Para support in exploratories	450-600 min/week+ additional para support in mainstream classes as needed	400-600 min/week+ additional para support in mainstream classes as needed	235 min/week + additional para support in mainstream classes as needed

Grades 9-12 HS

Level	1 Entering (Beginning)	2 Emerging (Low)	3 Developing (Intermediate)	4 & 5 Expanding - Bridging (High)
Service Minutes	180-270 minutes per day	180 minutes per day	90 minutes per day	90 minutes per day
Delivery Model	Pull Out	ESL class (sheltered)	ESL class (sheltered) or co-taught	Co-taught or sheltered content classes

Grades 9-12 ALC

Level	1 Entering (Beginning)	2 Emerging (Low)	3 Developing (Intermediate)	4 & 5 Expanding - Bridging (High)
Service Minutes	180-270 minutes per day	140 minutes per day	70 minutes per day	70 minutes per day
Delivery Model	2 hours language skills ALC – 70 minutes math skills	ESL class (sheltered)	ESL class (sheltered) or co-taught	Co-taught or sheltered content classes

TYPES OF EL SERVICE

1. Sheltered Instruction Observation Protocol (SIOP)

Students remain in the classroom and teachers will be instructed in effective strategies for adapting classroom structure and content area to accommodate LEP students. The EL teacher and the teacher will monitor student progress. The WIDA Standards will be integrated into the content curriculum.

The Worthington Public School District is committed to training and implementing the SIOP model in all schools.

(Specifically Designed Academic Instruction in English), is an approach to teaching content to ELs in strategic ways that make the subject matter comprehensible, while promoting the students’ English language development. It can be used both in the EL and content area classroom.

2. Co-Teaching /Push-In

EL and content teachers work as a team to plan and deliver content using strategies that are proven effective with English Language Learners and other diverse students.

3. Pull-Out

Based on available qualified personnel, students meeting designated criteria may be pulled out for targeted EL instruction. Pull-outs will be based on W-APT, ELP Screener and ACCESS proficiency scores. High school students meeting criteria may participate in a newcomer program.

Prairie Elementary School, Worthington Middle School, Worthington High School, and Worthington Area Learning Center provide excellent educational opportunities to all students from Early Childhood through Twelfth Grade. All of the schools in the district provide Sheltered English Immersion (SIOP), Co-Teaching/push-in, and pull-out instruction to ensure that our English Learners specific needs are met. WIDA Standards are integrated in all ELD instructional programs.

GENERAL HIGH SCHOOL COURSE CREDIT ACCEPTANCE FOR IMMIGRANT STUDENTS

All students under the age of 21 who have not been removed from school for cause or who have not obtained a high school diploma, are entitled to all the privileges and advantages of the public schools.

If a student arrives as a transfer student from another high school or another country, he/she shall be enrolled at that time. The student must document enrollment in a previous school by providing an official transcript that has been translated to English. A language barrier, however, is not just cause to deny a student appropriate transfer of credits. If the student enrolls with transcripts, the counselor will evaluate the transcript for transfer credit and the student will be placed in a grade level based on the number of credits transferred. Course credit will be awarded based on a passing grade in the subject, the former school's course alignment with the Minnesota Graduation Requirements for the same or similar course offering and comparable time in class. Elective courses may transfer as noted on the transcript. For a complete list of Minnesota Graduation Requirements click on the link. <http://education.state.mn.us/MDE/StuSuc/GradReq/>

All requirements for graduation will be met according to State accountability standards. Parents and students will be informed of all requirements in a language they can understand.

English Language Learner Distance Learning Plan

The following outlines the English Language Learner Distance Learning Plan for District 518. This plan will only be utilized in the event the school district completes distance learning as ordered by the Governor or Commissioner of Education for the state of Minnesota.

Goal	Description (Need to indicate by all levels: beginning, intermediate and advanced)	Contact for Information
ELD Instruction (What EL Teachers will do)	<div style="text-align: center; background-color: #FFD700; padding: 5px;">Prairie Elementary</div> <p>Beginning</p> <ul style="list-style-type: none"> - EL teachers will check-in with students through Seesaw, Zoom, and/or phone calls - Lessons, activities, and videos will be presented through Seesaw or through packets that are sent home to students - EL teachers will monitor Imagine Learning and Raz Kids for additional language support <p>Intermediate</p> <ul style="list-style-type: none"> - EL teachers will collaborate with classroom teachers to provide support and modifications for EL students as lessons are developed by classroom teachers. - EL teachers will check progress of EL students in core classes weekly. - Lessons, activities, and videos will be presented through Seesaw or through packets sent home. - EL teaches will monitor Imagine Learning and Rax Kids for additional language support. <p>Advanced</p> <ul style="list-style-type: none"> - Students will receive core instruction from classroom teachers - EL teachers will collaborate with classroom teachers to provide support and modifications for EL students as lessons are developed by classroom teachers - EL teachers will check progress of EL students in core classes weekly. 	EL Coordinator

	<ul style="list-style-type: none"> - Lessons, activities, and video will be presented through Seesaw or through packets sent home. - EL teachers will monitor Imagine Learning and Raz Kids for additional language support. 	
Middle School		
Beginning		
<ul style="list-style-type: none"> - Students will check-in with teachers daily through advisory using Zoom. - Instruction will be delivered through Schoology, Zoom, telephone, or through packets that students can pick up, or be delivered. - EL teachers will remotely support students in completing work from other classes. - EL Teachers will support content teachers to help make learning more accessible for EL students. 		
Intermediate		
<ul style="list-style-type: none"> - Students will check-in with teachers daily through advisory using Zoom. - Instruction will be delivered through Schoology, Zoom, telephone, or through packets that students can pick up, or be delivered. - EL teachers will remotely support students in completing work from other classes. - EL Teachers will support content teachers to help make learning more accessible for EL students. 		
Advanced		
<ul style="list-style-type: none"> - Students will check-in with teachers daily through advisory using Zoom. - Instruction will be delivered through Schoology, Zoom, telephone, or through packets that students can pick up, or be delivered. - EL teachers will remotely support students in completing work from other classes. - EL Teachers will support content teachers to help make learning more accessible for EL students. 		
High School		
Beginning		

	<ul style="list-style-type: none"> - EL teachers will deliver instruction through Schoology, Zoom, or through packets students can pick up or be delivered through lunch pick-up locations - Check in with students will occur through Zoom, Google Voice, Email, or Schoology <p>Intermediate</p> <ul style="list-style-type: none"> - EL teachers will deliver instruction through Schoology, Zoom, or through packets students can pick up or be delivered through lunch pick-up locations - Check in with students will occur through Zoom, Google Voice, Email, or Schoology - Provide support to students with mainstream classroom work through Zoom, email, and Google Voice. <p>Advanced</p> <ul style="list-style-type: none"> - EL teachers will deliver instruction through Schoology, Zoom, or through packets students can pick up or be delivered through lunch pick-up locations - Check in with students will occur through Zoom, Google Voice, Email, or Schoology 	
Worthington Learning Center		
	<p>Beginning</p> <ul style="list-style-type: none"> - EL teacher will call students on the phone twice a week for check-in - Lessons will be delivered through Schoology and Zoom or through packets that students can pick up, or be delivered - EL teacher will have virtual office hours every day to provide assistance and support to students <p>Intermediate</p> <ul style="list-style-type: none"> - EL teacher will call students on the phone twice a week for check-in - Lessons will be delivered through Schoology and Zoom or through packets that students can pick up, or be delivered - EL teacher will have virtual office hours every day to provide assistance and support to students <p>Advanced</p>	

	<ul style="list-style-type: none"> - EL teacher will call students on the phone twice a week for check-in - Lessons will be delivered through Schoology and Zoom or through packets that students can pick up, or be delivered - EL teacher will have virtual office hours every day to provide assistance and support to students 	
<p>Mainstream EL support (What will content teachers do to support EL Students)</p>	<ul style="list-style-type: none"> - Mainstream classroom teachers will provide supports to EL students by differentiating activities and assignments that address all four domains. Reading, Writing, Speaking, and Listening. - Mainstream classroom teachers will collaborate with EL teachers to provide support and create accessible distance learning activities for EL students - Mainstream classroom teachers and EL teachers will specifically discuss how lessons will support EL students in developing all four language domains 	<p>Building Administrator and EL Coordinator</p>
<p>Communicating with Multilingual Families</p>	<ul style="list-style-type: none"> - Paras, liaisons, interpreters and volunteers will be available to contact families weekly as needed and be available to meet virtually with students. - Information to be shared will be posted on the district website, social media, Seesaw, and Schoology. The district will post information in student's home language to the best of the district's ability. - If all other options to provide information to students and their parents in the home language has been exhausted, only then will the district utilize Google Translate. 	<p>EL Coordinator, Building Administrators, and District Interpreters</p>

Monitoring Exited Students During Distance Learning

- The District will continue to monitor exited students and complete monitoring forms as scheduled.
- EL Coordinator will be responsible for monitoring the completing of monitoring forms and communication with mainstream classroom teachers.

Temporary EL Identification during Distance Learning

During Distance Learning school districts cannot administer the screeners remotely and with the stay at home order, we should not be having students come in to complete the screener. MDE has put together guidelines to identify EL students during this time.

Transferring from another MN school

- We will work to obtain records from previous school
- If we are not able get records we will still complete the MN Language Survey
- If the student indicates a language other than English on the Language Survey we will pull the Student Assessment History Report
- If ACCESS scores are listed, then the student is receiving services, if the student does not have qualifying exit scores they will be flagged EL
- We will send the Student Assessment History Report to teachers, so they can use the scores to help with placement decisions.

Transferring from school outside of MN

- We will work to obtain records from previous school, if they have records indicating they were identified as EL they will be flagged EL
- If we are not able to get records within 14 calendar days we will complete the MN Language Survey (over the phone)
- If the student indicates a language other than English and we have not received records within 14 calendar days we will conduct an interview with the parents (over the phone)
- The interview consists of verifying student language, describing the EL programming, and informing parents they have a right to opt out of services. We will record this information and will be placed in the students cum file.
- The parent will have the choice to determine if the student will receive EL services.
- The student will marked EL No and will not be flagged in Campus
- We will let the buildings know about the student
- When school resumes we will screen the student, if the screener indicates they qualify for services they will continue receiving services and the start date for EL services will be when the student started.
- If the student does not qualify for services they will be removed from EL services

All students who receive services regardless of the EL flag in campus we will send the parent notification letter home. There is a process in place for the students to get a device when they register and will get a brief overview of how to use the device and some of the common programs we use. This will be done by the Tech office.

If we get a student from out of state or out of country we will need to decide how to determine what level of EL services the students receive. I know we have been using the screener or ACCESS scores to help with this, but will not have this as an option.

EL TEACHER RESPONSIBILITIES

EL teachers are academic language teachers who teach the four domains of language: speaking, reading, listening and writing. EL teachers should carry out their responsibilities according to the ELD program procedures included in this guide.

Language Instruction Educational Program Responsibilities:

- Collaborate with administrator to establish the specific team for a program review.
- Use the adopted EL curriculum by grade level and/or proficiency level.
- Review all Home Language Questionnaires of potential ELs.
- Review potential ELs records.
- Administer W-APT approved language proficiency test, as needed.
- Meet with team (EL and general education teacher(s) and others as appropriate) to determine need for service.
- Maintain EL records using Ellevation: assign students, assign language goals, add classroom and testing accommodations, add LEP service, share ELL plans with mainstream teacher and place a copy in the CUM folder .
- Use Ellevation to: monitoring for current students, progress monitoring for exited students.
- Provide timely data to the EL coordinator and/or secretary about EL students so information can be updated in Campus and MARSS.
- Provide EL program information to school personnel, parents, and community members.
- Act as an advocate to further the education of the language learners (ELs) and program.
- Encourage parental involvement.
- Conduct end-of-the-year program assessment.
- Ensure that all ELs participate in the alternate or system-wide assessment ACCESS with or without accommodations.
- Assess ELs at the end of fourth quarter to determine progress and placement for the upcoming school year.
- Send list of students that will exit the program at the end of the school year to the EL coordinator, based on the ACCESS results.
- Periodically check student EL information in the student information system (Campus) and Ellevation.
- Plan and deliver instruction on language proficiency and content standards developed from researched-based best practices.
- Collaborate with and support general education teachers to ensure that the EL is acquiring the necessary academic language to meet grade level content standards.
- Incorporate technology into instructional planning and delivery.
- Assess student progress regularly and adjust instruction.
- Inform students, teachers, and parents about student progress. Formally report student progress.

Appendix A

English Language Learner Placement for Newcomer Students

In an effort to better serve new English Language Learner (ELL) students in the Worthington School District, the following criteria will be used to determine placement of ELL students to best serve their educational needs

English Language Learner students who are 14-16 years old, the district will use the following criteria to determine placement of the student.

- Students who are 15-16 years old, regardless of ACCESS 2.0, WIDA Screener scores or the number of credits they have received will be placed at the high school.
- Students who are 14 years old with a 2.0 or lower on the WIDA Screener and have zero credits will go to the middle school.
- Students who are 14 years old and are transferring from another school district in which they were enrolled in high school courses will be placed at the high school.
- Parents will be consulted in the placement of students.

NOTE:

- *When determining the placement of students, District 518 is taking into consideration what is in the best interest of students so we can serve the needs of students and assist them in being successful.*
- *In unique instance, the principal will consult with the EL Coordinator prior to placement.*

If the student meets the following criteria they will attend school at Worthington Learning Center and receive English Language Learner supports:

student is 17 years old	student is 18 years old or older
English is not the primary language spoken at home Has 0 credits and is highly unlikely to graduate high school by the time they are 21 years old Has an overall composite score below 2.0 on the ACCESS 2.0 Has a score below 2.0 in any domain on the ACCESS 2.0	English is not the primary language spoken at home Student has a credit deficiency towards graduating, less than 7 credits or is deficient in graduation requirement credits and is highly unlikely to graduate high school by the time they are 21 years old Has an overall composite score below 2.0 on the ACCESS 2.0 Has a score below 2.0 in any domain on the ACCESS 2.0

Appendix B

Criteria for Classifying Incoming ELs as SLIFE

_____ Student First Name _____ Student Last Name _____ Date of Birth

SLIFE Definition: Student with Limited or Interrupted Formal Education who:

<p>1. Comes from a home where the language usually spoken is other than English</p> <p><i>Evidence: At least one question is answered other than English on the Language Survey</i></p>	<input type="radio"/> Yes <input type="radio"/> No
<p>2. Enters school in the United States after grade 6</p> <p><i>Evidence: Grade placement is 7th or above</i></p>	<input type="radio"/> Yes <input type="radio"/> No
<p>3. Has at least two years less schooling than the English learner’s peers</p> <p><i>Evidence: Transcripts and/or student Oral Interview</i></p>	<input type="radio"/> Yes <input type="radio"/> No
<p>4. Functions at least two years below expected grade level in reading</p> <p><i>Evidence: Below 70% of grade level questions answered correctly on the Native Language Pre-Literacy Assessment</i></p>	<input type="radio"/> Yes <input type="radio"/> No
<p>5. Functions at least two years below expected grade level in mathematics</p> <p><i>Evidence: Below 70% of grade level questions answered correctly on Worthington District #518 Math Screening Test</i></p>	<input type="radio"/> Yes <input type="radio"/> No
<p>6. Student is literate in his/her native language</p> <p><i>Evidence: Below 70% of grade level questions answered correctly on the Native Language Pre-Literacy Assessment</i></p>	<input type="radio"/> Yes <input type="radio"/> No
<p>Student meets ALL of the first five criteria</p>	<input type="radio"/> Yes <input type="radio"/> No

Evaluator

Date

Appendix C

ENGLISH LANGUAGE LEARNER RE-ENTRY REQUEST

All criteria need to be documented in order for an Exited student to return to EL status. The current school year's ACCESS test will determine this student's EL status moving forward.

Student Name: _____ State ID: _____

1. Description of evidence leading to retesting (Evidence of Persistent & Specific Language Needs):

2. WIDA screener score (Students scoring Proficient may NOT be reentered into the LIEP): _____

3. EL **and** Content Staff recommendation (If more space is needed, use the back of this form.):

EL: _____

Content: _____

4. Written Parental Consent (Attached to this Form) received date: _____

(Parents need to be aware that they have the right to waive participation in the LIEP at any time, though the student will need to continue to take the ACCESS test until reaching a proficient score.)

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

EL Coordinator Signature: _____ Date: _____

Written Parental Consent for Student Re-Entry to EL Program

As the parent/guardian of _____ (child's full name), I consent to my child re-entering the EL Program based on the criteria established by the Minnesota Department of Education. I understand my rights to waive participation in the Language Instruction Educational Program at any time through written request, though the student will need to continue to take the state mandated English language proficiency assessment, ACCESS 2.0, until reaching a proficient score to Exit the EL Program. If I choose to opt-out my child of ACCESS for ELLs, the appropriate forms must be completed.

If you have any questions, please contact Sue Hagen, District EL Coordinator.

Child's Name: _____

Parent/Guardian's Name (Print): _____

Parent/Guardian's Signature: _____ Date: _____

Appendix D

Reclassification Recommendation Form

Student Name: _____ Grade: _____

Date: _____ Date enrolled: _____

Purpose for Reclassification

€ False Positive	€ False Negative
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Original WIDA Screener Scores	
Reading	
Writing	
Listening	
Speaking	

Documentation

1. Description of evidence leading to the recommendation for reclassification. *(False Negative: student lacks English Language Proficiency, False Positive: student displays evidence of proficient academic English)* Submit other evidence as needed

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

Approval to move process to the next step

Deny recommendation to consider student for reclassification. Explain below.

On _____ EL Coordinator communicated with parent(s)/guardian(s) regarding the possible misidentification of their child. To better serve the appropriate needs of their child District 518 will reassess the student through the WIDA Screening ~~or~~ WIDA Model.

Parent Verbally Agrees

Parent Verbally Declines

Reassessment Results

Reading	
Writing	
Listening	
Speaking	

Student will be reclassified EL Yes and will begin receiving EL services. Actual scope of services will be determined by EL building chair based on scores of the reassessment. Notification will be sent home to parents.

Student will be reclassified as EL No and will no longer be receiving EL services. Student will be issued a new schedule.

Reclassification is denied based on the results of the reassessment.

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

EL Coordinator Signature: _____

Date: _____

Declining EL Services

Your child has been enrolled in an English as a Second language (ESL) Program. An English as a Second Language Program (ESL) is an education program for the instruction of pupils of limited English proficiency in one or more of the following skills: speaking, listening, reading, and writing. The goal of the program is to teach your child English in a manner that will ensure that your child will be able to fully participate in all classes and subjects taught in school.

A. Student Information		
Student's Name _____		
Date of Birth _____	Age _____	Grade Level _____
This student is scheduled to be enrolled in English as a Second Language Program effective _____		

B. Parent(s)/Guardian(s) Rights
<p>It is important for you to be aware of the following information regarding your child's enrollment in the ESL Program.</p> <ul style="list-style-type: none"> ● You have the right to visit the ESL classes in which your child is enrolled; ● You will be informed of the time and manner in which to request and receive a conference to explain the nature and purpose of the program and progress of your child; ● You have the right to withdraw your child from ELS program.

ESL: Request for Withdrawal
<p>If you would prefer that your child NOT participate in this program, please fill out this section and return to your child's school. If you sign this form and return it to the school, your child will NOT receive specific instruction in English Language Development. Your child will still be requested to take the ACCESS test each spring and you will receive your child's results the following fall.</p> <p>I would like to withdraw my child, _____ from the English as a Second Language Program in which he or she is enrolled or eligible to be enrolled.</p> <p>Name _____ Date _____</p> <p>Signature _____</p>

This Withdrawal from EL Services is good for one year. If you wish to continue to withdraw from EL services each year, you will need to complete this form each year.