



Shakopee Public Schools Multilingual Learner Department

Language Instruction Educational Program (LIEP) Plan

2022-2024

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Overview of the Guide

Legal Foundations

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 out the plan to stakeholders.

Using this Guide

This guide's intended use is to support district ML program staff, in consultation with other stakeholders, in writing their language instruction educational program (LIEP) plans. It is meant to assist districts in organizing plans to ensure all required components are included and are in alignment with actual practice in the district. For this reason, districts may consider forming a committee to do this work. In addition, the guide includes an example LIEP plan, explanations and links to resources to inform best practice and compliance with state and federal requirements.

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Asset-based Language

This document uses student-first language including the term “multilingual learner” to describe students who are learning an additional language. The term multilingual learner is actually a broad category that includes students who were never identified for EL status as well as students, those currently receiving English Language Development (ELD) instruction, and those who used to have EL status. It also includes students whose first language is English as well as students who have English as an additional language. Using asset-based language focuses on what students bring to the learning environment rather than the service they receive (e.g., special education, reading interventions, etc.). Instead, it is recommended to refer to students identified for EL support with terms such as “multilingual learners,” “emerging bilinguals,” “students with English learner status,” or simply “students” depending upon the context. We do, however, talk about ELD programming, ELD teachers, and ELD classes, etc. Because the acronym “EL” is used in federal law, certain contexts may require use of EL to refer to this group of students in order to disaggregate data on language proficiency. In all other cases, asset-based language is preferred.

Online Learning

Shakopee Public Schools offers an online school, Saber Online, to all students in grades 8-12. Multilingual Learners choose to enroll in Saber Online at the time of enrollment and/or during the registration process. All identified MLs receive English Language Development (ELD) services regardless of their choice to attend school full-time in person, part-time in person/part-time online, or full-time online. These services are described in section 3 of the LIEP.

[Shakopee Schools Saber Online Program](#)

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.

Section 1: Identification Procedures for the English Language Development Program

English learners (ELs) are identified through a two-step process: 1) identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNLS) completed upon enrollment and 2) screening for English language ability using a state-approved language proficiency assessment. All students enrolling in Minnesota districts and charter schools must have a parent or guardian complete the Minnesota Language Survey (MNLS). Based upon the results of the survey, a potential English learner must be screened using the age appropriate screener. An assessment would confirm whether or not the student should be identified as an English learner. Shakopee Public Schools follows the Minnesota Standardized English Learner Procedures for Identification, Entrance and Exit for Multilingual Learners who complete all four domains of ACCESS.

Identification	Entrance	Exit
1. Minnesota Language Survey AND 2. English Language Proficiency (ELP) Screener with accommodations as appropriate Kindergarten WIDA Screener OR Grades 1 -12 WIDA Screener: Online or Paper	1. Placement in a language instruction educational program (LIEP) AND 2. Continuing Eligibility Annual ACCESS Assessment overall composite score less than 4.5. OR Two of more ACCESS domains less than 3.5	1. Annual ACCESS Assessment Overall composite score greater than or equal to 4.5 AND Three or more ACCESS domains greater than or equal to 3.5 AND 2. Additional Criteria (if applicable) State approved additional criteria are applied if lowest ACCESS domain is below 3.5
Required student data elements* <ul style="list-style-type: none"> • Home Primary Language • EL Begin Date 	Required student data elements* <ul style="list-style-type: none"> • EL Begin Date • EL Participation if participating in an LIEP 	Required student data elements* <ul style="list-style-type: none"> • EL Begin Date=blank • EL Participation = no

Identification Procedures

Shakopee Public Schools has a centralized enrollment center where all enrollments are processed. Families may choose to come in person to the enrollment center for assistance with the enrollment process, or may complete the process online. Once the enrollment is processed and the MN Language Survey is complete, the following steps are taken to determine eligibility of services:

1. Identification of Home Primary Language using the MN Language Survey (MNLS)

Minnesota Language Survey

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your student is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. Access to instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time. Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

Student Information	
Student's Full Name: (Last, First, Middle)	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	<input type="radio"/> language(s) other than English. <input type="radio"/> English and language(s) other than English. <input type="radio"/> only English.	
2. My student speaks:	<input type="radio"/> language(s) other than English. <input type="radio"/> English and language(s) other than English. <input type="radio"/> only English.	
3. My student understands:	<input type="radio"/> language(s) other than English. <input type="radio"/> English and language(s) other than English. <input type="radio"/> only English.	
4. My student has consistent interaction in:	<input type="radio"/> language(s) other than English. <input type="radio"/> English and language(s) other than English. <input type="radio"/> only English.	

Language use alone does not identify your student as an English learner. If a language other than English is indicated, your student will be screened for English language proficiency.

Parent/ Guardian Information	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

* All data on this form is private. It will only be shared with district staff and used for the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.

The Home Primary Language Survey is used for federal and state reporting including programs funded under the Elementary and Secondary Education Act (ESEA), Individuals with Disabilities Education Act (IDEA), Title VI Civil Rights National Origin Desegregation, Student Academic Achievement and Growth section 120B.35 Subdivision 3, and the Education for English Learners Act Sections 124D.59 through 124D.63. Home Language is obtained from the Minnesota Language Survey. A language survey signed by the parent or guardian must be on file for all students. In addition to the MNLS, parents may request an interpreter and/or communication in a preferred language as part of our enrollment process.

NOTE: Parents who are Deaf and use American Sign Language (ASL) may indicate that their child's home language is ASL even if their children are able to hear.

These students MAY be screened for English Language Proficiency but the district is not required to do so. In certain cases where appropriate, a hearing student

whose home language is ASL may be served in the English Language Development program. However, they will not generate state EL funding. EL identification procedures should also be followed for students with hearing loss who come from a home where a language other than English is used, as in the following example: A Somali family goes to a school to register their four children for school. The family primarily speaks Somali at home and the parents respond "Somali" to the MNLS that they complete for three of their children. Their fourth suffered a hearing loss at age 3 and now uses a rudimentary form of ASL. The MNLS responses for this child should include both Somali and sign language and the student's English proficiency should be screened.

Once the Home Language is identified as a language other than English, the information is given to the respective school, where a screener is given to the student by a certified WIDA screener.

2. Eligibility Screening

A district must begin the process of identification upon enrollment. As mentioned above, all newly enrolling students must have a completed MNLS in their cumulative folder. Within 30 calendar days of enrollment at the beginning of a new school year, the district must have completed the identification process; both the completion of the MNLS and the English language proficiency assessment. A student's parent or guardian must be notified of service within 30 calendar days. If enrollment occurs after the beginning of the school year, the district has 10 days to complete the process and notify the parents.

ML identification should never cause a delay in a student's enrollment into classes. A temporary schedule can be developed while the school is determining eligibility.

Screener Usage and Eligibility for Services		
Grade Level	Screener	Eligible for services if...
Grades 1-12	WIDA Screener	<p>The student is identified as ML if either of the statements are true:</p> <ol style="list-style-type: none"> 1. Overall composite is below 4.5 2. Any 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.

3. Completion of Required Data Elements

The Minnesota Department of Education uses the English Learner identification marker as the basis of allotment of Minnesota State EL funding and federal Title III funding to the Local Education Agency (LEA). There are three different MARSS elements concerned with English learners: 1. Home Primary Language 2. EL Indicator 3. EL Start Date All three elements should be reviewed and if needed revised during the year: including the fall and the spring.

Home Primary Language

The Home Primary Language is entered into MARSS when the student is enrolling into the district. This information is usually provided by the parent or guardian upon completing the Minnesota Language Survey at the time of enrollment. All languages are entered with a 3-digit number code signifying which language is primarily spoken in the home. For example, if the Minnesota Language Survey indicates that only English is used by the student, the district would record the Home Primary language as 011 (English). All students, regardless of identification as English learners or not, must have a Home Primary Language entered into the MARSS system. The Home Primary Language is considered permanent for the duration of the students' school career. If an English learner scores proficient and tests out of an ELD program, the Home Primary Language does not change to English. A student with a Home Primary Language of 011 (English) is not eligible to be enrolled in an English Language Development program or a Language Instruction Educational Program (LIEP).

EL Indicator

The EL Indicator is used to indicate to the State of Minnesota that the student has a primary home language other than English, has been screened for English language proficiency, and was found not proficient. There are two answers to the EL Indicator- Yes (primary home language is not English and student is not English proficient as measured by the screener or annual assessment) or No (primary home language is not English and student is not proficient in English). The EL Indicator is completed by the Administrative Assistant for Federal Programs.

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 student qualifies for ELD program. Enter "NO" if a screened student does not qualify for ELD program.	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 first day in a language instruction educational program.	Leave Blank

Timeframe for Identification:

The process of identification begins at the time of enrollment. All newly enrolling students must have a completed MNLS in their cumulative folder. Within 30 calendar days of enrollment at the beginning of a new school year, the district must have completed the identification process outlined above and notified the student's parent or guardian of service. If enrollment occurs after the beginning of the school year, the district has 2 weeks to complete the process and notify the parents.

English Learner Categories

Students with Limited Interrupted Formal Education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways. The definition of Students with Limited or Interrupted Formal Education (SLIFE) (Minn. Stat. § 124D.59, Subd. 2a) is 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 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 math;
5. may be preliterate in the English learner's native language.

Identification of SLIFE in Shakopee:

1. Upon enrollment and qualification for ELD services, 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 around educational consistency from this interview will indicate potential SLIFE status.
2. Transcripts from previous schools will also be reviewed for indicators, if available.
3. All screening assessments will be completed.
 - a. MATH: Shakopee has created non-language based math assessments to help determine content understanding for grade level correlations in math ([Foundations of Math, Geometry +](#)).
 - b. LITERACY: Shakopee ELD teachers will use the battery of assessments available in the FastBridge assessment system for analyzing the literacy skills of students. Depending on the students' age, Shakopee ELD teachers may also use the Developmental Reading Assessment, the Qualitative Reading Inventory, and/or a battery of foundational skills assessment to determine proficiency in reading. A home language assessment ([Native Language Literacy Assessment-NLLA](#)) may also be

administered to determine home language proficiency.

4. For students meeting the criteria, the ELD teacher will notify the Federal Programs Administrative Assistant, including the following information: student name, country of birth, home language, interpreter needs, start date, and ELP level.
5. An annotation of SLIFE status will be entered into the [Student Support Data Collection](#) (SSDC) system and reported to MDE by June 1 each year. Shakopee will identify SLIFE on an annual basis via the SSDC system to meet the requirement set forth under the LEAPS Act for the Commissioner of Education to report the academic and linguistic growth of SLIFE. Annual considerations for the SLIFE designation will be based on students' academic and language progress on local and state assessments.
6. The ELD teacher will work to build a schedule and plan for services based on student needs.

[MDE SLIFE webpage](#)

[MDE LEAPS Act webpage](#)

Immigrant Children and Youth is a source of funding to supplement the resources of local school districts and charters in providing quality education to eligible immigrant students. Its purpose is to provide enhanced instructional opportunities to help meet the needs of immigrant children and youth. 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 may be used to determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

1. a child who is aged 3 through 21;
2. was not born in any U.S. state or territory;
3. has not been attending school in any US state or territory for more than three full academic years (on a cumulative basis).

If a student meets the criteria, an annotation of immigrant status is entered into the [Student Support Data Collection](#) (SSDC) system and reported to MDE by June 1 each year.

Note: eligible students are not required to be eligible for English learner status, though the vast majority of eligible students also qualify for English learner status. Additionally, providing answers to these questions is not required and the requested information will only be used to determine whether the child may be eligible for programs offered in the district that provide enhanced instructional opportunities for immigrant children and youth.

[Immigrant Children and Youth Resources](#)

Migratory Children are 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 ML teacher connects the family with the McKinney Vento liaison. The liaison speaks with the family to confirm eligibility for McKinney Vento and communicates with the counselor, the student's home school and the Midwest Migrant Education Resource Center ([MMERC](#)). The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

[Migrant Education Program Resources](#)

Recently Arrived English Learners (RAEL) are 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. For

additional information, contact the Minnesota Department of Education at mde.el@state.mn.us.

Special Education Identification

The ML Coordinator and the Special Education Coordinator together review special needs and referrals for dually identified ML students. The ELD program does not substitute for other educational services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions may substitute for EL services.

All students, including all multilingual learners, participate in our Multi-Tiered System of Supports. If a multilingual learner demonstrates a need for special education services, staff begin the [I-Team process](#). Interventions and progress monitoring are required as a part of this process. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate. Multilingual learners who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student.

If a student qualifies for ELD and Special Education services, the ELD teachers will collaborate with Special Education teachers and grade level/content teachers to determine appropriate services and create service schedules for dually identified students. Students will receive all services for which they qualify. Special Education services should never replace a qualifying student's ELD services.

[Shakopee Public Schools Multi-Tiered System of Support](#)
[Shakopee MTSS Procedures for ML Learners](#)
[English Learner Disability Resources](#)
[English Learner Companion to Promoting Fair Evaluations](#)
[January 7, 2015 Dear Colleague Letter](#)

Gifted Education Identification

Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. The potential of gifted students requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts.

English Learners and other multilingual learners who have shown exceptional abilities through multiple avenues including student interviews, creative work, performance-based evaluations, nonverbal instruments may be selected to participate in gifted education services.

The gifted and talented program in Shakopee aims to include the same percentage of EL identified and multilingual learners as the general population.

[Gifted Education Resources](#)

Section 2: Placement Procedures in the English Language Development Program

Only a student who has a completed Minnesota Language Survey (MNLS), participated in the grade-appropriate English language screening assessment, and has been identified as an English learner can be enrolled in an English language educational program.

Initial Entrance and Placement

Initial placement decisions and determination of services will be made by a licensed ESL teacher. The decision for placement will be grounded in:

- the results of the WIDA screener
- information on additional services for which the student qualifies (see section 1 on English Learner categories)
- student's educational transcripts and records (if applicable or available)

English Learner Placement

The WIDA screener is intended to determine English learner eligibility and provide a preliminary proficiency level for students. ELD Teachers will use additional assessments to ensure students are placed in the appropriate ELD services (see section 3 outlining the ELD Program Model). Additional assessments that may be used to determine programming include:

- [Native Language Literacy Assessment-NLLA](#)
- FastBridge screening assessments in reading and math
- Foundational skills inventories (PAST, CORE phonics, Developmental Spelling Inventories)
- The Qualitative Reading Inventory

Initial Placement Parental Notification

Minnesota Statutes, section 124D.61 requires that parents and guardians are notified within 10 calendar days of enrollment in an English Language Development program. Shakopee Public Schools uses Ellevation to generate notification of service letters for all identified multilingual learners. The parent notification letter is sent home in English and a preferred language of communication as indicated by the parent. The parent notification informs the parents that the student has been enrolled in the Shakopee Public Schools English Language Development program. Short descriptions of the service delivery models are included in the letter. Additionally, the letter informs parents that they have the right to visit the program, to request a conference to understand the program, and to withdraw the child from the program by providing written notice to the school principal or the program coordinator. The parent or guardian may re-enroll the child in the ELD program at any time upon request.

Information regarding the screening and qualification procedures will be available to parents through the district website, at conferences, and in written form. In addition, all notification letters will be mailed to families via the U.S. Postal Service. Cultural Liaisons and/or Language Line are available to provide oral interpretation of this information to parents and guardians.

Written Notifications

- Students **new** to the Shakopee School District
Parents will receive notification within 10 school days of qualifying for EL services in the Shakopee School District.
- All notification letters **must be mailed** to families.

Included in the letter is information on declining services. Parents have the option of declining ELD services; however, parents/ guardians must decline in writing and a signed letter of Decline of Services must be kept on file (see [Parent's Right to Refuse](#) letter). This decision to decline services must be revisited on an annual basis. Students who are opted out of EL services will still be identified as having Limited English Proficiency (LEP). Regardless of having declined services, all students who are identified as EL **must** take the ACCESS 2.0 for ELs unless parents decline the administration of that assessment **in writing**. If a parent declines, the EL teacher must contact the parents on an

annual basis to inform them of the benefits of the ELD program, to make them aware that their child will still be considered an EL student and will still be required to take the ACCESS.

Staff Roles & Timeline in the Initial Identification & Enrollment Process:

Staff	Role	Time Frame
Welcome Center Staff	<ul style="list-style-type: none"> Assist families with enrollment Welcome families to the District Connect to community resources Connect family to Cultural Family Liaison (as requested) 	Initial date enrollment process begins
Multilingual Program Coordinator	<ul style="list-style-type: none"> Identify students to be screened based on MNLS Notify building team (Building Administrative Assistant & ELD teacher) of student needs (screening needs based on MNLS and/or records review if student was previously in a program) Find student test history (if MN student) Contact previous school, as applicable, for most recent EL records 	Within 24 hours of enrollment
Building Administrative Assistant	<ul style="list-style-type: none"> Complete official enrollment records process Notify ELD team of screening needs based on MNLS Notify counselor (grades 6-12) of enrollment Assist with WIDA screener appointment if needed (during school year) 	Within 24 hours of enrollment
Cultural Family Liaison	<ul style="list-style-type: none"> Assist families with enrollment and translations as needed Screen student using the WIDA screener (during summer months) Welcome families to building & complete educational history form Connect to building and community resources Support families on an ongoing basis 	Within 24 hours of enrollment
Licensed ELD Teacher	<ul style="list-style-type: none"> Screen student using the WIDA screener as needed 	Within 24-48 hours of enrollment
	<ul style="list-style-type: none"> Support completion of the Educational History Form Determine eligibility for services Determine ELD services for students Communicate eligibility & service plan to parent/guardian(s) Notify Federal Programs Administrative Assistant of student screening results and eligibility of services 	Within 48 hours of enrollment
Counselor (grades 6-12)	<ul style="list-style-type: none"> Collaborate with ELD teacher to create an individual student schedule (grades 6-12) to reflect ELD services for qualifying students Meet with student/family to complete pathway to graduation Connect student/family to resources 	Within 48 hours of enrollment
Federal Programs Administrative Assistant	<ul style="list-style-type: none"> Complete required data elements in MARSS 	Within 48 hours of receiving information from ELD teacher

Annual Assessment

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 or not they are enrolled in an LIEP, must participate in the ACCESS 2.0 assessment. This assessment usually takes place in February and March. Additional information is provided on the [District Data & Assessment web page](#).

Parents may choose to opt-out of ACCESS for ELLs testing by completing the [Parent Right to Refuse Testing](#) form. 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. For additional information on exiting, please refer to the Minnesota Standardized EL Procedures, Exit.

Updates to Required Data Elements

MARSS data elements should be revised, if needed, during the fall and at the end of the year. The MARSS Coordinator must ensure that all data elements are entered for the October 1 enrollment count (please see the table below). Different data elements are entered for each of the EL procedures (Identification, Entrance and Exit). The EL start date indicates that a student is enrolled and receiving instruction in the ELD program. The EL start date is the first day an EL attends the language instruction educational program. The EL start date denotes a student is receiving ELD instruction. This is an annual requirement. If a student is identified as an English learner but is not receiving ELD instruction due to parent refusal, this data element is left blank. It is the only data element that is revised during the entrance of an EL into the ELD program. For additional information on entering the data elements, see the MARSS manual.

Required MARSS Elements	Identification	Entrance	Exit
Home Primary Language	YES	Already in student's MARSS record	Already in student's MARSS record
EL Indicator	YES	Already in student's MARSS record	NO
EL Start date	Leave blank	Enter first day in a language instruction educational program.	Leave Blank

Continuing Eligibility:

After a student is placed in the English Language Development program, Shakopee annually identifies students who continue to be eligible for English language instruction. A student continues to be eligible for instruction if the student does not have a proficient score on the ACCESS test.

Once all ACCESS scores are available, Shakopee determines continuing eligibility for students. If a student's overall composite score is not at least 4.5 on ACCESS, the student does not meet the definition of English language proficient and is, therefore, automatically eligible for continuing ELD instruction and must be enrolled in the ELD program in the following school year. There are 3 outcomes based on ACCESS test scores:

1. A student has at least two individual domain scores (listening, speaking, reading, or writing) that are below 3.5. The student is automatically eligible for ELD instruction and must be enrolled in ELD instruction in the following school year.
2. A student has all of the domains equal to or greater than 3.5 and has a composite score of 4.5 or higher. The student is considered to be proficient, is no longer eligible for enrollment in the program, and must not be

enrolled in ELD instruction the following school year.

3. A student has at least three out of four domain scores equal to or greater than 3.5 and a composite score of 4.5 or higher. In this case, additional criteria must be used to determine continuing eligibility. If the student continues to be eligible for participation in the ELD program in the following year, the student must be enrolled in the program and continue to receive ELD instruction.

Continuing Eligibility Parental Notification:

Title I of ESEA as amended by ESSA requires that parents and guardians of ELs are annually notified within 30 calendar days of enrollment of an EL in an LIEP. Shakopee Public Schools uses Ellevation to generate notification of service letters for all identified multilingual learners. The parent notification letter is sent home in English **and** a preferred language of communication as indicated by the parent. The letter informs the parents that the student has been enrolled in the Shakopee Public Schools English Language Development program. Short descriptions of the service delivery models are included in the letter. Additionally, the letter informs parents that they have the right to visit the program, to request a conference to understand the program, and to withdraw the child from the program by providing written notice to the school principal or the program coordinator. The parent or guardian may re-enroll the child in the ELD program at any time upon request.

Additionally, information regarding the qualification procedures will be available to parents through the district website and at conferences. All notification letters will be mailed to families via the U.S. Postal Service. Cultural Family Liaisons and/or Language Line are available to provide oral interpretation of this information to parents and guardians.

Written Notifications

- Students **returning** to the Shakopee School District
Parents will receive notification within 30 school days of the beginning of the school year if their child continues to qualify for EL services. This notification is sent out EVERY year.
- All notification letters **must be mailed** to families.

Included in the letter is information on declining services. Parents have the option of declining ELD services; however, parents/ guardians must decline in writing and a signed letter of Decline of Services must be kept on file (see [Parent's Right to Refuse](#) letter). This decision to decline services must be revisited on an annual basis. Students who are opted out of EL services will still be identified as having Limited English Proficiency (LEP). Regardless of having declined services, all students who are identified as EL **must** take the ACCESS 2.0 for ELs unless parents decline the administration of that assessment **in writing**. If a parent declines, the EL teacher must contact the parents on an annual basis to inform them of the benefits of the ELD program, to make them aware that their child will still be considered an EL student and will still be required to take the ACCESS.

Section 3: Description of English Language Development Program

Shakopee's English Language Development program provides English instruction using various instructional models. The ELD program integrates English language with content to support students' mastery of ELD and grade level content standards simultaneously. All ELD instruction will be aligned to grade-level standards, and grade-level instruction will include supports that allow for access and promote language acquisition.

Instruction

Shakopee provides instruction for multilingual learners in a variety of ways. Those responsible for instruction include both general education teachers and licensed ESL teachers.

Classroom teachers are primarily responsible for all students, including those with English learning needs. Classroom teachers are expected to design lessons based on the MN State standards, and differentiate for all students.

Licensed ELD Teachers provide direct English language instruction to ML students. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. ML teachers align their program with the district's curricula in English literacy, [Minnesota's ELD Standards](#), and [Minnesota state content standards](#).

We provide many opportunities for staff to receive ongoing training and support in regards to the alignment of ELD and content standards. These options include:

- collaboration time between ELD and classroom/content area teachers to support students' success based on each student's English learning needs.
- a Shakopee University pathway dedicated to best practices for teaching Unique Learners. This pathway is the equivalent of 10 semester credits and explores the assets unique learners bring to the classroom and how to leverage those assets. In depth training on SIOP strategies, including lesson design and delivery, are embedded throughout the courses. Instructional coaching is required as part of the program.
- SIOP embedded professional development strategies throughout district PD.
- focused summer learning options on making content comprehensible, accessing background knowledge, and strategy-based instruction for unique learners.
- ongoing professional learning options provided via our online learning platform (Canvas) where educators can access 1 hour modules specifically tailored to meeting the various needs of English learners.
- a SIOP coach for staff that supports teachers through planning instruction, finding resources to support multilingual learners, demonstrating lessons, and/or coaching.
- options for attending the annual [Minnesota English Learners Education Conference](#) (MELEd) or school wide ELD professional learning.

Core components of ELD Lessons:

Regardless of the instructional model, the following key components serve as the focus for all ELD lessons:

- content objectives based on MN State Standards
- language objectives to accompany each content objective and aligned to the MN ELD standards
- comprehensible input
- explicit vocabulary teaching
- Explicit teaching of language structures & syntax
- hands-on learning experiences
- building background knowledge
- language practice opportunities (integration of listening, speaking, reading and writing about the content concepts)
- alternative assessments

EL Program Service Delivery Models:

Shakopee employs a variety of service models to deliver ELD instruction. These models include:

Pull-out Model

A pull-out model involves the ELD teacher pulling students **out** of the general education classroom to work in a small group setting in another room. Typically, students at the WIDA levels 1-Entering or 2-Beginning receive some amount of pull-out instruction. Instruction is focused on building solid foundational skills in English, as well as ensuring students are in an environment that fosters continuous practice and use of English in reading, writing, and speaking.

Push-in Model

The push-in method involves the ELD teacher working inside the regular education classroom to provide targeted ELD instruction based on identified needs (small group instruction).

Coteaching Model

A coteaching model involves the ELD teacher and classroom teacher sharing the planning, organization, delivery, and assessment of instruction in a common physical space. The goal is to design instruction to meet both the language goals and content objectives for multilingual learners in the general education classroom. Coteaching teams work flexibly and collaboratively to determine which of the coteaching models (parallel teaching, team teaching, station teaching, or alternative teaching) will best support student success. Assessments are reviewed by coteaching teams on an ongoing basis to identify content and language needs and identify next steps. Coteaching teams also work collaboratively to communicate with parents, manage behaviors, and provide feedback to students.

Clustering:

As part of our coteaching model of delivery, Shakopee employs clustering in all K-12 classrooms. Clustering of students is a building-wide endeavor, as we work collaboratively with general education teachers, special education teachers, intervention teachers, English Language Development teachers, and administrators to create classrooms where all students thrive. We believe clustering can provide the following benefits to ALL students: equal access to grade level standards; more instructional time with and support from specialized English Language Development teachers; increased opportunities for job-embedded professional development as teachers learn from each other on a daily basis. The following are general recommendations for clustering:

- Clusters should not exceed 50% of the general education classroom
- Clustering should include a thoughtful consideration of student needs

Sheltered Instruction Model

Sheltered instruction is an approach to teaching multilingual learners which integrates language and content instruction by using strategies to deliver grade level content. Sheltered instruction may be provided in a cotaught classroom (general education + ELD teacher) or in a self-contained classroom provided by a content teacher trained in ELD instruction. Sheltered instruction classrooms teach regular grade level content in math, science, social studies, health, English etc. In addition they incorporate language learning objectives that help their multilingual learners practice the language of the content area.

K-12 ELD Programming Model:

After a 2019 audit from the MN Department of Education and an internal audit completed by consultant Dr. Deborah Short, Shakopee Public Schools developed an ELD Program Model for K-12 students. This model represents our goals for ELD Instruction in Shakopee. Though we strive to make this model a reality in each of our buildings, variances do occur as we work to meet the individual learning needs of our students.

Elementary ELD Programming Model				
English Language Development: Kindergarten & First Grade				
General recommendations for clustering : <ul style="list-style-type: none">• Clustering of EL students preferred• Clusters should not exceed 50% of the general classroom• Clusters should represent a variety of levels and reflect a balance of student needs		General recommendations for pull-out services : <ul style="list-style-type: none">• Level 1 and Level 2 students only• Two consecutive ELP levels within a grade level may be pulled together• Multi-age kindergarten & first grade students at same ELP level may be pulled together• Group sizes may range between 8:1-12:1		
Level 1	Level 2	Level 3	Level 4	Monitor
Pull-out or Push-in 150 minutes/week (30 minutes/day) <ul style="list-style-type: none">• Not replacement ELA• ELD provided during ELA time	Pull-out or Push-in 150 minutes/week (30 minutes/day) <ul style="list-style-type: none">• Clustered with a trained general ed teacher• Not replacement ELA• ELD provided during ELA time	Push-in or Co-taught 150 minutes/week (30 minutes/day) <ul style="list-style-type: none">• Clustered with a trained general ed teacher• Not replacement ELA• ELD provided during ELA time	Push-in or Co-taught 150 minutes/week (30 minutes/day) <ul style="list-style-type: none">• Clustered with a trained general ed teacher• Not replacement ELA• ELD provided during ELA time	Use district monitoring form found in Elevation. EL teacher uses in conjunction with gen ed teacher Monitor Year 1: Monthly check-ins Monitor Year 2: Quarterly check-ins
Sheltered Content: Kindergarten & First Grade				
Level 1	Level 2	Level 3	Level 4	Monitor
60 minutes/day <ul style="list-style-type: none">• Co-taught• Delivered by an EL teacher• Placed with SI trained general ed teacher• Push-in if needed		60 minutes/day <ul style="list-style-type: none">• Placed with SI trained general ed teacher	30 minutes/day <ul style="list-style-type: none">• Placed with SI trained general ed teacher	

Common Definitions

For specifics regarding the types of support by grade level and proficiency level, please see the [Shakopee Program Model](#).

Supporting the Program Model:

Building Administrators prioritize and clarify that teachers are integrating language and content in all contexts and expect teachers to align their instruction to grade-level content and English language development standards. Principals show support for ELD by leading the clustering and placement decisions of ML students, making a commitment to equity through the planning and execution of professional development in their buildings, hiring multilingual/multicultural staff, and supporting diversity/multiculturalism. Principals may also provide financial resources to support collaboration time for ELD teachers, bilingual liaisons/EAs and classroom teachers.

General education teachers receive ongoing professional development opportunities focused on integrating language and content, providing language support to multilingual learners, and integrating culturally responsive practices into their daily lessons. Teachers are expected to identify language objectives for lessons that include an explicit focus on language forms, functions, and target vocabulary. Classroom teachers are expected to collaborate with ELD teachers to provide emotional, linguistic and academic support for multilingual learners.

English Language Development teachers work to support multilingual learners throughout the day in various ways, including explicit teaching of ELD, coteaching in general education classrooms, providing case management and support to students and families, and collaborating with general and special education teachers. ELD teachers are expected to align their instruction to the MN State standards in ELD, ELA, Math, Science, and/or Social Studies. In addition, all ELD teachers meet with grade level PLCs at least once every month. These teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. During these team meetings, the ELD teacher advocates for new multilingual learners and families and works to coordinate schedules and support services for multilingual learners as needed.

Social Worker/Counselors work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.). In grades 6-12, counselors work with the ELD teacher to design schedules for individual students to reflect the Shakopee Program Model for service delivery.

Newcomer Programming:

Newcomers have unique learning needs and require concentrated and explicit English Language Development. Shakopee has specific programming developed to meet the needs of newcomer students. This includes a combination of pull-out instruction with identified learning goals by level ([Newcomer ELD Curriculum Map Grades K-1](#); [Newcomer ELD Curriculum Map Grades 2-6](#); [Newcomer ELD Curriculum Map Grades 6-8](#); [Newcomer ELD100 Curriculum Map Grades 9-12](#); [Newcomer ELD200 Curriculum Map Grades 9-12](#)), as well as wrap-around supports that come in a variety of forms, including coteaching, before/after school support, advisory in grades 6-8, tutoring in grades 9-12, partnering with Cultural Family Liaisons, and work with general education teachers on supporting newcomer students in the general education classroom. We have developed a newcomer guide shared with general education teachers when a newcomer arrives (see newcomer guides by level: [K Newcomer Guide](#); [Grades 1-2 Newcomer Guide](#); [Grades 3-5 Newcomer Guide](#); [Grades 6-8 Newcomer Guide](#); [Grades 9-12 Newcomer Guide](#)), as well as guidance on how to grade a newcomer (see [Newcomer Grading Guidance](#)).

Additionally, we have developed a Foundations of Language academy at the high school for newcomers and identified SLIFE students that focuses on both language acquisition and conceptual understanding needed to bridge to content in our high school general education courses. Counselors and ELD teachers meet with students and guardians to determine eligibility in the language academy (see course curriculum maps: [Foundations of Language in Social Studies Grades 9-12](#); [Foundations of Language in Science Grades 9-12](#); [Foundations of Language in Math Grades 6-12](#)).

For specifics regarding the types of newcomer support by grade level, please see the [Shakopee Program Model](#).

SLIFE Programming:

Programming models for SLIFE require an alternative approach to ELD that is based on the review of students' educational history, linguistic inventory, cultural knowledge, and experience. Programming goals focus on preparing 21st century students by using research-based instructional elements necessary for SLIFE academic success, such as the use of thematic units, culturally responsive teaching practices, and project based learning. Guiding principles for SLIFE programming in Shakopee include:

- acknowledging and incorporating students' existing skills and knowledge to facilitate connections to learning the necessary skills required to be successful 21st century learners
- the explicit teaching of foundational literacy and numeracy skills in an intensive and age-appropriate manner
- the use of diagnostic assessments to determine what students know and where to go next
- enrichment opportunities that accelerate both language acquisition and overall socioemotional adjustment
- intentionally designing thematically coordinated literacy and content courses that bridge students' background experiences to academic educational experiences grounded in the MN content standards
- supplemental support programs before/after school and/or during the summer to accelerate academic progress and language acquisition
- pathways for secondary students to pursue career, vocational, and technical education (CVTE), a High School Equivalency (HSE), Testing Program or other alternative educational programs
- the consideration of research-based instructional elements necessary for SLIFE academic success, such as thematic units, culturally responsive teaching, and project based learning

LTEs:

Although there is no official definition for LTEL identification, students who have been officially classified and serviced in an ELD program for 5 or more years may be considered LTEL. Students in this category often have oral proficiency in English, yet struggle to meet the expected grade level academic and/or language standards. Focus for instruction for LTELs includes literacy skills, especially writing across the curriculum, to ensure they are succeeding academically.

Supports for LTEL students in Shakopee may include:

- participation in a small group with optional meetings focused on connecting and building students' self-esteem
- the assignment of a peer mentor
- optional before and after school resource opportunities
- quarterly meetings with a counselor to discuss academic trajectory options, identify rigorous coursework, and plan for post-secondary options
- dedicated case management from an ELD teacher focused on a specific intervention to address the individual student's need

Staffing to support MLs:

Shakopee Public Schools aggressively seeks to hire licensed ELD teachers who hold a MN K-12 English as a Second Language (ESL) license. Caseloads for ELD teachers typically range from 1:45-50 students. The staff-to-student ratio may be adjusted to ensure the needs of students are sufficiently addressed. In addition, general education teachers receive coaching and professional development opportunities throughout the school year on SIOP strategies to support language development.

Individual Language Plans (ILPs)

The district will use an ILP for all ML students not making adequate yearly progress. ILPs will be developed based on individual assessment results, and will coordinate supports, interventions and related services to address specific learning needs. The ILP will include specific reference to progress monitoring (what will be

measured and how often) and will document both academic and language achievement/growth.

The ILP will be shared with relevant stakeholders, including students, families, administration, core instructors, cultural liaisons, and school social workers or psychologists. Although students will receive specific supports as outlined in the ILP, students will be fully integrated into core curriculum and instruction. Students will also have complete access to all programs in the school and work on the same skills as all mainstream students.

Section 4: Assessment and Ongoing Identification Procedures

Annually, all students with EL status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of ELs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and WIDA Screener) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

1. Determine the English language proficiency needs for each student
2. Determine which language domains need additional instruction
3. Measure sufficient language growth over time
4. Determine the continuation in or exit from the ELD program.

ACCESS Testing Preparation

In order to ensure we have an effective and efficient testing season, clear roles and responsibilities have been developed (see [Roles & Responsibilities](#) chart). This is reviewed at the start of each school year, as planning for successful testing begins in September.

Beginning in December, Shakopee trains all identified proctors for ACCESS testing (see annual [ACCESS 2.0 Training Resources](#)). Included in this training are details tasks and requirements that each proctor is expected to complete prior to the start date for testing. Buildings are required to identify specific details around their site testing plans (see [Testing Dates & Platform](#) tracker). Additionally, many resources have been developed to support ELD teachers in setting goals with students and preparing students to take the ACCESS tests (see [ACCESS Test Prep Resources](#)).

Shakopee schools will limit ACCESS testing to two weeks, with a third week reserved for make-ups. In order to ensure the least amount of disturbance to the teaching schedule:

- Schools will secure spaces large enough to test multiple students at a time.
- Each building will identify additional proctors to assist ELD teachers with testing. Required training for proctors will be provided by the district. The district will also seek to find volunteer proctors to assist buildings.
- Each building will develop a testing schedule that rotates ELD teachers and other proctors to ensure that there is minimal disruption to delivery of ELD services during the testing window.
- All schools will submit their testing schedules to both the District Data and Testing Supervisor and the ML Program Coordinator two weeks before the testing window.

Annual Transitioning by Level (from 5th to 6th and from 8th to 9th)

Each spring, building ELD teams share instructional information and the individual learning profiles for those students transitioning to the middle and/or high schools. This information, in combination with the ACCESS test scores, is used by ELD teachers to determine the appropriate level of service and programming needs for each individual student. ELD teachers and building counselors use this information to develop student schedules for the next school year.

Program Evaluation and Adjustment

Students are assessed annually to ensure appropriate EL services are being provided. These assessments primarily include ACCESS testing, which is given each spring to all students receiving ELD instruction. Additionally, the ELD teacher monitors progress in all four language domains. In using this data, classroom and ELD teachers make an informed decision on how to best serve the students.

Our District Multilingual Learner Committee meets quarterly. Part of the focus for this committee is on program evaluation and adjustment. Data collected from various sources (ACCESS, FastBridge, MCA, Graduation, Demographic, years in service, etc) is used by the team to prioritize and set goals for the department for the school year (see [ML Program Action Plan](#)).

In addition, all ELD teachers are included in summer data analysis to analyze how students receiving service are performing in relation to their general education peers. This annual meeting focuses on reviewing data related to current and exited English learners in order to:

- Use data available from the state (ACCESS, Progress Indicator, MCA, Graduation, Demographic, etc.) to improve programming and instruction.
- Identify data that is only available at the local level (student work, formative assessments, perception data, etc.)
- Differentiate analysis for particular groups (LTEL, SLIFE, Former EL)
- Set site-wide goals for program improvement

Section 5: Exiting the English Language Development Program

Exiting Students

Districts must wait until ACCESS test scores are available before beginning the exiting process. If a student has an overall composite score of at least 4.5 and three out of four domain scores (listening, speaking, reading, and writing) of at least 3.5, that student has met the ACCESS proficiency score. If a student has not met the ACCESS proficiency score, the student must continue to receive instruction in the ELD program (see Minnesota Standardized English Learner Procedures- Entrance and Continuing Eligibility for more details). If, on the other hand, a student's ACCESS composite score is at least 4.5 and ALL domain scores are at least 3.5, the student must be exited from the ELD program and reclassified in MARSS at the beginning of the following school year. If a student does not have a proficient ACCESS score, the district may not exit the student from the ELD program.

Additional EL Exit Criteria

This section should only be consulted if a student has a proficient ACCESS score, but one individual domain score is below 3.5. If a student's composite score is at least 4.5 but one domain score is below 3.5, the district may use additional exit criteria to determine if a student should be exited from the ELD program or kept in the program for additional instruction. Additional Exit Criteria may not be used for students who have not yet received a proficient score on the ACCESS test or if a student has met the ACCESS proficiency score and all four domain scores are at least 3.5. Reference the following examples:

Example 1: Students A and B have composite scores that are at least 4.5 and three out of four domain scores are at least 3.5. However, each student has one domain score that is below 3.5. Student A has a writing score that is below 3.5. Student B has a speaking score that is below 3.5. Therefore, districts may use Additional EL Exit Criteria to determine if students A and B should continue to receive ELD instruction in an LIEP.

WIDA ACCESS Domain	Student A's Scores	Student B's Scores
Composite Score	4.7	4.5
Reading Score	5.8	3.8
Writing Score	3.2	4.1
Listening Score	4.9	6.0
Speaking Score	5.3	2.9

Example 2: Students C and D do not have proficient ACCESS scores. Student C has a composite score that is below 4.5. Student D has a composite score that is at least 4.5, but the student has more than one domain score that is below 3.5. In this case, districts may not use Additional EL Exit Criteria for Students C and D. These students must continue to receive ELD instruction in an LIEP.

WIDA ACCESS Domain	Student C's Scores	Student D's Scores
Composite Score	3.4	4.6
Reading Score	3.6	5.9
Writing Score	3.8	3.1
Listening Score	2.7	6.0

Speaking Score	3.5	2.9
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Example 3: Students E and F have proficient ACCESS scores, and neither student has any domain scores that are below 3.5. As a result, districts may not use Additional EL Exit Criteria for Students E and F. These students must be exited from the LIEP and may not be enrolled in the LIEP in the following school year.

WIDA ACCESS Domain	Student E's Scores	Student F's Scores
Composite Score	4.5	5.1
Reading Score	3.5	6.0
Writing Score	3.5	5.6
Listening Score	3.5	5.8
Speaking Score	3.5	6.9

Gathering and Using Language Proficiency Evidence

A district may only consider additional language assessment data related to the domain score that is below 3.5. That is, the district may only use a speaking assessment to assess English language ability for an ACCESS speaking score of 3.2, for example. Likewise, a district may not use results from a reading assessment to retain a student in the ELD program if a student's ACCESS reading score was above 3.5 but the student's speaking score was below 3.5.

When a district uses Additional EL Exit Criteria for students with qualifying ACCESS scores, the district may use any formative academic English language assessments that teachers may have used during the year to inform the exiting decision. For example, if a teacher has collected formative assessment data related to a student's speaking ability, that data may be used as evidence to inform the decision to exit the student from or keep the student in an LIEP if the student's speaking score was below 3.5 but the student had an overall proficient score. The WIDA MODEL may be used to assess any domain that has a score below 3.5. The WIDA performance definitions, the WIDA writing rubrics, or the writing rubric from the retired Minnesota Test of Emerging Academic English (TEAE) to evaluate student writing samples may also be used. The WIDA performance definitions, WIDA speaking rubrics, classroom observations, or the retired rubric from the Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM) may be used to evaluate speaking and listening. The MN SOLOM is posted on the Minnesota Department of Education website. Locally used reading assessments that check reading comprehension may also be used if the reading domain score is below 3.5. Educators should use their professional judgment to interpret the results and determine whether the evidence suggests that a student should be retained in the English Language Development program.

Allowable Assessments for Additional Exit Criteria

Domain	Allowable Assessment
Reading	<ul style="list-style-type: none"> Teacher developed formative assessments WIDA MODEL reading section Locally used reading assessment that assesses reading comprehension (DRA, QRI, BAS)
Writing	<ul style="list-style-type: none"> Teacher developed formative assessment WIDA MODEL writing section Student work samples evaluated using the WIDA writing rubric or WIDA performance definitions for writing

	<ul style="list-style-type: none"> ● Minnesota Test of Emerging Academic English (TEAE) writing rubric
Speaking	<ul style="list-style-type: none"> ● Teacher developed formative assessment ● WIDA MODEL listening section ● Student interviews or classroom observations evaluated using WIDA performance definitions for listening ● Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
Listening	<ul style="list-style-type: none"> ● Teacher developed formative assessment ● WIDA MODEL speaking section ● Student interviews or classroom observations evaluated using the WIDA speaking rubric or WIDA performance definitions for speaking ● Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)

Gathering Classroom Performance Evidence

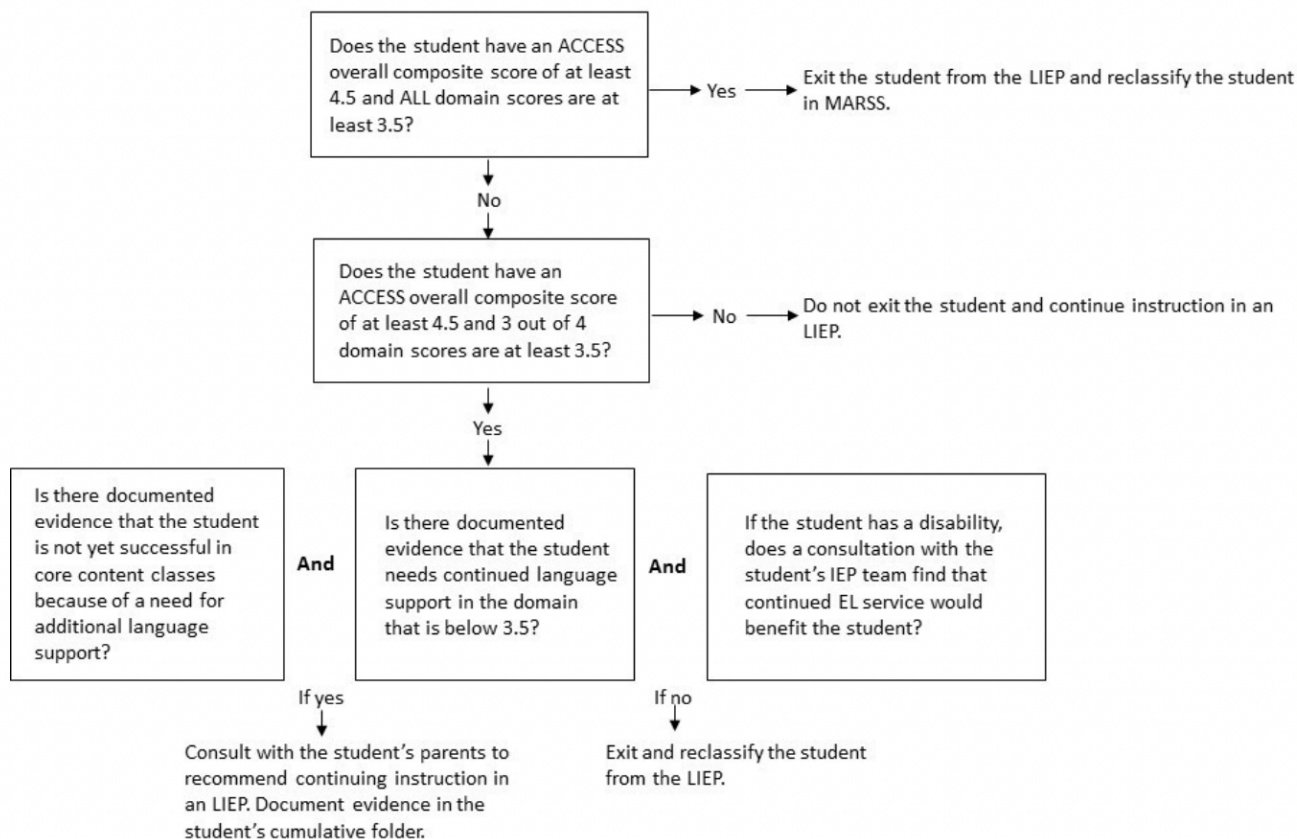
In addition to collecting evidence regarding a student's English language proficiency, districts must also examine a student's performance in the content classroom. Teachers may use classroom observations to determine whether or not a student is prepared to be successful in the content classroom and whether or not language is the reason that student is or is not prepared to be successful in the content classroom. Teachers may also examine a student's grades and recent examples of student work to determine if there is evidence that a student is struggling to meet grade level expectations due to a need for ongoing English language development instruction.

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 the documentation. Documentation must be kept in a student's cumulative folder. It is crucial that only English language ability be considered and that content area skills not impact the decision (e.g., ability in math or reading due to factors other than English language ability). Scores from the Minnesota Comprehensive Assessment (MCA), the Measures of Academic Progress (MAP) test, or any other standardized content assessment must not be used to determine the need for continued instruction in the ELD program since those assessments were not developed to evaluate a student's language ability.

Additional Exit Criteria Decision Tree

The following figure may be used to help in decision making after additional criteria have been applied.

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.

Timeframe for Exit Process

Districts must begin the process of exiting and reclassifying students once preliminary ACCESS scores are available in the spring. Once preliminary ACCESS scores are received, the program coordinator should determine if a student is proficient and if the student should be automatically exited or needs to be evaluated using Additional EL Exit Criteria. If a student is proficient but one domain score is below 3.5, then the program coordinator will immediately reach out to the ELD teacher to begin the process of collecting and evaluating information in order to apply the Additional EL Exit Criteria (see above). Students and their parents should be informed annually of their EL status and whether or not the student will be exiting the ELD program before the end of the school year.

Updates to Required Data Elements

MARSS Coordinators and the Federal Programs Administrative Assistant will ensure that the ELD team has submitted a list of newly EL Proficient students and reclassify exited students as "EL-N" (no longer an EL) in MARSS by the beginning of the next school year. It is important to note that students must NOT be reclassified in MARSS during the school year in which the student received ELD instruction. If a student's EL indicator is "Y", the data element should not be changed until the EL student is proficient.

Districts that are transmitting their data to the Minnesota Department of Education using Ed-Fi need to change two data elements. First, the Begin Date should be left empty. This indicates that the student is not identified as an EL in the school year. Second, the district needs to leave the English Learner Participation element zero or empty. This element indicates that the student is not receiving EL instruction.

English Learners with Disabilities (ELSWD)

Districts must wait until the ACCESS test scores are available before beginning the process of exiting ELSWD. If the

department does not send a calculated overall composite score, the district must continue to enroll the student in the ELD program (see Minnesota Standardized English Learner Procedures- Entrance and Continuing Eligibility for more details).

If the ELSWD participated in the Alternate ACCESS, the district must wait until the Alternate ACCESS test scores are available. If a student has an overall composite score of P1 or P2, the district will use the required exit criteria to confirm that the student is eligible for exiting. If a student does not have the score or P1 or P2, the student cannot be exited and the district must continue to enroll the student in the ELD program.

Students who cannot complete all four domains of the ACCESS

Districts must wait until the ACCESS test scores are available before beginning the process of exiting ELSWD from the ELD program. For students who cannot complete all four domains of ACCESS, the district must wait until the Minnesota Department of Education (MDE) sends a student's ACCESS calculated overall composite score. The Minnesota Department of Education ensures that the following three conditions are met:

1. The student has Special Education Deferred (SPD) code for one or two domains
2. The remaining domains have a test code of Valid score (VS)
3. The remaining domains have only one domain below 3.5

The district will use the required EL Exit Criteria Decision Tree for ELSWD who cannot complete all four domains of ACCESS. If MDE does not send a calculated overall composite score, it is because the student did not meet the three conditions above. Students who do not receive a calculated overall composite score may not be exited from the ELD program (see Minnesota Standardized English Learner Procedures- Entrance and Continuing Eligibility for more details).

Using the Exit Criteria Decision Tree

If a district receives a student's ACCESS calculated overall composite score, the district must use the document EL Exit Criteria Tree - English learners with disabilities (ELSWD) who cannot complete all four domains of ACCESS for the exit process. Using the calculated overall composite score, first the district will confirm that the SPD domains are the ones allowed by the student's Individual Education Program (IEP). Then, the district must proceed to document the following three items:

1. Conduct a meeting with the parents to discuss the potential of exiting the student from the ELD program.
2. Conduct a meeting with the IEP team to discuss the potential of exiting the student from the ELD program.
3. Gather documented evidence to support the student's exit from the LIEP. Evidence could include classroom observations, student work, student grades and student input.

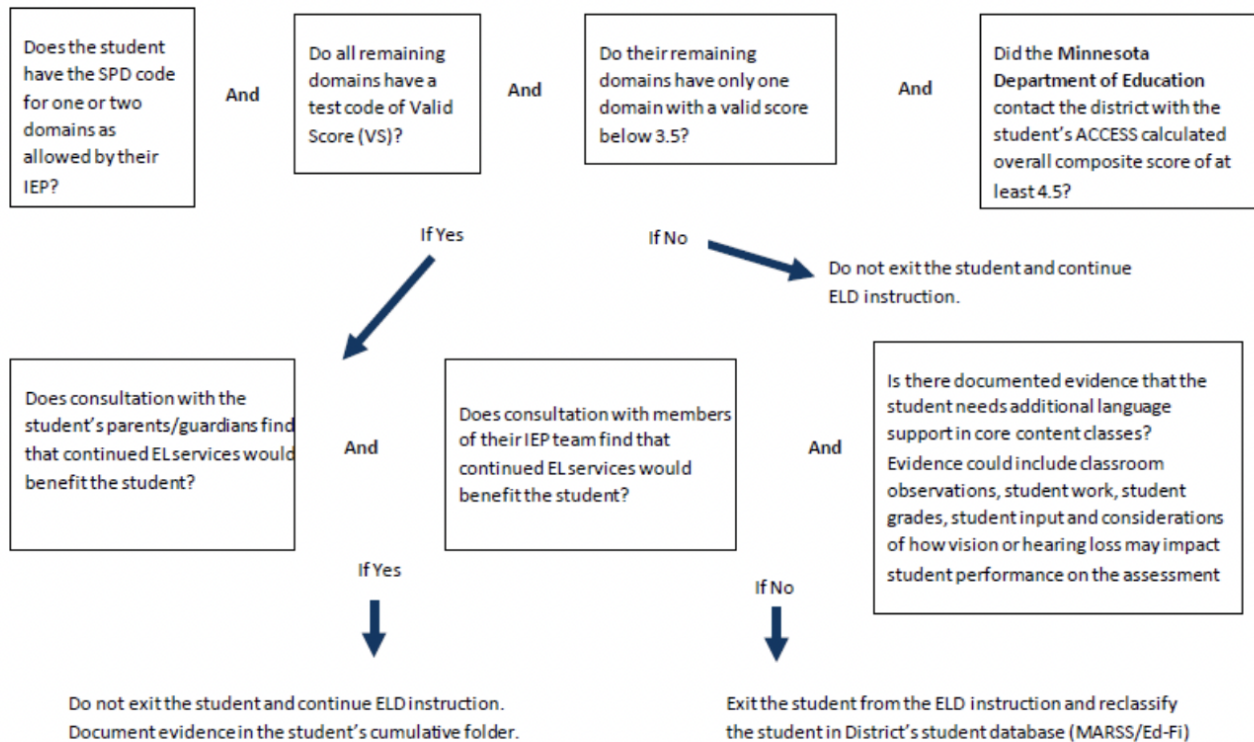
If the parents and the IEP team find that the student would benefit from additional ELD services, then the student should not be exited from the program. The district can gather additional evidence to support the decision to have the student continue in the program. The district should document the decision, including additional evidence, in the student's cumulative folder. The student should continue to receive both ELD instruction and special education services. If the parents and IEP team find that the student does not need additional ELD services, documented evidence should be gathered that demonstrates the student's success in the core content classes. The district should document the decision, including additional evidence, in the student's cumulative folder. The student must be exited from the ELD program and reclassified in MARSS at the beginning of the following school year. The student should continue to receive special education services.

EL Exit Criteria Decision Tree - English Learners with Disabilities Who Cannot Complete All Four Domains of the ACCESS

The following figure may be used to help districts and staff in the pathway for exit decision making:

EL Exit Criteria Decision Tree

English Learners with disabilities who cannot complete all four domains of ACCESS



Timeframe for Exit Process

Districts must wait until the Minnesota Department of Education sends the ACCESS calculated overall composite score for a student. If no score is sent, the student cannot be considered for exiting. Once the district has received the calculated overall composite score, the district should use the appropriate EL Exit Criteria Decision Tree pathway to determine if a student is ready to be exited.

Updates to Required Data Elements

MARSS Coordinators and data entry staff should ensure that the ELD team has submitted a list of ELSWD proficient students. Districts should reclassify exited students as "EL-N" (no longer an EL) in MARSS by the beginning of the next school year. It is important to note that students must NOT be reclassified in MARSS 10 during the school year in which the student received ELD instruction. If a student's EL indicator is "Y", the data element should not be changed until the ELD student is proficient.

Districts that are transmitting their data to the Minnesota Department of Education using Ed-Fi need to change two data elements. First, the Begin Date should be left empty. This indicates that the student is not identified as an EL in the school year. Second, the district needs to leave the English Learner Participation element zero or empty. This element indicates that the student is not receiving EL instruction.

Students Who Participate in the Alternate ACCESS

Districts must wait until the Alternate ACCESS scores are available before beginning the process of exiting the student from the LIEP. For students who participate in the Alternate ACCESS, if a student has a proficiency level of at least P1, the student may be considered for exit. The district will use the required EL Exit Criteria Decision Tree for ELSWD who participate in Alternate ACCESS. If a student has not met the required P1 or P2 proficiency score, the student must continue to receive instruction in an LIEP and special education services.

Using the Exit Criteria Decision Tree

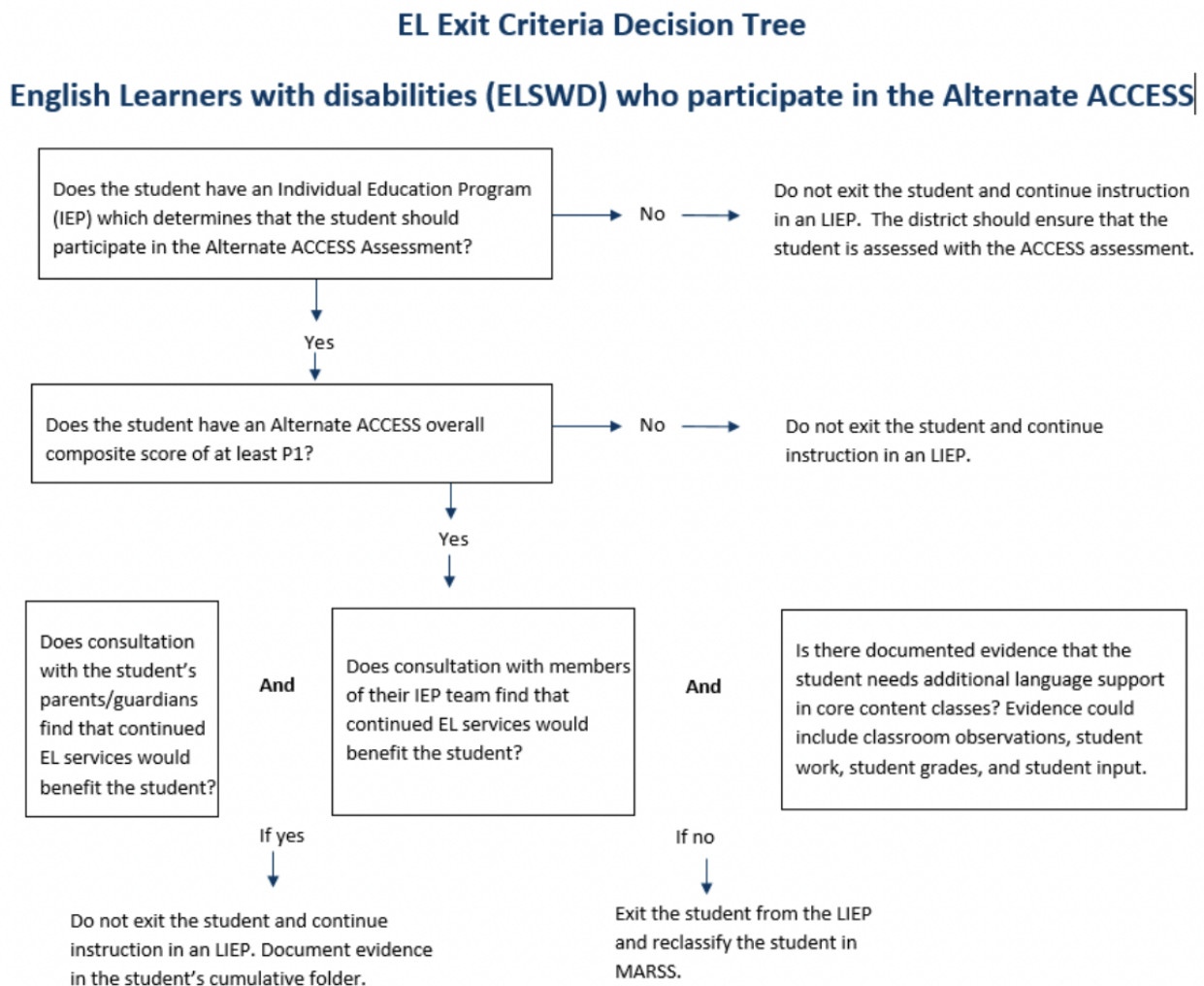
If a student's Alternate ACCESS score is P1 or P2, the district must use the document EL Exit Criteria Tree, English learners with disabilities (ELSWD) who participate in Alternate ACCESS for the exit process (see document below). First, the district will review the IEP to ensure that the student should participate in Alternate ACCESS. Then, the district must proceed to document the following three items:

1. Conduct a meeting with the parents to discuss the potential of exiting the student from the LIEP
2. Conduct a meeting with the IEP team to discuss the potential of exiting the student from the LIEP
3. Gather documented evidence to support the student's exit from the LIEP. Evidence could include classroom observations, student work, student grades and student input.

If the parents and the IEP team find that the student would benefit from additional ELD services, then the student should not be exited. The district can gather additional evidence to support the decision to have the student continue in the ELD program. The district should document the decision including additional evidence in the student's cumulative folder. The student should continue to receive both ELD instruction and special education services. If the parents and IEP team find that the student does not need additional ELD services, documented evidence should be gathered that demonstrate the student's success in the core content classes. The district should document the decision including additional evidence in the student's cumulative folder. The student must be exited from the program and reclassified in MARSS at the beginning of the following school year. The student should continue to receive special education services.

EL Exit Criteria Decision Tree - English Learners with Disabilities who Participate in the Alternate ACCESS

The following figure may be used to help districts and staff in the pathway for exit decision making:



Timeframe for Exit Process

Districts must wait until the Alternate ACCESS proficiency scores are available in the spring. Once the district has

received the proficiency score, the district should use the appropriate EL Exit Criteria Decision Tree pathway to determine if a student is ready to be exited

Updates to Required Data Elements

MARSS Coordinators and data entry staff should ensure that the ELD team has submitted a list of ELSWD proficient students. Districts should reclassify exited students as "EL-N" (no longer an EL) in MARSS by the beginning of the next school year. It is important to note that students must NOT be reclassified in MARSS 10 during the school year in which the student received ELD instruction. If a student's EL indicator is "Y", the data element should not be changed until the ELD student is proficient.

Districts that are transmitting their data to the Minnesota Department of Education using Ed-Fi need to change two data elements. First, the Begin Date should be left empty. This indicates that the student is not identified as an EL in the school year. Second, the district needs to leave the English Learner Participation element zero or empty. This element indicates that the student is not receiving EL instruction.

Monitoring Exited Students

Students who are exited from ELD services are monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team (including, at a minimum, a core teacher, ELD teacher, the student and student's parents, and administrative representation) that the student should again receive ELD services, based on data/evidence of an ELD need, the district can rescreen a student utilizing the WIDA Screener. The results of the screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive ELD services again.

Section 6: Family and Community Connections Procedures

Families and their broader communities are an integral part of our framework, mission and vision. By creating a positive relationship with families, we build trust and ensure that families feel competent in our ability to best serve their children. Meaningful partnerships with families and communities mean we can:

- Involve families in their child's education
- Empower families to become active participants in using strategies to assist their children
- Build greater understanding of our ELD program and its supports
- Bolster community understanding of our ELD program
- Ensure our ELD program is responsive to the ever-changing academic needs of multilingual children and their families.

Our district values transparency with families and the community and accommodates their preferred modes of communication. From the point of enrollment, when parents/guardians indicate their preferred form and language for all district communication, we strive to ensure families can access all information regarding district programs and events. In addition, families have the option to choose their preferred language for all information located on our District and building websites. This includes all information regarding our Multilingual Learner program in Shakopee, including contact and program information.

Shakopee recently refreshed our enrollment process, creating a centralized Welcome Center which serves as the first stop for all new enrollments. Enrollment staff in the Welcome Center not only assist families in the enrollment process, but also ensure families are connected to our Cultural Family Liaisons and various community resources upon request.

Cultural Family Liaisons (CFLs)

Shakopee employs 8 bilingual CFLs, who speak Spanish, Somali, Russian, and Vietnamese. Our CFLs work to ensure our multilingual families feel welcome and are able to fully participate in all school-related activities. CFLs work with families beginning at the time of enrollment, assisting with the completion of necessary paperwork and welcoming students and families on the student's first day of attendance at school. CFLs assist students throughout the school day as they acclimate to Shakopee Schools, and provide supports to students and families throughout the school year. These supports include written translations, phone calls home, home visits, attendance with students and families at conferences/meetings, and assisting with school events and celebrations. CFLs are integral to building partnerships with our multilingual families and are available at all school events throughout the district.

Parent/Teacher Conferences

Our district recognizes the importance of trained interpretation and ensures all families have access to interpretation for all information, including parent/teacher conferences, in the language of their choice. CFLs are proactive in contacting parents to explain upcoming events, encourage participation, and schedule times/days for their student's conference. In addition to CFLs, Shakopee Public Schools utilizes interpretation services provided by Propio and the Language Line. These interpretation services are available any time for any staff to ensure equitable access to school information. Extra time is built in to allow for interpretation services and ELD teachers partner with classroom teachers to report to parents of multilingual learners their academic progress in relation to State standards and their language acquisition progress.

Multilingual Family Engagement

To match the increased focus on meaningful family and community engagement called for by ESSA, our Equity Department provides professional development for staff to promote culturally sophisticated and welcoming environments for families and community partners at each site. In partnership with our Equity and ML Departments, all of our school sites have opportunities to meaningfully strengthen family and community partnerships and be a welcoming environment for all families.

Throughout the school year, Shakopee Public Schools actively seeks feedback from our stakeholders in various ways, including but not limited to surveys, feedback forms, informal conversations, and district meetings. During our fall District Advisory Council meeting, we solicit input on the multilingual learner program and services and collect feedback that our Multilingual Leadership Team uses to make updates to our programming and set annual program goals. Our district-wide ML family nights occur mid-year and are always a great way to celebrate the diversity of Shakopee, hear from our families, and have some fun together as a learning community. In addition to these district-wide events, each school hosts several events throughout the year that all families, including our multilingual families, can choose to attend.

Additionally, staff work with schools to host two-way communication events and activity nights throughout the school year. The following activities build community and allow us to share information and gain feedback about our ELD programming, assessments, and resources for families:

- Families and staff call upon the school's CFLs to facilitate ongoing communication.
- Annual ML parent meetings are held to welcome families into the building, solicit parent feedback on the program and answer questions.
- ELD staff share information about the assessment, classification, placement, program, services, and any changes proposed for their children in the ELD program.
- Parents receive information about their rights.
- Other community activities, extracurricular options, academic support/homework help, state testing, school calendar and events, bilingual seal testing, the parent portal, vaccinations, free and reduced-price lunch (FRPL) forms, legal support resources, etc. are also shared with families at each building site.