STRIDE ACADEMY

Language Instruction Educational Program (LIEP) Plan

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Overview of the LIEP

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 (EL) 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 EL program must be research-based and include instruction by ESL-licensed teachers.

This plan is 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."

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 STRIDE 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 Multilingual Department, in conjunction with the school Leadership Team and administration, will revise the LIEP annually and share with the school board. Once shared with the board, the administration will share the updates with families via email, the school website, and parent engagement events.

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 EL 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 by MDE to refer to students identified for EL support with terms such as "multilingual learners," "students with English learner status", or simply "students" depending upon the context. 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.

LIEP Plan and Distance Learning

When distance learning is implemented, STRIDE is required to include its plan to ensure continuity of English language instruction in the distance learning plan. Multilingual learners will continue to receive ML services via Zoom and Seesaw/Google Classroom to continue language instruction.

Acronyms and Definitions

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

EL: English learner. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20).

ELD: English language development – often refers to the state's ELD standards outlining benchmarks for progress toward English language proficiency.

ELP: English language proficiency

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 "EL program"

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

ML: Multilingual Learners. **Preferred term used by MDE and STRIDE Academy.** At STRIDE, these are the students identified for English Learner services.

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.

ML Identification Procedures

At STRIDE, all families complete the enrollment packet with staff support. To be eligible for EL services, a student must meet the entrance criteria according to [Minnesota's standardized procedures](#) as follows:

1. All families fill out a Minnesota language survey (MNLS) prior to starting school. The student's MNLS indicates:
   a. The language(s) the student learned first;
   b. The language(s) the student speaks;
   c. The language(s) the student understands; and
   d. The language(s) the student has consistent interactions in.

   NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative (CUM) folder. Interpreters are available upon request. Enrollment staff are regularly trained on these procedures.

2. If a language other than English is indicated for 1a-d above, the student will be referred to the ML coordinator to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction (step 4).

3. Once the MNLS has been analyzed and indicates a language other than English, the student takes the:
   a. WIDA ACCESS Kindergarten screener
   b. WIDA Screener (second semester 1st grade through grade 12) to determine their entrance level of English into the EL Program <u>and</u> *must have an overall score between 1 and 4.4.* If scoring 4.5 or above with three language domains 3.5 or above, the student is not eligible for EL program services.

4. When available by file or in MARSS, the ML coordinator reviews information provided from the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during steps 1-3 above.

SLIFE Identification Criteria

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; and
5. may be preliterate in the English learner's native language.

Upon enrollment and qualification for ML services, the ML teacher, student, and parent/guardian (with an interpreter, if requested) will complete the EL Educational History Intake Form. Question number 2 will indicate potential SLIFE status. Transcripts from previous schools will also be reviewed for indicators,

if available. *Local Reading Assessment* is used to show reading grade level correlation, while *Local Math Assessment* is used to show grade level correlation in math. Assessments are provided in the student's home language whenever possible. A home language assessment (for example, [Native Language Literacy Assessment-NLLA](#)) is also be administered to determine home language proficiency. An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

Immigrant Identification Criteria

Upon enrollment and qualification for ML services; the ML teacher, student, and parent/guardian (with an interpreter, if requested) will complete an [ML Educational History Intake Form](#). Question number 11 will indicate potential immigrant status if the response to 11a is "yes" for any student and 11b is "yes" for students in Grades K-8. An annotation of immigrant status will be entered into the student information system and reported to MDE by June 1 each year.

[Immigrant Children and Youth](#): The term 'immigrant children and youth' in the Title III section 3301(6) is defined as:
> a. a child who is aged 3 through 21;
> b. was not born in any State or any U.S. territory;
> c. has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis); and
> d. this definition does not require that new immigrants also be EL eligible.

[MDE Guidance on Immigrant Programs](#)

Migratory Children and Families

In the spring, migratory families may move into district boundaries. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, the district's Migrant Liaison is well connected with new families and the community. The migrant liaison is in close contact with Tri-Valley Opportunity Council (TVOC) to support qualification for migratory services. District staff do not discriminate based on race, language or culture. Staff submit recruitment requests to TVOC *only* when conversations with the family confirm the purpose for their move was to seek agricultural work for economic necessity. Refer to the [TVOC website](#) for more information.

Once a student is identified by TVOC and is given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for [McKinney Vento](#) and communicates with the counselor, the student's homebase district and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the homebase district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

Dual Identification

The ML Coordinator and the Special Education Coordinator together review special needs and referrals for ML identified students. Once the coordinators have discussed needs, the ML teacher and SpEd teachers will discuss individual student needs within the first few weeks of classes resuming to determine the best support plan for the student. The ML 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 ML services.

If a student demonstrates a possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students 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 team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both ML and Special Education services, the teams will collaborate with grade-level/content-area teachers in all stages of the process of scheduling and programming.

ML Placement Procedures

1. Students identified for EL status during the identification process will be placed into ML program instructional levels based on the following:
   a. WIDA Screener scores are used to inform initial placement.
   b. The professional judgement of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
   c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.
2. When a student's ML program instructional services have been determined, the ML staff member responsible mails a notification letter to the family within the required timeframe (See MDE guidance document). The letter notifies parents of their child's eligibility to receive ML support.
3. The school begins providing ML services and enters into MARSS:
   a. the student's status as "EL-Yes",
   b. the home (primary) language, and
   c. the date the student first received ML services in the district.

Description of the ML Program

The ML program provides ML instruction using various instructional models and appropriate instructional materials. The ML program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All ML instruction will be aligned to grade-level standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

Classroom teachers have primary responsibility for all students, including those with English learning needs. Staff will be trained in the alignment of ELD and content standards through professional development. In addition:

- ML licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- ML licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs;
- All staff provide culturally responsive resources and services to ML students and their families;
- ML teachers align their program with the district's curricula in English literacy, [Minnesota's ELD Standards,](#) and Minnesota state [content standards](#).

The ML teacher participates in mainstream curriculum writing and lesson planning with a focus on language scaffolding and targeted supports. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum is supported through the [WIDA language proficiency standards](#). Along with ML instruction, students receive content-area assistance or instruction as coordinated by the ML teacher with the general classroom teachers. ML teachers will begin the 2020 WIDA ELD Standards implementation process by using PLC time (starting fall 2021) to study the Standards and incorporate them into units with a classroom teacher. Full implementation with all classroom teachers will follow.

Staff collaborate to implement the LIEP as shown below:

- **Administrators:** All building principals prioritize and clarify that teachers are integrating language and content in all contexts and are expected to align their instruction to grade-level content and English language development standards. Principals show support for new multilingual learner programming through professional development, clustering/placement decisions, commitment to equity, hiring of multilingual/multicultural staff, and supporting diversity/multiculturalism. Principals provide collaboration time for ML teachers, bilingual liaisons/EAs and classroom teachers to work together.

- **Mainstream (Classroom) Teachers:** All mainstream teachers receive ongoing professional development on integrating language and content, providing language supports, and integrating culturally responsive pedagogy. Teachers identify language objectives for every lesson that include language forms, functions, and target vocabulary. Classroom teachers collaborate with ML teachers and bilingual liaisons to provide emotional, linguistic and academic support for new multilingual learners. All mainstream teachers meet with the grade level ML teacher. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. Teachers will also receive professional development on how to integrate home languages into instruction. Strategies include: use of bilingual texts, bilingual resources for pre-teaching, and bridging charts.

- **ML Teachers:** All ML teachers align their instruction to grade level expectations and learning standards from ELA, Math, Science, or Social Studies. ML Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.

- **Social Worker/Counselor:** Social Workers/Counselors work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.).

Program Models

The following program models are the main modes of instruction in our district's ML program:

A) Co-Teaching: ML instruction is provided via co-teaching opportunities in the classroom. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction.

Co-teaching teams use a common planning template and identify one or two preferred co-teaching models: parallel teaching, team teaching, station teaching, or alternative teaching. Assessments are reviewed by co-teaching teams before and after application in order to identify target content and language and identify next steps. Co-teaching teams also clarify staff beliefs, norms, roles and responsibilities for topics including: parent communication, behavior management, feedback, instruction, and student grouping.

B) Sheltered instruction: Students are clustered by proficiency level and grouped for instruction with teachers licensed in ESL and the targeted content area. Home language supports are encouraged and utilized in instruction.

C) Push-in instruction is used to provide service to all students (preferably intermediate and advanced) in situations where co-teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).

D) Pull-out instruction is used for beginner/newcomer students and is aligned to grade-level instruction. Students are never removed from core, large group instruction. Pull-out only occurs during independent reading time or intervention time.

Amount and Scope of Instruction

Level 1: Entering. Students receive 150 minutes each week of English language instruction **that meets English language development standards**. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Level 2/3: Beginning/Developing. Students receive 90 minutes each week of English language instruction **that meets English language development standards**. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Level 4+: Expanding. Students receive 60 minutes each week of high-intensity English language training through co-teaching. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Elementary: Daily Instruction Model (based on WIDA ELP levels)

Service Types	Level 1: Entering	Levels 2/3: Emerging and Developing	Level 4+: Expanding	Levels 5-6: Reaching
Co-teaching	With ELA class	With ELA class	With ELA class	Mainstream all classes
ELD Push-in/Pull-out	150 minutes weekly	90 minutes weekly	60 minutes weekly	Not applicable
Classroom supports	SIOP Strategies, Go-To Scaffolding Strategies	SIOP Strategies, Go-To Scaffolding Strategies	SIOP Strategies, Go-To Scaffolding Strategies	SIOP Strategies, Go-To Scaffolding Strategies

Secondary: Daily Instruction Model (based on WIDA ELP levels)

Service Types	Level 1: Entering	Levels 2/3: Emerging and Developing	Level 4+: Expanding	Levels 5-6: Reaching
Co-teaching	With ELA class	With Social Studies class	With Science and Math classes	Mainstream all classes
English Language Development Classes	1 period of ELD 1 daily	1 period of ELD 2 daily	Not applicable	Not applicable
Classroom supports	SIOP Strategies, Go-To Scaffolding Strategies	SIOP Strategies, Go-To Scaffolding Strategies	SIOP Strategies, Go-To Scaffolding Strategies	SIOP Strategies, Go-To Scaffolding Strategies

Programming for Recently Arrived English Learners/Newcomers

Detailed information about how our district identifies and serves students who are new-to-country, please see Appendix A.

Long Term English Learners (LTEL)

Although there is no official definition for LTEL identification, students who have been officially classified as EL for at least five years may be considered LTEL. Since students in this category often have oral proficiency in English, our focus is on literacy skills, especially writing across the curriculum, to ensure they are succeeding academically.

In our district, these LTEL supports may include an identified cohort with optional meetings, time to work with a peer mentor, optional before and after school resource opportunities, quarterly meetings with a counselor to discuss academic trajectory options, and an assigned teacher advisor with specific training in identifying rigorous coursework and post-secondary options for LTELs.

Staffing to Support Students with EL Status

The district employs 1 ML teacher for every 45 students at the elementary level and every 25 students at the secondary level in order to deliver effective programming and services schoolwide. All ML teachers will hold a current tiered Minnesota K-12 English as a Second Language (ESL) teaching license. Ongoing professional development around supporting the needs of students with EL status and their families is required of all EL teachers, content teachers, and paraprofessionals who work with EL-identified students, which may include the annual Minnesota English Learners Education Conference (MELEd) or schoolwide ML professional learning.

All teachers are responsible for designing and delivering instruction that meets the needs of all students, including ELs. They are also accountable for designing instruction to be delivered by paraprofessionals.

Individual Language Plans (ILPs)

STRIDE is moving to create an ILP for all ML students. Supports will be identified, especially for students with specific needs and services including LTEL, MEP, RAEL, and dual identified English learners. The ILP will document academic/language achievement/growth, supports, adaptations, and include the multilingual learner portrait.

A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific program model being utilized as well as the student's academic language progress as indicated by observation and samples of student work. This information is shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social workers or psychologists. Students are fully integrated into core curriculum and instruction while receiving ML support. They also have complete access to all programs in the school and work on the same skills as all mainstream students.

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 MLs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and 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; and
4. Determine continuation in or exit from ML program supports.

Transitioning students from one year to the next

The ML teachers will evaluate ACCESS data as it becomes available in the summer to determine each student's EL eligibility for ongoing language instruction.

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for ML services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, the student continues to qualify for ML services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the ML program. However, students may remain in the ML program only if staff can provide evidence that the student needs continued support in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the ML program. The WIDA MODEL is also used as an additional measurement criteria.

Program Evaluation and Adjustment

A committee will be formed and meet annually in the spring to discuss the multilingual education program and current needs of the students, their families and communities. This committee will include a representation of all stakeholders, including students, parents, community members, grade-level/content teachers, administrators, and multilingual learner teachers and support staff. This committee will focus on analyzing the program components, student progress based on various levels of assessments, and collection of parent input.

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

The district meets annually to review 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)

ML Program Exit Procedures

Students will qualify for the ML Program until they meet MDE exit criteria (when MLs reach a level of English proficiency that allows them to fully access the grade level curriculum) on the ACCESS test: If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, they must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services. Upon exit, the ML staff will call or send a notification letter to the family (in a language and format accessible to the family) within 30 calendar days. The letter will explain:

- Which assessment was used
- Description of how scores informed placement
- Where to access written policies and procedures/information

Monitoring Exited Students

Students who are exited from ML 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, ML teacher, the student and student's parents, and administrative representation) that the student should again receive ML services, based on data/evidence of an ML 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 ML services again.

Family and Community Communication Procedures

Our district values transparency with families and the community and accommodates their preferred modes of communication. They are notified via multiple modes to ensure they are aware of their right to request it at any time:

- The plan is available on our district's Multilingual learner program page.
- Enrollment staff hand ML Program brochures to families when a MNLS reports a language other than English.
- Classroom teachers explain and hand the LIEP plan to families at parent/teacher conferences including goal-setting conferences. Interpreters are available.
- We send text messages and Skyward messages to families with a link to the website, which includes resources, contact information and our LIEP plan.
- ML staff do home visits and/or phone calls with interpreters to promote student success, share educational materials, refer families to local resources and provide ML program information.
- During at least one of our Parent Advisory Committee meetings annually, we solicit input on the program, services and updates to the LIEP plan (see **Parent Advisory Committee** section below).

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 that we will best serve their children. When we meaningfully partner with families and communities we can:

- Involve them in their child's education
- Empower them to become active participants in using strategies to assist their children
- Build greater understanding of ML programming and its supports
- Bolster community understanding of the process and involvement in assisting schools to create an ML program that is responsive to the ever-changing academic needs of multilingual children and their families.

To match the increased focus on meaningful family and community engagement called for by ESSA, each school incorporates professional development for staff to promote culturally sophisticated and welcoming environments for families and community partners at sites.

In partnership with the ML Department, educators have opportunities to meaningfully strengthen family and community partnerships and be a welcoming environment for all families.

Parent/teacher conferences: Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences. A bilingual liaison contacts families to arrange for the conference time and day. Schools make every effort to have a quiet location for these conferences to allow for the interpretation to be heard. ML teachers report to parents of multilingual students using report cards, and a conference format is used through each parent-teacher conference.

Beyond parent teacher conferences, staff work with schools to host two-way communication events and activity nights. The follow activities build community and allow us to share information and gain feedback about multilingual programming, assessments, and resources for families:

- Families and staff call upon the school's cultural liaisons to facilitate ongoing communication.
- Annual EL parent meetings are held to welcome families into the building, solicit parent feedback on the program and answer questions.
- EL staff share information about the assessment, classification, placement, program, services, and any changes proposed for their children in the EL program.
- Parents also receive information about their rights.
- Other topics that can be shared with families include: 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.

Liaison and home language outreach for school activities and events: It is a federal requirement to provide families access to information. (See Department of Justice Fact Sheet 2015). Schools should provide interpreters for all school events. Bilingual liaisons, whenever possible, should proactively contact parents to explain upcoming events and encourage participation. When it is determined a family needs interpretation services, liaisons are called in to assist with the registration process. Liaisons are also available for conferences and school events. The language line can be used with families if an interpreter for a particular language is not available. All letters home are translated into the languages necessary for our multilingual students and their families.

Parent surveys will be conducted annually to determine if current modes of communication continue to be the most effective practices for parents.

Registration (8th grade transition to high school): Parents will be contacted in writing and via phone calls to explain when and how students should register for classes for the upcoming year. Interpreters will be available during the registration process. Documents need to be translated and be provided in both English and the family's home language.

Parent Advisory Committee: Our district's Parent Advisory Committee includes parents representing our diverse student population to ensure district-wide decisions are informed by the diversity of our families' voices. Additionally, parents are invited to participate in other district focus groups and committees.

Appendix - Programming for Recently Arrived English Learners (RAEL)/Newcomers

Definition of RAEL (from MDE) and Newcomers

A recently arrived English learner (RAEL) is a K-12 student who has been identified as an English learner in MN and who has been enrolled in a school in one of the 50 states in the U.S. or District of Columbia for less than 12 months. A student can only be identified as RAEL one time. (RAEL identified students are uniquely included in accountability under ESSA. See MDE RAEL definition for specifics. "Newcomer" is more broadly defined as students who are new-to-district and new-to-country.

Identification of math and literacy skills in home language and/or English

All newcomer students may be assessed in their home language for reading proficiency and math, as determined by the EL teacher.

Orientation for New Multilingual Students and Families

Initial enrollment: All families who are new to the district should go to Central Enrollment to register for school. Central enrollment will have a list of interpreters to call when needed. Families will complete paperwork and students will be placed in a school and given a start date within three days of enrollment with or without transcripts.

Home visit option: ML teachers may offer to do a home visit for newcomer families. The family will be asked beforehand if they are interested in receiving a home visit from the ML teacher. If they agree, the ML teacher will arrange a time to visit and may bring staff including: bilingual liaison, school social worker, ML coordinator, outreach liaison.

Supporting Initial Acclimation to School: ML teachers and bilingual liaisons will meet newcomer students on the first day of attendance. Students will receive a building tour. They will be introduced to a same language "buddy" who will have the same lunch period as the student. Students will receive help at the end of the day on getting home (catching the bus, meeting parents/guardians, walking, etc.) for the first week of school from the main office. The ML teacher will make sure that the student has met the social worker/counselor and received school supplies as needed. The ML teacher will advocate for the student if they need anything additional to participate in school activities (PE uniforms, tennis shoes, boots, winter gear, etc.) The district will make every effort to provide curriculum materials in the students' home language if available (Everyday Math, anchor texts, independent reading texts).

Arrival Materials: All elementary newcomers will receive a picture chart that identifies their teachers/administration and provides important data about the school (bilingual liaisons' phone number, map, school address, attendance policy). Secondary newcomers will receive the school planner/handbook and a copy of their schedules. All newcomers will receive a supply list translated into the family's home language, information on free and reduced priced lunch application (FRPL), busing information, health immunizations and

free clinics, parent portal (computer and app). Parents will receive help during formal intake meetings (secondary) or with the bilingual liaisons (elementary) as needed.

Academic program

Elementary ML-specific Progress Report: Newcomers in elementary will receive an ML-specific progress report each trimester. This progress report is created for parents and students in their primary language(s).

Newcomer Plan: Newcomers will receive a "Newcomer Plan" that includes their schedule and identified language supports throughout the day. The Newcomer Plan is developed by the ML teacher in collaboration with the classroom teacher. The Newcomer Plan is shared with all the students' teachers, support staff including bilingual EA's and liaisons, and the principal.

Placement and Scheduling: Schools will include ML teacher input for student placement. The ML teacher will work with the principal's secretary to create the student's schedule. Ideally the student will be placed in a classroom with a student from the same language background or with another student receiving ML instruction. It is recommended that schools cluster students receiving ML instruction; therefore, the newcomer student can join a clustered classroom.

Counseling/social work support: After the ML teacher introduces the newcomer student to the school social worker/counselor, the social worker/counselor will follow up with the student and/or family in order to determine additional needs (e.g.: trauma support, basic necessities, community orientation, etc.).

Additional academic services (Special Education, Tier 2/3 support, Speech, etc.): Newcomer students who have been identified for additional services need to receive those services. SpEd/Speech: EL-identified students need to also receive Special Education/Speech services in accordance with their IEPs. IEP documents that need to be translated should be a top priority when a student arrives so that services can be provided. (Short documents can be translated in house; however, longer IEP documents should be translated outside of school hours and paid for from district funds that may be reimbursed by the state. The ML coordinator can help with this process.)

Multi-Tiered System of Support

Tier 2 Support: Newcomer students should receive tier 2 services if a literacy/numeracy need is identified.

Tier 3 Support: Newcomer students should receive tier 3 services if a literacy/numeracy need is identified and the ML teacher recommends appropriate supports for language.

Additional Instructional Supports: Targeted Services (After School and Summer programming): As other multilingual learners, newcomers may be referred to targeted services after school program options. (Receiving ML services is an automatic qualifier for targeted services.) ML teacher input should be included in the decision making process.

School-based support services: Schools will develop their own school-based services to assist newcomer students in integrating into mainstream culture and for maintaining their home culture. Some examples of

programming could include the following: HAPP (Faribault), TORCH (Northfield), after school bilingual support/tutoring (Roseville), etc.

Physical area in the school for working with peers: Schools should try to identify a "safe space" where new multilingual learners can go when they need to take a break or feel like there is a "home" for them within the school. Language fatigue and culture shock will tire students. (Students may also go through a "silent period" for a number of months when they do not produce oral and/or written language.)

Teachers should also be aware that after the "honeymoon" period (in which students are excited about their new home and school) is over, students will often need even more understanding. Even though the Newcomer student has been in school for a number of months, they will still need emotional and academic support.

Home language support: Whenever possible, and when the ML teacher determines there is a need, bilingual liaisons/EAs will work with students to provide home language supports for Newcomer students in classrooms. They can pre-teach, provide bridging charts, translate materials, provide support in home language, and/or interpret during lessons.

Before scheduling bilingual liaison/EA support in the classroom, the ML teacher, classroom/content area teacher, and the bilingual liaison/EA will meet to determine roles and responsibilities.

Visual support in schools: When possible, schools should have translated signs around the building that provide a welcoming environment for all students and families, including especially new multilingual learners. Classroom teachers should make every effort to have bilingual labels posted in the classrooms and have pictures/books that represent children and families from that students' home cultures.

Additional Resources

- Center for Applied Linguistics
- [Secondary Newcomer Programs in the U.S](#) (Database)
- Short & Boyson, B. A. (2010). [Helping Newcomer Students Succeed in Secondary Schools and Beyond](#).
- [MDE RAEL Document](#)

Example Newcomer Support Plan

Student Name:	Class/Subject	Modifications	Support Staff or Student
8:00-9:00			
9:00-10:00			
10:00-11:00			
11:00-12:00			
Lunch			
Recess			
1:00-2:00			
2:00-3:00			
Dismissal			