

**Amended for ISD #84, Sleepy Eye Public Schools**

*ELL Education Program Guidelines*

**Identification and  
Program Basics**

**Language Instruction Educational  
Program**

Updated May, 2018

## Overview of Manual

**This MDE (Minnesota Department of Education) ELL Education Program Guidelines: Identification and Program Basics manual, has been amended to the Sleepy Eye Public Schools ELL Language Instruction Educational Program Plan (LIEP). Please see the boxes for information specific for Sleepy Eye Public School.**

The following chapter outlines the steps that districts should follow to identify, place, and serve English language learners (ELLs) effectively. The identification of ELLs in a school district is an important part of meeting their needs. Districts must have consistent procedures in place to ensure that all non-native speakers of English are correctly screened for their potential status as English language learners.

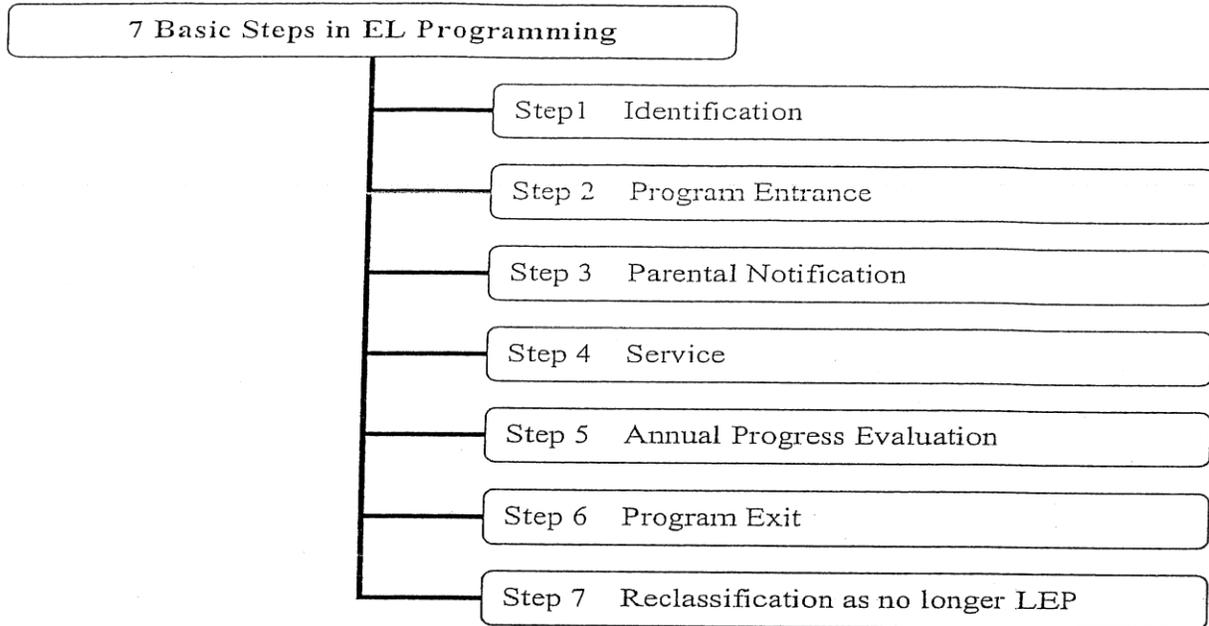
The identification process includes the use of a form to document that the native language of the student is not English (*Minnesota Language Survey - MNLS*) and the use of multiple measures to determine whether lack of English language proficiency prevents the student from accessing the curriculum of the school fully.

Once an ELL is identified and placed in an ESL or bilingual program, state law requires that parents be notified of the student's entry into the program. Parents have the right to refuse ESL or bilingual service for the student. If the service is refused – and any misunderstanding regarding what the service might entail is resolved – a district must remove the ELL from ESL or bilingual service.

All students identified as ELLs must be recorded as such in the Minnesota Automated Reporting Student System (MARSS). In addition to a student's status as an ELL, data regarding the start date of ESL or bilingual services and the student's native language are required.

ELLs who attain a level of English proficiency that no longer prevents them from fully accessing the curriculum of the school may be exited from the ESL or bilingual program. The decision to exit a student is based only on reaching a proficient score on the ACCESS.

## Seven Basic Steps



## Seven Basic Steps

### Step 1: Identification

Identify students as “LEP” using district-established criteria based on developmentally appropriate measures.

### Step 2: Program Entrance

Determine the English language proficiency level of the student and place student in district instructional program designed to meet the needs of ELL at all proficiency levels.

### Step 3: Parental Notification

Notify parents within 10 days of enrolling a student in an ESL instructional program. Title III of ESSA requires informing parents about the reasons for identification, the level of English proficiency, how the program will help their child learn English. It must also include the exit criteria.

### Step 4: Service

Students are served in an instructional program for ELLs. School districts have discretion in selecting appropriate language programs, but the program chosen should be considered sound by experts in the field.

### Step 5: Annual Progress Evaluations

ELLs participate in a statewide English language proficiency assessment annually.

### Step 6: Program Exit

Students exited from the direct service language instruction program should be able to participate in the general education program without significant barriers primarily caused by limited English proficiency.

### Step 7: Reclassification

A student is reclassified as no longer “LEP” by using district-established criteria based on developmentally appropriate measures.

## Step 1: Identification

Districts must establish identification criteria and procedures as the first step in serving ELLs. Identification consists of two parts. The first part is determining the home language of the student. The second part is determining the student's proficiency in English, based on developmentally appropriate measures.

Keep in mind that identification procedures developed by the district must include students who are new to the system as well as on-going identification of students who continue in the school system from year-to-year. Procedures and criteria developed by the district for identification of ELLs may be different at the various grade levels or ages of students. For example, identification criteria for ELLs in kindergarten may look very different than identification criteria for ELLs in 12<sup>th</sup> grade.

### Part 1: Minnesota Language Survey

When a student enrolls in the school district, the district must identify the primary language of the family and the student. It goes without saying that the appearance of the student should not determine whether he or she is screened for primary language. Likewise, how the student sounds in English should not determine whether he or she is screened for primary language. In order to ensure that each and non-native speaker of English is correctly identified, the district must ascertain the primary language of every student.

The primary language of a student is routinely documented by districts through the use of a Minnesota Language Survey. (TransACT.com) Information from the survey determines if a student:

- (1) first learned a language other than English;
- (2) usually speaks a language other than English.
- (3) what languages the student understands.
- (4) which language the student has consistent interaction in.

When the answer to one or more of the questions is other than English, the student is considered to have a primary language other than English. The Minnesota Language Survey is placed in the cumulative folder of each student. In general, the home language does not change. However, if an error occurred upon initial enrollment, every effort should be made to ascertain the correct home language of the student.

### ***District #84 Procedures***

- **The elementary and secondary school secretaries collect the “Minnesota Language Survey (MNLS)” from all families at the time of enrollment. An interpreter will be called to assist in explaining the forms as needed. If the family indicates on the MNLS that the predominant language of the home and/or the child is/was a language other than English and the child was not enrolled during the previous spring’s ACCESS, the school secretary or Liaison explains to the family that the student will be tested to determine language needs.**
- **The secretary places a completed copy of the Minnesota Language Survey in the ELL teacher’s school mailbox. The ELL teacher will assess the new student with the WIDA Screener on the first school day or as soon as possible.**

Part 2: Developmentally Appropriate Measures

Students who are determined to have a primary language other than English are not automatically considered ELLs. They are, however, the group of students who need to be screened to determine which are ELLs and which are not.

To properly screen students with a primary language other than English in order to determine whether they are ELLs, a district should use multiple, developmentally appropriate methods. These methods may differ according to the age and grade of the student. For example, the criteria to identify ELLs in kindergarten may differ from those used to identify ELLs in high school, since the expectations of English proficiency and the demand of the school curriculum vary tremendously between kindergarten and high school.

In terms of best practice, it is advisable to include results of English language proficiency assessments in reading, writing, listening and speaking when constructing the district's ELL identification criteria. Some academic achievement tests may not be considered as developmentally appropriate for ELLs at the lower ends of English proficiency. Possible appropriate developmental measures are described in Table 1. This list is not exhaustive but should provide plenty of resources to get started. The academic achievement tests and classroom based/informal assessments are used for showing growth and may be used for the two year monitoring period after being exited.

**Table 1 Developmentally Appropriate Measures**

<b>Measure</b>	<b>Examples</b>
English Proficiency Tests	Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) grades K-12  WIDA-ACCESS Placement Test (W-APT) grades K-12  WIDA Measure of Developing English Language (MODEL)  WIDA Screener  Pre-LAS (preschool)
Academic Achievement Tests	Minnesota Comprehensive Assessments (MCAs) Standardized Testing and Reporting (STAR) Formative Assessment System for Teachers (FAST) Fountas and Pinnell
Classroom Based/Informal Assessment	Work Sampling Homework Interviews  Teacher Judgment Grades Parent Judgment

**District #84 Procedures**

- All newly entering students whose primary language is not English will be tested by the ELL teachers.
- The WIDA Screener and WIDA MODEL (Measure of Developing English Language) are the tests used by the district to identify ELL students. The Pre-Las may be used for screening pre-school age students.
- We can use ACCESS or W-APT or WIDA MODEL or WIDA Screener scores for students from other schools.
- The following is the testing protocol for pre-school age students.
  - Pre-LAS (during 1<sup>st</sup> semester)
  - Kindergarten W-APT (Listening and Speaking)
  - Model (during 2<sup>nd</sup> semester)
- The following is the testing protocol for students in Kindergarten
  - Kindergarten W-APT or WIDA MODEL
  - Teacher recommendation due to language specific concerns.
- The following is the testing protocol for students in grades 1-12.
  - Speaking and Listening Proficiency (English)
  - Reading and Writing Proficiency (English)
  - Oral Proficiency (Spanish) for initial assessment, as needed

**Step 2: Program Entrance**

Data collected in Step 1 will determine whether a student will enter an ESL or bilingual education program. Well-constructed identification criteria will provide information about placement in the program as well.

Students identified as English language learners are eligible for service. Sometimes, however, not all ELLs in a district receive service. This is because parents have the right to refuse ESL service even if their child has been identified as an ELL. A parent's decision to refuse ESL or bilingual education service does not change the status of the student.

When a student begins service, a start date for ESL and/or bilingual service must be entered in the student's individual MARSS record. If the student begins to receive service, but after parent notification (see below) is withdrawn from services, the start date in MARSS must be removed. A start date for ELLs receiving ESL and/or bilingual services must be entered in MARSS annually.

### **District #84 Procedures**

- **Criteria for entrance into the ELL program for grades 1-12 are as follows with a WIDA Screener overall composite score under level 4.5 or at least one domain score lower than 4 in any one of the following domains:**
  - **Speaking**
  - **Listening**
  - **Reading**
  - **Writing****OR**  
**W-APT Composite score below 5.5**  
**OR**  
**ACCESS 2.0 (from 2016 or later) Composite score below 4.5 or at least two domain scores below 3.5**
- **Kindergarten entrance is determined by:**  
**Semester 1 or PreK: K-WAPT Oral (Listening and Speaking) score below 28.**  
**Semester 2: K-WAPT Oral (Listening and Speaking) score below 28 or Reading score below 11 or writing score below 12**
- **Preschool entrance is determined by:**  
**PreLAS (during first semester) with Oral score below 4 and/or Pre-literacy score below 3**  
**And/Or**  
**Kindergarten WIDA MODEL (during second semester)**  
**Or**  
**Kindergarten W-APT (Listening and Speaking)**
  
- **After the ESL teacher assesses the newly enrolled student, a copy of the results is given to the student's teacher. The ESL teacher completes the "English Language Learner Student Form" that contains basic English proficiency information and places it in the student's ELL file. (See Appendix A)**

### **Step 3: Parental Notification**

Once students with a primary language other than English are identified as ELLs (and are placed in an ESL or bilingual program) state law requires that parents be notified of the student's entry into the program. (TransACT.com)

Parents have the right to refuse ESL or bilingual service for their student. If the service is refused, it is advisable that a of the district to speak directly with parents to ensure that they understand the purpose of service and the risk to the student when services are not provided. If the parent understands the service and still chooses to refuse the service, a district must discontinue the ESL or bilingual service.

Districts must notify parents within 10 days of a student's placement in an ESL or bilingual education program.

Additionally, if a district receives Title III dollars, the federal program requires that parents be notified of the child's participation in Title III programming within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the course of the year. Information required with this notification includes the most recent available assessments of the

child's English language proficiency. See the MDE website for more information about Title III parent notification.

#### ***District #84 Procedures***

- **The state program requires that parents receive notification of a student's entry into an ELL program. The federal program requires that parents be notified of the child's participation in Title III programming.**
- **State and federal notification forms will be combined in the format of the "Title III Parent Notification Letter" and sent home within ten days of the beginning of the school year and will include the most recent available language proficiency assessment. The "ESSA Fact Sheet" are available for viewing. (TransACT.com)**
- **Parents will be notified when the school district does not make AMAO.**
- **All parents have the option of declining entry into the ELL program. (optional—a follow-up letter to the parent confirms declining and offers an option to return to ELL services if they wish.) (Appendix B )**

#### **Minnesota Automated Reporting Student System (MARSS) Data Entry**

There are three fields in MARSS specifically pertaining to "LEP" status: Home Language, LEP Identified, and LEP Start Date.

First, primary home language data for all students is required. No student with a primary language of English (MARSS language code 11) or American Sign Language (MARSS language code 42) will be considered an English language learner.

Parents who report their children's primary language as English but who may actually be referring to a variety of English that is significantly different from American English, should be encouraged to specify the type of English. For example, Liberian English or Nigerian English may well be different enough from Midwestern US English to warrant ESL services. These languages may be coded as English Creolized (MARSS language code 57).

Second, districts must indicate with a YES or NO if a student is "LEP" identified. All students identified, as English language learners must be recorded as "LEP" in MARSS. Once a student is identified, the individual MARSS record for that student must be updated to reflect the student's "LEP" status. The MARSS record for each student asks whether the student is "LEP" (limited English proficient). All ELLs are considered "LEP" for MARSS, and the MARSS record must reflect the student's status with a "Y" for Yes.

Please note that for reporting of LEP identification in MARSS, it does not matter if the student is receiving ESL services. It does not matter if the parents of an ELL refused services. It does not matter if the student has or has not taken any particular state test. If a student has been determined by the district to be ELL the student is just that – ELL. The student's MARSS record must show that status.

Third, a start date is entered indicating when the student began to receive ESL or bilingual services. The start date is the first day on which the student receives direct instruction in an ESL or bilingual program. It is not permissible to simply enter the first day of school if the student did not receive ESL or bilingual services the first day of school.

**Table 2: MARSS Data Elements**

<b>Data Element</b>	<b>Input Type</b>
Home Language Code	Enter a numerical code indicating <i>Primary Home Language</i>
LEP Identified	Enter a Y for Yes or an N for No indicating identification based on developmentally appropriate measures
LEP Start Date	Enter the start date that the student begins ESL services each school year. If the parent refuses service, do not enter a start date.

**District #84 Procedures**

- The ELL teacher records student information on a **“MARSS LEP Report”** and gives a copy of this student list to the elementary or secondary secretary for purposes of entering data to MARSS.
- The secretary places a sticker on the student’s cum file to indicate there is an ELL file located in the ELL teacher’s classroom.

The ELL Program file contains the following information:

- ◆ Copy of Minnesota Language Survey
- ◆ Parent notification form & Title III Program Notification
- ◆ English Language Learner Student Form
- ◆ Test results, test protocols, test response sheets, computer scoring sheets
- ◆ Exit Summary scores and Exit from ELL Services letter

**Step 4: Service**

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

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

There are many program models from which to choose when designing appropriate service for ELLs. The model implemented by the district should be clearly articulated and available to parents, staff and students.

#### Monitoring

Many districts use the term “monitoring” or “monitored student.” Each district must determine whether monitoring consists of direct service in the context of the district’s program. Please note in Federal statute the term “monitoring” currently refers to the two-year period after the student has been reclassified as non-LEP. This is tracked through the MDE Accountability Gateway as LEP+2. For AYP accountability purposes this group of students is included in the LEP subgroup. The LEP+2 students are not currently LEP identified in MARSS and are not served in an ESL program.

#### ***District #84 Procedures***

- **When a student transitions to the high school, the elementary ELL teacher will inform the high school ELL teacher of their English proficiency status and give their ELL cum folder to him/her.**
- **ELL teachers will receive written notification by their building secretary if students leave the district.**

#### Direct Service

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

#### Indirect Service

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

### ***District #84 Procedures***

- **The type of instruction provided is ESL/English only. The predominant manner in which the service is provided is through small group instruction outside of the general education classroom, along with some push-in. The pull-out version is sometimes during “Intervention” time, this means that the students do not miss out on regular class time. Some pull-out is worked out with the teacher and EL teacher. Push-in and pull-out addresses WIDA-ELD standards and MN state standards.**
- **In the elementary the push-in model is used with students receiving an overall composite score of level 4 or lower during group collaboration in the classroom. The pull-out model is used with students receiving an overall composite score of level 3 or lower. Some higher levels may also be pulled out depending on a student’s schedule. Specific WIDA-ELD and MN state standards are addressed according to instructional needs.**
- **In the high school overall composite levels 3, 4, and 5 students will be serviced for a minimum of 30 to 45 minutes 2 – 5 days in a pull-out model of instruction from an EL instructor, during Advisory, ICU (Intensive Care Unit), or elective periods, to support continued growth. Overall composite levels 1 and 2 students are supported by an EL teacher in a minimum of 45-90 minute pull-out instruction time. Forty-five minutes is during ICU (Intensive Care Unit) periods, meeting students’ individual needs at their developmental levels. If a student is at a proficient level of 1 or 2 then additional English learning support will be provided by an EL teacher, implementing WIDA-ELD standards, MN state standards, and some common core content in a pull-out model. The time period for this additional support would include at least one more period of 30 - 45 minutes.**
- **Bilingual staff may provide in-classroom support and instructional assistance for the ELLs.**
- **Every attempt will be made to provide services as follows:**
  - ◆ **Elementary levels 1 and 2: 50 minutes or more per day in groups of 5 or less**
  - ◆ **Elementary levels 3 and 4: 30 minutes or more, 2-5 days in groups of 5 or less**
  - ◆ **High School levels 1 and 2: 45-90 minutes or more per day in groups of 5 or less**
  - ◆ **High School levels 3, 4, and 5: 30 minutes or more 2-5 days in groups of 6 or less**

### ***General Requirements for Programs***

The 2006 Minnesota Legislature approved a new statute (MS 124D.61) that sets forth minimum program requirements for a district that enrolls one or more children of limited English proficiency. Following is an outline of these requirements:

- ◆ Identification, reclassification, and exit criteria must be documented, applied uniformly, and made available to parents and other stakeholders upon request.
- ◆ A written Language Instruction Educational Program (LIEP) that describes programming by English proficiency level made available to parents upon request (components of the plan are specified); and
- ◆ Professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency.

## **Step 5: Annual Progress Evaluation**

ELLs participate in statewide English language proficiency assessment annually,

### ***District #84 Procedures***

- **Students who are LEP-Yes on MARSS are required to take the ACCESS whether they have a start date or not.**
- **AMAO data will be reviewed each year to ensure program goals are consistent with student needs.**
- **All ELL teachers will participate in progress monitoring by reviewing state and local assessments and regular data gathered on specific student goals. They will fill out the “*Annual Review for ELL Services,*” when necessary for specific situations.**
- **Progress will be shared with parents in collaboration with classroom teachers at parent/teacher conferences and through individual ELL program meetings as requested by families.**
- **When a student transitions to the high school, the elementary ELL teacher will inform the high school ELL teacher of their English proficiency status and give their ELL cum folder to him/her.**
- **ELL teachers will receive written notification by their building secretary if students leave the district.**

## **Step 6: Exiting Students from ESL or Bilingual Service**

ELLs who reach a level of English proficiency that no longer prevents them from fully accessing the curriculum of the school may be exited from the ESL and/or bilingual program. The decision to exit a student from ESL and/or bilingual service is based on the annual statewide English language proficiency assessment, ACCESS. Students in grades K-12 will be exited with a composite score of 4.5 or greater and three or more ACCESS domains greater than or equal to 3.5 and state approved additional criteria are applied if lowest ACCESS domain is below 3.5.

Students exited from ESL and/or bilingual programs at the end of a school year will not be assigned a start date for services in MARSS at the beginning of the following year.

**District #84 Procedures**

- A student may be exited from the ELL program using the following proficiency scores as indicators:
  - ACCESS Overall Composite score of Level 4.5 or higher with no domains (reading, writing, listening, speaking) less than a score of 3.5.
  - And state approved additional criteria are applied if lowest ACCESS domain is below 3.5
- Parents will receive written notification that their son/daughter qualifies for exit. The exit notice along with a summary of the information used to make the decision to exit will be placed in the student's ELL file.

**Step 7: Reclassification**

A student is reclassified in MARSS using the ACCESS scores.

**District #84 Procedures**

- Upon exit from the ELL program, a student will be reclassified in MARSS.
- The LEP identifier in MARSS remains Y for Yes during the school year in which the student is reclassified.
- The following fall, ELL teachers will indicate on the MARSS LEP Report to the elementary or secondary secretary that a student is to be reclassified. The reclassified student is entered LEP-No in MARSS.

**Table 3 Summary**

<b>Identifying English Language Learners (ELLs)</b>		
<b>Who?</b>	<b>Identified by . . . .</b>	<b>In order to . . .</b>
Language Minority Students	Minnesota Language Survey (MNLS)	. . .determine which students have a primary language other than English  A determination of primary language should be done for all students entering the district and kept in the student's cumulative file.
ELLs	District documentation of developmentally appropriate assessments	. . . determine proficiency level in English.  Students with a primary language other than English, who cannot fully access the district's curriculum due to their levels of English language proficiency, are identified as ELLs.

ELL Served	Parent notification of ESL and/or bilingual education services	<p>... determine if parents wish to have their child, who has been identified as an ELL, in ESL and/or bilingual education programming.</p> <p>A district can only service those ELLs whose parents do not object to ESL and/or bilingual education services.</p>
ELL Not Served	District documentation of developmentally appropriate assessments	<p>... determine proficiency level in English.</p> <p>Students with a primary language other than English who are <b>identified as ELLs</b> but are not served in the ESL and/or bilingual education program due to parent refusal.</p>
No Longer ELL Identified	District Criteria	<p>... determine if an ELL is reclassified as "no longer ELL."</p> <p>District reclassifies student based on the ACCESS scores.</p>

**Table 4 Summary**

<b>7 Basic Steps in ELL Identification and Placement &amp; MARSS</b>		
<b>STEP</b>	<b>PROCESS</b>	<b>MARSS DATA ENTRY</b>
1. Identification	Identify student as LEP using the Minnesota Language Assessment and a screener for measuring developing English language.	<p><b>Home Language Code</b> Enter a numerical code indicating Home Primary Language. This code does not change even when the student is no longer LEP identified.</p> <p><b>LEP Identified</b> Enter a Y for YES indicating identification based on developmentally appropriate measures.</p>
2. Program Entrance	Determine the English language proficiency level of the student and place student in district instructional program designed to meet the needs of ELLs at all proficiency levels.	<p><b>LEP Start Date</b> Enter the date that the student begins ESL service each school year.</p> <p>If the parent refuses service or if the student is not served in an ESL program, do not enter a start date.</p>
3. Parent Notification	<p>Notify parents within 10 days of enrolling a student in an ESL instructional program.</p> <p>Title III of Every Student Succeeds Act (ESSA) requires that parents be informed about the reasons for identification, the level of English proficiency, how the program will help the child learn in English, and exit requirements.</p>	
4. Service	Students are served in an instructional program for ELLs. School districts have discretion in	<p><b>LEP Start Date</b> Enter the date that the student begins ESL service each school year.</p>

	selecting appropriate language programs, but the program chosen should be considered sound by experts in the field.	
5. Annual Progress Evaluations	The annual ELLs statewide English language proficiency assessment, ACCESS, will determine continued LEP identification and movement from level to level within the ESL program.	

### 7 Basic Steps in ELL Identification and Placement & MARSS

STEP	PROCESS	MARSS DATA ENTRY
6. Program Exit	Students exited from the direct service language instruction program should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency.	<b>LEP Start Date</b> The LEP Start Date remains in place during the school year in which the student exited the ESL program. However, do not enter an LEP Start Date for a student for the following school year when the student is no longer served in an ESL program.
7. Reclassification	A student is reclassified as no longer LEP using district-established criteria based on developmentally appropriate measures.	<b>LEP Identified</b> The LEP Identifier remains Y for YES during the school year in which the student is reclassified. However, enter an N for NO indicating reclassification based on developmentally appropriate measures for the student for the following school year when the student is no longer classified as LEP.

Questions should be directed to:

MARSS Reporting	MARSS Reporting	<a href="mailto:MARSS@state.mn.us">MARSS@state.mn.us</a>
Michael Bowlus	English Learner Specialist	651-582-8254 <a href="mailto:michael.bowlus@state.mn.us">michael.bowlus@state.mn.us</a>
Leigh Schleicher	English Learner Education Supervisor and Title III Director	651-582-8326 <a href="mailto:leigh.schleicher@state.mn.us">leigh.schleicher@state.mn.us</a>

## **ESL Programming Related State Law**

### **1. Who is an English Language Learner?**

#### **MS 124D.59 DEFINITIONS.**

Subd. 2. “Pupil of limited English proficiency” means a pupil in kindergarten through grade 12 who meets the following requirements:

- (1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and
- (2) the pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English

### **2. What does the home language questionnaire identify?**

#### **MS 124D.59 DEFINITIONS.**

Subd. 6. Primary language. “Primary language” means a language other than English which is the language normally used by the child or the language which is spoken in the child’s home environment.

### **3. What is an ESL or bilingual education program?**

#### **MS 124D.59 DEFINITIONS**

Subd. 4. English as a second language program. “English as a second language program” means a program for the instruction of pupils of limited English proficiency in the following English language skills: reading, writing, listening and speaking.

Subd. 5. Bilingual education program. “Bilingual education program” means an educational program in which instruction is given in both English and the primary language of the pupil of limited English proficiency to the extent necessary to allow the pupil to progress effectively through the educational system and to attain the basic skills of reading, writing, listening, and speaking in the English language so that the pupil will be able to perform ordinary classwork successfully in English.

Subd. 8. Educational program for pupils of limited English proficiency. “Educational program for pupils of limited English proficiency” means an English as a second language program, bilingual education program, or both an English as a second language and a bilingual education program.

#### **4. What are the general requirements for ESL or bilingual education programs?**

##### **MS 124D.61 GENERAL REQUIREMENTS FOR PROGRAMS.**

A district that enrolls one or more children of limited English proficiency must implement an educational program that includes at a minimum the following requirements:

- (1) identification and reclassification criteria for children of limited English proficiency and program entrance and exit criteria for children with limited English proficiency must be documented by the district, applied uniformly to children of limited English proficiency, and made available to parents and other stakeholders upon request;
- (2) 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 children of limited English proficiency through an educational program for children of limited English proficiency;
- (3) professional development opportunities for ESL, bilingual education, mainstream, and all staff working with children of limited English proficiency which are: (i) coordinated with the district's professional development activities; (ii) related to the needs of children of limited English proficiency; and (iii) ongoing;
- (4) to the extent possible, avoid isolating children of limited English proficiency for a substantial part of the school day; and
- (5) in predominantly non-verbal subjects, such as art, music, and physical education, permit pupils of limited English proficiency to participate fully and on an equal basis with their contemporaries in public school classes provided for these subjects. To the extent possible, the district must assure to pupils enrolled in a program for limited English proficient students an equal and meaningful opportunity to participate fully with other pupils in all extracurricular activities.

#### **5. Improper classification of pupils**

##### **MS 123B.30 IMPROPER CLASSIFICATION OF PUPILS.**

No district shall classify its pupils with reference to race, color, social position, or nationality, nor separate its pupils into different schools or departments upon any of such grounds. Any district so classifying or separating any of its pupils, or denying school privileges to any of its pupils upon any such ground shall forfeit its share in all apportioned school funds for any apportionment period in which such classification, separation, or exclusion shall occur or continue. The state commissioner upon notice to the offending district and upon proof of the violation of the provisions of this section, shall withhold in the semiannual apportionment the share of such district and the county auditor shall thereupon exclude such district from the apportionment for such period.

## English Language Learner Student Form / Program Information

Today's Date \_\_\_\_\_

Student Name \_\_\_\_\_

School \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

Enrollment Date \_\_\_\_\_

Testing Date \_\_\_\_\_ Time \_\_\_\_\_

MNLS Qualifies for Assessment Yes / No

Student's First Language \_\_\_\_\_

Results of the WIDA Screener/Kg W-APT/Kg MODEL for this student are as follows:

Subtests Administered	Score	Level
English Listening Proficiency		
English Speaking Proficiency		
English Reading Proficiency		
English Writing Proficiency		
English Overall Proficiency		
English Kindergarten Oral (Listening/Speaking) Proficiency		

1. The student **is not eligible** for ELL services.
2. The student is **eligible** for ELL services.
- a. Projected ELL Start Date \_\_\_\_\_.
- b. The student will be seen \_\_\_\_\_ times/week for \_\_\_\_\_ minutes/day.
- c. The time for services is \_\_\_\_\_.

Information about the student's proficiency in oral Spanish may be available. There may also be information about the student's skills in reading and/or writing in Spanish. If you would like to know more about this or if you have other questions or concerns, please let me know.

\_\_\_\_\_  
ELL Teacher

OFFICE USE ONLY

ELL Exit Date \_\_\_\_\_

**MN Department of Education  
ESL Program Procedures**

### KEY to PROFICIENCY LEVELS

**1 Entering:** Virtually no English at the conversational or informal levels. They derive some meaning from non-verbal cues. They have no English, reading or writing skills.

**2 Emerging:** Minimal understanding or use of English. Oral comprehension limited to simple language w/high frequency vocabulary and simple grammatical patterns. These learners derive some meaning from context and non-verbal cues that accompany English input, and benefit from repetition, rephrasing and a slower rate of speech. They can express basic personal needs, communicate about familiar topics based on personal experience, and make frequent and expected errors.

**3 Developing:** Can comprehend short conversations and simple written narratives in familiar contexts. Limited vocabulary range necessitates frequent repetition and rephrasing. They frequently use contextual and visual cues to derive meaning and rely on guessing. Their oral production is characterized by simple vocabulary and grammatical structures. Many errors occur, some of which interfere with meaning.

**4 Expanding:** Understands much of the speech delivered in authentic settings w/some repetition or rephrasing. Understanding grammatically complex structures is a problem but w/support, these learners can master some grade-level academic content. Productive vocabulary is adequate for many tasks. They can produce many of basic and frequently used grammatical structures, but errors are more frequent w/less familiar topics and as they take risks with complex language structures.

**5 Bridging:** Benefit from some support, but they understand most standard speech and writing in a variety of settings. They are approaching fluency in speaking, reading, and writing in the content areas. They demonstrate an increasing ability to use language to convey their intended message. They do not produce error-free language, but errors generally do not interfere with meaning.

## Sleepy Eye Public Schools

**Independent School District #84**  
400 4th Avenue SW  
(507) 794-7903 Fax (507) 794-5404  
Sleepy Eye, MN 56085

**John Cselovszki, Superintendent**  
**Shane Laffen, High School Principal**  
**John Cselovszki, Elementary Principal**  
**Amanda Boomgarden, Finance Director**  
**Sara Dummer, Counselor**

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**INDEPENDENT SCHOOL DISTRICT 84 MISSION STATEMENT:** “We are committed to academic excellence, a positive school climate, and quality facilities. This will be accomplished through the cooperation of creative students, supportive parents, an active community and staff leadership.”

Dear Parent or Guardian,

Per your request your child is no longer receiving EL, English Learner, services at this time.

While we respect this decision and are honoring your request, we also want to inform you that based on our assessment data your child does qualify to receive EL support and would benefit from EL services. Should you choose to have your child begin receiving EL services again you will need to contact the school counselor or the EL Instructor at the above listed address or telephone number.

If you have any questions regarding this matter, please feel free to let me know.

Sincerely,

Tammy Poncin  
(EL Instructor)



