
SLEEPY EYE PUBLIC SCHOOL

LANGUAGE INSTRUCTION EDUCATIONAL PLAN



400 4th Ave SW | Sleepy Eye MN | 56085

2026-2027

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Mission Statement

The mission of the Sleepy Eye Public Schools is to provide engaging and individualized educational opportunities to diverse learners for their growth and success.

English Language Department

In addition to the mission of Sleepy Eye Public School District, the Multilingual Department at Sleepy Eye Public school district is designed to be a research-based language program that provides students with both social and academic language instruction in reading, writing, speaking, and listening. The purpose is to provide language support to English Language Learners that will allow them to participate fully in academic classes taught in English.

Objectives & Goals

- English proficiency for all English Learners
- EL students will meet the same challenging academic standards and content as their English -speaking peers

ELD Program Acronyms & Terms

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

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

MLL: Multi-Lingual 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.

Newcomers: Recently-Arrived English Learner

SLIFE: Student(s) with limited or interrupted formal education

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards and assessments

EL Identification Procedures

To be eligible for EL services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

1. **All** families complete the Minnesota Language Survey (MNLS) prior to starting school during registration. 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
 - d. The language(s) the student has consistent interactions in a language other than English

NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative (CUM) folder. Interpreters are available upon request. The MNLS can be completed by a staff person based on conversations with the family (a bilingual PARA for example).

2. If a language other than English is indicated for any of the questions, the student will be referred to EL staff to be screened for English Language Proficiency to determine whether or not the student is eligible for English Language Development instruction
3. On the MNLS if any of the questions are answered with a language other than English
 - a. WIDA screener for Kindergarten
 - i. Prior to January 1st assess only Listening and Speaking
 1. Qualify for EL program services
 - a. If Oral Language score is 4.4 or below
 - ii. After January 1st assess all 4- domains
 1. Qualify for EL program services
 - a. If overall score is 4.4 or below
 - i. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services.
 - iii. Use for first semester 1st grade only
 1. Qualify for EL program services
 - a. If overall score is 4.4 or below
 - i. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services.
 - b. WIDA 1-12 Screener to determine their entrance level of English into the EL Program
 - i. must have an overall score between 1.0 and 4.4 to qualify
 1. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services.
 - c. **The results of the screener will be placed in the student's cumulative folder**
4. New to District Students- When available by file or in MARSS, the EL staff reviews information provided from the previous school/district about EL status or English language proficiency (ELP) assessment. EL students are assigned/grouped correctly according to the score and corresponding minutes required.
 - a. If an ACCESS test score is included from the previous academic year a screener assessment does not need to be completed (use the score from the previous

school)

Link to [MDE ELL Identification Resources](#)

Potential Preschool English Learners

As a result of State Funded Preschool Programming Legislation (Statute 124D.59 (2023)) the district will now be serving English Learners in the following programs.

Multilingual learners generate EL state aid at .6 rate in state funded ...

1. Voluntary Pre-Kindergarten (VPK)
2. School Readiness Plus (SRP) programs (not School Readiness programs)
3. Early Childhood Special Education (ECSE), Part B/619 (ages 3-4)

Identification Process

1. **All** parents/guardians in the above mentioned programs will complete the MN Home Language Survey
 - a. If a language other than English is listed - the *preLAS* Oral Language assessment will be administered
 - i. An Oral language score of 1, 2, or 3 qualifies for English Learners services
 1. Parents will be notified via the EL Parent Notification Letter

English Learner Programming

1. Identified students will work with an EL teacher in a small group setting a minimum of four days a week and push into their classroom when scheduling allows.
2. Preschool instruction includes multiple English Learner strategies to promote language development which may include: Modeling, sentence stems, pictures/visuals to support content, choral responses, manipulatives, realia, multiple & repeated exposure to content.

EL Placement Procedures

1. Identified EL students will be placed in the EL program according to the following:
 - a. WIDA Screener scores
 - b. The professional judgment 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)
2. The school begins providing EL services and enters into MARSS:
 - a. the student's status as "EL-Yes",
 - b. the home (primary) language, and the date the student first received EL services in the district.

Parental Notification

Parents receive a parent letter (parent letter in appendix) explaining that their child has been enrolled in EL class

1. Parent letter also describes the EL Program
2. Parent letter should be translated into home language and/or relayed through an interpreter
3. Parent letter must be sent within the first 30 days of the school year or 2 weeks after student enrolled if enrolling mid year
4. Each year a student continues to qualify for services the family must be notified in writing within 30 days that their student continues to be enrolled in the EL program
5. A sample letter can be found on TransACT.com

Assessment and Ongoing Identification Procedures

Each year, all students labeled as EL take the ACCESS. The ACCESS test tests all the domains; reading, writing, listening, and speaking. Scores are given for each domain 1-6 and an overall composite score is also provided. Teachers will complete all required training to administer/and or proctor the ACCESS test. ([WIDA Portal](#)) Test results show student growth, and areas of need as identified by each domain. Scores are also used as evidence to exit a student from EL services. (Students take the ACCESS in the winter and preliminary scores, for staff use only, are available in May.)

Students Continuing to Qualify for EL Services

Teachers will analyze the ACCESS data as it becomes available to determine eligibility and areas of focus for the following academic year.

1. Continue to qualify for EL services
 - a. ACCESS results show a composite score between 1.0 - 4.4
 - b. ACCESS results composite score is less than 4.5 with two domains lower than 3.5

Refusal of Services

Parents have the right to refuse services for their child. It is important for families to understand the purpose and intent of EL services. Parents may contact the student's EL teacher and complete the refusal of EL service form. Parents and families should also understand their child will not be supported with specific English Learning supports if services are declined. Parents can request that their child returns to EL services if the student continues to qualify for services. A student whose parents have refused EL services will still take the annual ACCESS until they are proficient in English based on the EL Program Exit criteria.

EL Program Exit Procedures

Students are ready to exit when they demonstrate proficiency in Academic English based on Language Assessments (ACCESS) and other evidence of data including teacher input and work samples. Proficiency is based on ongoing assessment of academic language skills in speaking,

listening, reading, and writing. The WIDA ACCESS is given each winter; providing the district, student, and families with a standardized progress report of the student's levels of English proficiency. The ACCESS for EL are written from the model performance indicators of WIDA's five ELD standards.

- Social and Instructional Language
 - Language for Language Arts
 - Language for Mathematics
 - Language for Science
 - Language for Social Studies
1. EL Program Exit and Reclassification are required if
 - a. ACCESS composite score of 4.5 or higher and score of 3.5 or higher in at least 3 of the 4 domains (reading, writing, listening, or speaking)
 2. If a student meets the above Exit criteria
 - a. parents/guardians will be notified through a meeting, phone call, or letter sent home (interpreter or translation as needed)

Monitoring Exited Students

Students who are exited from EL services are monitored for 2 years following their exit. If, at any point during these 2 years, it is decided by a team (including, at a minimum, a core teacher, EL teacher, the student and student's parents, and administrative representation, interpreter as needed) that the student should again receive EL services, based on data/evidence of an EL need, the district can rescreen a student using 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 EL services again.

Annual Progress Evaluation

Each year, all English Learners will be continuously evaluated for progress from both formative and summative assessments including the ACCESS assessments, MCA assessments, CAPTI Read Basix, FASTbridge math and reading assessments and classroom assessments. The result of these assessments will help determine progress and placement within the English Learner Program. This information can also be used to meet exit criteria from the English Learner Program.

Administrative Information

Sleepy Eye Public Schools will make every effort to provide parents with materials and communication in their primary language. A list of available interpreters will be provided for all teachers and administrative assistants at the beginning of each school year. The list is also available through the Building and District Offices.

Minnesota Standardized English Learner Procedures: Exiting

Required Action	Student's ACCESS result
1. Exit and reclassification are required	Student score on ACCESS 2.0 satisfies both of the following criteria: a. Overall composite score of 4.5 or higher AND b. A score of 3.5 or higher in each of the four domains (L, S, R & W)
2. Additional criteria must be applied to determine continuing EL eligibility	Student score on ACCESS 2.0 satisfies both of the following criteria: a. Overall composite score of 4.5 or higher AND b. Only one domain score is below 3.5 *For more information about applying additional criteria to determine ongoing EL eligibility, see the MDE English Learner Education Page
3. Student is not yet proficient and maintains EL status and continues to receive both a. ELD instruction b. ELP - based support throughout the school day	Student score on ACCESS 2.0 includes: a. An overall composite score that is less than 4.5 OR b. Two or more domain scores are below 3.5

Reference: <https://education.mn.gov/MDE/dse/PROD098425>

Minnesota Standardized English Learner Procedures: ID, Entrance & Exit

Identification, Entrance and Exit for ELs who complete all four domains of ACCESS

Identification	Entrance	Exit
1. Minnesota Language Survey indicates a language other than English 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 or more ACCESS domains less than 3.5	1. Annual ACCESS Assessment - Overall composite score of at least 4.5 AND - Three of more ACCESS domains of at least 3.5 AND 2. Additional Criteria (if applicable): - State-approved additional criteria are applied if

Identification	Entrance	Exit
Required Student Data Elements: • Home Primary Language • EL Indicator	Required Student Data Elements: • EL Start Date • EL Indicator = Yes • Ed-Fi Only - Language Service Code	lowest ACCESS domain is below 3.5 Required Student Data Elements: • EL Start Date is blank • EL Indicator = no

Reference: <https://education.mn.gov/MDE/dse/MDE072445>

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.

SLIFE Identification Criteria

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.

Academic Placement of SLIFE Students

1. If possible, SLIFE students will be assessed in their primary language. Students are assessed in both reading using FAST or CAPTI to identify skills, and areas of need. The creation of an Individualized Learning plan (ILP) is considered. The ILP includes different strategies and differentiation supports.

SLIFE High School Schedule

Year 1	Semester 1: 1 EL courses, 1 math, 1 science, 1 ELA, possible Social Studies (basic) and electives
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	Semester 2: 1 EL courses, 1 math, 1 science, 1 ELA, possible Social Studies (basic) and electives
Year 2	Semester 1: 1 EL courses, 1 math, 1 science, 1 ELA, possible Social Studies (basic) and electives
	Semester 2: 1 EL courses, 1 math, 1 science, 1 ELA, possible Social Studies (basic) and electives

*An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

Assessments for Bilingual and Multilingual Seals and World Language Proficiency Certificates

1. High Schools are planning to implement the Bilingual and Multilingual Seal Program
 - a. <https://education.mn.gov/mde/dse/el/PROD047083>
2. Students must demonstrate proficiency in reading, writing, listening and speaking in a language other than English

Immigrant Identification Criteria

Upon enrollment the EL teacher, student, and parent/guardian (with an interpreter, if requested) complete the intake form *Checklist for Identifying Potential SLIFE* below. The intake questions 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 State or any U.S. territory
3. 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)

***An annotation of immigrant status is entered into the student information 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.

Checklist for Identifying Potential SLIFE

Student Name: _____

Evaluator: _____

Interpreter's Name: _____

Date of Evaluation: _____

#	Check if Yes	Criteria / Item Description
1		English is not the primary language of the home.
2		Came to the U.S. after Grade 2
3		Upon enrollment, has had at least two years less schooling than peers
4		Functions at least two years below expected grade level in reading
5		Functions at least two years below expected grade level in math
6		Is pre-literate in native language
7		Low literacy level in the native language
8		Lack of complete educational records
9		Parent/guardian reports student has missed schooling
10		Poor attendance records from prior schools
11		Consistent absences in the current school
12		Consistent lateness in the current school
13		Poor grades
14		Weak grasp of academic content
15		Limited experiences in content area classes in English
16		Poor performance on standardized tests

Reference: "Meeting the Needs of Students with Limited or Interrupted Schooling" by DeCapua, Smathers & Tang.
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Migratory Children and Families

During the school year, 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 home base district and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the home base district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

Description of the EL Program - Service Models Used

The goal of our program is to provide instruction, support, and strategies so that EL students can become proficient in English and will become as strong in their academic and social English as their peers.

Our students participate in pull-out, push-in, inclusion, and Sheltered Instruction (described below) settings based on student need. Our EL instructional model focuses on learning language through content in all modalities: Reading, Writing, Speaking, and Listening. Instruction is aligned to the [WIDA English Language Development Standards](#) to support students in attaining the [Minnesota Academic Standards \(K-12\)](#).

1. **Pull out:** EL teacher instructs students in a separate classroom
2. **Push-In:** EL teacher supports students in the mainstream classroom
 - a. Example: stations, writing support
3. **Co-teaching:** EL teacher and content teacher teach the content together
 - a. Often follows the 'station teaching model'
4. **Sheltered:** A content specialist works with a classroom of just EL students
5. **Indirect EL support-** EL teacher and content area teacher plan instruction and practice strategies for the content to be delivered that best meets the needs of EL students

Minutes of Service

Levels 1/2: Entering/Beginning. Students receive at minimum 30 minutes each day of English Language instruction that meets English language development standards. Students are also supported through scaffolding in mainstream classes.

Levels 2/3: Developing/Expanding. Students receive at least 20 minutes each day of English Language development class. Students are also supported through scaffolding in mainstream classes.

EL Teachers & Paraprofessional Support

ELs may also be provided additional academic support in the mainstream classroom by Title I personnel, and/or Special Education programming depending on student need. All EL teachers are licensed or on a variance in EL.

Grade Level Bands

Bands
K
1
2-3
4-5
6-8
9-12

Performance Levels	Screener or ACCESS Level
Beginning	1.0 - 2.4
Intermediate	2.5 - 3.5
Advanced	3.6 - 5

Service Model

What's listed in this section must be achievable with your current staffing and resources.

	WIDA Level 1		WIDA Level 2		WIDA Level 3		WIDA Level 4		WIDA Level 5
K	*	150 min/week		150 min/week		100 min/week		100 min/week	Mainstream for all classes
1-6		150 min/week		150 min/week		100 min/week		100 min/week	
7-12		200 min/week		200 min/week		200 min/week		200 min/week	

EL students may NOT be pulled from core content areas to receive service.

Students will be pulled from the classes or periods as listed.

Grades	Beginning	Intermediate	Advanced
K-5	Intervention time, independent reading		
6-8	Intervention time, independent reading, electives, Study Hall	Electives, Advisory	
9-12	Electives, Advisory	Electives, Advisory	

Curriculum

Geode decodable books by Great Minds, Functional Phonics and the Rewards program are used for pull-out instruction. EL teachers collaborate with mainstream teachers connecting over content, and content and language objectives and in the delivery of the curriculum. Through the above mentioned curriculum the EL teachers will put the ELD standards in place by levels throughout the school year so that each standard is addressed.

For EL students in the higher levels of English Acquisition, in push in models, the EL curriculum is very similar to the mainstream content curriculum with EL strategies and supports including examples to support the EL students in their mainstream classes.

Our Multilingual Curriculum is a standards based instruction built to meet the needs of ELs. Multilinguals learn English and content simultaneously. Curriculum materials are based on supporting content taught in mainstream instruction. There is also explicit instruction in grammar and literacy including SIOP strategies.

Dual Identification - Special Education & Gifted & Talented

Special Education

The EL Staff and the Special Education staff together review special needs and referrals for EL students. The EL 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.

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 and gathers 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 EL and Special Education services, the teams will collaborate with grade level/content-area teachers in all stages of the process of scheduling and programming. If a student is identified as needing services in special education, the special education teacher and the EL teacher will work together to provide the best plan of education for this student.

Gifted and Talented Identification

The high school allows for students with a minimum 3.0 GPA to participate in the College Now program in a blended learning model. PSEO and advanced placement coursework are also available. At the elementary level students and parents can self-select to be part of the Gifted and Talented program. However, a specific invitation will be made for students in the top 15%

based on the CogAT and identified as English Learners and other multilingual learners who have shown exceptional abilities through multiple avenues including:

- CogAT scores
- NWEA scores
- Performance-based evaluations, or nonverbal instruments
- Nominations or referrals from parents and school staff
- Anecdotal data; including classroom observations, home visits, and interviews with parents, teachers, and peers
 - Summative data; including written evaluations in English and home languages and nonverbal GT assessments
 - Formative data; such as student work samples and problem- or project-based portfolios

English Learner & Title III Program Evaluation

Yearly, the EL program is reviewed and evaluated. The evaluative process will include a review of in place curriculum, as well as any curriculum needs. A review of the EL curriculum is also included in the school wide curriculum review process. This process will also include a review of student ACCESS score data determining the effectiveness of the program and identifying changes to be made. This process will also review the staffing needs and schedules to ensure students are receiving the correct support and are making growth in English as demonstrated by the ACCESS and other assessments. Student portfolios will also be reviewed citing student work as evidence of growth. Professional Development in teaching English Learners is mandatory for all Tier 3 and 4 non EL teachers under state statute and verified and approved by our local continuing education/relicensure committee.

Parent, Family and Community Engagement

Communication with our families is key to student success. The district employs bilingual staff in English and Spanish. These staff members are available during student registration, screenings, Special Education meetings and Parent Teacher conferences. These staff members will also describe how parents can access the district LIEP and other information on the EL Program. EL parents and families are encouraged to volunteer at school functions and in their child's classroom.

1. English Language classes and Adult Education classes are available to parents and family members through SWest Adult Basic Education.
<https://www.southwestabe.org/>
2. Parents are able to get a copy of the district's LIEP plan by requesting it through the district office or from the district website

Communication to Stakeholders

This manual and other EL services will be communicated to stakeholders in the following ways. Our existing Title 1 parent group represents a diverse range of perspectives and reviews the delivery of educational services to students. The committee also provides input and support related to our English Learner (EL) population and programming. This committee focuses on reviewing the program components, student progress based on various levels of assessments, and collection of parent input. The focus group will also check to see how parents are viewing our programming through parent surveys, parent nights, and conversations with parents.

Parents & Families	Interpreters; parents-teacher conferences; parent meetings; phone calls, written format, quick sheets in English and Spanish
Teachers	There will be EL training as required of all certified staff.
Administrators	EL topics are discussed annually at administration meetings. The LIEP is reviewed annually.

Comprehensive Achievement and Civic Readiness

1. [Comprehensive Achievement and Civic Readiness MDE website](#)
2. [Comprehensive Achievement and Civic Readiness District website](#)

APPENDIX

Request to Refuse English Language Screening and/or English Language Services

Dear Parent(s) or Guardian:

You have indicated that you would like to refuse English language screening and/ or English language services for your child. By law we are required to offer English language services to those students who are not proficient in listening, speaking, reading, and writing in English. These students qualify for our Language Instruction Education Program and are provided English language development instruction most appropriate for their level of English proficiency. If you have any questions about your child's placement or the type of program options available, please contact the school. You have the right to refuse these English language services for your child. If you decide to refuse please sign the bottom of this form and return it to your child's school

Thank you.

Language Instruction Education Program

Request to refuse English language screening and/or English language services

I, _____ (parent or guardian) of _____ (student) have been informed of my right to refuse English language services. I can contact the school to discuss the options available for my child's English language development. I request the following action:

- ☐ I want to refuse English language **screening** and English language services.
- ☐ I want to refuse English language **services** for the 20__ - 20__ school year. I understand that my child's English language proficiency will be assessed each year using the Minnesota state required ACCESS test. I also understand that I will reevaluate this decision each year.

Parent or Guardian Signature: _____ Date: _____

Signature of District Staff member working with the family: _____

Staff Member's Title: _____ Date: _____

Yearly LIEP Review

English Learner Program - Critical Elements

Critical Element 1- Student Identification, Program Entrance and Exit

- EL Identification Procedures
- EL placement Procedures
- Parent Notification, Assessment and Ongoing Identification Process
- EL Program & Exit Procedures
- Monitoring Exited Students
- Annual Progress Evaluation
- SLIFE Identification Criteria
- Assessments for Bilingual and Multilingual Seals and World Language Proficiency Certificates
- Immigrant Identification Criteria
- Migratory Children and Families

Critical Element 2- Effective Language Instruction Educational Programs (LIEP)

- SIOP Strategies
- Immigrant Identification Criteria
- Description of ELL Program
- Minutes of Service
- EL teachers and Paraprofessional Support
- Communication to Stakeholders
- Dual Identification: SPED and G&T
- Request a copy of LIEP
- Contributor's Page

Critical Element 3- Staffing and Professional Development

- Connect with Human Resources Department

Critical Element 4- Parent, Family & Community Engagement

- World's Best Workforce
- Parent, Family and Community Engagement
- Adult EL Classes and Adult Education through SWest ABE
- Communication to Stakeholders

Critical Element 5

- EL Program Exit Procedures
- Annual Progress Evaluation
- EL & Title III Program Evaluation