



# Language Instruction Educational Program (LIEP) Plan

Marshall Public Schools District  
#413

2021-2022

**Marshall Public Schools  
District #413  
ENGLISH LEARNER (EL) PROGRAM**

The vision of Marshall Public Schools is “To be the premier school district where every student is inspired every day.” The EL Department views its purpose to provide students who fit the state requirements for EL Instruction with the skills necessary for success in school and in the real world. Our goal is to enable English Learners (EL) to take full advantage of their education by achieving academic language proficiency in Reading, Writing, Listening and Speaking.

While EL Students present new challenges, they also contribute new cultural and linguistic dimensions in our schools. In planning to meet their needs, we can benefit from their strengths to enrich our schools and community.

**Minnesota’s Definition of an English Learner**

An English Learner is defined in Minnesota as a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary pre-kindergarten program under section 124D.151 who meets the following requirements (2015 Minnesota Statutes, section 124D.59, Subdivision 2):

- a. The pupil, as declared by a parent or guardian (on the Minnesota Language Survey), 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
- b. The pupil is determined by a valid assessment measuring the pupil’s English language proficiency and 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 academic classes taught in English.

**Identification Process for EL Students**

For the academic success of a student with limited English proficiency, it is important to properly identify and place students for EL services. The identification process will include the following: (see flowchart in Appendix A)

1. Completion of the Minnesota Language Survey by parent/guardian of all new students in Marshall Public Schools. (A positive response to items on the questionnaire does not identify a student as limited English proficient; it merely helps to identify students who are potentially considered to be EL students.)
2. An Oral Interview will be conducted by an EL staff member with the student and family member(s).
3. Information regarding previous EL service, classroom work samples, and grades may be considered.

MPS will make every effort to provide parents with materials and communication in their native language. A list of available interpreters is available at each school and the District Office. The school does employ Parent/Student Connectors (PSCs) who speak Spanish, Karen and Somali. The Parent/Student Connectors are the first point of contact if the parent needs an interpreter.

**New Student Eligibility Criteria**

1. Indication of a language other than English on the Minnesota Language Survey.
2. An overall composite score below a 4.5 on the WIDA Screener for students in grades Kindergarten through grade 12.

Assessments in the areas of reading, writing, listening, and speaking will be considered when determining student proficiency. MCAs, NWEA, ACCESS, STAR, BAS and AIMSweb data may be considered for placement.

**Continuing Student Eligibility Criteria**

1. A composite score of 4.4 or lower on the annual ACCESS assessment.
2. A composite score of 4.5 or higher with 2 or fewer domain scores (Listening, Speaking, Reading, Writing) above 3.5.

Parents/guardian have the right to refuse EL service for their child even if they are identified as an EL student. If this happens, the student must remain EL identified in MARSS but would have no start date for EL services. (see parent refusal form in Appendix A)

All students who qualify for EL service will take the ACCESS assessment.

### **Parent Notification**

When a student is eligible for placement in an EL program, parents/guardian must be notified in writing (by mail) within ten days of the student being placed in the EL program and given the opportunity to withdraw the student from the program.

Parents must be notified annually if their child is participating in the EL program within 30 days of the beginning of the year or within two weeks if the child enters the district during the course of the year. (Parent letters can be found in Appendix A and will be translated upon request.)

### **Reporting Procedures**

Building Assistant:

- Annually enter start date for EL service in the student's MARSS information.
- Flag students in Infinite Campus as eligible for EL services
- Document the home language

EL Staff:

- Complete/update the Language Acquisition Form on the PLP tab in Infinite Campus
- Share necessary information with Building Assistant

## Performance Levels:

The chart below defines the performance levels of EL students in Kindergarten through grade 12.

<b>Performance Levels</b>	<b>WIDA Screener or ACCESS Score</b>
Newcomer	1.0-1.5
Beginner	1.6-2.3
Intermediate	2.4-3.6
Advanced	3.7 and above

## Services for EL Students

EL instruction means direct EL services from a certified EL instructor either in a general education setting (push-in or co-teaching), a pull-out instruction, or sheltered EL classes.

**Pull-Out:** EL teacher instructs students in a separate classroom.

**Push-In:** EL teacher and EL student work in the general education classroom with the general education teacher on a specific lesson or concept.

**Sheltered:** A content specialist works with a classroom of just EL students. For example, MPS has a sheltered math class for EL students at the HS. This class is taught by a licensed math teacher and only EL students are in the class. The teacher to student ratio is kept at a low rate.

**Co-Teaching:** EL teacher and content area teacher teach content together.

## Services Provided by Building

<b>Park Side (PS) Grades K-1</b>	
Newcomer/Beginner	Pull-out, Push-in
Intermediate	Pull-out, Push-in
Advanced	Pull-out, Push-in
<b>Southview (SV) Grades 2-4</b>	
Newcomer/Beginner	Pull-out, Push-in
Intermediate	Pull-out, Push-in
Advanced	Pull-out, Push-in
<b>Middle School (MS) Grades 5-8</b>	
Newcomer/Beginner	Pull-out
Intermediate	Pull-out, Co-Teaching
Advanced	Pull-out, Co-Teaching
<b>High School (HS) Grades 9-12</b>	
Newcomer/Beginner	Pull-out, Sheltered Instruction
Intermediate	Pull-out, Sheltered Instruction, Co-Teaching
Advanced	Pull-out, Co-Teaching
<b>MATEC Grades 9-12</b>	
Intermediate	Pull-out
Advanced	Pull-out

EL students may also be provided academic support by Title I personnel or special education programming depending upon student need. The Title I personnel may work under the guidance of the EL and mainstream

teacher(s) but not necessarily in the EL classroom. Students qualify for special education services by following the special education identification process. If a student is identified as needing special education services, the special education teacher and the EL teacher will work together to provide the best education for the student.

**Guidelines for EL services:**

Services are provided to develop language through integrated reading, writing, listening, and speaking instruction by EL staff. Students receive language acquisition instruction aligned to the MN State Standards while incorporating the WIDA Can-Do Descriptors. The actual amount of service a student is to receive will be based on recommendations by the EL teacher, general education teacher, counselor, and/or administrator.

**Park Side and Southview Elementary**

EL teachers follow the District Balanced Literacy Plan to assure all students have a solid Literacy Foundation that includes Reading, Listening, Speaking, and Writing skills.

Student needs are identified through the Benchmark Assessment System (BAS), Phonological Awareness Screener, Phonics Screener and ACCESS data. The level of service and support is responsive to student needs. Progress is closely monitored, and services are adjusted based on data.

EL services and supports are determined by using a Multi-tiered System of Support (MTSS) as an instructional framework that includes universal screeners (Benchmark Assessment System (BAS), Phonological Awareness Screener, Phonics Screener) and other data (ACCESS). The level of service and support is responsive to student needs. EL teachers then provide services and support by pushing into grade level classrooms or pulling students out for more intensive support as needed. This may include intervention (small group or one-on-one) that is aligned to the instructional outcomes in the classroom. Progress is closely monitored, and services are adjusted based on data.

	<b>Newcomer</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
Kindergarten	40-60 minutes	40-60 minutes	30-45 minutes	20-30 minutes
1 <sup>st</sup> Grade	40-60 minutes	40-60 minutes	30-45 minutes	20-30 minutes
2 <sup>nd</sup> Grade	40-60 minutes	40-60 minutes	30-45 minutes	20-30 minutes
3 <sup>rd</sup> Grade	60-90 minutes	45-60 minutes	30-45 minutes	20-30 minutes
4 <sup>th</sup> Grade	60-90 minutes	45-60 minutes	30-45 minutes	20-30 minutes

**Middle School**

Student needs are identified through NWEA, STAR, AIMSweb, and ACCESS data. The level of service and support is responsive to student needs. Progress is closely monitored, and services are adjusted based on data.

EL and core classrooms align instructional outcomes and reading levels to ensure individual student needs are being met. Students receive EL instruction in small groups for varying amounts of time depending on their need. See Appendix A for the Language Arts Placement Criteria for students.

	<b>Newcomer</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
5 <sup>th</sup> Grade	60-90 minutes	60-90 minutes	30-60 minutes	30 minutes (2-5 days/week)
6 <sup>th</sup> Grade	60-90 minutes	60-90 minutes	30-60 minutes	30 minutes (2-5 days/week)
7 <sup>th</sup> Grade	60-90 minutes	60-90 minutes	30-60 minutes	30 minutes (2-5 days/week)
8 <sup>th</sup> Grade	60-90 minutes	60-90 minutes	30-60 minutes	30 minutes (2-5 days/week)

### **High School & MATEC**

Student needs are identified through NWEA and ACCESS data. The level of service and support is responsive to student needs. Progress is closely monitored, and services are adjusted based on data.

EL and core classrooms align instructional outcomes and reading levels to ensure individual student needs are being met. Students receive EL instruction in small groups for varying amounts of time depending on their need.

	<b>Newcomer</b>	<b>Beginner</b>	<b>Intermediate</b>	<b>Advanced</b>
9 <sup>th</sup> Grade	180 minutes	90 minutes	45-90 minutes	45-90 minutes
10 <sup>th</sup> Grade	180 minutes	90 minutes	45-90 minutes	45-90 minutes
11 <sup>th</sup> Grade	180 minutes	90 minutes	45-90 minutes	45-90 minutes
12 <sup>th</sup> Grade	180 minutes	90 minutes	45-90 minutes	45-90 minutes

### **Annual Progress Evaluation**

Each year all EL students will be evaluated for progress using the ACCESS assessment, MCA assessments, NWEA math and reading assessments and classroom assessments. The results of these assessments will help determine progress, placement and/or exit within the EL program.

### **Exit from EL Program Procedure**

Due to the individual needs of an EL student, the exit decision for a student is made jointly by teachers from the EL program, mainstream classroom, counselors, and/or administrators. In order to exit the EL program, the individual student must have a composite score of 4.5 or higher on the ACCESS with at least three of the domain scores (listening, speaking, reading, and writing) at 3.5 or higher.

When a student meets exit criteria, the parent/guardian of the student will be contacted through a meeting, phone call, and/or letter mailed home. A student who is exited from the EL program will be monitored for a period of up to four school years to ensure a successful transition to a total mainstream environment.

If a parent wants to remove their child from the EL Program, they must sign the EL Student Refusal Form. Even though the student is not in the EL Program, they must remain classified as EL in MARSS with no service start date.

A copy of the EL Student Exit Form or the exit letter sent home will be placed in the student cumulative file. A copy will also be forwarded to the EL Coordinator.

If a student arrives from another district in MN or another state that is a part of the WIDA consortium, they may have already taken the WIDA Screener or ACCESS. The student may not need to be retested. The EL Coordinator will work with EL teachers to access scores and determine necessary testing.

### **Monitoring of Exited Students**

Once a student has been exited from the EL program the student will be monitored for up to four school years. The manner in which the monitoring will be conducted will be as follows:

1. The EL Coordinator will keep a list of all exited students.
2. The EL teacher and mainstream teachers will consult in order to gather the necessary data about monitored students.
3. The EL teacher will be listed as Monitoring Teacher in Infinite Campus.

### **Reclassification of Exited Students as No Longer EL**

Once a student is exited from the EL program, he/she should be reclassified in MARSS. The student would be reported as EL “N” for the following school year. The change in status is to be completed by the building administrative assistant at the end of the school year.

### **Communication to Stakeholders**

This manual and other EL services will be communicated to stakeholders in the following ways.

<b>Parents</b>	Interpreters; Parent-Teacher Conferences; Parent Meetings; Phone Calls; Written Format; MPS & Teacher Websites
<b>Teachers</b>	New teachers will receive training on EL services and EL manual during the new teacher workshop each fall. There will also be annual EL trainings required by all certified staff.
<b>Administrators</b>	EL topics are discussed quarterly at administration meetings. The LIEP is reviewed annually.
<b>Community Members</b>	MPS Website

# APPENDIX A



# Marshall Public Schools Intake Procedure for new English Learner Students

## Families Complete the MN Language Survey

If the MN Language Survey indicated a language other than English, the family then participates in the Oral Interview



## Oral Interview

The Oral Interview includes the student, parent and/or guardian, administrator/counselor, representative from the EL Department and Parent Student Connector (Oral Interview Questions Listed Below)



## Scoring of the Oral Interview

Using the rubric listed below, the team will analyze the Student Oral Interview



## Data Review

If the student has taken the ACCESS in a Minnesota School, the scores can be used. If not, the WIDA Model or WIDA Screener will be given. MCAs, NWEA, ACCESS, STAR and AIMSweb data may also be considered.



## Placement

Using the Oral Interview Score and information from the Data Review, the student will be placed in the LIEP which best fits their needs.

## Student Oral Interview Questions and Rubric

<b>Question</b>	<b>Response</b>	<b>0</b>	<b>1</b>	<b>2</b>
<i>What is your name?</i>				
<i>Where is your home country?</i>				
<i>When did you come to the United States?</i>				
<i>How long have you lived in Minnesota?</i>				
<i>What is your address or Where do you live?</i>				
<i>How many years of school did you have in _____ (native language)?</i>				
<i>Do you read in _____ (native language)?</i> <i>If yes, ask: What do you like to read?</i>  <i>If no, ask: Why not?</i>				

### Student Oral Interview Scoring Rubric Guide

<b>Question</b>	<b>0</b>	<b>1</b>	<b>2</b>
<i>What is your name?</i>	No Answer	Answered with help	No help needed
<i>Where is your home country?</i>	No Answer	I from Peru.	I'm from Mexico.
<i>When did you come to the United States?</i>	No Answer	2 month	I came 2 months ago
<i>How long have you lived in Minnesota?</i>	No Answer	2 year	I've been here since 2017.
<i>What is your address or Where do you live?</i>	No Answer	6 <sup>th</sup> Street or House	103 6 <sup>th</sup> Street
<i>How many years of school did you have in _____ (native country/language)?</i>	No Answer	5 year	I went to school for 5 years.
<i>Do you read in _____ (native language)? If yes, ask: What do you like to read?  If no, ask: Why not?</i>	No Answer	In Spanish? Yes.  Book, Magazine	Not much  I read in English.

## **Family Interview**

1. Has your child gone to school before? If so, when did they begin?
2. Have they gone to school every year?
3. What was the language of instruction?
4. What went well in school?
5. What were areas of difficulty?
6. Any concerns with development?
7. Does your child wear glasses? Do you have any health concerns?
8. What language/s do you speak at home? Any other languages the family knows?
9. Who is your child living with? Immediate family, extended family?
10. Anything else you would like us to know about your child?

**Marshall Public Schools**  
**English Learner Program Placement**

**English**

English Learner Program Placement
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Initial Placement       Continuing Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

(mm/dd/yyyy)

School Location: \_\_\_\_\_

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is \_\_\_\_\_ (number of years). The high school graduation rate for students receiving English Learner Services is \_\_\_\_\_%. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

The name of the English proficiency test your child took is:

- \_\_\_\_\_  
(Test used to measure level of English proficiency)
- \_\_\_\_\_  
(Test used to measure level of English proficiency)

Your student's Level of English Proficiency is: \_\_\_\_\_ The highest score possible is: \_\_\_\_\_

The level needed to be proficient in English and exit English Learner Services is:

\_\_\_\_\_

If applicable, your child's level of academic achievement was measured using the following test(s):

- \_\_\_\_\_  
(Test used to measure level of academic achievement)
- \_\_\_\_\_  
(Test used to measure level of academic achievement)

Your student's Level of Academic Achievement is: \_\_\_\_\_

The method of instruction used in your child's English Learner Services is:

- Bilingual, including Dual Language, Two-Way Immersion, Transitional Bilingual, and Developmental Bilingual programs:** Instruction is provided in both English and your child's home language.
- Heritage Language:** Instruction is provided in a native, home, or ancestral language that is also used to help your child become proficient in English.
- Content-based English Learner Program, English as a Second Language (ESL), or Sheltered English, including Sheltered English Instruction, Structured English Immersion, and Specially designed academic instruction delivered in English:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas.
- Pull-out English Learner or ESL:** Students leave their English-only classroom during the day for English learner or ESL instruction.
- Other:** \_\_\_\_\_
- Your child's English Learner Services are not the district's only English Language Development Program. Additional information about your child's English Learner Services and, if available, other district language programs is attached.

Please contact the person below or \_\_\_\_\_ if you would like to request: (a) immediate removal of your child from the English Learner Services provided by Title I, Title III, or both; (b) options available for your child if you decline the English Learner Services offered or would like another method of instruction; or (c) assistance in selecting other district programs or instructional methods, if available.

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**Description of Programs**

The goal of the district’s English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district’s English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for \_\_\_\_\_ years.

Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child’s Program:

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Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction:                     Yes       No

English Language Used in Instruction:                     Yes       No

Program Exit Criteria:

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Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction:                     Yes       No

English Language Used in Instruction:                     Yes       No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

**Marshall Public School District**  
**English Learner Program Exit Letter**

<b>English</b>
English Learner Program Exit Letter

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(mm/dd/yyyy)

**School:** \_\_\_\_\_

Dear Parent or Guardian:

Your child's results on a recent English proficiency test show that your child has made significant improvement in his or her ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- \_\_\_\_\_  
(Test used to measure level of English proficiency)
- \_\_\_\_\_  
(Test used to measure level of English proficiency)

As a result of your child's improvement in English language proficiency, he or she will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- Continue to attend: \_\_\_\_\_ (name of school)
- Be transferred to: \_\_\_\_\_ Beginning: \_\_\_\_\_  
(name of school) (mmp/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

_____	_____
Name	Title
_____	_____
Phone	Email

***Parent or Guardian: Please complete the section below and return the entire form to your child's school.***

I agree with the plan to exit \_\_\_\_\_ (student name) from English Learner Services. I understand that he or she will now receive an education without English Learner supports.

Parent or Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
(mm/dd/yyyy)

Parent or Guardian Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.



**Marshall Public Schools**  
**English Learner Parent Request Withdrawal of Services**

Student: \_\_\_\_\_ DOB: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ School Year: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

Address: \_\_\_\_\_

The parent has requested that their child be withdrawn from the EL Program for this school year and understands that by making this request, their child will not be enrolled in the EL Program or receive any instruction from the EL Staff to support their English Language Development.

Refusing the district's English Learner Services could result in the child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay the child's ability to fully participate in educational programs offered by the district.

The parent also understands that even though their child is not receiving services, they will still be tested once a year on their English Language Proficiency to check their progress and fulfill state requirements. This form is good for one academic school year.

Student's ACCESS Scores

- Composite: Score \_\_\_\_\_
- Listening: Score \_\_\_\_\_
- Speaking: Score \_\_\_\_\_
- Reading: Score \_\_\_\_\_
- Writing: Score \_\_\_\_\_

Student's MCA Scores

- Reading: Score \_\_\_\_\_
- Math: Score \_\_\_\_\_

Student's NWEA Scores

- Reading: Score \_\_\_\_\_
- Math: Score \_\_\_\_\_

Parent: \_\_\_\_\_

Date: \_\_\_\_\_

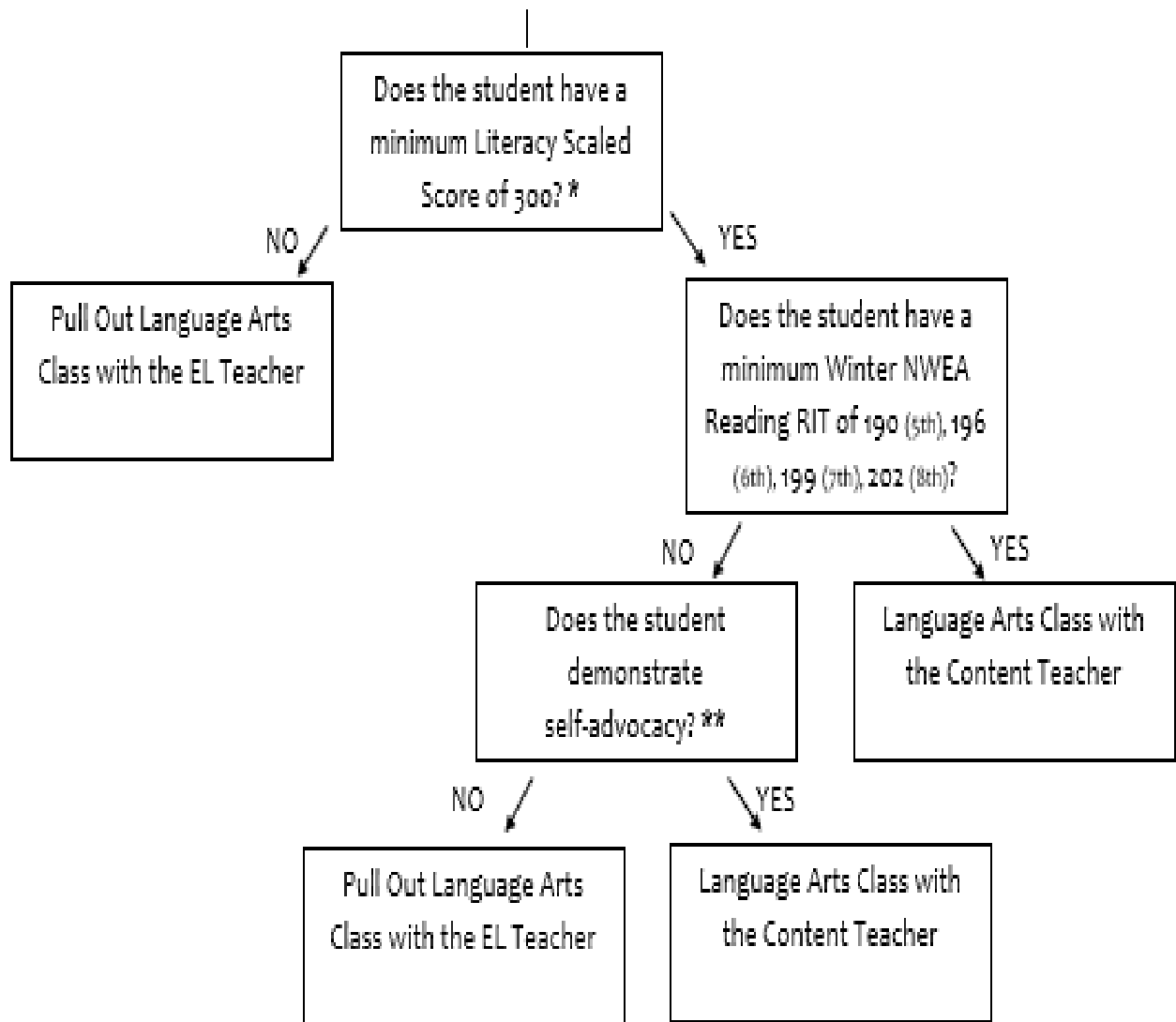
EL Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator/Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

# MIDDLE SCHOOL LANGUAGE ARTS PLACEMENT FOR MULTILINGUAL LEARNERS



Dually Identified Students service time will be determined on an individual basis and in consultation with the Special Education Team.

\*Teacher discretion can be used to determine placement

## \*\*Components of Self-Advocacy:

- Completes class assignments on time
- Participates effectively in class discussions
- Works independently
- Completes homework assignments
- Displays effort