



Language Instruction Educational Program (LIEP) Plan: Example with Guidance

Minnesota Department of Education

Collaborators:

Student Access and Opportunity Division

School Support Division

Table of Contents

Overview of the Guide	I
Legal Foundations	I
Purpose and Audience of the LIEP Plan	I
Using this Guide	II
Asset-based Language	II
LIEP Plan and Online Learning	II
Acronyms and Definitions	III
Outline of a Typical LIEP Plan	IV
Example LIEP Plan	1
Our District’s Language Instruction Educational Program Plan	2
EL Placement Procedures	6
Description of the EL Program	7
Amount and Scope of Instruction	10
Assessment and Ongoing Identification Procedures	13
Program Evaluation and Adjustment	14
EL Program Exit Procedures	14
Family and Community Communication Procedures	16
Appendix A: Programming for Recently Arrived English Learners (RAEL)/Newcomers	18
Definition of RAEL (from MDE) and Newcomers	18
Orientation for New Multilingual Students and Families	18
Academic program	19
Multi-Tiered System of Support	19
Appendix B: Sample EL Program Webpages	22
Appendix C: LIEP Plan Development Flow Chart	23

Overview of the Guide

Legal Foundations

The Language Instruction Educational Program (LIEP) is a legal requirement for districts with students who are in the process of learning English as an additional language. The goal of the English language (EL) program is to develop students' communicative and academic language skills in English and in the home language. This is to ensure that students will be able to access the same challenging grade-level academic content as their peers. Methods of instruction in the EL program must be research-based and include instruction by ESL-licensed teachers.

LIEP plans must be aligned to **Minnesota Statutes 2022, section 124D.61(2)**, which requires a district enrolling one or more English learners to have "a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners."

District and charter school LIEP plans must also meet federal legal requirements. The Equal Opportunity Act (EEOA) of 1972 requires districts to remove language barriers to achievement and ensure equal participation of students in instructional programs. **The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, Section 3116(b)(4)(C)**, requires that district plans be developed in consultation with "teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education." Therefore, the LIEP plan must be collaboratively developed and include the perspectives of district stakeholders. Additionally, the Supreme Court case (**Castaneda v. Pickard 1981**) clarified that EL programs must be based on sound educational theory, reasonable calculations of effectiveness, and be regularly evaluated and adjusted as needed. The LIEP plan outlines how the district or charter school fulfills these requirements.

Purpose and Audience of the LIEP Plan

The purpose of the LIEP plan is to provide transparency and coordinate support for implementation. The plan's intended audience includes district stakeholders such as staff, students, parents, and community members. Though the plan must be compliant with state and federal requirements, the plan should not be written with the MDE Compliance Monitor as the main audience. The district may want to have multiple versions of the LIEP plan to ensure it is accessible to all stakeholders. For example, a mobile version—available in a variety of languages and with fewer procedural details—may be most accessible to parents and community members (and consider the format such as how a video explaining the LIEP could be more accessible to some than the written document alone). Staff, however, may need a more detailed version in a handbook to ensure uniformity in implementing critical procedures. No matter the version, it is crucial that it is accessible for the intended audience. Designate someone to be responsible for revising and communicating out the plan to stakeholder.

Using this Guide

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

Asset-based Language

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

LIEP Plan and Online Learning

When online learning is implemented in a district, the district is required to include its plan to ensure continuity of English language instruction in the online learning plan. It may also include this information as an appendix to the district’s LIEP plan.

Acronyms and Definitions

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

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

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

ELP: English language proficiency

ILP: Individual Language Plan – tool for documenting and communicating differentiated EL instruction

LEA: Local Educational Agency (refers to districts and charter schools)

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language instruction educational program. May be commonly referred to as the “EL program”

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

MNLS: Minnesota language survey – formerly known as the home language questionnaire, it is part of Minnesota’s standardized procedures. All districts must include this in their enrollment packets.

RAEL: Recently-Arrived English Learner (often referred to as “Newcomers”)

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

W-APT: WIDA ACCESS proficiency test. Assessment used in Kindergarten through first semester first grade to determine EL program eligibility.

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment.

Outline of a Typical LIEP Plan

LIEP plans are generally composed of the following sections:

1. **EL Identification Procedures** specifying staff roles and details on how the district incorporates [Minnesota's standardized procedures for identification](#)¹ (e.g., central enrollment or at each school), and include measures and criteria used to inform stakeholders;
2. **EL Placement Procedures** specifying staff roles and details on how the district follows [Minnesota's Standardized Program Entrance Procedures](#), and includes measures and criteria used to inform stakeholders;
3. **Description of the EL Program** type(s)/model(s), including the amount and scope/types of EL Instruction (by proficiency and grade level);
4. **Assessment and Ongoing Identification Procedures** specifying staff roles, specifics on how the district follows Minnesota's standardized procedures and placement procedures;
5. **EL Program Exit Procedures** specifying staff roles and details on how the district follows [Minnesota's Standardized Exit Procedures](#), including measures and criteria used;
6. **Family and Community Communication Procedures** specifying how the district will provide information about the LIEP in a language and format accessible to stakeholders (staff, parents, community, etc.); and
7. **Appendices**, often including:
 - a. Visuals, flowcharts, sample parent letters, or forms.
 - b. Educational and Community Resources (from within and outside of the district)

Additional sections found in some LIEP plans include:

- EL Program Mission and Vision
- Glossary of Common Acronyms
- Statutory Requirements
- Professional Development Plan
- Current Student Demographics
- Family and Community Engagement
- EL Program Evaluation and Adjustment Procedures
- Staff Composition and Qualification
- Equity and Enrichment Plan
- Language Access Plan
- Copies of MDE documents (MNLS/flowchart)
- English Language Development Standards
- Links to the WIDA webpage

¹ In 2017 Minnesota standardized its procedures for EL identification, placement and exit to respond to the requirement in ESSA Statute 3111(b)(2)(A). All Minnesota public school districts and charter schools are expected to implement these procedures. MDE has written guidance to support implementation. See MDE's English Learner Education Webpage for more guidance documents linked here: [English Learner Identification](#), [English Language Development Program](#), [Entrance and Continuing English Learner Eligibility](#), [English Learner Exit](#)

Example LIEP Plan²

Resource and Notes

The following pages up to the appendices are laid out as an example template for an LIEP plan. Each section has a green shaded paragraph with comments, suggestions, legislative references, and tips. As this is only one example, note that plans will vary depending on the size of school and the specific needs of the students served.

The example LIEP Plan uses the following symbols to distinguish which sections are required and optional. The symbol is displayed next to applicable sections within the example LIEP plan and demonstrates the most restrictive requirement:



Required of the LIEP Plan: Required of LIEP plans by state and federal statute



Minnesota's Standardized Procedures: Addresses ESSA requirements all districts must follow



Required of Programs: Meets other state and federal requirements of programs for English learners; also addresses compliance with the federal Office for Civil Rights



Optional Best Practice: Not required but recommended practices to support progress toward proficiency; may include additional considerations or coordination across programs

² Not all parts of this example are required. This document provides options for districts to consider when supporting English learners in a language instruction educational program.

Our District's Language Instruction Educational Program Plan



EL Identification Procedures

In our district, all families go to the central enrollment office to complete the enrollment packet with staff support. To be eligible for EL services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

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

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

2. If a language other than English is indicated for 1a-d above, the student will be referred to the EL coordinator to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction (step 4).
3. Once the MNLS has been analyzed and indicates a language other than English, the student takes the:
 - a. WIDA ACCESS Placement Test (W-APT, Kindergarten and first semester 1st grade only)* Students with an overall score of 29 or 30 do not qualify for EL services, or
 - b. WIDA Screener (second semester 1st grade through grade 12) to determine their entrance level of English into the EL Program and must have an overall score between 1 and 4.4. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services.
4. When available by file or in MARSS, the EL coordinator reviews information provided from the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during steps 1-3 above.


EL Identification Procedures resources


- [English Learner Education webpage](#)
- English Learner Identification
 - Minnesota Language Survey Administration
 - Screening for English Language Proficiency


Tailor the written procedures to align with the district's actual procedures. For example, does enrollment happen centrally or at each school? Who reviews the MNLS and who administers the screening assessment?

Depending on district size, the process to gather information from other districts may range from calling the district to sending for files. Obtain copies of past EL proficiency results swiftly. If assessment results are not obtained by the date the student is scheduled for W-APT or WIDA Screener testing, assess with the W-APT or

WIDA Screener. Students who enroll after the initial 30 days of school, follow the same guidelines for taking the appropriate screener but within 10 days of enrollment.

 **Attention!** EL identification should never cause a delay in a student’s enrollment into classes. A temporary schedule can be developed while the school is determining eligibility.

 **Other needs?** Steps to determine eligibility for additional services (e.g.: Special Education, Reading interventions, gifted/talented) should not be delayed because of English learner status.

 **Interpreters:** Clearly state how the parents report their preferred language(s) and how they can request an interpreter.

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

Upon enrollment and qualification for EL services, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete the EL Educational History Interview Form. Question number 2 will indicate potential SLIFE status. Transcripts from previous schools will also be reviewed for indicators, if available. *Local Reading Assessment* is used to show reading grade level correlation, while *Local Math Assessment* is used to show grade level correlation in math. Assessments are provided in the student’s home language whenever possible. A home language assessment (for example, [Native Language Literacy Assessment-NLLA](#)) is also be administered to determine home language proficiency. An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

SLIFE resources

[MDE SLIFE webpage](#) – See example interview forms and other guidance

[MDE LEAPS Act webpage](#)

[Student Support Data Collection](#) – Program coordinators should work with [SSDC Coordinators](#) to identify and verify the total number of SLIFE eligible students annually and finalize counts by June 1.


Immigrant Identification Criteria

Upon enrollment the EL teacher, student, and parent/guardian (with an interpreter, if requested) completes a locally created *Intake Form*. The intake form asks questions to determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

1. a child who is aged 3 through 21;
2. was not born in any 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.

Immigrant Children and Youth resources 

[Immigrant Children and Youth webpage](#)

Migratory Children and Families

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

Once a student is identified by TVOC and is given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for [McKinney Vento](#) and communicates with the counselor, the student's 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.

Migrant Education Program

Minnesota offers a [summer migrant education program](#). During the school year, districts have certain obligations:

1. Each district should assign a migrant liaison. Enter their contact information into [MDE-ORG](#).
2. Work with food service to give migratory children access to free meals.
3. Confirm homeless eligibility ([McKinney-Vento](#)).
4. Access and enter information in MSIX to support inter-/intrastate coordination.

☀ The [MMERC lending](#) library sends free learning materials for use in classrooms with migratory students.

Note: Even urban districts may enroll migratory children temporarily in the spring and/or fall before or after doing agricultural work. Thus, staff working with students all need to advocate for migratory children and families.

Contact [TVOC](#) for information about and for access to MSIX.



Dual Identification

The EL Coordinator and the Special Education Coordinator together review special needs and referrals for EL identified 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 possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both 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.

Dual-identification resources

[English Learner Disability Resources, MDE](#)

[English Learner Companion to Promoting Fair Evaluations](#)

[January 7, 2015 Dear Colleague Letter](#)



Gifted and Talented Identification

Students and parents can self-select to be part of the Gifted and Talented program. However, a specific invitation will be made for students identified as English Learners and other multilingual learners who have shown exceptional abilities through multiple avenues including:

- Student interviews,
- Creative work,
- Performance-based evaluations, or nonverbal instruments,
- Nominations or referrals from parents and school staff,
- 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, and

- Anecdotal data; including classroom observations, home visits, and interviews with parents, teachers, and peers.

The Gifted and Talented program aims to include the same percentage of EL-identified students and multilingual learners as the general population.

Gifted/Talented resources

[Book: Identifying Gifted and Talented English Language Learners: Grades K-12](#) (Iowa Department of Education)



EL Placement Procedures

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

Placement in an LIEP

Place students into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not content-area proficiency. Assessments such as the Minnesota Comprehensive Assessment (MCA) or the Northwest Evaluation Association (NWEA) tests are not appropriate for EL programming decisions.

Keep documentation, in the student's CUM folder, of any changes in program placement based on the student's past school records, additional assessment data, or parent requests.

Parental Notification

Ensure the parent letter meets all state requirements under [Statute 124D.60](#). Districts receiving Title I must also meet all federal requirements under [Statute 1112\(e\)\(3\) and \(4\)](#). A sample compliant letter can be found on [TransACT.com](#).

Make sure that letters are mailed in a language accessible to the family and that if a print letter is not accessible, that it be relayed to parents in an accessible format (e.g., oral interpretation).



Clustering

Students will be clustered in mainstream classrooms into groups of 5 to 7 students with similar proficiency levels in order to better provide co-teaching instruction. Every attempt will be made to ensure that each newcomer student is placed in a class with at least one or two students with a similar linguistic and cultural background.



Description of the EL Program

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

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

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

The EL teacher participates in mainstream curriculum writing and lesson planning with a focus on language scaffolding and targeted supports. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum is supported through the [WIDA language proficiency standards](#). Along with EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers.



Staff collaborate to implement the LIEP as shown below:

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


Sample LIEP Plan

(Plans will vary depending on the size of school and the specific needs of the students served.)

- **Mainstream Teachers:** All mainstream teachers receive ongoing professional development on integrating language and content, providing language supports, and integrating culturally responsive pedagogy. Teachers identify language objectives for every lesson that include language forms, functions, and target vocabulary. Classroom teachers collaborate with EL teachers and bilingual liaisons to provide emotional, linguistic and academic support for new multilingual learners. All mainstream teachers meet with the grade level EL teacher once every two weeks through a virtual video meeting. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. Teachers will also receive professional development on how to integrate home languages into instruction. Strategies include: use of bilingual texts, bilingual resources for pre-teaching, and bridging charts.
- **EL Teachers:** All EL teachers align their instruction to grade level expectations and learning standards from ELA, Math, Science, or Social Studies. EL Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.
- **Social Worker/Counselor:** Social Workers/Counselors work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.).

Program Description

The district's LIEP plan must specify the model and types of EL supports that will be provided by proficiency and grade level.

 For example, *scaffolding techniques* that have been shown effective for English learners may include Talk-Read-Talk-Write, GLAD Strategies, Sheltered Instruction Observation Protocol (SIOP) or other similar frameworks.

[Recorded LIEP plan webinar](#)

Instructional Strategies

Frameworks should include strategies for the use of all four language modalities (reading, writing, listening, speaking).



Program Models

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

A) Co-Teaching: EL instruction for intermediate and advanced students (English language proficiency) is provided via co-teaching opportunities in the classroom. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction.

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


B) Sheltered instruction: Middle and High School EL programs include options for enrolling in ELA or Social Studies classes with English language development support. Students are clustered by proficiency level and grouped for instruction with teachers licensed in ESL and the targeted content area. Home language supports are encouraged and utilized in instruction.

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

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

E) Dual-language strand: Elementary-aged students can opt into a dual-language strand where they will learn in both English and Spanish throughout the day. This program is a two-way program, meaning students come from both English home language and Spanish home language homes. The program is 80/20 meaning that in Kindergarten, 80 percent of instruction is in the target language (Spanish) and 20 percent of instruction is in English. By fifth grade, students will have 50 percent of the day in each language with the goal of additive biliteracy and bilingualism. In secondary, students will have two classes in the target language. Newcomers are integrated into the dual-language strand in secondary.


F) Heritage Language Program: Students have the opportunity to learn in their home language during after school opportunities at the elementary level and during heritage language class at the secondary level.

Program Model Resources 

The example LIEP plan shows best practice in programming for the sample district. Each district must develop a plan based on best practice and student needs. Resources must then be allocated to ensure implementation of the plan.

- [Co-Teaching Models](#)
- [Co-teaching resources](#) from St. John’s University
- [Academy for co-teaching and collaboration St. Cloud](#)

Though not included on this sample, [Thomas and Collier articles on website](#) demonstrate effectiveness of bilingual instruction and supports.

Home-Language Instruction 

[Center for Advanced Research on Language Acquisition](#) (CARLA)

[Center for Applied Linguistics](#) (CAL)



Amount and Scope of Instruction

Level 1/2: Entering/Beginning. Students receive 60 minutes each day of English language instruction that meets English language development standards. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Level 3/4+: Developing/Expanding. Students receive 30 minutes each day of high-intensity English language training through co-teaching. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

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

Service Types	Levels 1-2: Entering and Emerging	Level 3: Developing	Level 4+: Expanding	Levels 5-6: Reaching
Co-teaching	With ELA class	With ELA class	With ELA class	Mainstream all classes
ELD Push-in	60 minutes daily	30 minutes daily	30 minutes daily	Not applicable
ELD Pull-out	30 minutes	During intervention time 2 days per week	During intervention time 1 day per week for lowest ACCESS domain	As needed for lowest ACCESS domain
Classroom supports	SIOP Strategies	SIOP Strategies	SIOP Strategies	SIOP Strategies

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

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

Determining Amount and Scope of Instruction ♦

The sample to the left may be relevant to larger programs with resources to support the staffing. Smaller programs will need to adapt programming but should consider integrating home language whenever possible to support content learning.



Programming for Recently Arrived English Learners/Newcomers

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



Long Term English Learners (LTEL)

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

In our district, these LTEL supports may include an identified cohort with optional meetings, time to work with a peer mentor, optional before and after school resource opportunities, quarterly meetings with a counselor to

discuss academic trajectory options, and an assigned teacher advisor with specific training in identifying rigorous coursework and post-secondary options for LTELs.



Staffing to Support Students with EL Status

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

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

Long-term English Learners 🇺🇸

Ferlazzo, L. (2019). [Research in action: Ramping up support for long term English learners. Educational Leadership](#). ASCD.

Olson, L. (2010). [Reparable Harm: Fulfilling the unkept promise of educational opportunity for California’s long-term English learners](#).

Staffing

The district’s LIEP plan must include the amount and scope of instruction provided by a K-12 ESL-licensed teacher. 🇺🇸

★ While there is no mandated staff-to-student ratio, many successful programs keep their ratios to about 1 to 45 at the elementary level and about 1 to 25 at the secondary level. As programming varies across the state to meet the needs of each district’s particular students, the staff-to-student ratio can be adjusted to ensure the needs of students with EL status are sufficiently addressed.

🇺🇸 If the district receives Title III grant funding, refer to critical elements [3 Staffing and Professional Development](#) and [4 Parent, Family and Community Engagement](#) for requirements in these areas.



Individual Language Plans (ILPs)

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

A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific program model being utilized as well as the student’s academic language progress as indicated by observation and samples of student work.

Sample LIEP Plan

(Plans will vary depending on the size of school and the specific needs of the students served.)

This information is shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social workers or psychologists. Students are fully integrated into core curriculum and instruction while receiving EL support. They also have complete access to all programs in the school and work on the same skills as all mainstream students.

Individual Language Plans

ILPs are an excellent tool to use to differentiate supports and services to students and monitor academic progress. ILPs are recommended but not required.

Sample ILPs

[Banaadir Academy](#)

[Albert Lea](#)

[Academia Cesar Chavez](#)

Ongoing Identification

[English Language Development Program Entrance and Continuing English Learner Eligibility](#)



Assessment and Ongoing Identification Procedures

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

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

Transitioning students from one year to the next

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

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for EL services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, student continues to qualify for EL services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the EL program. However, students may remain in the EL program only if staff can provide evidence that the student needs continued supports in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the EL program. The following additional measures could be used:
 - Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
 - Writing: Test of Emerging Academic English (TEAE) Writing Rubric
 - WIDA MODEL for listening, speaking, reading and writing

Sample LIEP Plan

(Plans will vary depending on the size of school and the specific needs of the students served.)



Program Evaluation and Adjustment

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

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

The district meets annually to review data related to current and exited English learners in order to:

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

Program Evaluation

[MPS EL Program Guide](#) (with guiding questions for amount and scope of instruction)

[ROCORI Program Evaluation form](#) (p. 36-37)

CLAMS (Committee on Language Acquisition Model Selection) from [Scanlan and López 2015](#)

Carnock, Janie Tankard. (2017). [Rethinking data for English learners in the ESSA era](#). Rethinking America.



EL Program Exit Procedures

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

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



Monitoring Exited Students

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

EL Exit Procedures Resources

[English Language Development Program Entrance and Continuing English Learner Eligibility](#)

[Writing Rubric for Minnesota Test of Emerging Academic English \(TEAE\)](#)

[Minnesota Modified Student Oral Language Observation Matrix \(MN SOLOM\)](#)

Exit Considerations

Minnesota's Standardized criteria for exit is provided in the example and available in [MDE guidance documents](#). Note that the guidance states that additional criteria may be used for students with 3 of 4 domains at or above 3.5. It is only to be used to demonstrate a student's continued need for EL services. No additional criteria is needed to exit a student who has 3 of 4 domains at or above 3.5. See [Additional Criteria Decision Tree](#).

If the district uses additional criteria, the LIEP plan must include the measures it will use to determine that a student needs continued support in the LIEP. Specific criteria and measures must be identified for each domain (listening, speaking, reading and writing). The assessments below are recommended; however, the district may use any valid and reliable English language development assessment.



Family and Community Communication Procedures

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

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

Families and their broader communities are an integral part of our framework, mission and vision. By creating a positive relationship with families, we build trust that we will best serve their children. When we meaningfully partner with families and communities we can:

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

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

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

Communication Procedures

The plan must be available upon request. See [Appendix B](#) for example webpages.

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

Sample LIEP Plan

(Plans will vary depending on the size of school and the specific needs of the students served.)

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

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

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

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

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

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

Family and Community Engagement

[A Parent or Guardian’s Guide to School](#)

[Family, School and Community Engagement](#)

[Culturally Responsive School Leadership: A Synthesis of the Literature](#) (Khalifa, Gooden, and Davis, 2016)

[MPS Family Engagement](#)

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

Definition of RAEL (from MDE) and Newcomers

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

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

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

Orientation for New Multilingual Students and Families

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

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

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

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

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

Academic program

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

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

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

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

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

Multi-Tiered System of Support

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

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

Secondary: Secondary aged students who are newcomers will meet with the academic counselor to discuss options for pathways towards graduation. The discussion will include: four/five/six year plan options, “aging out” requirements (school until 22 or 23), Adult Basic Education (ABE) opportunities, Alternative Learning Center (ALC) options, potential Internships, PSEO, and post-secondary preparation, etc. Students will also have the option to take the Accuplacer or another post-secondary placement test.

Additional Instructional Supports: Targeted Services (After School and Summer programming): As other multilingual learners, newcomers may be referred to targeted services after school program options. (Receiving

EL services are an automatic qualifier for targeted services.) EL teacher input should be included in the decision-making process.

School-based support services: Schools will develop their own school-based services to assist newcomer students in integrating into mainstream culture and for maintaining their home culture. Some examples of programming could include the following: HAPP (Faribault), TORCH (Northfield), after school bilingual support/tutoring (Roseville), etc.

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

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

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

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

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

Additional Resources

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

Example Newcomer Support Plan

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

Appendix B: Sample EL Program Webpages

English learner program information can be made available to parents, family and community members in multiple modes, including on a district's website. It is essential the webpage's information is accessible to stakeholders. Consider the following guiding questions:

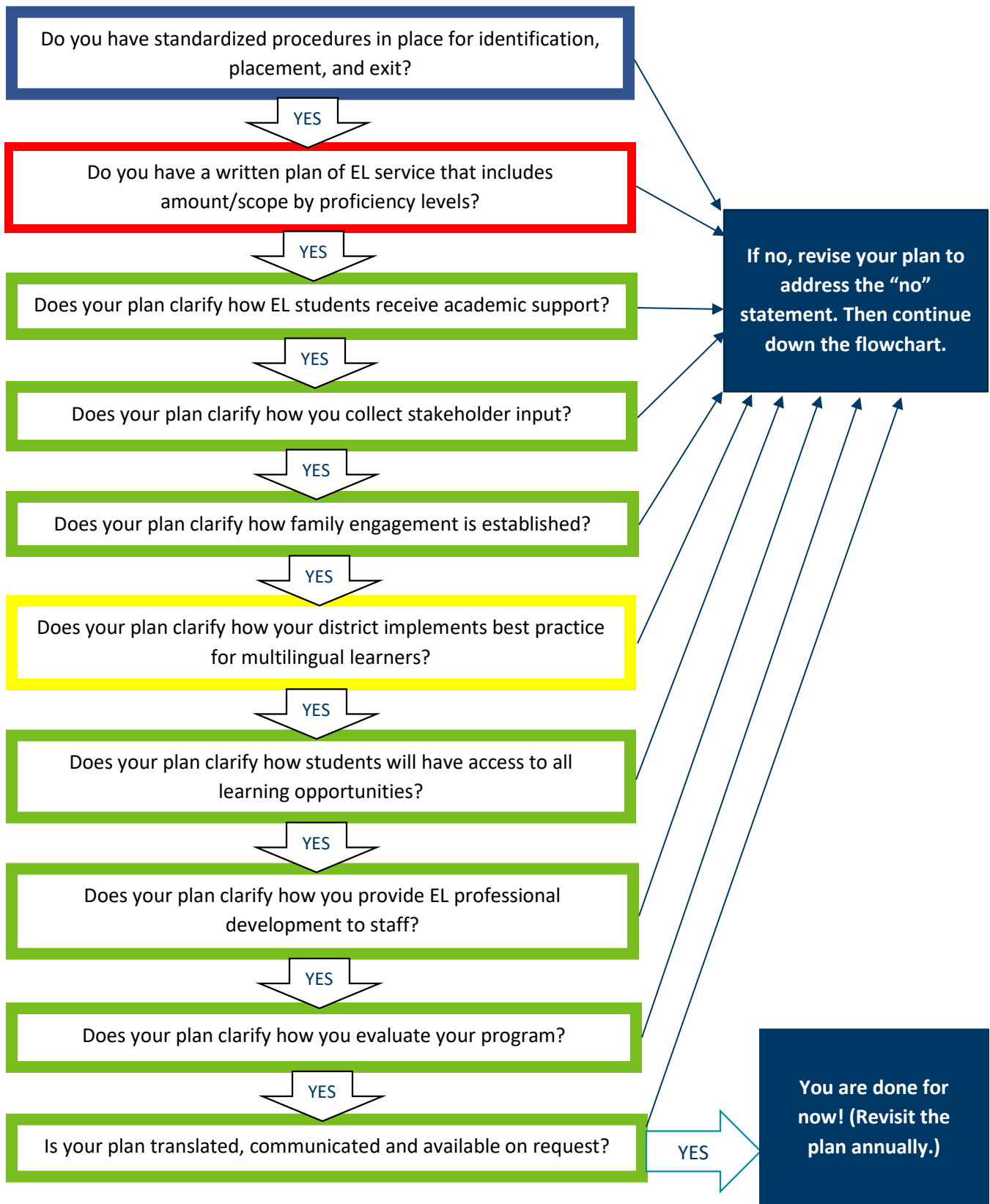
1. Does our district have an English learner Education webpage?
2. Do our parents, families and community members know about the website? How do we inform them of its existence?
3. Is the webpage easy to find or is it deep under multiple subpages? Is it located under a logical tab (e.g., Academic Programs, Student Services, or Teaching and Learning)? Does the location lift up the importance of EL programs?
4. If parents want a printed or translated copy of the LIEP plan, have we told them how they can request one?
5. Does the page introduce staff with whom to communicate for more information or questions?
6. Does the webpage have translation available? Does it state how to request an interpreter?
7. What other resources can we link our parents to through our website?
8. How do family and community provide input on the plan? Who are contributing stakeholders?

The following are links to several district websites³ with qualities worth highlighting:

- [Saint Cloud Public Schools](#)
- [Shakopee Public Schools](#)
- [Noble Academy](#)
- [Waseca Public Schools](#)
- [Rosemount-Apple Valley-Eagan \(District 196\)](#)
- [St. Paul City Schools Charter Schools](#)

³ Note that the websites were last accessed by MDE on November 3, 2020. The websites may have be updated since publication. The districts' LIEP plans were reviewed by MDE and deemed compliant in a previous year (though not necessarily best practice – use your professional judgment when viewing their plans). Note: any updates to the plans have not been reviewed by MDE.

Appendix C: LIEP Plan Development Flow Chart⁴



⁴ Appendix C – LIEP Plan Development Flowchart (Contact MDE.EL@state.mn.us for a text version of this flowchart.)