



Modern Montessori Charter School

District 4273-07

Language Instruction Educational Program (LIEP)

Program Description

The English Learner (EL) program in District 4273-07 supports learners in acquiring the English needed to succeed in the classroom, in accordance with the State of Minnesota Guidelines and English Language Proficiency Standards. EL licensed teachers provide direct English language instruction to identified students in the domains of speaking, listening, reading and writing, as well as provide consultation support to classroom teachers, support staff and students based on each student's English language learning needs. Para-educators and specially trained teachers support mainstream classroom instruction for EL students.

PART I: ENGLISH LEARNER IDENTIFICATION, PLACEMENT AND PROGRAM EXIT

In Minnesota, an EL is defined as a learner who:

- a) first learned a language other than English, comes from a home where a language other than English is usually spoken, or does not use English as a primary language;
- b) lacks the necessary English skills to fully participate in classes taught in English.

Part(a) is measured by a Home Language Questionnaire that is given to every student entering the district for the first time. Part(b) is determined by current Assessing Comprehension and Communication in English State-to-State (ACCESS) data and/or the World-Class Instructional Design and Assessment (WIDA) screener. Minnesota adopted the WIDA standards for English Language Development. Modern Montessori uses the state WIDA assessments (ACCESS for ELLs, WIDA Screener) as the indicator for student placement.

All EL students are assessed on an annual basis using the ACCESS for ELLs assessment to determine growth and progress toward proficiency. The WIDA-ACCESS Placement Test (W-APT) is a similar assessment given to incoming kindergarten students and the WIDA Screener is given to students with no previous ACCESS testing data for the purpose of obtaining baseline English proficiency levels. Both assessments are aligned to English Language Proficiency (ELP) Standards and give educators and parents information about the English language proficiency level of ELs in the areas of listening, speaking, reading and writing.

The various portions of the ACCESS and WIDA Screener assessments are combined to form an overall proficiency score which is used to assist with programming placement. The reading and writing portions are weighted at 35% each of the overall score, and listening and speaking are weighted at 15% each. The final rating ranges from 1 to 6, with 1 representing an entering level and 6 representing English language proficiency. It is important to note the overall score is not rounded. For example, while a student may

score at a 3.9, their level would remain at a level 3. The language level of the student is used to determine EL programming placement. Identification, Placement and Program Exit Procedures

Step 1: Identification

The Home Language Questionnaire or teacher referral indicates possible EL status. If there is no ACCESS test data in the student's cumulative record, the WIDA Screener assessment is administered by a licensed EL instructor.

Procedure for Home Language Questionnaire

1. The Home Language Questionnaire is included on the Modern Montessori Charter School District Enrollment forms and is administered to all incoming students.
2. The MARSS coordinator enters all student information, including home language, into the Student Database System.
3. A copy of the enrollment form for any student with a home language designation other than American English is forwarded to the building's English Learner (EL) instructor.

Step 2: Program Entrance

A student's English language proficiency is evaluated using the ACCESS or WIDA Screener assessment to determine eligibility for EL programming.

Procedure for EL Programming Entrance: Students New to District

1. The EL instructor reviews the testing data and cumulative folder of all students with a home language designation other than American English.
2. Students without a current ACCESS score will be assessed using the WIDA Screener.
3. Students are eligible for EL Services if any of the following criteria is met:
 - a. Current ACCESS or WIDA Screener overall proficiency score is below 4.5 or the score for any one modality (listening, speaking, reading or writing) is below 3.5.
 - b. EL Services were provided in the student's previous school district.
 - c. EL instructors use ACCESS Composite Score and the 'Amount, Scope and Sequence of EL Services' document (see Part III) to determine EL placement for support.

Procedure for EL Programming: Current Students

1. The EL instructor reviews the ACCESS testing data for all current EL students. Students obtaining an ACCESS overall proficiency score below 4.5 or receiving a score below 3.5 in any one of the four modalities of listening, speaking, reading or writing are automatically eligible for continued EL services. EL Instructors use ACCESS Composite Score and the 'Amount, Scope and Sequence of EL Services' document (see Part III) to determine EL placement for support.
2. Students receiving a composite score of 4.5 or higher with at least three of the domain scores (reading, writing, listening, speaking) at 3.5 or higher meet the state criteria for English language proficiency. These students enter into a process in which the EL team reviews classroom performance, local assessment data, and documentation in the domain that is below 3.5. (See

Step 6: Program Exit). EL Instructors use ACCESS Composite Score and the 'Amount, Scope and Sequence of EL Services' document (see Part III) to determine EL placement for support

Step 3: Parent Notification

Parents are notified of student placement in EL services per Federal Title III guidelines. Phone or face-to-face conversation, translated if necessary, from the EL or classroom teacher is the initial form of contact. EL programming and support services are explained, and teachers are able to answer questions and receive parental input. A follow-up letter from the EL instructor states the reasons for identification, student proficiency levels in listening, speaking, reading and writing, the amount of time and type of EL services, exit requirements, and graduation rate of EL's in the district. Parents retain the right to refuse service.

The following letters and forms are used by Modern Montessori Charter School to communicate with parents regarding EL Services:

1. EL Programming Notification Letter

- a.* This letter is sent to parents within the first 30 days of the beginning of a school year or within 10 days during the middle of the school year upon entering EL programming. If deemed necessary by the EL teacher, parent notification letters are sent in the primary language of the family. A copy of the letter is kept in the students' EL file. Parent Notification mailings include the following documents:
 - English Learner Program Placement Notification
 - ACCESS and/or WIDA Screener Results

2. EL Program Exit Letter

- a.* Parents are notified within the first 30 days of the beginning of a school year or within 10 days during the middle of the school year when students are exited from EL programming. If deemed necessary by the EL teacher, EL programming exit letters are sent in the primary language of the family. A copy of the letter is kept in the students' EL file.

3. Refusal of EL Services Form

- a.* In the English Learner Program Placement Notification letter, parents are notified of their right to deny EL services for their child. Parents choosing this option are required to submit a Parent Refusal of EL Services form. A copy of the form is kept in the students' EL file.

4. Refusal of ACCESS Testing Form

- a.* Parents of EL students retain the right to refuse annual ACCESS testing. Parents choosing this option are required to submit a Parent Refusal of ACCESS Testing form. A copy of the form is kept in the students' EL file.

Step 4: Service

EL services support the student in listening, speaking, reading and writing in the following five areas:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Services are explained in more detail in the next section of this document: PART II: ENGLISH LEARNER PROGRAMS.

Step 5: Annual Progress Evaluations

Ongoing assessment will determine continued EL services. ELs participate in statewide English language proficiency assessments (ACCESS), Minnesota Comprehensive Assessments in Reading and Mathematics (MCAs), district achievement assessments including Measures of Academic Progress (MAP) and FastBridge Learning Assessments (FAST), as well as classroom assessments in English language development, reading, math, science and social studies. All student data is reviewed yearly by a licensed EL instructor.

Step 6: Program Exit

The decision to exit a student from EL programming services is based on student scores on the ACCESS assessment. The State of Minnesota has defined English language proficiency to be an overall ACCESS assessment composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, listening) at 3.5 or higher. The district’s programming requirements for each of the EL Programming status’ is listed in the chart below.

EL Programming Status	Status Requirements
Exited	Parental Notification of Exiting Programming; Reclassified to Non-LEP; No ACCESS Assessment
Continued Programming	Parental Notification of EL Programming; Retains Limited English Proficiency (LEP) Classification; EL Instructor directly services the student; ACCESS Assessment

Students who scored proficient on the prior year’s ACCESS, but scored lower than 3.5 in any one of the domains are eligible to continue to receive EL services in the domain of identified need. The Modern Montessori Charter School District will keep the appropriate eligibility documentation in the domain in which the student scored lower than a 3.5. The documentation must include: evidence of need in core classes, evidence of need in language support area, and notes from discussion with IEP team, when applicable.

The decision to exit a student from EL programming services is based on student scores on the ACCESS assessment. The State of Minnesota has defined English language proficiency to be an overall ACCESS

assessment composite score of 4.5 with at least three of the domain scores (reading, writing, speaking, listening) at 3.5 or higher. The State of Minnesota has established the following procedures for exiting students from EL classification:

- If a student has an ACCESS composite score of at least 4.5 and all four domain scores (speaking, listening, reading, and writing) are at least 3.5 , that student must be exited and reclassified as no longer LEP.
- If a student has an ACCESS composite score of less than 4.5 or two or more domain scores are less than 3.5 , that student cannot be reclassified and must continue to receive English language development (ELD) instruction.
- If a student has an ACCESS composite score of at least 4.5 and three out of four domain scores are at least 3.5 but any one domain is below 3.5, then teachers must use additional criteria to determine whether or not a student will remain in ELD instruction. The additional criteria must include evidence that the student has a persistent need for English language development instruction in the domain that is below 3.5.: The documentation must include: evidence of need in core classes, evidence of need in language support area, and notes from discussion with IEP team, when applicable. Examples of evidence include: teacher observations, formative language assessment data, and local reading assessments such as reading inventories, benchmarking levels, and running records. Documentation must be placed in the student's cumulative folder. All documentation must be in reference to the domain in which the student scored below 3.5.
- Performance on content area assessments is not one of the criteria used to determine EL eligibility. Results from standardized content assessments, such as the MCA, may not be used to keep a student in ELD instruction.

Step 7: Reclassification to Non-EL

A student is reclassified as no longer LEP after exiting EL programming.

English Learner Exit Criteria and Reclassification Procedures Students exited from direct service English language instruction should be able to perform in the general education program without significant barriers primarily caused by limited English proficiency. All students are evaluated on an individual basis. Students will be exited from EL programming if and when they meet the following criteria:

- ACCESS composite score of at least 4.5 and all four domain scores (speaking, listening, reading, and writing) are at least 3.5.
- ACCESS composite score of at least 4.5 and three out of four domains are at least 3.5 but at least one domain is below 3.5, and additional documented evidence does not show a need for additional language support or need for additional instruction in the domain that is below 3.5.

Parents are notified by letter when students are exited from EL programming.

PART II: LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP) DESCRIPTION

District 4273-07's EL Department offers content-based EL instructional programs which promote students' English Language Proficiency and build academic content knowledge by integrating subject areas with language acquisition strategies. EL students acquire English through participation in

age-appropriate instruction aligned to district content standards as well as English language proficiency standards. The primary objective of teaching language through content is to make the curriculum available to students at all levels of English proficiency.

Instruction for ELs at Modern Montessori Charter School takes many forms. EL teachers, along with classroom teachers, para-educators, media specialists, music, physical education and art teachers, special education staff, and home/school liaisons all provide instruction to EL students. EL students receive the greater part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with EL teachers, pullouts by EL teachers and paraprofessionals, and shelter content classes are some of the instructional approaches which support the learning of EL students.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills to Cognitive Academic Language Proficiency (BICS and CALP, Cummins, 1979), as students' progress. Pull-out (from the general education classroom) models allow for EL Beginners to practice using English in situations where they are comfortable, having a lower affective filter (Krashen, 1981). Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream (Echevarria, Vogt and Short. 2009). Content-based instruction is a major force in ESL pedagogy today where teachers infuse purposeful language instruction that prioritizes explicit instruction in discipline-specific language (Schleppegrell & deOliveira, 2006). District 885's EL program uses the WIDA English Language Development (ELD) Standards to promote academic language proficiency in the following areas: Social and Emotional Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies.

This content-based EL instruction is critical because without this instruction it is not unusual for adolescent English Learners to understand subject matter, but lack sufficient command of vocabulary and sentence structure to summarize or discuss proficiently (Dutro & Levy, 2011). A well-designed program for EL's includes systematic instruction in the conventions of standard English, along with explicit instruction in discipline-specific language of core classes (Dutro & Levy, 2011).

At the elementary level, general education and EL licensed teachers collaborate to teach language through content using district curriculum supported by second language acquisition strategies. The EL teacher provides support primarily in English language arts, but may provide additional support in other content areas.

At a secondary level, students receive needs-based EL services within the classroom environment. These services are provided by a licensed EL teacher, a para educator or a specially trained subject area teacher. In addition, some students participate in a course with embedded language development goals. The primary purpose of the course is assist students in their language acquisition development in listening, speaking, reading and writing.

In all programs, teachers and para-educators provide linguistic, graphic, visual, kinesthetic, interactive and emotional supports to make content standards and curriculum accessible for ELs at all levels of proficiency.

Part III: AMOUNT AND SCOPE OF INSTRUCTION

Teaching and instructional approaches to effectively address the unique needs of the EL students in District 4273-07 come from various educational models, EL teachers, along with classroom teachers; teaching assistants; media specialists; music, physical education, and art teachers; special education staff; after-school care staff; and home/school liaisons all provide instruction or instructional support to EL students. All EL students receive the greatest part of their instruction in the general education classroom. Classroom teacher accommodations, collaboration with WL teachers, pullout by EL teachers, and sheltered content classes are some of the instructional approaches that support the learning of EL students. A student’s English Language Proficiency level is determined by their composite score on the Assessing Comprehension and Communication in English State-to-State (ACCESS) data and/or the World-Class Instructional Design and Assessment (WIDA) screener. The chart describes the amount and scope of English Learner services offered at each grade level and at all levels of English language proficiency.

A written service plan based on the EL WIDA proficiency levels is below. This figure articulates the minimum minutes of direct instruction from both licensed EL instructors as well as classroom support each week.

Recommended Minutes of Direct Instructional	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Elementary	45 minutes per day	30 minutes at least 3 times per week	20 minutes at least 2 times per week	30 minutes at least once per month	30 minutes once per month
Middle School	180 minutes per day	Two or more sheltered content classes	One or more sheltered content classes	At least one class per day with EL structured support	68 minutes per day

Part IV: Communication of Language Instruction Education Program (LIEP) Plan Information

Research confirms children whose parents are involved in supporting their learning perform better in school. Parent involvement is especially critical for supporting successful language development. Parent involvement includes helping to meet family and community needs as well as providing opportunities for families to give back to the community. Family engagement assists all stakeholders in building relationships and creating a community of support. District 4273-07 is committed to creating positive and collaborative parent, family, and community engagement, which is achieved in the following manner:

Parent Notifications:

Parents of all students currently enrolled in English Learner (EL) programming are provided with the following information within 30 days of each school year. The following forms are sent to parents in their home language (when applicable).

- Notification of their child's participation in the LIEP.
- Description of the LIEP including its intended benefits for their children and an explanation of its effectiveness.
- Notification of their right to refuse LIEP services.

In addition, the district's LIEP Plan is posted on the district website.

Family Outreach:

Modern Montessori Charter School provides outreach to parents of ELs to inform them how they can be involved in the education of their children and active participants in the process of assisting their children in attaining English proficiency and succeeding academically. This outreach includes:

- Email, Letter, and Telephone Communication with Parents
- EL Staff Availability at Open House
- Parent / Teacher Conferences
- EL Family Night
- Promotion of Adult ESL Classes and Shared Community Resources

Translation and Interpretation Services:

Translation and interpretation services will be provided in the preferred language of parents. This may include:

- Professional Interpreting Services or Language Line
- School Website is Accessible in Multiple Languages

APPENDIX:

FAQS

1. What does ELL mean?

ELL means English Language Learner. An English Language Learner is someone who uses or hears another language at home and is strengthening their academic English skills. Other ways to say ELL are EL for English Learner or ESL for English as a Second Language.

1. What does an ELL Teacher do?

The ELL teacher is a person who works with students who are learning English at school. The ELL teacher focuses on helping students develop their skills in reading, writing, speaking, and listening English. They also work with classroom teachers to support ELL students. ELL teachers work to support language development with all scholars, not just those who are identified as ELLs.

2. How was my child identified as an ELL?

We use a standardized test called the MODEL or the WIDA Screener to test your child's ability to understand and speak English. For older students, we also test reading and writing. If students score below a certain level, they are considered to be ELLs.

3. How many students at the Modern Montessori are ELLs?

Approximately 5% of our scholars are identified as ELLs and receive support from an ELL teacher.

4. What does being an ELL mean for my child?

This means your child will get extra support in learning to read, write, speak and understand English. The ELL teacher is another teacher who will work with your child for about 30 to 60 minutes during the school day in a small group. Some students may work with them for a longer amount of time.

5. How long will my child be an ELL?

All students are different, so it is hard to say how long they will be an ELL. Students will be considered an ELL until they show that they have developed enough skills in academic English to score proficient on ACCESS, a state test of English Language Proficiency.

6. What happens when my child is no longer an ELL?

ELL teachers will monitor your child's progress for at least four years after that by meeting with their classroom teacher multiple times each year. This is to make sure that your child continues to be successful in school.

7. How can I support my child at home? Should I try to use more English at home?

You can support your child at home by talking to them and asking them questions in your strongest language. If you are better at speaking another language, like Spanish, it is better for your child to hear you speaking in that language not in English. Reading and talking about stories in any language is also great!

8. Will my child still be able to participate in regular school activities, clubs, after school programs, and take the bus home?

Yes! ELL teaching time takes place for about 30 to 60 minutes during the regular school day. ELL students can participate in all school activities, clubs, and events.

9. Does this mean my child has an IEP? (Individualized Education Program)

No, it does not. IEPs are used to support students with special needs. If your child is an ELL it means that they get extra support in learning English.

10. If I do not speak or read English, can the school send home papers, call me, or have meetings in another language?

Yes! We are always happy to send home papers in another language or have someone translate for a phone call or meeting. If this is not happening and it would be helpful for you, please ask!

Modern Montessori Charter School

School Year 2019-2020

Initial / Annual Parental Notification of English Language Learner (ELL)

Dear Parents and Families,

In order to identify and support students who are English language learners, state and federal regulations and guidance state that school districts must assess the English language proficiency of all students whose home language is other than English. Such students must be tested in reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains that your child is eligible to continue in the English Language Learner (ELL) program.

SECTION I - Program Placement

The following are the results of this English language assessment(s):

Student Information

Name _____ Grade: _____

Assessment Tool: WIDA Screener or MODEL

Score (out of 6):

Date of Assessment (month/year):

Continuing ELL Students and/or Transfer Students	Score (out of 6)	Date of Assessment (month/year)
Speaking (ACCESS for ELLs test)		
Listening (ACCESS for ELLs test)		
Reading (ACCESS for ELLs test)		
Writing (ACCESS for ELLs test)		

English Language Proficiency Level based on language assessment data and other measures:

L1 – Entering

L2 – Beginning

L3 – Developing

L4 – Expanding

L5 – Bridging

Enrolled in an ELD Program: The school district proposes to place your child in the following program:

English Language Development (ELD)— a program that incorporates strategies to make content area instruction more comprehensible to ELLs and to promote language development. This type of instruction is based on students' language proficiency levels.

As part of the Structured English Immersion (SEI) program, your child is enrolled in BOTH:

- **English as a Second Language (ESL) classes:** direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. Your child receives this instruction from an ELL Teacher.
- **Sheltered Content Instruction Classes:** content area instruction that integrates strategies to make content comprehensible and develop content area academic language. Your child receives sheltered content instruction in their regular classroom, from their regular teacher(s).

Other Types of Programing:

- **Alternate ELD Program** – If you believe that your child should be placed in a program other than the SEI program (indicated above), you have the right to request a waiver into an alternate program. Please contact the ELL Coordinator(s) listed below for further information.
- **Opt Out** - You also have the right to opt out of the language program chosen for your child, and other programs for English Language Learners offered by the district. Federal and state laws require that the district provide your child with support so he or she can understand instruction taught in English and develop his or her English skills. This means that if you choose to opt out, your child's teachers will support your child in the regular classroom. But, if you opt out of language programs, **your child will not receive specific English Language Learner (ELL) instruction focused on language skills.** We think ELL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our language programs. This type of instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to opt out of language services for your child, please contact the ELL Coordinator(s) listed below.

SECTION II Exit Criteria

Specific ELL Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an ELL. Therefore, he or she will be exited from the ELL program and will not be eligible for ELL services. Students who are no longer classified as English Language Learners must be monitored by the district for four years to ensure that they are succeeding academically. The district must provide language support services to such students and/or recommend re-entry to the ELL program, if these students struggle to meet grade-level academic expectations due to lack of English language proficiency. Your child will continue to receive ELL support services until he or she meets the following criteria:

- Obtain a 3.5 or higher on three or more ACCESS domains and a composite score greater than or equal to 4.5

AND

- Demonstrated ability to perform ordinary classroom work in English, as indicated by:
 - Network Assessments
 - MCAs
 - NWEA
 - Report card scores

The ELL Coordinator(s) and/or the principal are available to speak to you or meet with you about your child's placement and the school's ELL programs. We strongly encourage you to contact us if you have any questions. Thank you.