

Brainerd Public Schools Language Instruction Educational Program (LIEP)

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Section 1 Overview of Program and Placement

Brainerd Public School District 181 recognizes that within the district there are students whose primary language is not English or have family whose primary/first language is not English. The District shall provide appropriate educational support services for these students to help them acquire English Language Skills that will enable them to meet established academic standards.

Each student enrolled in Brainerd Public Schools will be given a [Home Language Survey](#) upon enrollment in the district that will be kept on file either in paper or electronically. If parents indicate any language other than English on any of the four questions, Brainerd Public Schools will screen and identify if the student is an English Language Learner or a Non-LEP. This identification process will take place within the first 30 days of enrollment if the student is enrolled during the first quarter (k-8th) or semester (9-12th) of school and within 10 school days if enrolled after the first term using the appropriate language proficiency assessment (WIDA screener 1-12 or Kindergarten MODEL for K).

([MDE- Minnesota Standardized English Learner Procedures](#)).

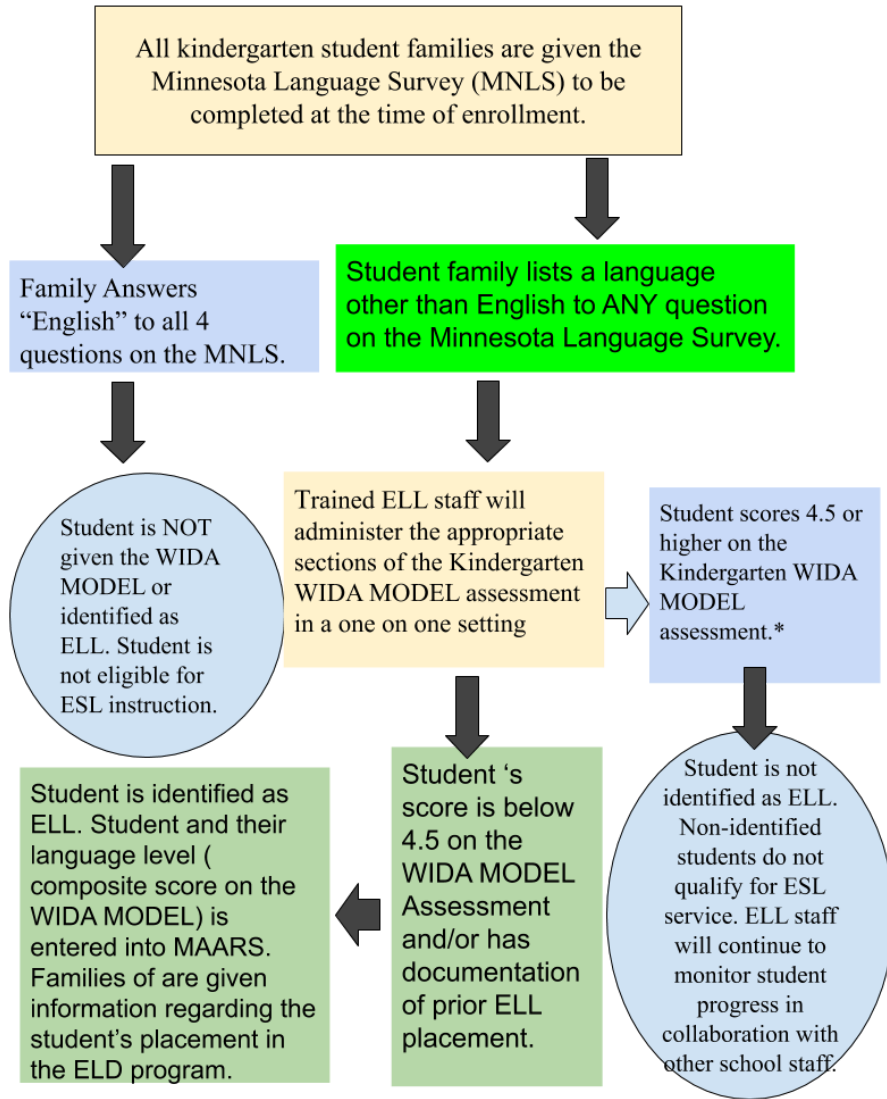
Kindergarten/First Semester 1st Grade Screening

Kindergarten students who enroll during the first or second term, are given the speaking and listening sections of the Kindergarten WIDA MODEL to determine eligibility and placement within the ELD program. After the first two terms have ended, newly enrolled students are given the complete Kindergarten WIDA MODEL to determine eligibility and placement within the EL program.

Students new to Brainerd Public school as a first grader and enrolled during the first term, are given the complete Kindergarten WIDA MODEL to determine eligibility and placement within the ELD program. After the first term has ended, they are given the first grade WIDA Screener.

The flow chart below shows how the steps in determining eligibility and placement of kindergarteners in the English Language Learners Program.

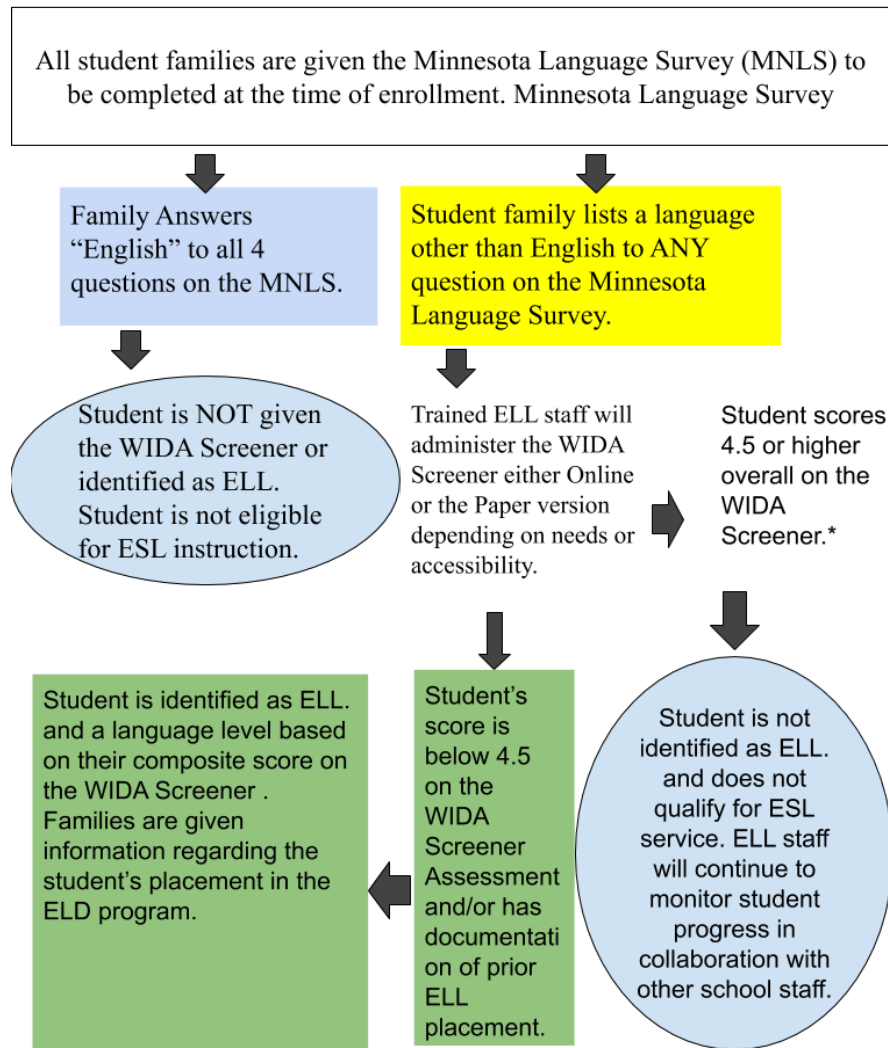
Brainerd Schools: Kindergarten EL Eligibility



Identification of Els in Grades 1-12

The flow chart on the following page shows the steps in determining eligibility and placement of students in 1st through 12th grade in the English Language Learners Program.

Brainerd Schools: 1-12 EL Eligibility



The District will also screen for the potential identification of the following additional categories:

- Students with Limited or interrupted Formal Education (SLIFE)
- Recently Arrived English Learners (RAEL)
- Immigrant Children and Youth
- Migratory Children
- Special Education

If the student qualifies for any of these additional categories the information will be noted in the student's cumulative folder/Skyward and utilized when appropriate. Criteria used for identification is outlined in sections later in this document.

The District will annually provide the Department of Education with the names of students identified as SLIFE using the Student Support Data Collection (SSDC) or similar system. The English Language acquisition and academic progress results for identified SLIFE are made available as part of the Minnesota Report Card.

Section 2: English Language Learner Programming

Upon identification as an English Language learner (EL) or a multilingual learner, a home language and EL indicator will be entered into MAARS with a start date for EL services. All identified students will then be part of the ELD program and will be provided service based on their needs. The program is a mix of sheltered content instruction and ELL instruction.

In Sheltered Content Instruction, general education teacher (s) work with the English Language Teacher (EL) to incorporate language goals into the general education content with the goal of making the general content accessible to the English Learner. The content teacher is responsible for most of the content with the EL teacher pushing-in or working in a small group to assist with the learning of the content.

ELL instruction focuses on social and academic english skills. ELL instruction is delivered solely by an EL teacher. This instruction is supplementary and will not take the place of content instruction. It can be delivered as part of a push-in model but is often delivered via pull-out model based on needs. It works on skills, in listening, speaking, reading and writing.

Recommended Service Minutes

Service minutes vary based on students needs and grade level. Students who are identified as ELs take a yearly test (ACCESS or similar) to assess their language skills in the domains or listening, speaking, reading and writing. Their level is based on the composite score of the WIDA screener/K Model or on the ACCESS from the previous year. The level determines the amount of service that the student will receive. The service minutes for the student are reviewed at least a few times a year to evaluate if they meet the student's needs.

The recommended service minutes are listed in the table below:

Language Level	Recommended Service Minutes
1-Entering	8 hours/week
2-Beginning	4 hours/week
3-Developing	2 hours/week
4-expanding	2 hours/week
5-Bridging	No direct service Monitored for at least two years

** all service minutes are approximate and can vary based on need and are subject to change**

Service Models

General/Content Teachers and EL teachers work to create the best possible schedule and utilizing various service models. The model chosen is based on various factors including but not limited to: EL teacher schedule/availability, classroom/content teacher schedule, instructional space, ELL student language and programming needs. The methods shall be analyzed regularly and adjusted as necessary to account for the best appropriate learning for the student.

Push-in

- **Sheltered Content English** service model has the EL teacher pushing in, and working in the general education classroom, assisting the classroom teacher with making the content accessible to the student(s) in the class that are ELs. The EL teacher is supporting the content and not doing a separate EL curriculum. This model is most appropriate for ELs that are level 3 or 4.
- **EL push-in:** the teacher pushes into the class and teaches a student or a group of students but uses a separate EL curriculum which is often theme based and focuses on the domains of listening, speaking, reading and writing in English. This model can be used and can be effective with various language levels.

Pull-out

- The teacher pulls a student or group of students to a space separate from the general education classroom to deliver EL instruction. The instruction is thematic based, and focuses on Listening, speaking, reading and writing. This model is generally appropriate for Levels 1 and 2 and the student shall spend the majority of the day in the general education classrooms.

Section 3: Exiting the Program

Brainerd Public Schools will follow the procedures laid out by the Minnesota Department of Education. All Students will continue to be served until they meet the exit criteria for reclassification laid out in MN ([MN Exit Criteria](#)). The flowchart following this section helps lay out the decision process.

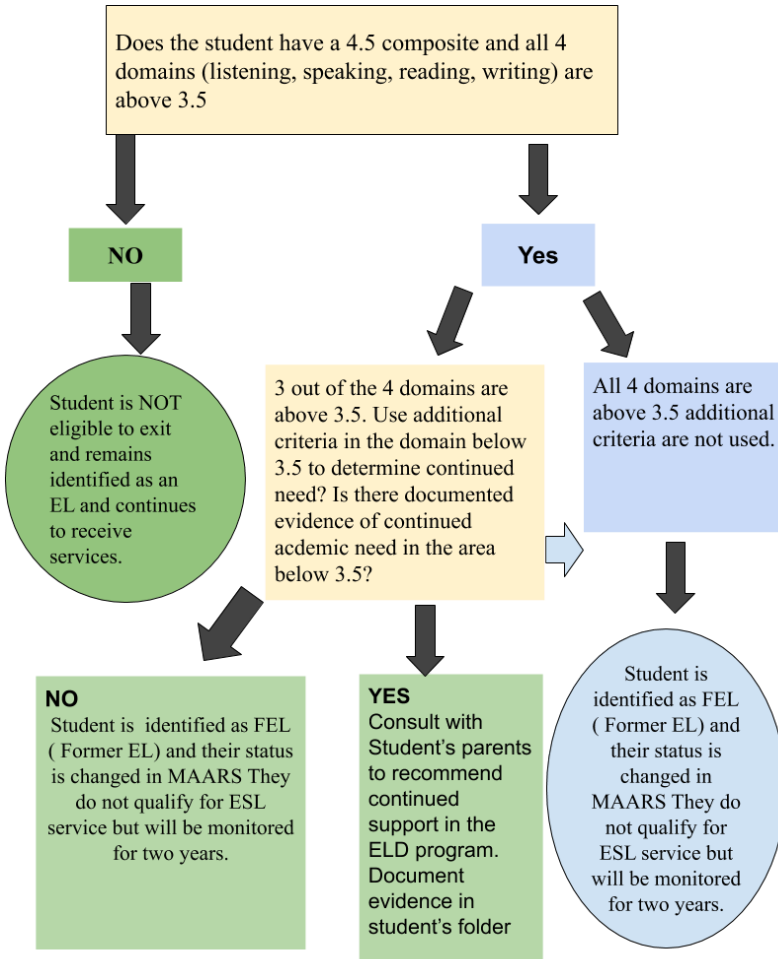
Based on results of the most recent ACCESS 2.0, scores students are potentially eligible to become reclassified as FEL (former English Learner) If the student's most recent composite score is 4.5 and all scores are above 3.5 they will automatically be reclassified as Former English Learner (FEL) and the parent(s) will be notified that they will no longer be receiving services but will be monitored for 2 years to make sure they continue to make progress without the EL program support. In MAARS they will be reclassified as FEL and will have an end service date based on the last school day of the year that they became proficient.

If a student's composite score on the most recent ACCESS test is at least 4.5 but one domain score is below 3.5, the district will use Additional EL Exit Criteria related to the domain below 3.5 to determine if a student should be exited from the LIEP or kept in the program for additional instruction. Additional EL Exit Criteria will not be used for students who have not yet received a proficient composite score on the ACCESS test or if a student has met the ACCESS proficiency score and all four domain scores are at least 3.5. If the team determines using the additional criteria (MCA test results, STAR data, Classroom assessments) the student is proficient and ready to exit, the parents

will be informed that their student is exiting the EL program but will be monitored to make sure that they are able to be successful without the EL program support. In MAARS they will be reclassified as FEL and will have an end service date based on the last school day of the year that they became proficient.

If an additional language assessment is used to document that a student is not yet proficient in the Academic English needed to be successful in the content classroom, district personnel will document in the student’s cumulative folder and/or on Skyward the continued need for support and will consult with the student’s parent(s) to continue to instruct and support the student in the EL program. In this case an EL end date will not be entered in MAARS. If there is not a documented need then the student will not be able to continue to be served in the EL program.

Exit Flowchart



Dual Exceptional Students:

Students who are dual exceptional (qualify for special education services, and English Language Learner services) will receive services from both special education and EL programs if applicable. Teachers should also consult with a student’s IEP team to determine if dual service continues to be an appropriate support for a student. The student will still take the annual ACCESS 2.0.

Section 4: Communication with Families

Initial Identification:

English Language Learner Teachers and classroom teachers in Brainerd Public Schools will screen the student within 10 school days of enrollment and initially communicate results from the screening process within 10 days of enrollment in the English Learner program. The communication will be sent in English and the home language if a translated version is reasonably available. The parents will receive a Parent Service Letter (Appendix A) describing the assessment used to determine eligibility (MODEL or WIDA screener, or Previous identification from another district/school). The letter outlines the screening results and the plan for the model of service. It also details their option if they would like to opt out of the services. It also lets them know of their right to visit the program.

Continued Eligibility

The staff will communicate annually within the first 30 days of school with the parents the continued eligibility for English Language Services using the Parent Service Letter (Appendix A) in September using English and the Home language if reasonably available. The letter outlines the ACCESS results and the plan for the model of service. It also details their option if they would like to opt out of the services. If available the parent ACCESS results will be shared at the beginning of the school year.

Conferences

EL staff communicate progress with the general education staff and will attend conferences for the students if the parent or teacher requests it or if the EL teacher would like to share progress in person and answer questions that the family might have about their student and the EL program. The District will make an effort to have a translator available should the family indicate a need for one.

The District will provide important documents in the home language when it is reasonably accessible to do so using TransACT.com and other available services.

SLIFE/Migrant/Immigrant Status

Brainerd Public Schools use the criteria bulleted below to identify students with limited or interrupted formal education (SLIFE) and submit the SLIFE identification to MDE via the Student Support Data Collection (SSDC) System by June 1 annually.

SLIFE are defined as ELs who meet 3 out of 5 of the following requirements:

- come from a home where the language usually spoken is other than English, or usually speaks a language other than English;
- enter school in the United States after grade six;
- have at least two years less schooling than the English learner's peers;
- function at least two years below expected grade level in reading and mathematics; and
- may be preliterate in the English learner's native language.

Immigrant Status

The following criteria is followed to ensure that eligible immigrants are counted for the Title III Immigrant Children and Youth regulation. The number of eligible students/children is reported to MDE by June 1 annually via the SSDC system.

Students who are eligible may or may not be English learners. Immigrant children and youth are defined as individuals who:

- are aged 3 through 12,
- were not born in any State; and
- have not been attending one or more schools in any one or more States for more than three full academic years (on a cumulative basis).

Migrant Status

The Minnesota Migrant Education Program (MEP) contracts with Tri-Valley Opportunity Council (TVOC) to provide identification and recruitment services.

	SLIFE	Immigrant	Migrant
2018-2019	1 out of 23 (total EL students)	0	0 out of 23 EL students
2019-2020	2 out of 35 EL students	1 out of 35 EL Students	0 out of 28 EL students

The English Language Learner program will address challenging state academic and English Language Development Standards as well as the standards set by WIDA, and will be based on best practice and methodologies for teaching ELs and immigrant children and youth.

[Minnesota K-12 Academic Standards in English Language](#) (all Grades k-12)

Programs for English learners in Brainerd Public Schools must:

1. Address challenging state academic and English Language Development standards. **(insert link when completed currently under review)**
2. Be based on sound educational theory.
3. Be based on reasonable calculation of the programs and practices, including resources and personnel to implement this theory effectively.
4. Use effective approaches and methodologies (including bilingual educational programs if it becomes a need) for teaching ELs and immigrant children and youth
5. Demonstrate successes in increasing English learners':
 - a. English language proficiency.
 - b. Academic Achievement.