

RED WING PUBLIC SCHOOLS

WE ARE CREATIVE

Discovering our strengths

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Building a future for everyone

Language Instruction Educational Program (LIEP)

2024-2025

Red Wing Public Schools #256

internal guidance document

state guidelines and internal agreed-upon procedures

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Overview of the LIEP 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. This LIEP plan outlines how the Red Wing School District district fulfills these requirements.

Background

WIDA is a multistate consortium focused on academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research, and professional development for educators. To guide the instruction of English learners, the Minnesota Department of Education (MDE) adopted the World-class Instructional Design and Assessment English Language Development (WIDA ELD) standards in 2011. These standards were revised in 2020. An implementation guide for districts was published for districts the same year.

Using this Guide

This guide outlines the most up-to-date research in the instruction of Multilingual learners. The procedures for the instruction of Multilingual learners enrolled in Red Wing School District are outlined in this document. For the past school year, discussions have taken place with every staff group that works with Multilingual learners to define the roles and responsibilities of many stakeholders and staff members working together in service of developing English language and content understanding.

Content Understanding is defined by both MDE and WIDA as the language of mathematics, the language of science, the language of social studies, and the language of language arts. Definitions of each subject area are outlined in the WIDA standards. The [WIDA standards framework \(2020\)](#) offers guidance to all school staff.

Four Big Ideas anchor the standards and are interwoven throughout.

1. Equity of opportunity and access
2. Integration of content and language
3. Collaboration among stakeholders
4. Functional approach to language development

Educators can use the 2020 Edition of the WIDA Standards Framework to:

- promote and guide systematic, explicit, and sustained language development
- support and frame collaboration among educators to plan for content and language integration in culturally and linguistically sustaining ways
- monitor multilingual learners' language growth
- provide standards-referenced feedback to students and families

Draft

Purpose and Audience of the LIEP Plan

The purpose of the LIEP plan is to provide transparency and coordinate implementation support. The plan's intended audience includes district stakeholders such as school staff, students, parents, and community members.

A version of this LIEP will be posted on the school website for parents, posted in translation, and given to staff members at the beginning of the year training.

Red Wing Public Schools strives to provide an innovative and meaningful educational experience that:

- fosters curiosity.
- pursues and applies best practices.
- embraces diversity by respectfully engaging all students, families, and staff.
- connects and partners with our community.

The mission of the Red Wing Public Schools is to educate and inspire all students as they realize their full potential and become respectful, responsible, productive citizens.

ELD Statement of Purpose

The English Language Development Department provides students, who fit the state requirements for EL Instruction, with the skills necessary for success in school and the real world while training content teachers in best practices for multilingual learners. School staff agree to implement the LIEP as outlined in this document. 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.

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.).

MDE recommends referring 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.

Minnesota’s Definition of a Student with English Learner Status

An English Learner is defined in Minnesota as a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary pre-kindergarten program under section 124D.151 who meets the following requirements (2015 Minnesota Statutes, section 124D.59, Subdivision 2): a. The pupil, as declared by a parent or guardian (on the Minnesota Language Survey), first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and b. The pupil is determined by a valid assessment measuring the pupil’s English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.

LIEP Commitments to Action by Role

Foundational Understandings:

Red Wing Public Schools strives to provide an innovative and meaningful educational experience for all students. This experience :

- fosters curiosity
- pursues and applies best practices
- embraces diversity by respectfully engaging all students, families, and staff.
- connects and partners with our community.

The mission of the Red Wing Public Schools is to educate and inspire all students as they realize their full potential and become respectful, responsible, productive citizens.

English Language Development Statement of Purpose

The English Language Development Department provides students, who fit the state requirements for EL instruction with the skills necessary for success in school and the real world while training content teachers in best practices for Multilingual Learners (MLLs). School staff agree to implement the LIEP as outlined in the Language Instruction Educational Program 2024-2025.

Administrators agree to:

- communicate information in the LIEP to stakeholders (parents and district employees). The LIEP and other ELD services information will be communicated to stakeholders in the following ways: parent-teacher conferences; parent meetings; staff meetings; phone calls; written formats; and the RWPS website.
- prioritize and clarify that teachers are integrating language and content and are expected to align their instruction to grade-level content and English language development standards.
- 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.

- provide collaboration time for ELD teachers, bilingual liaisons, paraprofessionals, and classroom teachers to work together.
- evaluate the academic progress of active and monitored English Learning students after Fastbridge Benchmark testing in the Fall/Winter/Spring and adjust programming to match instructional needs. This will be done via the building's problem-solving team.

Mainstream Teachers: All mainstream teachers receive ongoing professional development to integrate culturally responsive pedagogy, providing language supports to integrate language and content. Teachers will also receive professional development on how to integrate home languages into instruction. Strategies include using bilingual texts, bilingual resources for pre-teaching, and bridging charts.

Grade Level and Content Teachers agree to:

- work toward identifying language objectives for every lesson that include language forms, functions, and target vocabulary.
- collaborate with ELD teachers and bilingual liaisons to provide emotional, linguistic and academic support for new multilingual learners.
- connect with the building ELD teacher bi-monthly via email or in person.
- discuss ELD student well-being, overall academic achievement, language development, common learning targets, and supports as part of their teaching team.

ELD Teachers agree to:

- align their instruction to grade level expectations and learning standards from ELA, Math, Science, or Social Studies as outlined in the WIDA Standards Framework (2020).
- advocate for new multilingual learners and families.

- coordinate schedules and support services for new and continuing multilingual learners.
 - coach and guide teachers and paraprofessionals in research-based strategies for multilingual learners.
- Every effort is made to reach individual students at their tested and observed learning level, building from there.

Cultural Liaison agrees to:

- work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.).

While English learning students present new challenges, they also contribute new cultural and linguistic dimensions in our schools. In planning to meet their needs, multilingual students feel they belong and have avenues to contribute to their educational experience.

Identification Process for EL Students

For the academic success of a student with limited English proficiency, it is important to properly identify and place students for EL services.

The identification process includes the following:

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

4. The Minnesota Language Survey (formerly HLQ) is filled out by all parents/guardians on behalf of students entering the district. If any language other than English is answered, the student name is passed to the building English Language Development teacher for further evaluation using these [guidelines](#).

5. An incoming student whose completed Minnesota Language Survey fits the above guidelines, will be tested using the WIDA screener online assessment in the areas of listening, speaking, reading, and writing in English.

6. WIDA Screener core report scans will be sent to the Student Services EdFi Coordinator.

7. ELD teachers will send a copy of the WIDA screener score report and EL-02 English Learner Program Placement (Meets ESSA requirement) to parent or guardian in parents' preferred school-to-home language as indicated in Synergy.

8. An English copy of the WIDA screener score report and EL-22 English Learner Program Placement (Meets ESSA requirement) will be placed in the student CUM file whether or not they qualify for English Learner services.

Grade Level Placement

Newcomer (out of country):

- Age-appropriate grade placement (refer to the chart on pages 9-10 of this document)
- For grades 9 to 12 validate home country transcripts and transcribe those into RWPS credit requirements for graduation.
- To validate credits this is the staff members that should be involved: school counselors, cultural liaisons, interpreters and Assistant Principals.

Out-State District:

- Age-appropriate grade placement (refer to the chart attached to this document)
- For grades 9 to 12 validate out-state district transcripts and transcribe those into RWPS credit requirements for graduation.

- To validate credits this is the staff members that should be involved: school counselors, cultural liaisons, interpreters and Assistant Principals.

In-State District:

- Age-appropriate grade placement (refer to the chart attached to this document)
- For grades 9 to 12 validate in-state district transcripts and transcribe those into RWPS credit requirements for graduation.
- To validate credits this is the staff members that should be involved: school counselors, cultural liaisons, interpreters and Assistant Principals.

Specific cases:

When there is a change in the previous grade placement, the grade level will be determined by the counselor, cultural liaison, family, and Assistant Principal and finalized by the Superintendent and the Director of Teaching & Learning.

Grade	Typical Age
K	5-6
1	6-7
2	7-8
3	8-9
4	9-10
5	10-11
6	11-12
7	12-13
8	13-14
9	14-15
10	15-16

11	16-17
12	17-18
*Summer birthdays can affect age range *Consult Synergy student list by grade and DOB	

New Student Eligibility Criteria for ELD Services

- 1.) Indication of a language other than English on the Minnesota Language Survey.
- 2.) An oral composite score below a 4.5 (assessing the listening and speaking domains) on the Kindergarten WIDA Screener for the first semester in kindergarten.
- 3.) An overall composite score below a 4.5 on the Kindergarten WIDA Screener (assessing reading, writing, listening and speaking domains)
- 4.) An overall composite score below a 4.5 on the WIDA Screener for students in grade 1 through grade 12. Assessments in the areas of reading, writing, listening, and speaking will be considered when determining student proficiency. MCA, NWEA, ACCESS, and DIBELS data may be considered for placement.

Continuing Student Eligibility Criteria for ELD Services

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

Parent Notification

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

opportunity to withdraw the student from the program. Parents must be notified annually if their child is participating in the EL program within 30 days of the beginning of the year or within two weeks if the child enters the district during the course of the year.

Draft

Reporting Procedures and Roles

1.) Annually enter the start date for EL service in the student's MARSS information.

Completed by Student Support Coordinator

2.) Flag students in Synergy with EL flag that when moused over provides up to date WIDA English Language Proficiency Scores viewable by all teachers.

Completed by building Level Administrative Assistants

3.) Place ACCESS 2.0 proficiency and strand scores under the flag (mouse over reveals data)

Completed by Building Level Administrative Assistants

4.) Data shared to Building Level Administrative Assistant

Sent by District Assessment Coordinator

4.) Document the home language in Synergy

Entered by Student Support Coordinator

ELD Staff: Assess qualifying student using the WIDA screener online assessment. Inform Student Services Coordinator of assessment results on WIDA screener online assessment. Send a Parent Notification letter (TransACT) in the identified school-to-home language listed in Synergy. EL staff place a copy of both documents in English into the student's CUM file.

English Learner Program Placement Procedures

Guidance Document

Red Wing School District prioritizes in-person learning for Multilingual learners. English Learners are placed in an instructional program of classes by the EL staff, counselors, and/or cultural liaison in learning environments that have shown support of the district's strategic goals. The district goals are listed here:

Direction 1: Providing excellent educational opportunities to enhance student learning and engagement with proven instructional strategies and technology integration

Direction 2: Focusing instruction and professional growth on improving student learning and engagement.

Direction 3: Creating a responsive, safe, open and respectful environment across all schools and programs

Direction 4: Providing high quality efficient services through the strategic investment and allocation of resources

Description of the ELD Program

Defining English Language Performance Levels:

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

	English Language Proficiency Level	WIDA Screener or ACCESS Score
Performance Levels	Newcomer	1.0-1.5
	Beginner	1.6-2.3
	Intermediate	2.4-3.6

	Advanced	3.7 and above
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Guidelines for EL services: Services are provided to develop language through integrated reading, writing, listening, and speaking instruction by EL staff. Students receive language acquisition instruction aligned to the MN State Standards while incorporating the WIDA Can-Do Descriptors. The actual amount of service a student is to receive will be based on recommendations by the EL teacher, general education teacher, counselor, and/or administrator.

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.

Services for EL Students

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

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

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

Sheltered: A content specialist works with a classroom of EL students. For example, Red Wing High School has a sheltered math and science class and Language Arts replacement for EL students. This class is taught by an EL teacher in consultation with licensed content teachers. Only EL students are in the class. The teacher to student ratio is kept at a low rate.

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

9-12 Intermediate Pull-out Advanced Pull-out EL students may also be provided academic support by Title I personnel or special education programming depending upon student need. The Title I

personnel may work under the guidance of the EL and mainstream teacher(s) but not necessarily in the EL classroom.

Students qualify for special education services by following the special education identification process. If a student is identified as needing special education services, the special education teacher and the EL teacher will work together to provide the best education for the student.

Elementary level (Kindergarten through Grade 4)

At the elementary level the level of service and support is responsive to student needs. Students in ACCESS tested levels 2-4 receive 30 minutes of direct EL service daily, and newcomer and beginning students receive up to 60 minutes of instruction daily. An Instructional Para is used to reinforce general education content and language instruction, while the ELD teacher and classroom teachers provide sheltered content instruction.

Pull-out Language instruction - Used for Kindergarten, Newcomers and those that require more intensive language instruction in all subject areas.

Pull-out Sheltered Content instruction - Used for intermediate/advanced students who are working on grade-level content standards in a specific area and require additional language instruction help.

Push-In/Co-teach instruction - Used for Intermediate/Advanced students. Work in the general education setting with a grade level teacher on specific content/language skills.

Burnside and Elementary EL teachers follow the District Structured Literacy Plan to assure all students have a solid Literacy Foundation that includes Reading, Listening, Speaking, and Writing skills. Student needs are identified through district FastBridge screeners and ACCESS data. The level of service and support is responsive to student needs. Progress is closely monitored, and services are adjusted based on data. The level of service and support is responsive to student needs. EL teachers then provide services and support by pushing into grade level classrooms or pulling students out for more intensive support as needed. This may include intervention (small group or one-on-one) that is aligned to the instructional outcomes in the classroom. Progress is closely monitored, and services are adjusted based on data.

Middle School Level (grades 5-7)

ACCESS Cumulative Score	Programming
Levels 1 and 2	English language instruction in a pull-out model
Level 3	Pull-out model WIN time is used to work on homework and the English language of content classes.

High School Level (grades 8-12)

High school students receive scaled service based on their English Language Proficiency and student skill needs. Teachers, both core and support, adjust service minutes or EL lesson focus through ongoing collaboration. Teachers and the cultural liaison share data through the SAT, BARR, and Leadership Team structures. Reevaluation of the service plan is evaluated every 6-9 weeks.

ACCESS Cumulative Score	Class names	Daily service minutes
Levels 1 and 2	English Language Development, Level A Language Arts Replacement (sheltered, limit 2 school years) Sheltered Content (math and science)	120
Level 3	ELD B Sheltered Content (math and science) either pull out or push into math or science class	80

Level 4	ELD C	40
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Exit from ELD Program Procedure

Due to the individual needs of an EL student, the exit decision for a student is made jointly by teachers from the EL program, mainstream classroom, counselors, and/or administrators. In order to exit the EL program, the individual student must have a composite score of 4.5 or higher on the ACCESS with at least three of the domain scores (listening, speaking, reading, and writing) at 3.5 or higher. When a student meets exit criteria, the parent/guardian of the student will be contacted through a meeting, phone call, and/or letter mailed home.

A student who is exited from the EL program will be monitored for a period of two years and up to four school years to ensure a successful transition to a total mainstream environment. This will occur during building level student assistance team meetings.

ELD Right of Refusal of Services

Parents/guardians have the right to refuse EL service for their child even if they are identified as an EL student. If this happens, the student must remain EL identified in MARSS but would have no start date for EL services. All students who qualify for EL service will take the ACCESS assessment.

Refusal form for parents is found on the TransACT website.

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

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

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

Monitoring of Exited Students

Once a student has been exited from the EL program, the student will be monitored for a minimum of two academic years and up to four school years.

The manner in which the monitoring will be conducted will be as follows:

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

Reclassification of Exited Students as No Longer EL Once a student is exited from the EL program, he/she should be reclassified in MARSS. The student would be reported as EL “N” for the following school year. The change in status is to be completed by the building administrative assistant at the end of the school year. Student’s EL flag in Synergy will be removed and student will be

Teachers and new teachers will receive training on EL services and EL manual during the new teacher workshop each fall. There will also be annual EL trainings during workshop week for all certified staff. Administrators will discuss EL topics quarterly at administration meetings. The LIEP is reviewed annually.

Monitoring the Progress of Exited English Language Learners

[MDE guidance document](#)

Overview

This guidance relates to local academic progress monitoring systems that need to be in place for students as soon as they are reclassified as “EL – No” in the Minnesota Automated Reporting Student System (MARSS).

Title III of the Elementary and Secondary Education Act (ESEA), as amended by Every Student Succeeds Act (ESSA), requires that districts and charter schools (hereafter referred to as “districts”) monitor the academic progress made by students exited from EL status (in federal statute, referred to

as “former English learners”) on content and achievement standards for at least two years (20 U.S.C. § 6841[a][4]). The ESEA as amended by ESSA requires that states and districts use the data reported under Title III to inform program improvement (ESEA Section 3121[b]). Keep in mind that USDE requires that one of the components for exiting EL status and EL programs must include a proficient score on the state’s ELP assessment, WIDA ACCESS 2.0. The required period in which districts must monitor the academic progress of a reclassified student begins when the student is reported in MARSS as “EL – No” and exits the local language instruction educational program/language development program (referred to as “English language development program (ELD).”

In this document, Multilingual learners refers to all children who are, or have been, consistently exposed to multiple languages. The term English learner (EL) is commonly used in federal and state education laws to refer to a specific group of multilingual learners who are eligible for language development instruction. The term English learner (EL) is used throughout this document to refer to this protected subset of multilingual learners.

Monitoring the progress of former English learners (ELs) is a continuation of the responsibility Red Wing School District subscribes to. The district regularly reviews the academic progress of all students with English learner status and shares with EL teachers. Once a student is exited from ELD programming, the district continues monitoring the student’s academic progress for a period of at least two years. When a school district’s monitoring of a former EL indicates “that a persistent language barrier may be the cause of academic difficulty, districts should reassess the student with a valid and reliable, grade-appropriate English language proficiency test to determine if there is [in fact] a persistent language barrier and must offer additional language assistance services where needed to meet its civil rights obligations (Non-Regulatory Guidance, 2016, page 40).”

The Minnesota Department of Education (MDE) includes former ELs as part of the EL student group in the state’s accountability system (North Star) for four years after they exit EL status. The district is required to and agrees to monitor the academic progress of these students for at least two years.

Purposes for Monitoring

Districts are required to monitor the academic progress of former ELs for at least two years to ensure that:

1. They are able to participate meaningfully in the regular education program of instruction comparable to their never-EL peers and are able to reach their full potential

2. Any academic gaps not addressed while participating in the language development program have been addressed; and
3. They have not been prematurely exited from EL status.

Districts must have systems in place to monitor students' academic progress for at least two years after exit. Keep in mind that student information should move with the student and inform transitions between schools (i.e., elementary to middle and middle to high school) to ensure continuity of programming and support.

Responsibility for Monitoring the Academic Progress of Former ELs

The District's Responsibility

Monitoring the academic progress of newly reclassified students requires district and school-level oversight.

Red Wing School District designates the English Language Development teacher and others responsible for the process for monitoring the academic progress of exited/reclassified students. The title of the responsible staff member may differ from school to school. The district assessment coordinator or MARSS coordinator with access to the district wide secure reports is involved in this process. Likewise, at the elementary level, it may be the classroom teacher who completes any paperwork and communicates with other staff (e.g., ELD teacher, Special Education teacher, principal, etc.). At the secondary level, the academic counselor, cultural liaison, and ELD teacher are aware of, or directly involved, in this work.

Monitoring Data

Red Wing School District has established rigorous monitoring systems that include benchmarks for expected growth. The district will monitor the academic progress of reclassified students using local assessment data and other indicators. Data must be documented and shared to ensure that relevant staff can use it as evidence to determine how a student's academic performance is being impacted after exiting EL status.

If there are indications that the reclassification to former EL status (“EL =No” in MARSS) is negatively impacting the student’s academic performance, Red Wing School District offers BARR at the high school and middle school and Title 1 reading interventions at the middle school and high school. These supports (also known here as “academic interventions”) may be as limited as ensuring that adequate linguistic supports are being provided by content area teaching staff, or as extensive as beginning a process of exploring the need for resuming EL status and language development programming (though this process should be a very rare occurrence).

The district ensures that appropriate steps to assist students who are not adequately progressing toward those goals are included within the system. Red Wing School District uses curriculum maps to verify vertical alignment of standards and benchmarks across grade levels.

For older students, pathways are articulated through the counseling office that ensure access to the content and credit needed for graduation. Curriculum tools and pathway documents are used along with digital progress monitoring tools and the district’s multi-tiered systems of support to help create Personal Learning Plans to ensure any academic gaps are/have been addressed. This includes the 5 year graduation plan for English Learners. [The 5 year graduation plan](#) outlines courses taken each academic year to support English Language Development and credit accrual toward graduation. English Learners may attend Red Wing School District working toward graduation until the age of 21.

Other needs, including a special education Individualized Education Programs (IEPs), are taken into consideration as evidence is analyzed to determine whether or not a language development issue is negatively impacting the student’s ability to fully access grade-level instruction.

Evaluating the District’s System for Monitoring the Academic Progress of English Learners

As with any district system, it is important to regularly evaluate the effectiveness of the monitoring system and analyze the results over time. Red Wing School District ensures that staff and stakeholders, including parents, have input into the monitoring forms and processes. This information is included in the district’s efforts to evaluate how effectively English language development (ELD) instruction and programming is meeting the needs of all multilingual learners and the extent to which all teachers

are able to provide Tier 1 supports that ensure access to regular instruction. Red Wing School District ensures that all students (including students with current or former EL status) have access to all school activities and programs, including advanced courses and gifted programs.

Once exited from the LIEP, students are monitored for two years. After two years, if there is no indication that reclassification (to LEP=N) has had a negative effect on the student's academic performance, formal monitoring of potential concerns related to English language development may be discontinued. However, if at any time in the future concerns about language development arise, they must be investigated while appropriate academic supports are provided to address any concerns.

Glossary of Common Acronyms

Acronyms and Definitions

ACCESS: WIDA ACCESS 2.0 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.

MLL: Multilingual learner who may or may not be enrolled in an English language development program.

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

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

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

Current Student Demographics at Red Wing Public Schools

English Learning Students

Sunnyside Elementary: 16

Burnside Elementary: 21

Twin Bluff Middle School: 20

Red Wing High School: 22

SLIFE (Students with Limited or Interrupted Formal Education)

Sunnyside Elementary School: 0

Burnside Elementary School: 1
Twin Bluff Middle School: 2
Red Wing High School (SLIFE and RAEL): 8

Student Home Languages

Spanish
Ukrainian
Chinese
Vietnamese

Family and Community Engagement

Staff Composition and Qualifications

Bethany Jasin, ELD teacher at Red Wing High School

M.A. Linguistics and TESOL
B.A. Secondary English teaching
MN teaching licensure in English 7-12 and ESL

Casey O'Donnell, ELD teacher at Twin Bluff Middle School

M.A. TESL
B.A English Literature
MN teaching licensure ESL

Kelly Hassemer, ELD teacher at Burnside Elementary and Sunnyside Elementary Schools

M.A ESL
B.A Spanish
B.A Elementary Education
MN teaching licensure ESL

Equity and Enrichment Plan

Language ACCESS Plan

MDE documents (MNLS Administration) Language Survey form

WIDA English Language Development Guidance

Links to WIDA Webpage

Administrator Supplement includes an implementation guide.

Standards Framework (2020)

Draft