



# Discovery Charter School

## Language Instruction Educational Program (LIEP)

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Fall 2024

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## 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.

# Discovery Charter School Language Instruction Educational Program Plan

## ***EL Identification Procedures***

All families 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

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.

### ***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 AssessmentNLLA](#)) is also 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.

[MDE SLIFE webpage](#)

[MDE LEAPS Act webpage](#)

## ***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. DCS assigns a migrant liaison each year and their contact information can be found at [MDE-ORG](#).
2. Food service works with the liaison to give migratory children access to free meals.
3. Homeless eligibility ([McKinney-Vento](#)).
4. The liaison accesses and enters information in MSIX to support inter-/intrastate coordination.

## ***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 a 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](#)

[Promoting Fair Evaluations](#)

[English Learner Companion to](#)

## 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 judgment 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

- Students are placed into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not on content-area proficiency.
- An EL Services Report will be created for each student and kept in his/her cumulative folder. Copies will be made for the classroom teacher and the EL Teacher/consultant.
- Discovery Charter School will send the EL Services Eligibility Notification, which outlines the information that determined whether or not their child will receive
- EL support. Communications will be translated in the appropriate language and/or relayed through our Title I Parent Liaison.



## 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.
- **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.

### ***Program Models***

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

**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.

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).

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.

## 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.

### *Daily Instruction Model (based on WIDA ELP levels)*

<b>Service Types</b>	<b>Levels 1-2: Entering and Emerging</b>	<b>Level 3: Developing</b>	<b>Level 4+: Expanding</b>	<b>Levels 5-6: Reaching</b>
<b>Co-teaching</b>	With ELA class	With ELA class	With ELA class	Mainstream all classes
<b>ELD Push-in</b>	60 minutes daily	30 minutes daily	30 minutes daily	Not applicable
<b>ELD Pull-out</b>	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
<b>Classroom supports</b>	SIOP Strategies	SIOP Strategies	SIOP Strategies	SIOP Strategies

## 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

### **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.

## 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)

## 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 website.
- 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.
- 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.

### Communication Procedures

**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 families to arrange for the conference time and day. EL teachers report to parents of multilingual students using report cards, and a conference format is used through each parent-teacher conference.

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 teacher shares 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:** DCS provides interpreters for all school events. Bilingual liaisons, whenever possible, 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. Liaisons are also available for conferences and school events. 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.

**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.



**Discovery Charter School  
 Notification of Eligibility  
 English Language Learner (ELL) Services**

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

Student Name: \_\_\_\_\_  
 (Last)

\_\_\_\_\_   
 (First)

Dear Parent/Guardian:

Based on your responses to the Home Language Survey you completed during registration, your child was screened using one of the following:

\_\_\_\_\_ Kindergarten: W-APT®

\_\_\_\_\_ MODEL®

\_\_\_\_\_ WIDA Screener®

\_\_\_\_\_ ACCESS Test®

Your child scored a \_\_\_\_\_ on this test, which indicates that he/she would benefit from ELL support during the school day.

ELL is a program that helps students improve their English skills so that they will be more successful in an all-English speaking classroom environment. Your child will be tested each year to determine if he or she continues to qualify for this ELL program.

As a parent or guardian, you have the right to waive direct ELL support for your student.

\_\_\_\_\_ Please check here, *if you do not wish* for your child to participate in the English Language Learner program and sign \_\_\_\_\_.

If you would like additional information about the ELL program, please contact Mrs. Lines.

Sincerely,

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