

Language Instruction Educational Program (LIEP) for Multilingual Learners

South St. Paul Public Schools welcomes Multilingual Learners and the many assets they bring with them to the community. A Multilingual Learner is a student who speaks another language other than English and has yet to demonstrate full proficiency in English. Students classified as EL are as diverse and different from one another as any other student in a classroom. English learners come to school with a wide range of home languages, cultures and proficiency levels in English. English learners complement and enrich the school environment. Some English learners speak no English; others have high levels of oral proficiency and only need support with their academic language.

In South St. Paul, we embrace the WIDA Can Do Philosophy. English learners have a unique set of assets that enrich the learning experiences for all learners. By focusing on what our ELs can do, everyone grows and learns.

[WIDA Can Do Philosophy](#)

Terms that are often used to communicate the diversity within our EL program.

- **Newcomer/Recently Arrived English Learner (RAEL):** An English learner new to the United States with emerging English Proficiency. [MDE Recently Arrived English Learner](#)
- **Students with Limited or Interrupted Formal Education (SLIFE):** This term refers to a small percentage of the EL population who have limited or interrupted formal education and schooling in the first language. They are below grade level in most academic skills. Reasons for their limited schooling vary, but they may be refugees, migrant students, or had limited opportunities in their birth country due to location and poverty. [MDE SLIFE](#)
- **Immigrant:** [MDE Immigrant Youth](#)
- **Refugee:** [Bridging Refugee Youth](#)

Identification for Language Instruction Educational Program (LIEP):

Identification of English Language services is a two step process:

1. Minnesota Language Survey (MNLS)

When any new family registers in South St. Paul Public Schools they are required to complete the Minnesota Language Survey. The MNLS asks parents to provide information related to their student's language use:

- The language(s) your student first learned.
- The language(s) your student speaks.
- The language(s) your student understands.
- The language(s) your student has consistent interaction with.

2. If any language other than English is indicated on the MNLS, then the child will be screened for EL services. Students must be screened and identified as English language learners in no more than 30 days from the beginning of the school year and within 10 business days from enrollment in South St. Paul Public Schools.

South St. Paul Public Schools uses the following screeners:

WIDA Screener for Kindergarten

Students entering kindergarten will be given the WIDA Screener for Kindergarten. Criteria for Initial English Learner Identification using the WIDA Screener for Kindergarten:

Students presenting with literacy skills may complete all four domain tests when identifying students for the first semester of kindergarten.

First Semester:

- An overall composite score of 4.5 or higher (if taking all four domain tests)
- An oral composite score of 4.5 or higher (if taking only the listening and speaking tests)

Second Semester (and first semester of grade 1)

- An overall composite score of 4.5 or higher (test must include all four domains)

WIDA Screener (Grades 1-12)

South St. Paul uses the WIDA Screener as an assessment to identify students who need specific language support. This assessment tests social language as well as academic content language.

The WIDA Screener is given if a student has transferred from a school out of state, is new to the country, or does not have a current ACCESS 2.0 score or comparable English language (EL) assessment score from their previous district/state.

The WIDA Screener to identify where the student is in relation to WIDA's 6 levels of language acquisition.

[WIDA English Language Development Standards](#)

Scores Identifying Initial Placement using the **WIDA Screener**:

Grade	Language Domains	Score Identifying for EL Services	Score NOT Identifying for EL Services
1-12	Listening Speaking Reading Writing	Composite Score of 4.4 or below. OR At least one domain below 4.0.	Composite Score of 4.5 or above. AND Each domain 4.0 or above.

[WIDA Screener Proficiency Levels](#)

Placement in Language Instruction Educational Program (LIEP)

Only a student who has completed the Minnesota Language Survey (MNLS), participated in the grade-appropriate English language screening assessment, and has been identified as an English learner can be enrolled in an English language educational program.

Once a student is identified and placed in our EL program, the EL team uses a variety of data points to correctly place students. We use family input with [Funds of Knowledge](#). Furthermore, we use mainstream/content teacher input with MCA and

FastBridge assessment data. Finally, we use content work samples to guide correct placement in our program.

Teaching and instruction models come in different forms to effectively address the unique needs and proficiency levels of the EL students in South St. Paul. EL teachers, along with content teachers, teacher assistants, special education staff, and cultural 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. Therefore, some of the instructional approaches that support the learning of our ELs are clustering ELs for increased collaboration and push-in service time, co-teaching, classroom teacher accommodations, and pullout by EL teachers.

EL schedules are coordinated with the classroom teacher and building schedules so that students do not miss important instructional time. We believe that focused English language development instruction in speaking, listening, reading, and writing is important for students to gain the skills needed so they are academically successful in the English-speaking classroom and can effectively communicate and interact with their English-speaking peers.

Push-In: EL teachers work with students in the mainstream classroom, typically utilizing both clustering and collaboration/co-teaching features as described below.

- **Clustering:** A group of EL students who are intentionally placed in a mainstream classroom together, comprising approximately 25-30% of the general education classroom. Students are clustered by grade and language proficiency level.

Collaboration and Co-Teaching: EL and classroom teachers work together to plan and deliver instruction to all students

Pull-out: Students meet with their EL teacher outside the mainstream classroom. Service time is outlined in the chart below.

Consultative Service: Students check-in with their EL teacher on a regular basis to monitor content and language progress. Students receiving consultative services are close to exiting from the EL program and must have a 3.8 or higher on the ACCESS.

[WIDA Can Do Name Charts](#)

Students remain in the EL program until they reach proficiency in academic English as determined by the ACCESS for ELLs 2.0 assessment. According to language experts, it typically takes between four and seven years for most English learners (ELs) to reach proficiency. At any time, parents may remove their child from the program with a written request to the school by completing and submitting the Denial of Service form.

EL teachers partner with classroom teachers, intervention teachers, Special Education teachers, and administrators to ensure the students' academic and language needs are being met in the general education setting. We are intentional and deliberate in fostering collaboration across departments to best meet students' academic and language needs.

[Multi-Tiered Systems of Support \(MTSS\)](#)

Leveled Language Support at the Secondary:

Level 1: Two hours of Direct English Language Instruction from licensed EL teacher

Level 2: One hour of Direct English Language Instruction from licensed EL teacher

Level 3: One hour of Direct English Language Instruction from licensed EL teacher

Level 4: In-class support, pull-out support, consultative support from licensed EL teacher and/or EL paraprofessional.

Level 5: In-class support, pull-out support, consultative support from licensed EL teacher and/or EL paraprofessional.

English learners are clustered in content classes and receive support from an EL teacher.

Minutes of English Language Instruction	WIDA Level 1 Entering	WIDA Level 2 Emerging	WIDA Level 3 Developing	WIDA Level 4 Expanding	WIDA Level 5 Bridging
	1	2	3	4	5
ELEMENTARY (K - 5)	Up to 60 mins/day	30 mins/day	30 mins/day	30 mins/day	30 mins/day (Consultative Support)
Push-in and/or pull-out support					
SECONDARY (6-12)	2 class periods per day	1-2 class periods per day	1 class period per day	Push-in or Consultative support	Push-in or Consultative support

[WIDA Standards](#)

[MDE English Language Development Standards](#)

Distance and Hybrid Learning

Distance Learning and Student Identification:

As an EL team, we follow the Minnesota Department of Education’s guidance for EL identification during distance and hybrid learning as listed in the linked document.

[Identifying Students in a Distance Learning Model](#)

Distance Learning and Student Placement

South St. Paul Public Schools has adapted our EL programming with the guidance of the Minnesota Department of Education. We are intentional about providing service in an equitable manner and providing the support and scaffolds our students need to be academically successful in a distance/hybrid learning environment.

[Guidance for Using Distance Learning in EL Programming](#)

In a distance learning model, our English learners will continue to receive English Language service. Teachers will co-plan and co-teach with mainstream/content teachers. Collaboration between content and EL teachers is prioritized and time to plan and work together is intentional and built into daily schedules. Additionally, our Level 1-2 students will receive additional language support in a small group format. Furthermore, K-5 students will use the computer program *Imagine Learning* for added support in their listening, speaking, reading and writing development.

English learner Instruction is determined on proficiency level, grade level and needs in each language domain (reading, writing, listening and speaking). This is outlined in the chart below:

LIEP During Distance and Hybrid Learning (Elementary):

Goal	Description	Contact
English Language Instruction	<p><u>Level 1 and 2:</u></p> <p>EL students receive core instruction from classroom and EL teachers in a co-taught service model.</p> <p>EL teachers and classroom teachers will co-plan and co-create lessons, videos and activities that support content and language development.</p> <p>EL teachers will hold virtual google meets with Level 1-2 students to provide additional oral language</p>	<p><u>Kaposia EL Teachers:</u> Noel Chirhart Kim Dahlen Julia Finn Kristin Sasse</p> <p><u>Lincoln EL Teachers:</u> Julia Finn Emily Schmidt</p>

	<p>development and content support when needed.</p> <p>Additionally, EL services are carried out through monitoring of Imagine Learning.</p> <p>Students will receive 60-90 minutes of synchronous service per week (in person or google meets). On distance learning days, instruction is indirectly provided through Seesaw activities and Imagine Learning. Additional support is provided as needed by appointment.</p> <p><u>Level 3:</u> EL students receive core instruction from classroom and EL teachers in a co-taught service model.</p> <p>EL teachers and classroom teachers will co-plan and co-create lessons, videos and activities that support content and language development.</p> <p>Students will receive 60-90 minutes of synchronous service per week (in person or google meets). On distance learning days, instruction is indirectly provided through Seesaw activities and Imagine Learning. Additional support is provided as needed by appointment.</p> <p>Additionally, EL services are carried out through monitoring of Imagine Learning in grades K-2.</p> <p><u>Level 4 and 5:</u> EL students are monitored and supported as needed. EL teachers and mainstream teachers continue to collaborate and connect to support students.</p>	
<p>Communicating with Multilingual/Multicultural Families</p>	<p>A cultural liaison is available at each school site to assist with translating materials and communicating with families.</p> <p>Talking Points App. is available for both EL and mainstream teachers.</p>	<p><u>Kaposia EL Teachers:</u> Noel Chirhart Kim Dahlen Julia Finn Kristin Sasse</p> <p><u>Cultural Liaison:</u> Daisy Mendoza</p> <p><u>Lincoln EL Teachers:</u> Julia Finn Emily Schmidt</p> <p><u>Cultural Liaison:</u></p>

		Nelly Ross
--	--	------------

LIEP During Distance and Hybrid Learning (Secondary):

Goal	Description	Contact
<p>English Language Instruction (Grades 6-8)</p>	<p><u>Level 1-2: (2 class periods/day)</u> Students will receive service in a co-taught service model for one class period per day. EL and ELA teachers will co-teach to provide content and language support to students.</p> <p>Students will also receive additional small group language support for one class period.</p> <p><u>Level 3-4 (1 class period/day)</u> Students will receive service in a co-taught service model for one class period per day. EL and ELA teachers will co-teach to provide content and language support to students.</p> <p>EL teachers and ELA teachers have common planning time built into their schedules to promote collaboration and connection during their work.</p> <p><u>Level 4 and 5:</u> EL students are monitored and supported as needed. EL teachers and mainstream teachers continue to collaborate and connect to support students.</p>	<p><u>EL Teacher Grades 6-8:</u> Beth Adiani</p>

<p>English Language Instruction (Grades 9-12)</p>	<p><u>Level 1-2: (2 Periods/day)</u> EL students will receive direct language instruction for one period a day. During this time, students will build language skills in listening, speaking, reading, and writing.</p> <p>Additionally, students will receive one period of content support. EL and content teachers will collaborate and work together to ensure that students are accessing language and content in their mainstream classrooms.</p> <p><u>Level 3-4 (1 period every other day)</u> EL students will receive direct language instruction for one period a day. EL teachers will provide language instruction based on their language proficiency and build on skills in listening, reading, speaking and writing.</p> <p><u>Level 4 and 5:(1 period every other day)</u> EL students are monitored and supported as needed. EL teachers and mainstream teachers continue to collaborate and connect to support students.</p>	<p><u>EL Teacher Grades 9-12 & CLC:</u> Carol Jerney</p>
<p>Communicating with Multilingual/Multicultural Families</p>	<p>A cultural liaison is available at each school site to assist with translating materials and communicating with families.</p> <p>Talking Points App. is available for both EL and mainstream teachers.</p>	<p><u>EL Teacher Grades 6-8:</u> Beth Adiani</p> <p><u>EL Teacher Grades 9-12:</u> Carol Jerney</p> <p><u>Cultural Liaison:</u> Nelly Ross Shannon Lipke</p>

Servicing Dual-Identified Students

Process for Identification

As an English language team, we are intentional about fostering collaboration and relationships across departments. We believe that we all bring unique experiences and perspectives into the decision-making process and we work together to make sure our students are receiving the instruction, scaffolds, and supports they need to be

successful in a school setting. When we have a concern about a student, the team reflects and considers the following approaches when working with our students.

- Family Collaboration: We work and collaborate with families to gain a better understanding of our students' stories and their family and language acquisition history.
- Environmental Factors: Does the learning environment appropriately support the student and his/her language needs?
- The Whole Child: We believe every child is unique and we use guiding questions to build a body of evidence around the whole child.
- Student Strengths: We build an asset-based student portrait. We examine student language development performance during meaningful activities rather than focusing on isolated components of language.
- Student Progress in Relation to the Progress of Similar Peers: We work with our team and analyze student data and progress in relation to normed samples of peers.

Special Education Service

Once a student is identified for Special Education services, we look at the whole child; his/her language proficiency levels and identified special needs to determine a service plan. We work collaboratively and collectively with administration, mainstream/content teachers and the EL team to determine a plan that best meets the student's individual needs.

At the elementary level, all of our students are dual-serviced in accordance with their IEP and allotted number of EL service time (as described above).

At the Secondary school, we work closely with administration and our students' case manager to determine the correct service plan.

Exit from Language Instruction Educational Program (LIEP):

Districts must wait until ACCESS test scores are available before beginning the exiting process. The Minnesota Department of Education (MDE) has established the following criteria that all districts must adhere to for exiting students from the program.

- If a student has an overall composite score of at least 4.5 and all four domain scores (listening, speaking, reading, and writing) of at least 3.5, that student has met the ACCESS proficiency score and must be exited from the Language Instruction Educational Program (LIEP).
- If a student has an overall composite score of at least 4.5 and three out of four domain scores (listening, speaking, reading, and writing) of at least 3.5, that student has met the ACCESS proficiency score. The district must use additional EL Exit Criteria to determine if the student should be exited from the LIEP or kept in the program for additional instruction.
- If a student has not met the ACCESS proficiency score, the student must continue to receive instruction in an LIEP. The district may not exit that student from the LIEP.

[Minnesota Department of Education Exit Flowchart](#)

Transitioning out of LIEP

After a student has exited from our LIEP, we take steps to ensure a smooth transition. In our elementary schools, students that have been exited from the LIEP are grouped and supported in their mainstream classrooms. This allows for the mainstream teacher and the EL teacher to continue to collaborate and monitor students' success.

In our Secondary, it is communicated to students and staff that students' who have exited are able to connect with our EL team for support when needed.

Furthermore, if students are having difficulty accessing content and language in their mainstream/content classes and need continued language support, they can always be pulled back into the LIEP.

[LIEP Identification, Placement, and Exit Checklist](#)

English Language Development Standards

The Minnesota Department of Education (MDE) adopted the World-class Instructional Design and Assessment English Language Development (WIDA ELD) standards in 2011. 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.

The WIDA ELD standards promote academic language proficiency in four content areas: language arts, mathematics, science, and social studies, to facilitate students' success in school. WIDA provides a host of tools and resources educators can use to differentiate instruction for English Learners (ELs) and promote their academic language development. For an overview of the WIDA ELD Standards, please visit the WIDA English Language Development (ELD) Standards page. MDE is committed to supporting effective implementation of the WIDA ELD Standards.

(Taken from MDE website)

[WIDA Can Do Standards](#)

Family Support and Involvement

South St. Paul Public Schools welcomes family support and involvement in their child's education. We all do better when we work collaboratively! We encourage active participation and welcome all families.

South St. Paul Public Schools communicate to families in English and their primary home language. Parent/Teacher conferences are held in the fall and spring with interpretive services available. Parent-Teacher Conferences are utilized to establish relationships and partner with EL families. During conferences, families and students are encouraged to engage in goal-setting with EL and general education teachers. Additionally, school staff seek input and feedback about the effectiveness of the school's plan of service for the student. [Funds of Knowledge](#)

In addition, interpretive services are available at all open houses and family events. Cultural Liaisons are employed at all buildings and are available for any family support that may be needed.

[My Child is an ELL \(Parent Resource English\)](#)

[My Child is an ELL \(Parent Resource Spanish\)](#)

[My Child is an ELL Video: What does it mean?](#)

[MDE English Learner Website](#)

[MDE Support for Immigrant Children and Youth](#)

[MDE English Learner Support](#)

English Language Department Teaching Staff:

Kaposia Education Center

- Julia Finn
- Noel Chirhart
- Kimberly Dahlen
- Kristin Sasse

- Daisy Mendoza (Cultural Liaison)

Lincoln Center Elementary

- Julia Finn
- Emily Schmidt
- Nelly Ross (Cultural Liaison)

Secondary

- Elizabeth Adiani (Middle School 6-8)
- Carol Jerney (9th-12 grade & CLC)
- Nelly Ross (Cultural Liaison)