AGAMIM CLASSICAL ACADEMY

Language Instruction Educational Program (LIEP)

AGAMIM CLASSICAL ACADEMY
5300 France Avenue S
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2020-2021 SCHOOL YEAR

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) PLAN

❖ The purpose of this program document is to communicate the critical elements of Agamim Classical Academy's Language Instruction Educational Program.

❖ This plan is available to teachers, parents, and community members on the school's website and to families upon a student's enrollment.

Plan Revised January 24, 2020

Miranda Morton

Makayla Bozoian

Julie Landswerk

AGAMIM MISSION STATEMENT
   ❖ Cultivate wise, grateful, and virtuous students dedicated to the pursuit of truth, beauty, and goodness for themselves and for our country.

AGAMIM VISION STATEMENT
   ❖ Strengthening the heart of our nation, one wise and virtuous scholar at a time.

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OVERVIEW OF THE SCHOOL:
Agamim Classical Academy is a K-8, public charter school. We train teachers to teach the classical subjects of grammar, logic, and rhetoric along with the Core Knowledge curriculum sequence for science, history, geography, spelling, literature, and the arts. Our reading program is SRA's Direct Instruction and our math program is Saxon Math. Students study classical languages with a specialist teacher (Latin and Greek roots, Modern Hebrew), but no knowledge of these languages is required for the general studies/special education teacher positions. Classical teachers learn to teach students to think critically and wisely through exposure to challenging literature and primary source material, Socratic style questioning, and memorization techniques. Special education teachers use current brain research, proven support curricula, and appropriate adaptations to help our students thrive in a classical setting. All of our students will study and uphold our five core virtues of Fortitude, Gratitude, Joyfulness, Temperance, and Wisdom which prepare children for a life enriched with Truth, Beauty and Goodness. We are a public school that prizes the American values of Liberty and E pluribus unum, and we see developing wise, informed, articulate adult citizens active in civic life as a high purpose of classical education.

Agamim uses the Core Knowledge curriculum sequence as its core academic program. Core Knowledge was chosen because its content is globally diverse and teaches a wide variety of cultural backgrounds and histories. The sequence is also vertically and horizontally sequenced to prevent knowledge gaps and repetition.

Our school is the only public elementary and middle school in Minnesota that teaches Modern Hebrew. The inclusion of Hebrew in our program gives students rare access to Middle Eastern culture, language, and history.

AGAMIM'S EL PROGRAM DEVELOPMENT:
In the 2019-2020 school year, Agamim will have two licensed and experienced EL teachers. This team is focused on ensuring federal and state compliance, implementing research-proven practices for EL pedagogy, and creating a school-wide co-teaching model to benefit English learners and all learners in Agamim's classical program.

2019-2020 DEMOGRAPHIC INFORMATION:
- Total Starting Enrollment is 325 in grades K-8
- 19% English Learner Population
- 20+ Home Languages Spoken (e.g., Tamil, Hmong, Hebrew, Russian, Hindi, Mayalam, Swahili)
- 5% of English Learners Receive Dual Services
- Close to one-third of students receive Educational Benefits (*Agamim's link to more information)

DEFINITION OF AN ENGLISH LEARNER:
Per the Minnesota Department of Education Standardized English Learner Procedures—Identification Manual, an **English Learner** (EL) is defined as a learner who:
- Is stated by a parent/guardian to have 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
- Is determined by a valid assessment measuring the student's English proficiency (*e.g.*, observations, teacher judgement, parent/guardian recommendations, or developmentally appropriate assessment instruments) to lack the necessary English skills to participate fully in academic classes taught in English

1. ENGLISH LEARNER PLACEMENT PROCEDURES:
With the introduction of the Every Students Succeeds Act (ESSA), Agamim adheres to ESEA and Minnesota Department of Education Standards for English Language Learning (ELL). We follow these standards to ensure all children receive a fair, equitable, and high-quality education and to close all achievement and opportunity gaps.

A. **IDENTIFICATION** (*See **Appendix B** for the MN Standardized English Learner Procedures Flowchart)
   a. Agamim administers to all students the Minnesota Language Survey (MNLS) as part of the enrollment process. Please see **Appendix A** for more information about the MNLS and special criteria for completing this survey.

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      i. If a parent refuses to complete the MNLS, the school will document their refusal and place this documentation in the student's cumulative folder

b. The EL teacher will contact the school's MARSS Coordinator with home language information to be entered in the student database system. The MNLS is also placed in the student's cumulative file.

c. Students whose MNLS indicates that they understand, speak, learn, or have constant interaction in a language other than English will be given an approved English language proficiency (ELP) screener. The ELP screener measures the students' current proficiency level in English in the areas of listening, speaking, reading, and writing.

d. For students enrolled at the beginning of a new school year, Agamim will administer and complete the screening process within 30 calendar days. A student's parent/guardian must be notified if their child is eligible for EL services based on their screening results (see below) also within those 30 calendar days. If enrollment occurs after the beginning of a new school year, the school has 14 calendar days to complete the screening and notification of eligibility process.

e. For Kindergartners, Agamim administers the W-APT screener, which tests only listening and speaking in Semester 1 and adds reading and writing in Semester 2. Kindergarteners can also be screened using the Kindergarten MODEL (instead of the W-APT) screener at any time in the school year to test reading, writing, listening, and speaking. For students in grades 1-8, Agamim administers the WIDA Screener (online)—at any time of year when the student enrolls—which assesses reading, writing, listening, and speaking. Table of screeners and assessment entrance scores are listed here:

ELP SCREENERS ADMINISTERED BY AGAMIM AND THEIR ASSESSMENT ENTRANCE SCORES	
Kindergarten: W-APT or Kindergarten MODEL	**Grades 1-12:** WIDA SCREENER (online)
To qualify for EL services, the student must score the following: • **Kindergarten Semester 1 W-APT**: Combined listening and speaking domain score must be greater than or equal to 28. • **Kindergarten Semester 2 W-APT**: Combined listening and speaking domain score must be greater than or equal to 28, the reading score must be greater than or equal to 11, **and** the writing score must be greater than or equal to 12. **OR** • **Kindergarten MODEL (1st or 2nd Semester):** Composite score greater than or equal to 5.0. All domains are greater than or equal to 4.0.	To qualify for EL services, the student must score the following: • **Grades 1-8 WIDA SCREENER (online):** Composite score of 4.5 with no domain (reading, writing, listening, and speaking below a 4.0.

f. For students who qualify for EL services, a notification of services letter (*See letter saved in *Appendix F*) written in a language accessible to the parent/guardian will be sent within 30 calendar days for students enrolled from the beginning of the school year or within 14 calendar days for students enrolled after the beginning of the school year. This letter includes:

      i. Notification that the student has been enrolled in an LIEP

      ii. Notification of parental rights including visiting the program, requesting a conference to learn more about the program, and withdrawing the children from the program

      iii. Notification of the purpose, method, and content of the LEIP
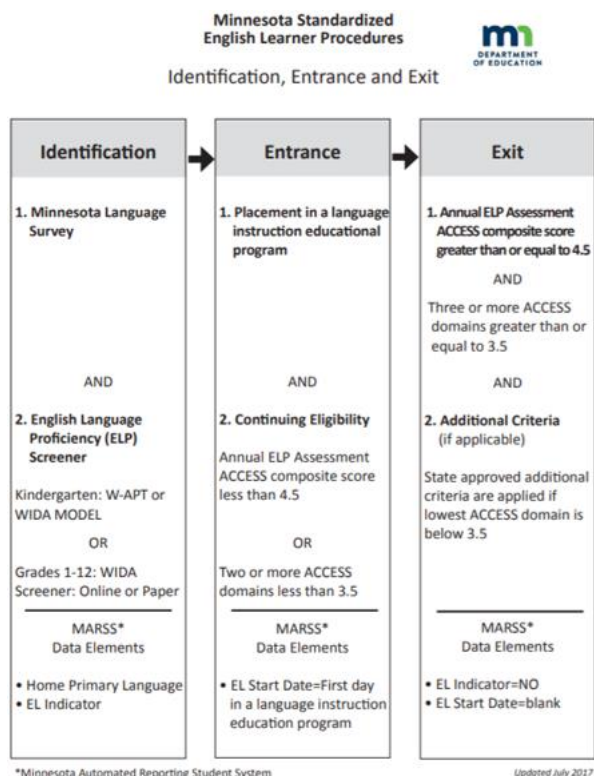
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g. Parents/Guardians have the right to:
   i. Refuse EL services for their child (*Parent Refusal of EL Service Form will be provided)
   ii. Withdraw from the EL program at any time by providing written notice of this intent to the school director
   iii. Re-Enroll their child in the LIEP upon request

B. **ENTRANCE** (*See **Appendix B** for MN Standardized English Learner Procedures Flowchart)
   a. After a student has been identified as an English Learner (EL) by their previous school, by a prior ACCESS score, or per the initial identification process outlined above, the student must be placed in an LIEP with a teacher who has an approved MN license in ESL.
   b. The EL teacher will contact the school's MARSS Coordinator with reclassification information that enrolls the student into EL services on the specified start date.
   c. The EL teacher will create a written plan of service which describes the English language development program by proficiency level (see WIDA standards).
      i. **DETERMINATION OF SERVICE LEVEL**: EL teachers use the WIDA screener overall and domain proficiency scores to determine service levels (1-5). See table below.

Minnesota Standardized
English Learner Procedures

Identification, Entrance and Exit

Identification	Entrance	Exit
1. Minnesota Language Survey	1. Placement in a language instruction educational program	1. Annual ELP Assessment ACCESS composite score greater than or equal to 4.5
		AND
		Three or more ACCESS domains greater than or equal to 3.5
AND	AND	AND
2. English Language Proficiency (ELP) Screener	2. Continuing Eligibility	2. Additional Criteria (if applicable)
Kindergarten: W-APT or WIDA MODEL	Annual ELP Assessment ACCESS composite score less than 4.5	State approved additional criteria are applied if lowest ACCESS domain is below 3.5
OR	OR	
Grades 1-12: WIDA Screener: Online or Paper	Two or more ACCESS domains less than 3.5	
MARSS* Data Elements	MARSS* Data Elements	MARSS* Data Elements
• Home Primary Language • EL Indicator	• EL Start Date=First day in a language instruction education program	• EL Indicator=NO • EL Start Date=blank

*Minnesota Automated Reporting Student System   Updated July 2017

      ii. **CONTENT FOR THE SERVICE PLAN—BY LEVEL**: To create a learning plan of service, EL teachers use the WIDA Can Do Descriptors (see Appendix C). These descriptors help teachers define specific instructional goals for each level of proficiency at the student's grade level. EL teachers also work with homeroom/specialist teachers to determine needs in the classroom that can be addressed in the EL plan of service (e.g., language of content areas, academic language, barriers to comprehension, etc.).

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iii. **DETERMINING GOALS OF THE STUDENT'S SERVICE PLAN**: EL teachers evaluate whether students are 1) acquiring English Language skills in all four language domains at a pace with overall EL program goals for students with similar levels of proficiency and 2) developing language at a rate that is compatible with the school's overall objectives for academic progress (e.g., keeping up with coursework, being enrolled in mainstream classes) for the student's grade level.

iv. **DELIVERY OF THE SERVICE PLAN**: For Levels 1 and 2, teachers will provide daily, push-in or pull-out service for individuals and small groups. For levels 3 and 4, teachers may do pull-out but mainly do push-in for small groups and co-teaching in the classroom. For level 5, teachers check in regularly with the homeroom teachers and the student to determine current levels of proficiency in the classroom. EL teachers also consult with the student's teachers to provide additional modeling and resources for specific needs.

d. English Language and classroom teachers will identify and address specific language abilities and needs with regard to classroom and LIEP placement.

i. **IDENTIFICATION OF NEEDS AND DETERMINATION OF LIEP PLACEMENT**: To identify all relevant needs and determine best placement for EL services, the EL teachers will consider the following sources of information:

1. **Teacher Recommendation**
2. **Classroom Data** (homework, tests, written work, missing work, content/skill gaps)
3. **Observation Data** of the student in classes.

All this data is considered and documented to provide rationale for LIEP Placement and service planning. (Copies of report cards, standardized test and observational data may be placed in a student's EL file).

ii. **SCOPE AND SERVICE OF THE PLAN**: Please see Section 3 for detail.

e. All students enrolled in grades K-8 who are identified as English learners regardless of placement in an LIEP must take the annual English language proficiency assessment (ACCESS) in February or March of the school year.

f. A student must remain identified as an EL until the student has met the exit requirement (see below).

C. <u>EXIT AND MONITORING</u> (*See **Appendix B** for MN Standardized English Learner Procedures Flowchart*)

a. The school will wait until ACCESS test scores are available before beginning the exiting process.

b. If the student scores greater than or equal to 4.5 on the ACCESS test **and** has three or more domains greater than or equal to 3.5, the student has met proficiency standards for the ACCESS test and may be exited. Additional criteria that is state-approved may be added, if applicable. This state-approved criteria may be considered for exiting if the student's lowest ACCESS domain is below 3.5.

c. If a student does not meet the ACCESS proficiency score, the student will continue to receive EL services in our program.

d. To exit a student, the school will send the parent/guardian notice (in the language accessible to the family) of their child's attainment of proficiency on the ACCESS test.

e. The EL teacher will contact the school's MARSS Coordinator with reclassification information that exits the student from EL services on a specified date.

f. EL staff will monitor exited students for a minimum of two years. This monitoring will include obtaining standardized test scores, grades, and teacher feedback.

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2. LIEP DESCRIPTION:

A. PROGRAM OVERVIEW
Our program focuses on the development of cultural norms and language acquisition. We offer appropriate learning experiences for all English Language students with consideration given to each student's initial language levels, English abilities in academic and social contexts, and school readiness. These levels help us to create a plan aligned to WIDA academic standards that is tailored to a student's specific needs, including students who are dually-identified in special education. (See WIDA ELD Standards. Also see **Appendix D.**)

EL teachers provide supplemental English language development through direct instruction for students at English proficiency levels 1-5. At the elementary level and middle school level most ELs receive the greater part of their instruction in the general education classroom. EL service is provided through a co-teaching model and/or small-group instruction designed for EL students.

EL teachers focus instruction on language acquisition, moving from Basic Interpersonal Communicative Skills to Cognitive Academic Language Proficiency (BICS and CALP, Cummins, 1979) as students progress. Based on Cummins' research, the process of acquiring academic language takes at least five years.

Classroom and EL teachers collaborate on instruction designed to meet content and language objectives for ELs in the mainstream classroom (Echevarria, Vogt and Short. 2009). Content-based instruction with discipline-specific language is a major focus of Agamim's programming that is supported by current research in EL pedagogy (Schleppegrell & De Oliveira, 2006). Agamim's EL program uses the WIDA English Language Development (ELD) Standards to promote academic language proficiency in the following areas: Social and Emotional Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies.

This content-based EL instruction is critical because without this instruction it is not possible for English Learners to access the subject matter, as they may lack sufficient command of vocabulary and sentence structure to summarize or discuss proficiently (Dutro & Levy, 2011).

At Levels 1 and 2, per WIDA standards, small group models allow for EL Beginners to practice using English in situations where they are comfortable and have a lower Affective Filter (Krashen, 1981). We use the small group model to target specific language needs at these beginning levels.

B. PROGRAM IMPLEMENTION: TABLE OF PROCEDURES

NOTE: Each EL teacher will create targeted services based on WIDA levels.

IMPLEMENTATION PROCEDURES	PERSON RESPONSIBLE	TIMELINE
1. Begin Service	EL Department	Within fourteen calendar days of identification
2. Create Plan—based on WIDA level of need in collaboration with the student's general education teachers	EL Department, Classroom Teachers	When service officially begins
3. Implement Plan—based on program model of small group or co-teaching (per language proficiency level). Plans address both language acquisition goals in the four domains (listening, speaking, reading, writing) as well as success in the general	EL Department, Classroom Teachers	Daily implementation and revision for the co-teaching model and weekly for the small group model Send regular updates to parents about EL program via classroom newsletter and also via email/call when needed to discuss updates, successes, concerns

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education program, including on school-wide/standardized assessments.		
4. Review Plan—analyze student performance data (grades, homework completion, test results, attendance, participation, etc.) to monitor the student's access to content and assess understanding of the content. Identify areas for improvement and areas of success.	EL Department, Classroom Teachers, Executive Director	Every six weeks or sooner if needed and determined by the team Send program updates to parents (if applicable)
5. Implement Plan Modifications (if needed) or Continue Current Plan (if successful)	EL Department, Classroom Teachers	
6. Continue Cycle of Review and Implementation as needed	EL Department, Classroom Teachers	Every six weeks (part of cycle)
EL Program Review—See program and student achievement goals below. These goals will be reviewed at the end of each semester to determine successes and areas in need of improvement in the EL program and in student achievement in reading for students in levels 1-3. **2019-2020 EL PROGRAM GOAL:** *To establish an effective and collaborative service model that incorporates co-teaching in alignment with the school's classical model of education* **2019-2020 EL STUDENT ACHIEVEMENT GOAL:** *Agamim ELs in Levels 1-3 will make an ELP gain of one WIDA proficiency level in the domain of reading after one full year of enrollment in the EL program as measured by the ACCESS assessment.*	EL Department, Executive Director	Semesterly
EL Parent Night	EL Department Mainstream Co-teachers	Annually

C. STAFFING AND PROFESSIONAL LEARNING

Agamim's EL staff maintain current Minnesota licensure for K-12 ESL. For the 2019-2020 school year, Agamim employs two full-time (1.0FTE) EL staff. The school also employs an instructional para who is bilingual in English and Hebrew and who regularly supports students in the EL program.

Ongoing professional development is a key part of ensuring Agamim's EL programming is compliant and operating in accordance to current research and best practices. Throughout the year, EL staff attend one or more trainings (in-person/webinar) provided by the Minnesota Department of Education. Staff also attend the annual WIDA MinneTESOL (MELEd) Conference. EL staff also attend all-school trainings on classical pedagogy, behavior management, health and safety, literacy and math instruction, and more.

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In addition to EL staff development, our EL teachers conduct trainings for the school's general/special education staff on topics such as effective co-teaching for EL students, ELD standards, and language acquisition. Our EL teachers consult with homeroom staff on a daily basis (for co-teaching) and at least weekly (for small group model) to share best practices and help address areas of need.

3. AMOUNT AND SCOPE:

Kindergarten through 3rd Grade Scope of Service

WIDA LEVEL	Level 1 Pre-Entering/ Entering SLIFE	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
ENGLISH LANGUAGE DEVELOPMENT — *fewer than 3 years as an EL*	*English Language Development is taught by the EL Teacher – 5x/week (service minutes are based on need)* *Small Group Model of Instruction* *Students may be grouped K-3*		*English Language Development is taught by the EL Teacher – 3x/week (service minutes are based on need)* *Small Group Model of Instruction* *Students may be grouped K-3*		*Students receive services in the general education setting via a combination of Small Group and Co-Teaching – 1x/week (at a minimum)* *Focus is on English Language development and vocabulary/literacy support*
ENGLISH LANGUAGE DEVELOPMENT — *greater than 3 years as an EL*	*N/A*	*English Language Development for long-term ELs provides systematic instruction in vocabulary and content-specific language via a combination of Small Group and Co-Teaching – 5x/week* *Students may be grouped K-3*			

4th through 8th Grade Scope of Service

WIDA LEVEL	Level 1 Pre-Entering/ Entering SLIFE	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
TYPE OF SERVICE DELIVERY	*Academic Language/Literacy and Content Courses* *Co-Taught, Small Group, and Sheltered Content Classes for Newcomers* *Students may be grouped 4-8*			*Academic Language/Literacy and Content Courses*	*Semesterly Check-In with EL Teachers* *Ongoing collaboration with content area teachers*
SERVICE TIME & FREQUENCY	*Sheltered Content Classes – 180 minutes/day* *Non-Sheltered – 5x/week*			*2-3x/week (service minutes are based on need)*	*Semesterly*
CONTENT AREA	*Reading, Writing, Science, History, Oratory, Math (*other subjects as needed)*				

4. COMMUNICATION OF ELL PROGRAM INFORMATION:

Parents/Guardians are key partners in their children's education, and we strive to empower all families to support their children's academic and intellectual development. It is our goal to ensure all families receive information on their child's performance in school and know of opportunities for clubs, events, and activities. We use a variety of communication methods including calls, texts, flyers, face-to-face meetings, e-newsletters, and translated messages/documents to ensure our families with limited English literacy or access to a computer receive important information from the school in a timely manner. Below are several examples of EL family outreach.

- Agamim's EL Department holds an annual Parent Night to help parents receive information on the school's EL programming in addition to information on classical, academic, extracurricular programs/events in the school.

- When students are identified for EL Services, the initial parent notification of services letter will be sent by mail and in a language accessible to the family within the 30 calendar day window for children enrolled on the first day of school or within 14 school days for children enrolled after the first day of school.

- When students exit EL Services, parents will be notified in writing in a language accessible to the family. (See section C. Exiting and Monitoring above)

- Copies of ACCESS, NWEA MAPs, and MCA test scores will be sent to parents. Translation of or conferencing on these documents will be provided if needed.

- At the school's Open House (before school starts) and again at Curriculum Night in September, all families receive hard copies of the enrollment packet, application for educational benefits, a map of the school, a staff contact list, calendar of events, parent portal access information, information on classical education, classroom newsletters, and more. Staff and Administration are available to answer all parent questions.

- EL Teachers will include program updates in classroom newsletters.

- EL Teachers help classroom teachers hand out a Parent Communication Survey that collects information on how parents wish to be contacted and involved in the school. This survey also asks preferred language for materials from the school.

- EL Teachers and classroom teachers (when applicable) use an application called Talking Points which sends translated documents and text messages/emails in a language accessible to the family. When the school sends a broadcast message via voicemail/email/text, EL Teachers will assist the school in sending a translated version to families when applicable.

- EL Teachers use Language Line, a translating service that supports staff in real-time conversations such as conferences, team meetings, and more.

5. APPENDICES:

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APPENDIX A

MINNESOTA LANGUAGE SURVEY INFORMATION

Overview of the Minnesota Language Survey (MNLS)

All newly enrolling students in Agamim Classical Academy will have a parent or guardian complete the Minnesota Language Survey (MNLS). This will allow for a uniform and consistent method of identifying potential English learners (ELs).

The Minnesota Language Survey asks all parents and guardians, upon enrollment of their students in Minnesota public schools, to respond to four questions regarding their child's language use (note: Agamim asks questions about reading and writing as well). The student's primary language is one of the data elements that is communicated to the state. The information provided by the parent or guardian is confidential and will only be shared with school staff who need the information to identify students eligible for English language development programs.

All parents and guardians enrolling a new student in the school will be provided the Minnesota Language Survey. Enrollment staff will not make assumptions about a student's language background based upon the student's appearance, last or first name, ethnic background, religious background and/or parent's language ability. To stay in compliance with state and federal law, all students will have a completed language survey on file.

Staff Considerations

Those who administer the Minnesota Language Survey will have a thorough understanding of the purpose and processes for its administration. Any staff who will administer the language survey will be trained on the initial identification process and the survey's administration procedures. Relevant staff include school enrollment/registration staff, district support staff, school support staff, or a school-based EL teacher. Agamim Classical Academy will also use an interpreter to assist the parent/guardian or use a translated MNLS.

Timeline

For students enrolling at the beginning of the school year, the Minnesota Language Survey and the screening will take place within 30 days of enrollment. For students enrolling in the middle of the school year, the EL Identification process will occur within 14 calendar days of enrollment.

International Students

Parents, guardians or host families of international students will complete the Minnesota Language Survey for their student using the steps described above.

Data Anomalies

If responses on the Minnesota Language Survey data are unclear or contradictory, Agamim Classical Academy has a procedure for the review of the information and a meeting with the parents to discuss the responses.

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In general, the student's home language does not change. However, if an error occurred upon initial enrollment, every effort will be made to ascertain the correct language background of the student.

International Adoption

If the parent or guardian completes a form indicating a language other than English, the student will be screened. If needed, Agamim Classical Academy will provide a staff member who is trained to further discuss the language use of the student.

Students with Disabilities

If a child has a known disability, it is possible that parents/guardians will indicate that their child does not speak or use a language. In this situation, Agamim Classical Academy will record the parents' language as the child's primary language with a brief explanation of the situation.

Sign Language as a Home Language

If the home language is American Sign Language, the parent or guardian will complete a MNLS form by answering the questions according to the prescribed procedure. This includes hearing students with ASL as a home language, as well as deaf students with hearing parents or guardians. Additionally, some deaf students who speak ASL may have hearing parents who speak languages other than English.

Changes on the Responses to the Minnesota Language Survey

Changes on the responses to the MNLS can be made if the parent or guardian has made a mistake or mismarked the form. The error/mismarking will be documented, and the corrected Minnesota Language Survey will be placed in the student's cumulative file.

Students who already have a Minnesota Language Survey

Using the flowchart in Appendix B, Agamim Classical Academy will determine if a new MNLS should be completed. Agamim Classical Academy will use the results of any other version of the MNLS but will not administer any other version of the MNLS. In many cases, a student with an MNLS with a language other than English has already been screened for English language proficiency and either received EL services or does not require EL services.

Students who have a conflicting Minnesota Language Survey

There are students who have an MNLS from a previous Minnesota district indicating a primary language other than English, but the enrolling parent or guardian completed a Minnesota Language Survey upon enrollment at Agamim Classical Academy with English only statements. Intake staff have a procedure that allows Agamim Classical Academy's EL staff to interview the parent/guardian and address the conflict.

Creolized English

English creoles such as Nigerian English, Liberian English, or Jamaican Patois are recorded as the home primary language. Speakers of English creoles will be screened. This does not include dialects such as British English.

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Parent/Guardian rights in completion of the Minnesota Language Survey

Parents or guardians have the right to decline to respond to the Minnesota Language Survey. If they choose not to respond, Agamim Classical Academy will add to the MNLS a note that the enrolling parent/guardian declined to fill it out. Agamim Classical Academy has a procedure that allows EL staff or others within the school to discuss the effects of the refusal with the parent or guardian. Some talking points include:

- It is in the best interests of the student for the district to understand the language background. The MNLS is a critical part in a larger piece that allows schools to understanding how best to serve the student.

- Language can be scaffolded in the classroom for the student to understand the academic language.

- English language programs allow the student to learn English so they will be better able to access the academic curriculum.

- Furthermore, students may receive additional language services when needed to support development of language alongside academic content learning.

- Without the MNLS, the district can only make an approximation of the language needs of a student. Without a more specific response to the MNLS, the student might not be able to successfully meet the language demands in the classroom; leading to frustration and poor academic performance.

SUPPORT FOR ALL LEARNERS:

As part of Agamim's Child Find process to identify struggling students, English learners also may access the regular education process to determine if the student has needs beyond language acquisition. EL teachers (like General Education teachers) make referrals to the Child Find team when they see learning concerns beyond the scope of their services.

English learners may also be dually-identified as gifted and may qualify for specialized instruction.

Agamim's Social Work Team and Occupational Therapists work in general education classrooms to provide modeling of whole-class strategies to develop students' emotional and physical regulation skills. This school-wide emphasis on wellness, regular sensory breaks, and whole body learning especially benefits students learning an additional language and culture.
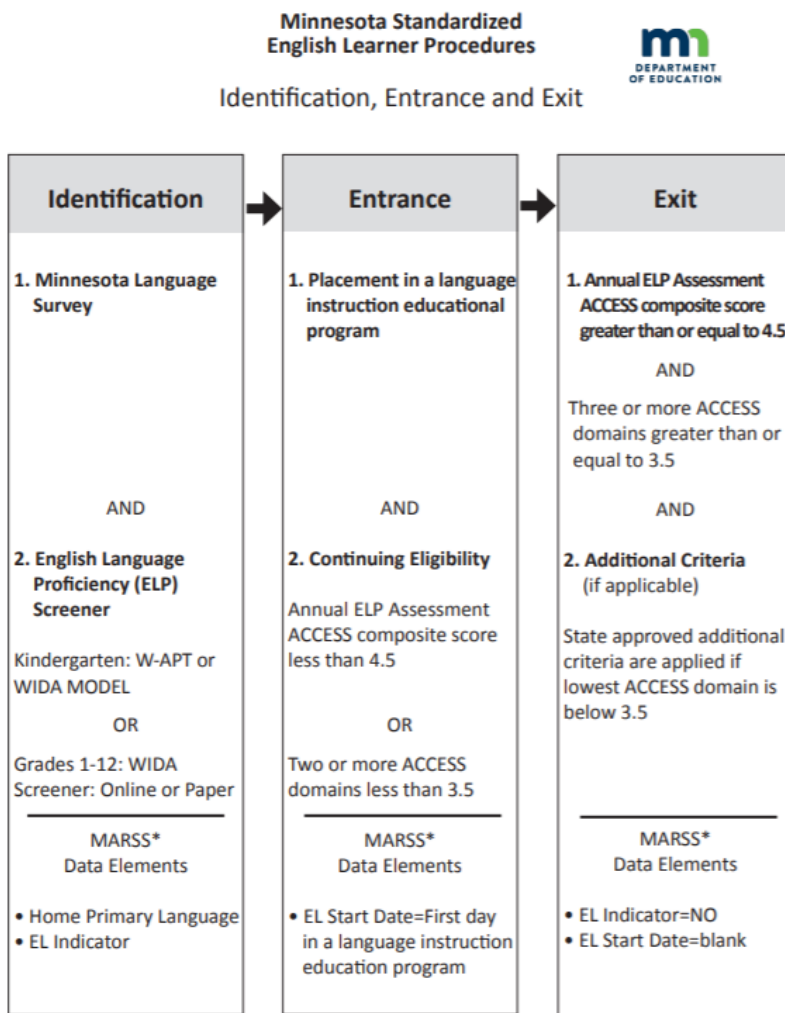
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APPENDIX B

MINNESOTA STANDARDIZED ENGLISH LEARNER PROCEDURES FLOWCHART

Minnesota Standardized English Learner Procedures

Identification, Entrance and Exit

Identification

1. Minnesota Language Survey

AND

2. English Language Proficiency (ELP) Screener

Kindergarten: W-APT or WIDA MODEL

OR

Grades 1-12: WIDA Screener: Online or Paper

MARSS*
Data Elements

• Home Primary Language
• EL Indicator

Entrance

1. Placement in a language instruction educational program

AND

2. Continuing Eligibility

Annual ELP Assessment ACCESS composite score less than 4.5

OR

Two or more ACCESS domains less than 3.5

MARSS*
Data Elements

• EL Start Date=First day in a language instruction education program

Exit

1. Annual ELP Assessment ACCESS composite score greater than or equal to 4.5

AND

Three or more ACCESS domains greater than or equal to 3.5

AND

2. Additional Criteria (if applicable)

State approved additional criteria are applied if lowest ACCESS domain is below 3.5

MARSS*
Data Elements

• EL Indicator=NO
• EL Start Date=blank

*Minnesota Automated Reporting Student System

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APPENDIX C

WIDA** CAN DO DESCRIPTORS

LINK TO THE GRADE LEVEL CLUSTER DESCRIPTORS FOR K-8

WIDA is a consortium of schools across the United States. The consortium website provides schools with resources such as language proficiency standards and assessments, professional development, research in best practices, and more. The site also contains resources for multilingual learners and families. Their website is: https://wida.wisc.edu/

APPENDIX D

WIDA** ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

	Standard	Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language of Language Arts
English Language Development Standard 3	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**	The language of Mathematics
English Language Development Standard 4	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**	The language of Science
English Language Development Standard 5	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**	The language of Social Studies

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2–5 that address the language of the content areas.

WIDA is a consortium of schools across the United States. The consortium website provides schools with resources such as language proficiency standards and assessments, professional development, research in best practices, and more. The site also contains resources for multilingual learners and families. Their website is: https://wida.wisc.edu/

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APPENDIX E

ENGLISH LANGUAGE LEARNER STUDENT FORM/PROGRAM INFORMATION – PARENT/GUARDIAN NOTIFICATION LETTER

Today's Date_____

Student Name_____

Homeroom Teacher_____

Grade_____

MNLS Qualified for Assessment **YES / NO**

Results of the WIDA Screener/ Kinder. W-APT / Kinder Model for this student is as follows:

Subtests Administered	Score	Level

- ☐ 1. The student **is not eligible** for EL services.
- ☐ 2. The student **is eligible** for EL services

  a. Projected service start date is_____
  b. The student will work with an EL teacher ____times a week.
  c. The dates of service are_____
  d. Small group will be held on_____

Key to PROFICIENCY LEVELS. Your child can do the following in each level of English Proficiency….

1. **Entering:** Virtually no English at the conversational or informational levels. They derive some meaning from the non-verbal cues. They have no English, reading or writing skills (they may be brand new to the country).

2. **Emerging:** Minimal understanding or use of English. Oral comprehension limited to simple language with high frequency vocabulary and simple grammatical patterns. These learners derive some meaning from context and non-verbal cues that accompany English input, and benefit from repetition, rephrasing and a slower rate of speech. They can express basic personal needs, communicate about familiar topics based on personal experiences and make frequent and expected errors.

3. **Developing:** Can comprehend short conversations and simple written narratives in familiar contexts. Limited vocabulary range necessitates frequent repetition and rephrasing. They frequently use contextual and visual cues to derive meaning and rely on guessing. Their oral production is characterized by simple vocabulary and grammatical structures. Many errors occur, some of which interfere with meaning.

4. **Expanding:** Understands much of the speech delivered in authentic settings with some repetition or rephrasing. Understanding grammatically complex structures is a problem but with support, these learners can master some grade-level academic content. Productive vocabulary is adequate for many tasks. They can produce many of basic and frequently use grammatical structures, but errors are more frequent with less familiar topics and as they take risks wit complex language structures.

5. **Bridging:** Benefit from some support, but they understand most standard speech and writing in a variety of settings. They are approaching fluency in, speaking, reading and writing in the content areas. They demonstrate an increasing ability to use language to convey their intended message. They do not produce error-free language, but errors generally do not interfere with meaning.

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OFFICE USE ONLY

EL Exit Date_____

EXIT MARSS Signature_____

Dear Parent or Guardian,

Per page 1 information and based on our assessment data, your student qualifies for English Language (EL) Support Services. This means that your student will receive regular support in his or her classroom from an English Language Instructor who works directly with your student's homeroom teacher. Your student, will have the opportunity to receive strategies, supports, modifications and extra guidance while learning English.

We respect your decision to decline support services for your student if you feel they would not benefit from having extra language support in the classroom. Please indicate if you would like to decline services by signing below.

I,_____ (Your Name) would like to decline EL Support Services for my

student_____(Student's Name).

Parent/ Guardian Signature_____ Date _____

If the school does not receive your signature declining support services, your child will begin receiving EL services starting this week. If you have any questions about the program or would like to discuss English Language concerns you may have for your child, please do not hesitate to contact me by phone or email.

Kind regards,

Makayla Bozoian (K-3 EL Instructor)

Phone: *952.426.3078*
Email: mbozoian@agamim.org

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6. RESOURCES:

1. School email address with general questions: info@agamim.org
2. School website: www.agamim.org
3. WIDA ELD Standards PDF
4. Educational Benefits Information for free/reduced meals
5. Minnesota Department of Education—English Learner Education Information
6. Agamim's Home Language Survey for 2019-2020 (*See page 14)
7. *Optional* Prior International Schooling and Reading/Writing Survey for 2019-2020 (*See page 15)

MINNESOTA LANGUAGE SURVEY

Minnesota is home to speakers of more than 100 different languages. The ability to speak and understand multiple languages is valued. The information you provide will be used by the school district to see if your child is multilingual. In Minnesota, students who are multilingual may qualify for a Multilingual Seal upon further assessment. Additionally, the information you provide will determine if your child should take an English proficiency test. Based upon the results of the test, your child may be entitled to English language development instruction. **Access to the instruction is required by federal and state law. As a parent or guardian, you have the right to decline English Learner instruction at any time.** Every enrolling student must be provided with the Minnesota Language Survey during enrollment. Information requested on this form is important to our school to be able to serve your child. Your assistance in completing the Minnesota Language Survey is greatly appreciated.

STUDENT INFORMATION	
Student's Full Name: *(Last, First, Middle)*	**Birthdate or Student ID:**

		Check the phrase that best describes your child:	Indicate the Language(s) other than English in the space provided:
1.	**My child first learned:**	____language(s) other than English ____English and language(s) other than English ____only English	
2.	**My child speaks:**	____language(s) other than English ____English and language(s) other than English ____only English	
3.	**My child understands:**	____language(s) other than English ____English and language(s) other than English ____only English	
4.	**My child has consistent interaction in:**	____language(s) other than English ____English and language(s) other than English ____only English	

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Language use alone does not identify your child as an English learner. If a language other than English is indicated, your child will be screened for English language proficiency.

PARENT/GUARDIAN INFORMATION	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

*All data on this form is private. It will only be shared with school staff who need the information to best serve your child and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the school and at the Minnesota Department of Education, this information will not be shared with other individuals or entities, except if they are authorized by state or federal law to access the information. Compliance with this request for information is voluntary.

PRIOR INTERNATIONAL SCHOOLING SURVEY—optional

If your child received formal education in another country prior to coming to the United States, please provide additional information to help us best support your child in school this year.

Type of School:	
Subjects Taught:	
Duration of School Day:	
Duration of School Year:	
Number of Years Attended:	
Last Grade Level Completed:	
Any Interruptions in School Enrollment:	
Other Information:	

ENGLISH READING AND WRITING SURVEY—optional

If your child received formal instruction in reading and writing, please fill in the table below. This information is helpful for service planning.

1. **My child reads:**	____language(s) other than English ____English and language(s) other than English ____only English ____*cannot read in any language yet	
2. **My child writes:**	____language(s) other than English ____English and language(s) other than English ____only English ____*cannot write in any language yet	