



**English Learner Identification:**

Only a student who has a completed 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 education program.

Oshki Ogimaag Charter School will use the Minnesota Language Survey (given to all students- it is available in several languages if needed). This is for parents/guardians to fill out stating which language(s) they speak at home and which languages the student(s) speak(s). All students at OPCS will have a language survey on file.

The Grade Appropriate English Language Screening Assessment (for those identified as potential EL students from the MNLS).

- a. There are three approved ELP screeners in Minnesota: the WIDA screener, the Kindergarten W-APT and the Kindergarten MODEL. (<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edisp/mde072228.pdf>)
- b. The screener is to determine if students will benefit from enrollment in an English Language Development program. It considers grade-level content, along with social, instructional, and academic language.

**MARSS Data** to be entered (reviewed and edited, if needed, fall and spring)

1. Home Primary Language
2. EL Indicator\*
3. EL Start Date- first day student is in a Language Instruction Education Program (EL services)

\***EL Indicator** considers the Minnesota Language Survey and Grade Appropriate English Language Screening.

In MARSS, a Y for YES or a N for No is required.

Yes- the student has a non-English first language and is not proficient in English and will receive English Language Development Program services.

No-The student has English as a first language, or the student has a non-English first language but is proficient in English. This student will not receive English Language Development Program services.

**Timeframe:**

August: Assess the language ability of each student identified as an English learner. Assessment should occur upon enrollment.

September: Student is enrolled in appropriate level of programming in OPCS's Language Instruction Education Program (LIEP). MARSS coordinator enters the EL start date. All data elements will be entered before October 1. Parent notification of student enrollment in LIEP is sent within 30 days.

Within 30 calendar days of enrollment at the beginning of a new school year, OPCS will have completed the ID process; both the completion of the MNLS and the ELP assessment. A student's parent will be notified within 30 days. If enrollment occurs after the beginning of the school year, OPCS will have 2 weeks to complete the process and notify the parents.

**Additional Identifications:**

English Learners may be eligible to qualify for additional identifications. OPCS will screen the students for the following:

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

**EL PROGRAM:**

After identification, the student will be placed in a LIEP. The student must receive instruction from a teacher who has PELSB permission to teach ESL.

**Parent Notification:**

OOCs will send parent notification of student enrollment in LIEP within 10 calendar days. The letter must be in English and the home language of the parent. The letter will inform the parent of the purpose of the EL program, the methods used, and the content of the program. It will share relevant contact information and the rights of the parent to request a conference to learn more about the program, visit or withdraw the student from the program. At any time, parents have the right to withdraw their child from the EL program. The parents must inform the school director in writing of this intent. The parents may re-enroll their child upon request.

OOCs’s Language Instruction Educational Program will utilize a teacher who has PELSB permission to teach ESL.

**Program Specifics:**

OOCs will design instruction based on the English Learners’ English levels overall and specifically within the four domains (reading, writing, listening, and speaking) in alignment with the ELD Standards (<https://education.mn.gov/MDE/dse/el/Stds/>) which are found on the WIDA website: <https://wida.wisc.edu/sites/default/files/resource/2012-ELDStandards.pdf>. These standards include language standards specifically to support the content areas of English Language Arts, Social Studies, Mathematics, and Science along with social and instructional language. EL Teachers will work with classroom teachers and specialist teachers to determine grade level content standards that can be supported by English Language Services. English Language Services can include push-in and/or pull-out services depending on the needs of the student. Maximum meaningful learning time with the student’s class will be prioritized. It would be expected that those with beginning levels of English may need more English Language Development support, while those with higher levels of English may need less time with an EL teacher. Regular communication between the EL teacher, classroom teacher, specialist teachers, administrators, and parents will be expected and aid in supporting the student’s overall English language development, academic success, and social/emotional wellbeing.

**ACCESS 2.0 Assessment**

All students who have been identified as English Learners, regardless of whether or not they are enrolled in an LIEP, must participate in the ACCESS 2.0 assessment. This assessment usually takes place in February and March.

**Exit**

Students who are in a Language Instruction Educational Program will take the ACCESS 2.0 assessment. A Proficient score is required to determine exit eligibility. Proficient Score on ACCESS 2.0 Assessment For a student to be considered proficient on ACCESS 2.0, a student must have at least a 4.5 overall composite score and any three of the four domains (listening, speaking, reading, writing) must be at or above 3.5

\*If all four domains are at or above a 3.5 and the overall composite score is at least a 4.5, the student will be exited from services and reclassified in MARSS.

\*A student who is deemed “Proficient” by the above criteria, but has one of the four domain scores below 3.5, may be considered for continued participation in the Language Instructional Educational Program. Additional criteria to make

this decision can be found at: <https://education.mn.gov/MDE/dse/el/> (Click on “English Learner Exit”). This is an exceptional situation and not the standard practice.

\*A student who does not meet the Proficient score (not 4.5 composite and also not 3.5 in  $\frac{3}{4}$  of the domains) will continue to participate in LIEP services. ACCESS assessment is in the spring and will be administered by the appropriate English Learner Teacher/Coordinator, etc. Students can be exited from EL services in the spring. Parents should be informed yearly of their child’s status in an LIEP program. MARSS Data For a student exiting English Language Development Programming, the Home Language remains the same. The change is in the EL Indicator. An “EL-N” (no longer an EL) is written to indicate that the student will not receive English Language Development Program services. This should be recorded by the beginning of the next school year.