St. Cloud Math and Science Academy
Charter District 4223

Multilingual Learners (ML)
Program Description & Implementation Guide
Revised 8/30/2024

Tammy Bengtson
Nancy Benson
Rebecca Keniston
Janette Yiran
Amy Cross
Kim Hess

"Great Teaching in a Kind Place"

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2024-2025

Multilingual Learner Written Plan of Service

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District Name: St. Cloud Math and Science Academy, Charter District #4223
Contact Name: Tammy Bengtson
Contact Email: tammy.bengtson@scmsastem.com
Position: Executive Director
Contact Phone Number: (320) 774 - 2201

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Introduction

The purpose of this document is to outline the critical elements of the St. Cloud Math and Science Academy Multilingual Learner (ML) program, in accordance with the suggested elements for effective ML programing. Resources are provided by the Minnesota Department of Education (MDE). The Multilingual Learner plan of service is also available for parents and stakeholders on our school website.

Student Identification, Program Entrance and Exit Requirements

Minnesota law requires that school districts identify whether students are Multilingual Learners (MLs). The law requires a language instruction program for MLs with limited English proficiency. The identification process and placement of children in a language instruction educational program follows this procedure:

When parents wish to enroll their children at Saint Cloud Math and Science Academy (SCMSA), they will complete the enrollment form. The enrollment form will serve also as the Home Language Questionnaire (HLQ). This is completed by the parents of all new students. If the parent needs assistance in completing the form in English, they will have a translator to assist them.

A parent or guardian indicates on the Home Language Questionnaire whether their child first learned a language other than English, comes from a home where the language usually spoken is a language other than English, and/or usually speaks a language other than English themselves. A copy of the completed HLQ is given to the ML teachers.

All students who have any language other than English noted on their HLQ will have their English proficiency assessed. The Assistant Principal will notify the ML teachers, who will administer the World-Class Instructional Design and Assessment (WIDA) screener to the

student. Kindergarten students will be assessed by an ML teacher using the WIDA Access Placement Test (W-APT) assessment screener. Scores will be given to SCMSA's Minnesota Automated Reporting Student System (MARSS) Coordinator to indicate if a student is an ML learner for MARSS reporting.

A district must begin the process of identification within 10 days of enrollment. All newly enrolling students must have a completed Minnesota Language Survey (MNLS) in their cumulative folder (Appendix D). Annually, within 30 calendar days after the beginning of a new school year, the district must have completed both the completion of the MNLS and the English language proficiency assessment. A student's parent or guardian will be notified of service within 30 calendar days. If enrollment occurs after the beginning of the school year (in the middle or end) of the school year, the district has two weeks to complete the process and notify the parents.

The decision to identify a student as ML should be based on the Flow Chart from MN Department of Education found in Appendix A.

Annual Assessment

As required by law, all students labeled as Limited English Proficient (LEP) in MARSS are assessed annually using the Assessing Comprehension and Communication in English State-to-State (ACCESS) test. This assessment is conducted with the assistance of various personnel. ML teachers are the main test administrators, and other personnel, including classroom teachers and our district coordinator, support the testing process by monitoring student progress. The speaking portion of the ACCESS test is administered by a licensed ML teacher only. All personnel involved in test administration are required to pass the WIDA training in group administration each year.

All licensed ML teachers are required to complete the administration of the W-APT screener for kindergartners and 1st semester first graders. The training of the alternate ACCESS for MLs is required for those administering the alternate assessment. Once the district has received the test scores, parents are notified of those scores and of their student's need to continue in or exit the ML program.

Program Entrance

All Multilingual Learning identified students are eligible for ML services. If a student qualifies for ML services, their MARSS status will be updated by the District MARSS Coordinator to indicate LEP (Limited English Proficiency; State and Federal identification term). After the WIDA Assessment is administered, and it is determined that the student will be receiving ML services, parents will be notified with a letter in the mail. See information contained in the letter in Step 5, parental notification.

Parents/Guardians have the right to refuse ML services even when their child has been identified as an ML. A parent's decision to refuse ML services does not change the MARSS identification of a Multilingual Learner, but no ML service start date will be entered MARSS. Students who do not receive ML services will still be scheduled to take the annual ACCESS English Language Proficiency (ELP) assessment.

When a student begins receiving ML services, a start date of services will be entered in the individual's record in MARSS by the MARSS Coordinator. If the student begins receiving service, but after parent notification (see below) is then withdrawn from services, the start date in MARSS should be removed. A start date for all ML students receiving ML services must be entered into MARSS annually.

District ML teachers will forward qualifying ML student's placement information to the District Assessment Coordinator who will inform the District MARSS Coordinator and designated ML administration.

There are three fields in MARSS specifically pertaining to ML status:

Data Element	Input Type
Home Language Code	Enter a numerical code indicating Home Primary Language (in MARSS manual)

ML (LEP) Identified	Enter a Y for YES or N for NO indicating classification based on developmentally appropriate measures.
ML (LEP) Start Date	Enter the date the student begins ML service each school year. If parents decline service, do not enter a start date.

Parental Notification
- Parents will be notified by mail of their child's placement in the ML program.
- Letters of notification are to be sent home by the ML teacher in both English and the family's home language.
- Initial ML program placement notification will occur within 10 school days of enrollment into ML programming to meet State required notification procedures.
- The Federal program requires that parents be notified of the child's participation in Title III programming within 30 days of the beginning of the school year, or within two weeks if the child enters the district during the middle of the school year.

- Initial ML program placement notification letters include:
  - Reasons for ML identification and LEP classification
  - Assessment tools used to measure language proficiency
  - Assessment scores and/or levels for each skill tested
  - A simple, nontechnical description of the purpose, method, and content of the ML program
  - Information on Parental Rights pertaining to ML programming
  - Exit requirements of ML programming

Personal Contact with Parent/Guardian of ML Student
If a parent/guardian refuses services, interpretive services may be provided to ensure that the parent/guardian understands their child will not receive ML services. Parents have the right to withdraw their child from the program at any time by providing written notice of this intent. If the parent or guardian refuses to complete the Minnesota Language Survey (MNLS), the district should document the refusal and place it in the student's cumulative folder.

Communication of identification criteria, plan of service and exit procedures to other stakeholders
Communication of the ML Plan of service and the exit criteria procedures will be communicated to all staff during staff development in August before school is in session. Communication of the ML plan of service and the exit criteria procedures will be communicated to the Board of Education each year in September during the regular board meeting. Program information is also available on the school website or available upon request in the school office.

Exit and MARSS Reclassification Procedures

ML students who reach a level of proficiency which allows them to fully access the curriculum of St. Cloud Math and Science Academy District will exit from the ML program. The following data is considered when determining exiting a student:

• Achieving an overall language proficiency score of 4.5 on the ACCESS with at least 3 domains (reading, writing, listening, and/or speaking) above 3.5.

MARSS Reclassification
Students exited from the ML program at the end of a school year will not be assigned a start date for services in MARSS at the beginning of the following year. The LEP identifier remains Y for YES during the school year in which the student is reclassified. Enter an N for NO indicating reclassification based on developmentally appropriate measures for the student the following school year, when the student is no longer classified as LEP.

Parents are notified of the discontinuation of services by the building principal via the mail. They will receive a copy of the exit form based on data, and a copy of the exit form will be placed in the student's cumulative file.

System to monitor progress of students that have exited the ML program
ML teachers will add students who have been exited from the ML program to a monitor status list to be monitored for at least two years. Monitoring status is to ensure that students have not been exited too early and that any academic deficits incurred as a result of participating in the ML program have been remedied. Monitoring also needs to assess if students are meaningfully participating in the standard program of instruction comparable to their never-ML peers.

Each quarter for two school years after the exit date, ML teachers will meet with mainstream teachers to discuss progress of the student. After 2 years, if the student continues to show growth and/or proficiency, they will be taken off the monitor status list. If an exited ML is not progressing academically as expected and monitoring suggests a persistent language need, SCMSA ML teachers will re-test the students with a valid, reliable, and grade-appropriate English Language Proficiency (ELP) test to determine if the student must be offered additional language assistance services. If the student is reentered into ML services, the ML teacher will document the reasons why and the parent's consent to reentry.

The MARSS coordinator will report on the number and percentage of former MLs meeting state academic standards for four years.

For Title III Immigrant Children and Youth
The LEA has a data collection procedure to ensure that the immigrant student count is submitted to MDE by June 15th annually via the SSDC system. The District MARSS coordinator will document all students that meet the criteria and will report this to MDE. The documentation includes only eligible immigrant students that may or may not be Multilingual Learners. Immigrant children and youth are defined as individuals who:
- are age 3 – 21,
- were not born in the United States, and
- have not been attending one or more schools in one or more states for more than 3 full academic years (on a cumulative basis)

Language Instruction Educational Program (LIEP)

Guiding principles of SCMSA's ELL program model are as follows:
- All classroom instruction is primarily in English
- MLs may be served by other programs such as Title 1 and/or Special Education
- ML student involvement in other programs does not replace ML services
- All SCMSA teachers are dedicated to servicing the needs of MLs and all SCMSA students. We encourage our students to value their primary language(s), in addition to academic English.

Classroom Teacher Responsibilities

Classroom teachers have primary responsibility for all students, including those who are learning the English language. Students requiring more time and assistance in the core areas receive additional interventions throughout the school day, in the area of need, by a licensed intervention teacher. Classroom teachers collaborate with ML teachers on a weekly basis regarding the levels of their students and the language we use to support the students in the ML program. At the beginning of the school year, and continuing through the yearly academic calendar, teachers are trained in effectively incorporating the WIDA Can Do descriptors, as well as the English Language Development (ELD) standards into their lesson planning. Teachers use these English Language proficiency standards as a guide when they monitor student progress and to help determine that student language proficiency levels are increasing.

During our staff development and faculty meetings throughout the school year, we are working on integrating the five English language proficiency (ELD) standards with the grade level content standards. The five ELD standards are
1. Social and Instructional Language
2. The Language of Language Arts
3. The Language of Mathematics
4. The Language of Science
5. The Language of Social Studies

Programs for Multilingual Learners address English Language development standards.

Programs for Multilingual Learners to address English Language development standards

The following curriculums are used in mainstream classrooms: Everyday Math, Inspire Science, McGraw-Hill Wonders curriculum, and the Steve Dunn writing program. The Steve Dunn Curriculum is built around the premise that we need daily, repetitive, intentional

focus lessons to accelerate writing development in the early years. Many Social studies and Science standards are integrated within the Wonders reading curriculum. All the curriculum mentioned are aligned with Minnesota State standards. In addition to alignment, teachers plan content and language objectives based on the standards for all content area lessons and Sheltered Instruction Observation Protocol (SIOP) lesson components. Content and language objectives will be posted and referred to during instruction in every classroom as well as printed in lesson plans.

English Second Language (ESL) Licensed Teacher Responsibilities
Our ESL licensed educator/s provide/s services for students who are identified to receive ML instruction. The ML curriculum and programming is aligned to the State adopted WIDA English Language Development Standards in conjunction with St. Cloud Math and Science Academy curriculum. The goal of the ML program is to provide differentiated content-based instruction so that students can become fully proficient in the English language and gain the background knowledge necessary to meet the Minnesota Academic Standards.

ESL licensed teacher(s) provide(s):
- Direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing.
- Consultation support to administration, classroom teachers, and student support staff, based on each student's English language learning needs.
- Assist with Staff development so teachers are trained in providing direct English language instruction in the four domains of instruction: speaking, listening, reading and writing.

Responsibilities of the ESL teacher extend beyond direct instruction, consultation and scheduling. Those responsibilities include:

Testing:
- Administration of WIDA screener to all new students and evaluation of the entrance and exit criteria.
- Administration of W-APT screener to all kindergarten students
- Administration of all state and federal mandated tests – ACCESS for MLs.

Communication:
- Communication with classroom teachers and families.
- Attendance as needed at parent/teacher conferences.
- Coordination of parent communication regarding student placement and program updates and changes.

- Provision of cultural and linguistic information and support to teachers and administrators as needed.

Program Model

The high percentage of LEP-identified students requires that SCMSA provide a comprehensive program of collaboration.

Services for kindergarten students who need extra academic language support, will be provided in a collaborative push-in/pull-out model between the classroom teacher and an ML teacher. This collaborative model uses shared planning time, content support, small group work, Sheltered Instruction Observation Protocol (SIOP) coaching, specialized support for individual students as needed, and professional development. All students will either be served in the classroom or pulled-out for specialized language learning.

Students in grades 1 or 2 who continue to qualify for ML services will be taught in a collaborative push-in/pull-out model. This model uses shared planning time, content support, small group work, SIOP coaching, specialized support for individual students as needed, and continued professional development. Students who have ACCESS scores of 2.0 or lower and need additional academic support will receive pull-out services which focus on language literacy. Pull-out group sessions will last 60 minutes. Classroom teachers will use SIOP teaching methods in their grade level lesson planning. Students who have a composite score of 2.0 or higher will be served in a push-in model, where the ML teacher works closely with the classroom teacher to make the classroom content more accessible.

Students in grades 3-5 who have ACCESS scores between 1.0 and 2.0 will receive services through a pull-out language block for 60 minutes each session, which will focus on language literacy. The ML teacher will collaborate with the classroom teacher and help with lesson planning. Classroom teachers will use SIOP teaching methods within their grade level instruction, will participate in peer observations, and will receive specific and continuous support from ML teachers on staff. Students who have a composite score of 2.0 or higher will be served in a push-in model, where the ML teacher works closely with the classroom teacher to make content more accessible.

SCMSA utilizes the SIOP model in classroom teaching. Teachers use simplified language, visual and graphic supports, hands-on activities, and generally strive to make classroom content more comprehensible. Mainstream teachers receive training in the SIOP teaching model at the beginning of the school year, which then continues throughout the academic calendar.

Pull-out Instruction

SCMSA provides pullout instruction for Multilingual Learners in individual 60-minute

sessions. ML groups are clustered according to their grade and their WIDA Level ACCESS scores. Each ML teacher pulls out a group of students from each grade who have been sorted according to their composite ACCESS scores. One ML teacher takes the group with higher composite scores, and one teacher takes the group who has lower composite scores. Each pull out session provides intensive language instruction, in all four language domains (Reading, Writing, Listening, and Speaking).

Pull-out English language instruction that is provided is catered to the grade level cluster of the students as well as their individual language abilities, what WIDA calls "Can Do" descriptors, within that grade cluster. Depending on the language needs of individual groups who are being serviced at the time, the ML teacher works on building and strengthening the foundations of the English language. This has a different look and feel depending on the pull-out group's grade level cluster and WIDA level, but because most of the students being served in pull-out sessions fall in the WIDA level 1 - 2.0 range, the language toolbox is full. ML teachers use supplemental materials from the current curriculum in the mainstream classroom and curriculum specifically designed for English Language development. When using language development specific curriculum, the ML teacher will use a unit that corresponds to the classroom's core curriculum content. ML teachers also build their lessons around phonics, fluency building, letter-sound correspondence, beginning and ending sounds, long and short vowels, consonant blends, CVC and rhyming words, and other foundations of early language learning, to foster the development of Kindergarten and 1st grade MLs.

Many of these same elements of ML pedagogy are of course still utilized in teaching grade clusters 2, 3, 4, and 5, but the students in these pullout groups also focus on language readiness. These grade cluster pullout groups are also sorted according to their ACCESS scores. Vocabulary, in the form of high frequency sight words, plays a key part of language instruction at SCMSA. Building sight word knowledge helps these same students as they navigate sentence structure and learning the parts of speech of the English language.

Pull-out group size is usually between 4 – 8 students, which often helps ML teachers provide more individualized support for their students at SCMSA. We have one ML paraprofessional that has a split schedule between both ML teachers. Our pull-out ML groups are taught for 60 minutes in a low risk setting, where they are away from the pressures of their classroom peers. Each ML room is dedicated to their language development and is filled with educational tools and material support. This environment also allows for the ML teacher to closely monitor student progress.

Push-In Instruction
Students are served in the mainstream classroom through language modeling, scaffolding

and direct academic English Language instruction. The students are instructed with the combined, or singular support of the ML teacher, the classroom teacher and paraprofessionals. Students receive 60 minutes of developmentally appropriate push-in support for social and academic language in the four domains of speaking, listening, reading, and writing following WIDA standards and essential outcomes.

Collaborative Teaching
The ML teachers strategize and assist classroom teachers in modifying curriculum taught throughout the day, to meet the ML student in their zone of proximal language development. This is accomplished in part through regular, bi-monthly, collaborative meetings between the classroom teacher and the ML teacher. During these sessions, the teachers plan the following 2 weeks' worth of lessons. The modifications are designed to adapt to the students' language needs.

Monitor Status
This is to monitor the progress of students that have been exited from the ML program**.** Students attend mainstream classes throughout the school day. Students do not receive regularly scheduled pullout or push-in instruction. The students' ML teacher will monitor them by collaborating with the classroom teacher each quarter for two years. Collaboration will include monitoring the student's academic progress, observing the student, surveying their academic work, and conducting student interviews. After 2 years, if the student continues to show growth and/or proficiency, they will be taken off the monitor status list. If during the 2 years, the student has decreased in performance of their English Language skills, the student will be reassessed following our exit plan and if the student is reentered into ML services, the ML teacher will document the reasons why and the parent's consent to reentry.

Evaluation of Effectiveness
As part of the school's Comprehensive Needs Assessment in alignment with the school's Annual Report, Authorizer Contract, and our World's Best Workforce plan, all ML programs and activities, including service models and staffing needs are evaluated annually through data analysis and staff feedback, staff surveys and parent surveys to determine effectiveness.

Staff feedback is collected through professional development activities throughout the school year and during the end of the school year program summary feedback. Data is analyzed with the needs' assessment team during the summer and reviewed and analyzed as a school staff during August workshop week where data is reviewed at each grade level classroom and individual student levels. The needs assessment also creates annual goals

required for the Title III application and reviews school World's Best Workforce and Authorizers goals pertaining to ML students.

Coordination of Resources

ML students make up 80% of SCMSA's population. The majority of the remaining twenty percent are students who have been exited and reclassified in MARSS as no longer needing those services. Therefore, all school services and programs are coordinated with other relevant programs such as Gifted and Talented service, Special Education, Title I and Title II. Programs for immigrant and refugee students are done on an as-needed basis. We have procedures in place for immigrant status.

Staffing and Professional Development

SCMSA ensures that only qualified teachers with a valid K-12 English as a Second Language licensure are employed at SCMSA. All classroom teachers at SCMSA are qualified and hold the approved specific license for their teaching area. SCMSA will send a group of staff each year to WIDA trainings and other ML related workshops.

For all teachers, we follow a complete application and interview process to make sure all teachers have positive references and are qualified for the position they teach.

Our ML paraprofessional is assigned to assist the ML teachers in their pull-out or push-in service. ML paraprofessionals work with all grades K-8 and meet the above criteria for having at least two years of study at an institution of higher education.

Professional Development

SCMSA provides the following professional development for staff;

1) New staff members are required to attend a cultural training during workshop week focused on the primary backgrounds of our SCMSA students.

2) Two staff members were sent to a responsive classroom workshop and brought information back to all licensed staff, in order to utilize responsive classroom strategies in each classroom. Responsive classroom is a strategy that assists teachers in effective instruction by building a positive community, engaging academics, and effective management while utilizing skills in developmental awareness.

3) Staff development in the Sheltered Instruction Observation Protocol (SIOP) is introduced at the beginning of the school year, and given periodically throughout the academic calendar.

4) Continuous SIOP training and reviews of SIOP components through staff meeting times.

These reviews will be done through small groups, peer observations, ML teacher-led workshops and coaching walkthroughs.

5) New teacher SIOP Seminar, which is taught in an after school, extended time session covering components of the SIOP model within the first year of employment at SCMSA.

6) All additional staff development trainings and workshops are blended into the SIOP strategies with a focus on literacy for ML students.

7) Access training for all staff including all proctors will complete the necessary training modules before test administration.

8) During faculty meetings we have continuous training of the WIDA Can Do booklet and collaboration on how to develop language objectives for lesson planning.

9) During faculty meetings and throughout the school year, we are working on integrating the five English Language proficiency (ELP) standards with the grade level content standards.

10) Staff members will attend the Minnesota English Learner Education Conference (MELEd) in November to access external professional development and training sessions.

Parent, Family and Community Engagement

SCMSA believes that involvement by parents and family members in education is very important to the success of our students. We encourage family visits to our schools as we strive to create a stimulating, family friendly environment. Student work is evident throughout the hallways and classrooms as well as framed pictures and displays of our students and staff. SCMSA outreach methods consist of: using our student announcement system to make phone calls and text messages in English and Somali, school Facebook notifications, school website notifications, and mailed and student-delivered notices to families. All mailed notices are translated into the home language of the student.

Parents receive letters in their preferred language when we need to inform them of important meetings and dates. Parents receive a calendar with important dates at the beginning of the school year. This calendar is available on our school website and in the school office. In addition to the letters sent home, phone calls are made in English and Somali to remind parents of meetings and family engagement events. Bilingual language support is available to parents immediately upon entering the school office. Notices are also posted to the SCMSA website and Facebook page. Bilingual Educational Assistants and the Administration of SCMSA are available to families by phone at their convenience.

SCMSA holds a kindergarten orientation and a school-wide open house at the start of each school year as well as parent nights throughout the year. During these orientations, educational curriculum, programming and school expectations for students is reviewed with all parents. At our open house, a presentation to help parents understand the state academic standards and assessments will be provided as well as how to engage in their child's education.

The presentation also includes information about the ML program and how to access the program. Copies of the ML plan of service will be available at open house and in the front office. In addition to our open house, we have four STEM nights throughout the school year. These family nights are to help families be involved in hands-on STEM activities with their children and to have a chance to talk with school staff and teachers. Two sessions of parent meetings will be held during STEM night to allow for flexibility. A PowerPoint will be prepared for the parent meeting. The presentation will be written in English and orally presented by the Director and Assistant director in English and Somali. Transportation and childcare are provided for these parent meetings. The presentation contains suggestions for ways parents can become a part of their child's educational process. Suggestions for how to help children with academics and behavior in the home setting are also given. In addition to the large-group parent meetings, parents have opportunities to meet two times per year during parent-teacher conferences. During all meetings, parents receive training on how to access the school website and Facebook page for important communication. Parents are also made aware of annual meetings, Advisory Council meetings and monthly school board meetings. We follow our annual meeting election process to get nominations for school board positions and to invite all of our parents to the annual meeting.

Our school has the following committees that allow parents to be involved in our school planning and development of programs for Multilingual Learners. We have a parent/family engagement committee and an advisory committee. The parent/family engagement committee meets to discuss events that will be offered for families each school year. The advisory council is a committee made up of parents, bilingual staff, and one teacher. This council meets with parents at parent meetings and at parent education sessions to explain the role of the committee and to invite parents to contact the committee if they have concerns they want to discuss with the committee before bringing concerns to administration.

In November each year, parents are invited to attend the annual World's Best Workforce meeting to discuss plans in the area of academic achievement for the upcoming school year.

In May, all parents are invited to our annual meeting to be involved in our school board

election process and to hear updates about SCMSA.

During Fall parent-teacher conferences, a satisfaction survey is given to find out how parents feel the school is doing in areas of school climate.

During Spring parent-teacher conferences, a survey is conducted to identify barriers and the needs of parents and family members that prevent or hinder them from participating in their child's education or in communication with teachers and school staff. This is especially important for any families that are economically disadvantaged, disabled, are a racial or ethnic minority or have limited English proficiency. The survey will also identify what training and information that parents and family members need in order to support their child(ren)'s education at home and identify strategies to support school-family interactions.

The survey also asks questions of any parent with a child in the ML program as a way to assess how parents feel the program is helping their child grow in their reading, writing, listening and speaking ability.

SCMSA's World's Best Workforce (WBWF) committee shall pursue community support to accelerate the academic and native literacy and achievement of Multilingual Learners with varied needs, from young children to adults. SCMSA World's Best Workforce plan addresses the needs of English Learners through Component 3: Closing the Achievement Gap among all groups and among the ML focus group.

The primary planning, development, and implementation of the ML program is done in a cooperative effort between the ML teachers, assessment director, instructional leaders, executive director, and the school board. The school board is composed of classroom teachers, parents, and community members.

Accountability Requirements

 SCMSA has a written policy and procedure handout for all staff members that are involved in the testing process. SCMSA has a process for providing technical assistance and training on how to administer English language proficiency assessments and statewide assessments with accommodations.

- All entering students take the W-APT placement test when they qualify based on the Home Language Questionnaire (HLQ).
- All entering Kindergarteners who qualify based on the HLQ take the Kindergarten W-APT
- The W-APT is administered by the ML teachers
- All ML students take the ACCESS test

- All students grades 3–8 take the MCA reading assessment
- All students grades 3–7 take the MCA math assessment
- All students in grade 5 and 8 take the MCA science assessment
- The District Assessment Coordinator (DAC) and grade level teachers administer the MCA reading, math, and science tests.

All assessment results are analyzed for meeting benchmark standards and for student growth. All assessments listed above provide strand and sub strand data, which is analyzed during school-wide data meetings and weekly grade level team planning. Programming decisions are made by the team of teachers working with the student based on the student's individual data.

SCMSA analysis of English language proficiency:
- Results of the ACCESS tests
- ACCESS scores are analyzed in May when preliminary results arrive. SCMSA strives to have every student in the ML program increase their overall ACCESS score by at least 1.0 each year
- Daily formative assessment by ML teachers during small group instruction
- Collaboration between regular education and ML teachers regarding student proficiency in all areas (Reading, Writing, Speaking, and Listening)

SCMSA analysis of student academic achievement:
- Monthly report to school board
- Weekly progress monitoring data
- SCMSA authorizer academic goals Novation Education Opportunities (NEO)
- Fall, Winter, and Spring FASSTBridge benchmark analysis

Fiscal Requirements

Our Title application is approved to be spent in three areas: professional development for staff; parent, family, and community engagement; and the language instruction educational program. The majority of SCMSA students are identified as MLs, are enrolled in the ML program, and demonstrate limited English proficiency.

Although there has been progress, a lot more needs to be done in English language development in the upcoming years. In the area of educational assistants, SCMSA has paid 25% of the ELL paraprofessional salary out of ML funds in order to assist ML teachers in the classroom and work one-on-one with students or assist in small groups inside the ML classroom. This money is directly related to our Language Instruction Educational Program (LIEP). With our teachers and paras working collaboratively in the development of SCMSA's

Language Instructional Educational Program, our hope is that all ML students' proficiency levels will improve.

In the area of parent/family and community engagement, SCMSA has paid for interpreters each week to help the director and assistant director communicate the parent engagement objectives with all participants. We feel it is very important to have our parents educated in the importance of being involved in their child's education. Other money to support the parent/family and community engagement program will come out of the general education fund. Money was used to pay for supplies for all the participants, transportation, light meals and childcare.

Personnel Activity Reports (PARS) as well as payroll statements from any personnel paid through Title III funds are kept in order to identify funds from Title III. These time and effort sheets are available to auditors on an annual basis.

Our school follows our purchasing, procurement and contracting policy in order to have prior authorization for purchases as well as following a purchase method (purchase orders, purchasing card, internet site from reputable companies, employee reimbursement etc.) and purchase process in order to have a sound fiscal system.

Our school follows our maintenance of an inventory of fixed assets and a fixed asset accounting system policy. Any purchased equipment or books are labeled with a school stamp and sticker identifying the item was purchased through Title III funds and the year it was purchased. Inventories are kept as well as thorough copies of school orders and purchase orders. Our school follows our capitalization procedures

Appendix

Appendix A: Minnesota's Standardized Multilingual Learner Procedures

Appendix B: ML Parent Notification Letter

Appendix C: ML Program Exit Letter

Appendix D: Minnesota Language Survey

Minnesota Standardized English Learner Procedures

Identification, Entrance and Exit for ELs who complete all four domains of ACCESS

Identification	Entrance	Exit
1. Minnesota Language Survey AND **2. English Language Proficiency (ELP) Screener with accommodations as appropriate** Kindergarten WIDA Screener OR Grades 1–12 WIDA Screener: Online or Paper	**1. Placement in a language instruction educational program (LIEP)** AND **2. Continuing Eligibility** Annual ACCESS Assessment overall composite score less than 4.5 OR Two or more ACCESS domains less than 3.5	**1. Annual ACCESS Assessment** Overall composite score greater than or equal 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
Required student data elements* ● Home Primary Language ● EL Begin Date	Required student data elements* ● EL Begin Date ● EL Participation if participating in an LIEP	Required student data elements* ● EL Begin Date = blank ● EL Participation = no

*Via Minnesota Automated Reporting Student System (MARSS) and Ed-Fi Submissions   Updated May 2022

Dear Parent/ Guardian of ,

Minnesota law requires that we identify whether students in our school district are Multilingual Learners (MLs). State law requires a language instruction educational program for MLs with limited English proficiency. In addition, we are required to provide you with information regarding your child's identification process and instructional services.

Your child has been identified as a Multilingual Learner. He or she will receive English language instruction in addition to the instruction in their mainstream classroom. We as a district believe that these services will help meet your child's educational needs and enhance his or her academic success in school.

A licensed ML teacher will provide services for students who are identified to receive ML instruction. ML curriculum and programming is aligned to theState adopted WIDA English Language Development Standards in conjunction with St. Cloud Math and Science Academy curriculum. The goal of the ML program is to provide differentiated content-based instruction so that students can become fully proficient in the English language and gain the background knowledge necessary to meet the Minnesota Academic Standards.

The identification process and placement of your child in a language instruction educational program is based on the home language questionnaire and on Multilingual Learner test results. Exit criteria is based on achieving an Overall Language Proficiency score of 4.5 on the ACCESS with at least 3 domains above 3.5 (Reading, Writing, Listening, Speaking).

If you as the parent/guardian refuse services, interpretive services will be provided to ensure that you the parent/guardian understand that your child will not receive ML services. You as the parents have the right to withdraw your child from the program at any time by providing written notice of this intent.

Your child's English proficiency test scores are shown below. Level 6 represents full proficiency.

Skill Tested	Name of Test	Date of testing	Student's score	English Proficiency Level
Speaking	WAPT/ ACCESS			
Listening	WAPT/ ACCESS			
Reading	WAPT/ ACCESS			
Writing	WAPT/ ACCESS			
Overall Score	Overall Score			

If you have any questions or concerns about the services your child is receiving, please let me know. I look forward to working with your child!

Sincerely,

Tammy Bengtson; Principal

Date

Dear Parent/ Guardian of ͵
Grade:
School:

Your child has successfully participated in the ML (English Language program) and presently meets the criteria to be exited out of the ML program. Adequate student performance and ongoing progress demonstrate proficiency in the English language. The following data is considered when exiting a student:

- Achieving an Overall Language Proficiency score of 4.5 on the ACCESS with at least 3 domains (Reading, Writing, Listening, and Speaking) above 3.5.

Based upon assessment results and demonstrated student proficiency, _____ will be transitioned out of St. Cloud Math and Science Academy's ML Program. This transition will be effective starting _____. The student will be reclassified as a non-LEP student and receive followup and periodic review each quarter for 24 months from the effective date noted above. Please refer any questions regarding this notice to your child's ML teacher.

Administrator

Classroom teacher

ML Teacher

Original:
Parent/Guardian

Copy: Cum file

Address: 1025 18th St. N St. Cloud , MN 56303 Phone: 320-774-2201
Website: www.scmsastem.com Fax: 320-774-2204

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 student 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 student should take an English proficiency test. Based upon the results of the test, your student may be entitled to English language development instruction. Access to 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 us to be able to serve your student. Your assistance in completing the Minnesota Language Survey is greatly appreciated.[1]

Student Information	
Students Full Name (Last, First, Middle):	Birthdate or Student ID:

	Check the phrase that best describes your student:	Indicate the language(s) other than English in space provided:
1. My student first learned:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
2. My student speaks:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
3. My student understands:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	
4. My student has consistent interaction in:	___ language(s) other than English. ___ English and language(s) other than English. ___ only English.	

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

Parent/Guardian Information	
Parent/Guardian Name (printed):	
Parent/Guardian Signature:	Date:

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[1] All data on this form is private. It will only be shared with district staff who need the information to best serve your student and for legally required reporting about home language and service eligibility to the Minnesota Department of Education. At the district 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.