



New Millennium Academy 22-23 Language Instruction Educational Program (LIEP) Plan

EL Identification Procedures:

In our district, all families go to the central enrollment office to complete the enrollment packet with staff support. To be eligible for EL services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

1. All families fill out a Minnesota language survey (MNLS) prior to starting school. The student's MNLS indicates:
 - a. The language(s) the student learned first;
 - b. The language(s) the student speaks;
 - c. The language(s) the student understands; and
 - d. The language(s) the student has consistent interactions in.

NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative (CUM) folder. Interpreters are available upon request. Enrollment staff are regularly trained on these procedures

2. If a language other than English is indicated for 1a-d above, the student will be referred to the EL coordinator to be screened for English language proficiency to determine whether or not the student is eligible for English language development instruction (step 4).
3. Once the MNLS has been analyzed and indicates a language other than English, the student takes the:
 - a. WIDA ACCESS Placement Test (W-APT, Kindergarten and first semester 1st grade only)* Students with an overall score of 29 or 30 do not qualify for EL services, or
 - b. WIDA Screener (second semester 1st grade through grade 12) to determine their entrance level of English into the EL Program and must have an overall score between 1 and 4.4. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services.
4. When available by file or in MARSS, the EL coordinator reviews information provided from the previous school/district about EL status or English language proficiency (ELP) assessment. Any information existing regarding past EL identification or services is used to update information gathered during steps 1-3 above.

SLIFE Identification Criteria:

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation



pathways. The definition of Students with Limited or Interrupted Formal Education (SLIFE) (Minn. Stat. § 124D.59, Subd. 2a) is an English learner with an interrupted formal education who meets three of the following five requirements:

1. comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
2. enters school in the United States after grade 6;
3. has at least two years less schooling than the English learner's peers;
4. functions at least two years below expected grade level in reading and math; and
5. may be preliterate in the English learner's native language.

Upon enrollment and qualification for EL services, the EL teacher, student, and parent/guardian (with an interpreter, if requested) will complete the EL Educational History Interview Form. Question number 2 will indicate potential SLIFE status. Transcripts from previous schools will also be reviewed for indicators, if available. Local Reading Assessment is used to show reading grade level correlation, while Local Math Assessment is used to show grade level correlation in math. Assessments are provided in the student's home language whenever possible. A home language assessment (for example, Native Language Literacy Assessment-NLLA) is also be administered to determine home language proficiency. An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

Immigrant Identification Criteria:

Upon enrollment the EL teacher, student, and parent/guardian (with an interpreter, if requested) completes a locally created Intake Form. The intake form asks questions to determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

1. a child who is aged 3 through 21;
2. was not born in any State or any U.S. territory;
3. has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis)

An annotation of immigrant status is entered into the student information system and reported to MDE by June 1 each year.

Note: eligible students are not required to be eligible for English learner status, though the vast majority of eligible students also qualify for English learner status.

Migratory Children and Families:

In the spring, migratory families may move into district boundaries. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, the district's Migrant Liaison is well connected with new families and the community. The migrant liaison is in close contact with Tri-Valley Opportunity Council (TVOC) to support qualification for migratory services. District staff do not discriminate based on race, language or culture. Staff submit recruitment requests to TVOC only when conversations with the family confirm the purpose for



their move was to seek agricultural work for economic necessity. Refer to the TVOC website for more information.

Once a student is identified by TVOC and is given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for McKinney Vento and communicates with the counselor, the student's home base district and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the home base district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

Dual Identification:

The EL Coordinator and the Special Education Coordinator together review special needs and referrals for EL identified students. The EL program does not substitute for other educational services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions may substitute for EL services.

If a student demonstrates possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both EL and Special Education services, the teams will collaborate with grade level/content-area teachers in all stages of the process of scheduling and programming.

Gifted and Talented Identification:

Students and parents can self-select to be part of the Gifted and Talented program. However, a specific invitation will be made for students identified as English Learners and other multilingual learners who have shown exceptional abilities through multiple avenues including:

- Student interviews,
- Creative work,
- Performance-based evaluations, or nonverbal instruments,
- Nominations or referrals from parents and school staff,
- Summative data; including written evaluations in English and home languages and nonverbal GT assessments,
- Formative data; such as student work samples and problem- or project-based portfolios, and



- Anecdotal data; including classroom observations, home visits, and interviews with parents, teachers, and peers.

The Gifted and Talented program aims to include the same percentage of EL-identified students and multilingual learners as the general population.

EL Placement Procedures :

1. Students identified for EL status during the identification process will be placed into EL program instructional levels based on the following:
 - a. WIDA Screener scores are used to inform initial placement.
 - b. The professional judgment of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
 - c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.
2. When a student's EL program instructional services have been determined, the EL staff member responsible mails a notification letter to the family within the required timeframe (See MDE guidance document). The letter notifies parents of their child's eligibility to receive EL support.
3. The school begins providing EL services and enters into MARSS:
 - a. the student's status as "EL-Yes",
 - b. the home (primary) language, and
 - c. the date the student first received EL services in the district.

Clustering:

Students will be clustered in mainstream classrooms into groups of 5 to 7 students with similar proficiency levels in order to better provide co-teaching instruction. Every attempt will be made to ensure that each newcomer student is placed in a class with at least one or two students with a similar linguistic and cultural background.

Description of the EL Program:

The EL program provides EL instruction using various instructional models and appropriate instructional materials. The EL program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All EL instruction will be aligned to grade-level standards, and all grade-level instruction will include supports that allow for access and promote language acquisition.

Classroom teachers have primary responsibility for all students, including those with English learning needs. Staff will be trained in the alignment of ELD and content standards through professional development. In addition:



- EL licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- EL licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs;
- All staff provide culturally responsive resources and services to EL students and their families;
- EL teachers align their program with the district's curricula in English literacy,

Minnesota's ELD Standards, and Minnesota state content standards.

The EL teacher participates in mainstream curriculum writing and lesson planning with a focus on language scaffolding and targeted supports. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum is supported through the WIDA language proficiency standards. Along with EL instruction, students receive content-area assistance or instruction as coordinated by the EL teacher with the general classroom teachers.

Staff collaborate to implement the LIEP as shown below:

- Administrators: All building principals prioritize and clarify that teachers are integrating language and content in all contexts and are expected to align their instruction to grade-level content and English language development standards. Principals show support for new multilingual learner programming through professional development, clustering/placement decisions, commitment to equity, hiring of multilingual/multicultural staff, and supporting diversity/multiculturalism. Principals provide collaboration time for EL teachers, bilingual liaisons/EAs and classroom teachers to work together.
- Mainstream Teachers: All mainstream teachers receive ongoing professional development on integrating language and content, providing language supports, and integrating culturally responsive pedagogy. Teachers identify language objectives for every lesson that include language forms, functions, and target vocabulary. Classroom teachers collaborate with EL teachers and bilingual liaisons to provide emotional, linguistic and academic support for new multilingual learners. All mainstream teachers meet with the grade level EL teacher once every two weeks through a virtual video meeting. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. Teachers will also receive professional development on how to integrate home languages into instruction. Strategies include: use of bilingual texts, bilingual resources for pre teaching, and bridging charts.
- EL Teachers: All EL teachers align their instruction to grade level expectations and learning standards from ELA, Math, Science, or Social Studies. EL Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.



- **Social Worker/Counselor:** Social Workers/Counselors work with new multilingual families to provide needed support services (e.g., translation, interpretation, community resources, etc.).

Program Models:

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

- A) **Co-Teaching:** EL instruction for intermediate and advanced students (English language proficiency) is provided via co-teaching opportunities in the classroom. Co-teaching is scheduled into content classes based on student need. Home language supports are encouraged and utilized in instruction. Co-teaching teams use a common planning template and identify one or two preferred co-teaching models: parallel teaching, team teaching, station teaching, or alternative teaching. Assessments are reviewed by co teaching teams before and after application in order to identify target content and language and identify next steps. Co-teaching teams also clarify staff beliefs, norms, roles and responsibilities for topics including: parent communication, behavior management, feedback, instruction, and student grouping
- B) **Sheltered instruction:** Middle and High School EL programs include options for enrolling in ELA or Social Studies classes with English language development support. Students are clustered by proficiency level and grouped for instruction with teachers licensed in ESL and the targeted content area. Home language supports are encouraged and utilized in instruction.
- C) **Push-in instruction** is used to provide service to intermediate and advanced students in situations where co teaching is not possible. Ideally, push-in occurs when students are working in small-group instruction (in any content area).
- D) **Pull-out instruction** is used for beginner/newcomer students and is aligned to grade-level instruction. Students are never removed from core, large group instruction. Pull-out only occurs during independent reading time or intervention time.
- E) **Heritage Language Program:** Students have the opportunity to learn in their home language during after school opportunities.

Amount and Scope of Instruction:

Level 1/2: Entering/Beginning. Students receive 60 minutes each day of English language instruction that meets English language development standards. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Level 3/4+: Developing/Expanding. Students receive 30 minutes each day of high-intensity English language training through co-teaching. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Elementary: Daily Instruction Model (based on WIDA ELP levels)



Service Types	Levels 1-2: Entering and Emerging	Level 3: Developing	Level 4+: Expanding	Levels 5-6: Reaching
Co - Teaching	With ELA class	With ELA class	With ELA class	Mainstream all classes
Sheltered ELD	2 periods	1 periods	NA	NA
Classroom support	SIOP Strategies	SIOP Strategies	SIOP Strategies	SIOP Strategies

Programming for Recently Arrived English Learners/Newcomers:

Detailed information about how our district identifies and serves students who are new-to-country, please see Appendix A.

Long Term English Learners (LTEL)

Although there is no official definition for LTEL identification, students who have been officially classified as EL for at least five years may be considered LTEL. Since students in this category often have oral proficiency in English, our focus is on literacy skills, especially writing across the curriculum, to ensure they are succeeding academically.

In our district, these LTEL supports may include an identified cohort with optional meetings, time to work with a peer mentor, optional before and after school resource opportunities, quarterly meetings with a counselor to discuss academic trajectory options, and an assigned teacher advisor with specific training in identifying rigorous coursework and post-secondary options for LTELs.

Staffing to Support Students with EL Status

The district employs 1 EL teacher for every grade level in order to deliver effective programming and services schoolwide. All EL teachers will hold a current tiered Minnesota K-12 English as a Second Language (ESL) teaching license. Ongoing professional development around supporting the needs of students with EL status and their families is required of all EL teachers, content teachers, and paraprofessionals who work with EL-identified students, which may include the annual Minnesota English Learners Education Conference (MELEd) or school wide EL professional learning.

All teachers are responsible for designing and delivering instruction that meets the needs of all students, including ELs. They are also accountable for designing instruction to be delivered by paraprofessionals.

Individual Language Plans (ILPs)

The district will use an ILP for all EL students. Supports will be identified, especially for students with specific needs and services including LTEL, MEP, RAEL, and dual identified English





learners. The ILP will document academic/language achievement/growth, supports, adaptations, and include the multilingual learner portrait. A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific program model being utilized as well as the student's academic language progress as indicated by observation and samples of student work. This information is shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social workers or psychologists. Students are fully integrated into core curriculum and instruction while receiving EL support. They also have complete access to all programs in the school and work on the same skills as all mainstream students.

Assessment and Ongoing Identification Procedures

Annually, all students with EL status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of ELs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and W-APT and Screener) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

1. Determine the English language proficiency needs for each student;
2. Determine which language domains need additional instruction;
3. Measure sufficient language growth over time; and
4. Determine continuation in or exit from EL program supports.

Transitioning students from one year to the next

The EL teachers will evaluate ACCESS data as it becomes available in the summer to determine each student's EL eligibility for ongoing language instruction.

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for EL services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, students continue to qualify for EL services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the EL program. However, students may remain in the EL program only if staff can provide evidence that the student needs continued supports in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the EL program. The following additional measures could be used:
 - Speaking: Minnesota Modified Student Oral Language Observation Matrix (MN SOLOM)
 - Writing: Test of Emerging Academic English (TEAE) Writing Rubric
 - WIDA MODEL for listening, speaking, reading and writing

Program Evaluation and Adjustment



A committee will be formed and meet annually to discuss the multilingual education program and current needs of the students, their families and communities. This committee will include a representation of all stakeholders, including students, parents, community members, grade-level/content teachers, administrators, and multilingual learner teachers and support staff. This committee will focus on analyzing the program components, student progress based on various levels of assessments, and collection of parent input.

Students are assessed annually to ensure appropriate EL services are being provided. These assessments primarily include ACCESS testing, which is given each spring to all students receiving EL instruction. Additionally, the teacher monitors progress in all four language domains. In using this data, classroom and EL teachers make an informed decision on how to best serve the students. Data which is collected from each student is confidential.

The district meets annually to review data related to current and exited English learners in order to:

- Use data available from the state (ACCESS, Progress Indicator, MCA, Graduation, Demographic, etc.) to improve programming and instruction.
- Identify data that is only available at the local level (student work, formative assessments, perception data, etc.)
- Differentiate analysis for particular groups (LTEL, SLIFE, Former EL)

EL Program Exit Procedures

Students will qualify for the EL Program until they meet MDE exit criteria (when ELs reach a level of English proficiency that allows them to fully access the grade level curriculum) on the ACCESS test: If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, they must be exited and reclassified in MARSS to EL-N by the beginning of the school year and no longer receive EL services. Upon exit, the EL staff will call or send a notification letter to the family (in a language and format accessible to the family) within 30 calendar days. The letter will explain:

- Which assessment was used
- Description of how scores informed placement
- Where to access written policies and procedures/information

Monitoring Exited Students

Students who are exited from EL services are monitored for 2 years following their exit. If, at any point during this 2 years, it is decided by a team (including, at a minimum, a core teacher, EL teacher, the student and student's parents, and administrative representation) that the student should again receive EL services, based on data/evidence of an EL need, the district can rescreen a student utilizing the WIDA Screener. The results of the screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive EL services again.



Family and Community Communication Procedures

Our district values transparency with families and the community and accommodates their preferred modes of communication. They are notified via multiple modes to ensure they are aware of their right to request it at any time:

- The plan is available on our district's English learner program page.
- Enrollment staff hand EL Program brochures to families when a MNLS reports a language other than English.
- Classroom teachers explain and hand the LIEP plan to families at parent/teacher conferences. Interpreters are available.
- We send text messages to families with a link to the website, which includes resources, contact information and our LIEP plan.
- EL staff do home visits and/or phone calls with interpreters to promote student success, share educational materials, refer families to local resources and provide EL program information.
- During at least one of our Parent Advisory Committee meetings annually, we solicit input on the program, services and updates to the LIEP plan (see Parent Advisory Committee section below).

Families and their broader communities are an integral part of our framework, mission and vision. By creating a positive relationship with families, we build trust that we will best serve their children. When we meaningfully partner with families and communities we can:

- Involve them in their child's education
- Empower them to become active participants in using strategies to assist their children • Build greater understanding of EL programming and its supports
- Bolster community understanding of the process and involvement in assisting schools to create an EL program that is responsive to the ever-changing academic needs of multilingual children and their families.

To match the increased focus on meaningful family and community engagement called for by ESSA, each school incorporates professional development for staff to promote culturally sophisticated and welcoming environments for families and community partners at sites.

In partnership with the EL Department, educators have opportunities to meaningfully strengthen family and community partnerships and be a welcoming environment for all families.

Parent/teacher conferences:

Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences. A bilingual liaison contacts families to arrange for the conference time and day. Schools make every effort to have a quiet



location for these conferences to allow for the interpretation to be heard. EL teachers report to parents of multilingual students using report cards, and a conference format is used through each parent-teacher conference.

Beyond parent teacher conferences, staff work with schools to host two-way communication events and activity nights. The follow activities build community and allow us to share information and gain feedback about multilingual programming, assessments, and resources for families:

- Families and staff call upon the school's cultural liaisons to facilitate ongoing communication.
- Annual EL parent meetings are held to welcome families into the building, solicit parent feedback on the program and answer questions.
- EL staff share information about the assessment, classification, placement, program, services, and any changes proposed for their children in the EL program.
- Parents also receive information about their rights.
- Other topics that can be shared with families include: community activities, extracurricular options, academic support/homework help, state testing, school calendar and events, bilingual seal testing, the parent portal, vaccinations, free and reduced price lunch (FRPL) forms, legal support resources, etc.

Liaison and home language outreach for school activities and events:

It is a federal requirement to provide families access to information. (See Department of Justice Fact Sheet 2015). Schools should provide interpreters for all school events. Bilingual liaisons, whenever possible, should proactively contact parents to explain upcoming events and encourage participation. When it is determined a family needs interpretation services, liaisons are called in to assist with the registration process. Liaisons are also available for conferences and school events. The language line can be used with families if an interpreter for a particular language is not available. All letters home are translated into the languages necessary for our multilingual students and their families.

Parent surveys will be conducted annually to determine if current modes of communication continue to be the most effective practices for parents.

Registration (secondary): Parents will be contacted in writing and via phone calls to explain when and how students should register for classes for the upcoming year. Interpreters will be available during the registration process. Documents need to be translated and be provided in both English and the family's home language.

Parent Advisory Committee: Our district's Parent Advisory Committee includes parents representing our diverse student population to ensure district-wide decisions are informed by the diversity of our families' voices. Additionally, parents are invited to participate in other district focus groups and committees.



Appendix A: Programming for Recently Arrived English Learners (RAEL)/Newcomers

Definition of RAEL (from MDE) and Newcomers

A recently arrived English learner (RAEL) is a K-12 student who has been identified as an English learner in MN and who has been enrolled in a school in one of the 50 states in the U.S. or District of Columbia for less than 12 months. A student can only be identified as RAEL one time. (RAEL identified students are uniquely included in accountability under ESSA. See MDE RAEL definition for specifics. “Newcomer” is more broadly defined as students who are new-to-district and new-to-country.

Identification of math and literacy skills in home language and/or English

All newcomer students may be assessed in their home language for reading proficiency and math, as determined by the EL teacher.

Orientation for New Multilingual Students and Families

Initial enrollment: All families who are new to the district should go to Central Enrollment to register for school. Central enrollment will have a list of interpreters to call when needed. Families will complete paperwork and students will be placed in a school and given a start date within three days of enrollment with or without transcripts.

Home visit option: EL teachers may offer to do a home visit for newcomer families. The family will be asked beforehand if they are interested in receiving a home visit from the EL teacher. If they agree, the EL teacher will arrange a time to visit and may bring staff including: bilingual liaison, school social worker, EL coordinator, outreach liaison.

Supporting Initial Acclimation to School: EL teachers and bilingual liaisons will meet newcomer students on the first day of attendance. Students will receive a building tour. They will be introduced to a same language “buddy” who will have the same lunch period as the student. Students will receive help at the end of the day on getting home (catching the bus, meeting parent, walking, etc.) for the first week of school from the main office. The EL teacher will make sure that the student has met the social worker/counselor and received school supplies as needed. The EL teacher will advocate for the student if they need anything additional to participate in school activities (PE uniforms, tennis shoes, boots, winter gear, etc.) The district will make every effort to provide curriculum materials in the students’ home language if available (Everyday Math, anchor texts, independent reading texts).



Arrival Materials: All elementary newcomers will receive a picture chart that identifies their teachers/administration and provides important data about the school (bilingual liaisons' phone number, map, school address, attendance policy). Secondary newcomers will receive the school planner/handbook and a copy of their schedules. All newcomers will receive a supply list translated into the family's home language, information on free and reduced priced lunch application (FRPL), busing information, health immunizations and free clinics, parent portal (computer and app). Parents will receive help during formal intake meetings (secondary) or with the bilingual liaisons (elementary) as needed.

Academic program

Elementary EL-specific Progress Report: Newcomers in elementary will receive an EL-specific progress report each trimester. This progress report is created for parents and students in their primary language(s).

Newcomer Plan: Newcomers will receive a "Newcomer Plan" that includes their schedule and identified language supports throughout the day. The Newcomer Plan is developed by the EL teacher in collaboration with the classroom teacher. The Newcomer Plan is shared with all the students' teachers, support staff including bilingual EA's and liaisons, and the principal.

Placement and Scheduling: Schools will include EL teacher input for student placement. The EL teacher will work with the principal's secretary to create the student's schedule. Ideally the student will be placed in a classroom with a student from the same language background or with another student receiving EL instruction. It is recommended that schools cluster students receiving EL instruction; therefore, the newcomer student can join a clustered classroom.

Counseling/social work support: After the EL teacher introduces the newcomer student to the school social worker/counselor, the social worker/counselor will follow up with the student and/or family in order to determine additional needs (e.g.: trauma support, basic necessities, community orientation, etc.). Additional academic services (Special Education, Tier 2/3 support, Speech, etc.): Newcomer students who have been identified for additional services need to receive those services.

SpEd/Speech: EL identified students need to also receive Special Education/Speech services in accordance with their IEPs. IEP documents that need to be translated should be a top priority when a student arrives so that services can be provided. (Short documents can be translated in house; however, longer IEP documents should be translated outside of school hours and paid for from district funds that may be reimbursed by the state. The EL coordinator can help with this process.)



Multi-Tiered System of Support

Tier 2 Support: Newcomer students should receive tier 2 services if a literacy/numeracy need is identified.

Tier 3 Support: Newcomer students should receive tier 3 services if a literacy/numeracy need is identified and the EL teacher recommends appropriate supports for language.

Secondary: Secondary aged students who are newcomers will meet with the academic counselor to discuss options for pathways towards graduation. The discussion will include: four/five/six year plan options, "aging out" requirements (school until 22 or 23), Adult Basic Education (ABE) opportunities, Alternative Learning Center (ALC) options, potential Internships, PSEO, and post-secondary preparation, etc. Students will also have the option to take the Accuplacer or another post-secondary placement test.

Additional Instructional Supports: Targeted Services (After School and Summer programming): As other multilingual learners, newcomers may be referred to targeted services after school program options. (Receiving EL services is an automatic qualifier for targeted services.) EL teacher input should be included in the decision making process.

School-based support services: Schools will develop their own school-based services to assist newcomer students in integrating into mainstream culture and for maintaining their home culture. Some examples of programming could include the following: HAPP (Faribault), TORCH (Northfield), after school bilingual support/tutoring (Roseville), etc.

Physical area in the school for working with peers: Schools should try to identify a "safe space" where new multilingual learners can go when they need to take a break or feel like there is a "home" for them within the school. Language fatigue and culture shock will tire students. (Students may also go through a "silent period" for a number of months when they do not produce oral and/or written language.)

Teachers should also be aware that after the "honeymoon" period (in which students are excited about their new home and school) is over, students will often need even more understanding. Even though the Newcomer student has been in school for a number of months, they will still need emotional and academic support.



Home language support: Whenever possible and when the EL teacher determines there is a need, bilingual liaisons/EAs will work with provide home language supports for Newcomer students in classrooms. They can pre-teach, provide bridging charts, translate materials, provide support in home language, and/or interpret during lessons. Before scheduling bilingual liaison/EA support in the classroom, the EL teacher, classroom/content area teacher, and the bilingual liaison/EA will meet to determine roles and responsibilities.

Visual support in schools: When possible, schools should have translated signs around the building that provide a welcoming environment for all students and families, including especially new multilingual learners. Classroom teachers should make every effort to have bilingual labels posted in the classrooms and have pictures/books that represent children and families from that students' home cultures.