



**Language Instruction Educational Program (LIEP) Plan and
Language Access Plan (LAP)**

Aitkin Public Schools

SY 2025-2027

Overview of the Guide

Legal Foundations

The Language Instruction Educational Program (LIEP) is a legal requirement for districts with students who are in the process of learning English as an additional language. The goal of the English language (EL) program is to develop students' communicative and academic language skills in English and in the home language. This is to ensure that students will be able to access the same challenging grade-level academic content as their peers. Methods of instruction in the EL program must be research-based and include instruction by ESL-licensed teachers.

LIEP plans must be aligned to **Minnesota Statutes 2022, section 124D.61(2)**, which requires a district enrolling one or more English learners to have "a written plan of services that describes programming by English proficiency level made available to parents upon request. The plan must articulate the amount and scope of service offered to English learners."

District and charter school LIEP plans must also meet federal legal requirements. The Equal Opportunity Act (EEOA) of 1972 requires districts to remove language barriers to achievement and ensure equal participation of students in instructional programs. **The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act of 2015, Section 3116(b)(4)(C)**, requires that district plans be developed in consultation with "teachers, researchers, school administrators, parents and family members, public or private entities, and institutions of higher education." Therefore, the LIEP plan must be collaboratively developed and include the perspectives of district stakeholders. Additionally, the Supreme Court case (**Castaneda v. Pickard 1981**) clarified that EL programs must be based on sound educational theory, reasonable calculations of effectiveness, and be regularly evaluated and adjusted as needed. The LIEP plan outlines how the district or charter school fulfills these requirements.

Acronyms and Definitions

ACCESS: WIDA ACCESS for ELLs; annual assessment of English language development for English learners

EL: English learner. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20).

ELD: English language development – often refers to the state's ELD standards outlining benchmarks for progress toward English language proficiency.

ELP: English language proficiency

ILP: Individual Language Plan – tool for documenting and communicating differentiated EL instruction

LEA: Local Educational Agency (refers to districts and charter schools)

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language instruction educational program. May be commonly referred to as the "EL program"

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

MNLS: Minnesota language survey – formerly known as the home language questionnaire, it is part of Minnesota’s standardized procedures. All districts must include this in their enrollment packets.

RAEL: Recently-Arrived English Learner (often referred to as “Newcomers”)

SLIFE: Student(s) with limited or interrupted formal education

W-APT: WIDA ACCESS proficiency test. Assessment used in Kindergarten through first semester first grade to determine EL program eligibility.

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment.

Our District’s Language Instruction Educational Program Plan

EL Identification Procedures

In our district, all families go to the designated school secretary 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 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. Students who enroll after the initial 30 days of school, follow the same guidelines for taking the appropriate screener but within 10 days of enrollment.

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.

Attention! EL identification should never cause a delay in a student's enrollment into classes. A temporary schedule can be developed while the school is determining eligibility.

Other needs? Steps to determine eligibility for additional services (e.g.: Special Education, Reading interventions, gifted/talented) should not be delayed because of English learner status.

Interpreters: Clearly state how the parents report their preferred language(s) and how they can request an interpreter.

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) 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. Fastbridge grade level reading assessments are used to show reading grade level correlation, while Fastbridge grade level math assessments are 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) review questions below 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, a district migrant liaison will be identified by the superintendent.

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.

Migrant Education Program

Minnesota offers a [summer migrant education program](#). During the school year, districts have certain obligations:

1. Each district should assign a migrant liaison.
2. Work with food service to give migratory children access to free meals.
3. Confirm homeless eligibility.
4. Access and enter information in MSIX to support inter-/intrastate coordination.

The [MMERC lending](#) library sends free learning materials for use in classrooms with migratory students.

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.

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 judgement 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 explain on the WIDA website (MN EL Identification and Placement 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.

Placement in an LIEP

Place students into instructional levels based on language proficiency (and other factors such as time in country and SLIFE status) and not content-area proficiency. Assessments such as the Minnesota Comprehensive Assessment (MCA) or the Northwest Evaluation Association (NWEA) tests are not appropriate for EL programming decisions.

Keep documentation, in the student's cumulative folder, of any changes in program placement based on the student's past school records, additional assessment data, or parent requests.

Parental Notification

Ensure the parent letter meets all state requirements under. Districts receiving Title I must also meet all federal requirements. A sample compliance letter can be found on [TransACT.com](https://www.transact.com). Make sure that letters are mailed in a language accessible to the family and that if a print letter is not accessible, that it be relayed to parents in an accessible format (e.g., oral interpretation).

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. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports at quarterly data meetings.
- **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 our district's EL program may implement:

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. 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. 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.

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 |
| ELD Push-in | 60 minutes daily | 30 minutes daily | 30 minutes daily | Not applicable |
| ELD Pull-out | 30 minutes | During intervention time 2 days per week | During intervention time 1 day per week for lowest ACCESS domain | As needed for lowest ACCESS domain |
| Classroom supports | SIOP Strategies | SIOP Strategies | SIOP Strategies | SIOP Strategies |

Secondary: 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 Social Studies class | With Science and Math classes | Mainstream all classes |
| Sheltered ELD | 2 periods | 1 period | Not applicable | Not applicable |
| English Language Development Classes | 1 period of ELD 1 daily | 1 period of ELD 2 daily | Not applicable | Not applicable |
| Classroom supports | 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.

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, student continues 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.

Program Evaluation and Adjustment

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 EL 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.

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, and
- 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 web page.
- Enrollment staff notify EL Coordinator of family so contact can be made.
- Classroom teachers explain and hand the LIEP plan to families at parent/teacher conferences. Interpreters are available as requested.

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

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.

Communication Procedures

The plan must be available upon request.

Parent/teacher conferences: Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences as requested. 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:

- 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. When it is determined a family needs interpretation services, the EL coordinator is called in to assist with the registration process. [Google Translate](#) can be used with families if an interpreter for a particular language is not available. Letters home should be translated into the languages necessary for our multilingual students and their families.

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.

Orientation for New Multilingual Students and Families

Initial enrollment: All families who are new to the district should go to the school to register. Secretaries 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.

Supporting Initial Acclimation to School: EL teachers will meet newcomer students on the first day of attendance. Students will receive a building tour. They will be introduced to a peer 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 newcomers should receive a picture chart that identifies their teachers/administration and provides important information about the school (phone numbers, attendance policy, etc.). Secondary newcomers should receive a paper copy of their schedules. All newcomers should receive a supply list, busing information, health immunizations and free clinics, parent portal (computer and app). Parents will receive help during formal intake meetings

Academic program

Elementary EL-specific Progress Report: Newcomers in elementary will receive an EL-specific progress report each quarter. 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.

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 are an automatic qualifier for targeted services.) EL teacher input should be included in the decision making process.

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.

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.

Example Newcomer Support Plan

| Student Name: | Class/Subject | Modifications | Support Staff or Student |
|---------------|---------------|---------------|--------------------------|
| 8:00-9:00 | | | |
| 9:00-10:00 | | | |
| 10:00-11:00 | | | |
| 11:00-12:00 | | | |
| Lunch | | | |
| Recess | | | |
| 1:00-2:00 | | | |
| 2:00-3:00 | | | |
| Dismissal | | | |
| | | | |


Aitkin Public Schools Language Access Plan

Communication with families in a language they can understand provides a foundation for students' academic success and creates a welcoming school community. Aitkin Public Schools is committed to communicating with all families we serve to provide any and all school-related information and foster partnerships. This Language Access Plan is intended to mitigate language barriers so that families can make informed decisions in their children's education.

Language Access Rights

If you are a parent or guardian of a student in public schools and your dominant language is not English, you have the following rights established by federal law:

- School districts must have a process for identifying your language needs.
- Schools must provide information in a language you understand.
- School districts must provide effective language assistance to you, such as by offering translated materials or a language interpreter.
- Schools must provide you with language assistance even if your child is proficient in English or you have some English proficiency.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for you.
- Language assistance must be free to you.

 [Fact Sheet: Information for Limited English Proficient \(LEP\) Parents and Guardians and for Schools and School Districts that Communicate with Them](#)

Language Identification Procedures

Aitkin Public Schools will determine parent/guardian language needs through the following procedures:

1. **Enrollment Survey:** Upon registration, parents/guardians will identify their preferred language and method of communication. Enrollment staff are trained in procedures for accessing qualified interpreters to help parents complete enrollment paperwork if needed.
 - a. [MDE Front desk procedure](#)
 - b. [Google Translate](#) should be used for immediate translation needs until a translator is secured.
 - c. Language line (to access interpreters): 651-785-4064 or email mde.engagement@state.mn.us.
 - d. [MDE Language Center](#) (for translated documents)
2. **Student Information System:** The preferred language and method of communication of parents/guardians will be visible to all staff in Infinite Campus.
3. **Teacher Communication:** Teachers are encouraged to inquire about communication preferences in their own communication with families.

Tools and Resources to Provide Language Access

See the [Appendix A](#) for a list of language access resources.

School staff will use the following resources aimed at removing language barriers for families in our school community:

| Resource | Description/Procedures | When to Use |
|--|---|--|
| TransAct ParentNotices | <p>TransACT provides written forms or notices required by ESSA, translated into: Spanish, Arabic, Hmong, Russian, Somali, Vietnamese, and Karen</p> <p>All Minnesota districts and charter schools can utilize the TransACT website with free access. Individuals within the district can activate their free account at: https://minnesota-doe.parentnotices.com</p> | <ul style="list-style-type: none"> Required ESSA parent notifications |
| Professional Document Translation | <p>Translated copies of district documents are available by request to the ML Coordinator.</p> <p>To request document translation, contact the ML coordinator listed on MDEs contact view webpage.</p> <p>What should be translated?</p> | <ul style="list-style-type: none"> Formal documents requiring signature from parents Frequently circulated documents such as: registration and enrollment forms, student code of content, report cards, etc. |
| Professional Interpreter Working with Language Interpreters: Information for Teachers | <p>The Multilingual Learner Program Coordinator maintains a list of qualified interpreters that can be contracted to provide language assistance.</p> <p><i>Staff can request translation services by contacting the MLP Coordinator two weeks in advance of the date the interpreter is needed. *Fees for service are paid by the school/district.</i></p> | <ul style="list-style-type: none"> District-wide initiatives or meetings Parent/teacher conferences MTSS/Child Study/IEP Meetings |
| Multilingual Staff *Note: Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual. | <p>Multilingual staff may be asked to provide language assistance if they are proficient in the target language, have knowledge of specialized terms or concepts needed for the task in both languages, and are trained in the role of an interpreter or translator*.</p> | <ul style="list-style-type: none"> Family engagement events Phone calls home |

Dissemination

This plan will be published on the Aitkin Public Schools website. The plan will be communicated with staff and families as needed by the MLP coordinator and roles listed below:

- **Enrollment secretaries** are responsible for providing all families with a copy of this Language Access Plan as part of the enrollment process.
- **School principals** will link the Language Access Plan in school-wide communications including newsletters and announcements.
- All staff are responsible for sending communications in families' preferred language, according to the preferred language list maintained by **school secretaries**.
- **Classroom teachers** are responsible for sending communications in families' preferred language, according to the preferred language list maintained by **school secretaries**.
- **English Language Development staff** will share language access information at all informational meetings held for families of multilingual students.

The MLP coordinator reviews the plan with staff annually in August during staff meetings.

Continuous Improvement

This policy will be reviewed annually by the MLP Coordinator to ensure its effectiveness and alignment with evolving needs and best practices.

District Contact

The MLP Coordinator listed on [MDEs contact view for ISD1](#) is available to answer questions regarding language access.

For questions regarding language needs of specific students or families, contact your school's principal.

Appendix A: Language Access Resources

Professional Document Translation Resources (Minnesota)

- [MDE Translated Documents](#)
- [Minnesota Translations](#)
- [JR Language Translation Services, Inc](#)
- [The Bridge World Language Center](#)
- [Global Translation and Interpreter, LLC](#)
- [University Language Center](#)
- [Parent Resource Center](#)

Professional Interpreter Resources (Minnesota)

- [Minnesota Department of Health Interpreter Search](#)
- [Interpreters in Minnesota](#)

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