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Policy 504 ELL Identification and Instructional Policy

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ELL Identification and Instructional Policy

Purpose

Three Rivers Montessori Charter School is committed to ensuring that all English Learners (ELs) have equitable access to high-quality instruction and the opportunity to achieve academic success. In alignment with state and federal law, we provide comprehensive services designed to support English language development and academic achievement.

In Minnesota, the English Learner (EL) Language Instructional Program policy is primarily guided by the Learning English for Academic Proficiency and Success (LEAPS) Act and the Education for English Learners Act. These statutes establish comprehensive requirements for identifying, instructing, and supporting English learners across the state.

Definition of an English Learner in the State of Minnesota

An English Learner is defined in Minnesota as a pupil in Kindergarten through grade 12 or a Pre-kindergarten student enrolled in an approved voluntary Pre-kindergarten program under section 124D.151 who meets the following requirements (2015 Minnesota Statutes, section 124D.59, Subdivision 2):

1. The pupil, as declared by a parent or guardian (on the Home Language Questionnaire), first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English.
2. The pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.

An initial identification procedure is used with all students enrolling at Three Rivers Montessori. The steps to identify (ELL) students for language instruction are as follows:

1. Identification and Placement

In compliance with Minnesota state guidelines, Three Rivers Montessori follows standardized procedures to identify students who may qualify as English Learners. These include:

1. Administration of the Minnesota Language Survey at enrollment
2. English language proficiency assessments to determine eligibility

Students who qualify are placed into Language Instruction Educational Programs (LIEPs) that correspond with their current proficiency levels and support their academic success.

2. Instructional Program Requirements

Three Rivers Montessori implements Language Instruction Educational Programs (LIEPs) that:

1. Address both Minnesota Academic Standards and English Language Development (ELD) Standards
2. Are grounded in research-based practices and sound educational theory
3. Incorporate effective instructional methodologies, including bilingual instruction when appropriate
4. Demonstrate effectiveness in increasing English proficiency and academic performance
5. Include a written scope and sequence of EL services, which is available to parents upon request

3. Staffing and Professional Development

Three Rivers Montessori ensures that:

1. ELs are served by appropriately licensed educators, including those who have obtained licensure through alternative certification routes
2. All staff working with ELs receive ongoing, high-quality professional development focused on:
 - a. Effective instructional strategies
 - b. Curriculum implementation
 - c. English language assessment practices
3. Instructional paraprofessionals meet educational qualification standards when supporting licensed teachers

4. Family and Community Engagement

We recognize the vital role families and communities play in student success. Three Rivers Montessori:

1. Provides clear and accessible communication to families, including notices in languages they understand
2. Offers opportunities for families to engage in their child's education and the school community
3. Designs programming that is multicultural and multilingual
4. Actively seeks feedback from families to improve and inform EL services

5. Monitoring and Evaluation

To ensure continuous improvement, Three Rivers Montessori:

1. Evaluates the effectiveness of EL services annually as part of a continuous improvement process
2. Adjusts instruction and programming based on student progress and outcome data
3. Monitors the academic performance of students who have exited EL services to ensure they maintain success

6. Legal Compliance and Equity

Three Rivers Montessori's EL policy is aligned with:

1. Title VI of the Civil Rights Act of 1964
2. The Every Student Succeeds Act (ESSA)
3. The LEAPS Act (Learning for English Academic Proficiency and Success), which values multilingualism and promotes cultural competency

Students demonstrating proficiency in multiple languages may qualify for Bilingual or Multilingual Seals, recognizing their linguistic accomplishments.

Elementary English Learner (EL) Program Scope and Sequence

Three Rivers Montessori provides structured, differentiated English Language Development (ELD) services aligned with the WIDA English Language Development Standards and Minnesota Academic Standards. Services are designed to meet the unique linguistic and academic needs of English Learners (ELs) through a combination of pull-out and push-in instruction.

Service Delivery Model

1. Pull-Out Services:

EL students receive direct, small-group instruction outside the general education classroom. Focus areas include listening, speaking, reading, and writing. Instruction is aligned with grade-level content and WIDA standards.

2. Push-In Services:

EL students receive language development support within the general education classroom. Support is coordinated with the classroom teacher and targets language demands embedded in content instruction.

Note: EL students at WIDA Levels 1–3 will typically receive a combination of both service types. Services may be delivered five days a week, and the delivery model is based on individual student needs and proficiency levels.

Service Time Guidelines by Grade and WIDA Level

WIDA Level	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Level 1	45–60 min/day	60 min/day	60 min/day	90 min/day	90 min/day	120 min/day
Level 2	30–45 min/day	45–60 min/day	45–60 min/day	60 min/day	60 min/day	60–90 min/day
Level 3	30 min/day	30–45 min/day	30–45 min/day	30–45 min/day	30–45 min/day	30–45 min/day
Level 4	20 min/day (Push-In)	20 min/day (Push-In)	20 min/day (Push-In)	20 min/day (Push-In)	20 min/day (Push-In)	20 min/day (Push-In)

Individualized Adjustments

Service minutes may be adjusted based on individual student needs. All adjustments will be documented in the student's English Learner Learning Plan and reviewed regularly to ensure student progress and appropriate support.