

English Learner Programs Self-Assessment Report (SAR)

English Learner (EL) Program Review and Title III Monitoring

LEA Name: Rani Hayden
Title III/EL Coordinator: Rani Hayden
Self-Assessment Report Due Date: March 1, 2016
Directions
<p>The EL Programs Self-Assessment Report (SAR) guides local education agencies (LEAs) in conducting self-assessment of their EL programs. Steps for completing the Self-Assessment Report for submission prior to the onsite review:</p> <ol style="list-style-type: none">1. Collaboratively review each critical element and the evidence sources to be on file as documentation.2. Mark whether each critical element is <i>fully</i>, <i>partially</i>, or <i>not in place</i>. For items marked fully or partially in place, specify evidence including documentation. A list of acceptable documentation is provided but is not limited to the evidence included. Marking all sources of documentation does not necessarily mean the particular element is fully in place. Marking a few sources of documentation does not necessarily mean the element is not fully in place.3. For items marked partially or not in place, please specify needed actions or questions for clarification in the "Needed Actions/Notes" box (which is larger on the actual SAR).4. Sign Assurances as indicated.5. Submit an electronic copy of the Self-Assessment Report to MDE at least 10 days prior to the onsite review. Maintain a copy for LEA files. <p>If technical assistance is needed, please contact the MDE staff assigned to the onsite review.</p>
Assurances
<p>The authorized representative assures the Minnesota Department of Education that the LEA will:</p> <ol style="list-style-type: none">1. Keep records and supporting documentation; provide such information as may be necessary for the program review; provide the Minnesota Department of Education any information needed to carry out its responsibilities under state and federal law.2. Adhere to the requirements of the applicable federal statutes and regulations, the state rules governing the English Learner program, and all other applicable statutes, including: Title VI of the Civil Rights Act of 1964.
Signatures of Authorized Representatives:
Superintendent: _____ Date: _____
Title III/EL Coordinator: _____ Date: _____
Submission Date: _____

Critical Element 1 – Student Identification and Reclassification, Program Placement and Exit LEAs must identify and place ELs in appropriate programs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
1.1 The LEA documents uniform determination of home language. Minnesota Statutes, section 124D.59 and 124D.61 (1) Education for English Learners Act PL 107-110, the No Child Left Behind Act of 2001, Section 3301	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A completed home language questionnaire <input type="checkbox"/> Guidance regarding the use of home language questionnaire from a staff handbook <input checked="" type="checkbox"/> Written policies and procedures <input type="checkbox"/> Other:	A home language questionnaire is included The use of home language questionnaire is not specifically stated Written policies and procedures are included in staff and student handbooks
1.2 The LEA uses a valid English language development (ELD) assessment and developmentally appropriate measures to identify and place English learners in a program. Minnesota Statutes, section 124D.58 to 124D.65 Education for English Learners Act PL 107-110, the No Child Left Behind Act of 2001, Section 3301	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Guidance regarding what measures are considered developmentally appropriate to determine English learners' proficiency in English <input checked="" type="checkbox"/> Evidence that a diagnostic instrument is used for identification and initial placement <input checked="" type="checkbox"/> A description of how data informs placement decisions <input checked="" type="checkbox"/> Written policies and procedures <input checked="" type="checkbox"/> Informational documents for parents <input type="checkbox"/> Other:	Classroom teachers and EL teachers use the "Can Do" Descriptors from WIDA W-APT and W-APT Model are available for placement and progress monitoring Data spreadsheets and Google Docs document student placement and progress as well as the Data Warehouse Policies and procedures as well as data information is available for families

Critical Element 1 – Student Identification and Reclassification, Program Placement and Exit LEAs must identify and place ELs in appropriate programs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
1.3 The LEA uses English language development assessment scores, including oral academic language and teacher judgment, to exit and reclassify English learners. Minnesota Statutes, section 124D.58 to 124D.65 Education for English Learners Act PL 107-110, the No Child Left Behind Act of 2001, Section 3301	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A description of exit criteria and procedures that includes an example of how a student progresses through the exit and reclassification process <input checked="" type="checkbox"/> An example of how students progress through the program, from intake through exit and reclassification, such as a flowchart or decision-making tree <input checked="" type="checkbox"/> A description of how data informs exit decisions <input checked="" type="checkbox"/> A description of reclassification procedures <input type="checkbox"/> Other:	All exit and entrance criteria and procedures are in place and documented in the staff handbook through a flowchart and how data informs decisions
1.4 The LEA identifies English learners with limited or interrupted formal education, defined as ELs who: a. come from a home where the language usually spoken is other than English, or usually speaks a language other than English; b. enter school in the United States after grade 6; c. have at least two years less schooling than the English learner's peers; d. function at least two years below expected grade level in reading and mathematics; and e. may be preliterate in the English learner's native language. Minnesota Statutes, section 124D.58 to 124D.65 Education for English Learners Act	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A written set of procedures used to identify <i>students with limited or interrupted formal education</i> (SLIFE) <input checked="" type="checkbox"/> Samples of identification forms with such information <input type="checkbox"/> Other:	SLIFE students are identified through the home language questionnaires as well as communicating with parents through the parent liaison Two newcomer rooms at Banaadir Academy are in place for SLIFE students as well as new to country students in grades 3-8

Critical Element 1 – Student Identification and Reclassification, Program Placement and Exit LEAs must identify and place ELs in appropriate programs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>1.5 The LEA communicates with parents regarding their children’s participation in the language instruction education program in an understandable and uniform format and in a primary language of the pupils.</p> <p>a. State:</p> <ul style="list-style-type: none"> • Within 10 calendar days upon entering the program • Informs parents of option to decline services <p>Minnesota Statutes, section 124D.60 Education for English Learners Act</p> <p>b. Federal (Title III):</p> <ul style="list-style-type: none"> • Within 30 days upon entering the program if the child enrolled at the beginning of the school year • Within two weeks after the enrollment of the child in a program during the middle of the school year <p>PL 107-110, the No Child Left Behind Act of 2001, Section 1118 (b) (1), Section 3302 (a-d)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> A description of LEA’s communication initiatives as related to EL programming</p> <p><input checked="" type="checkbox"/> Samples of parent notification letters (returned to sender)</p> <p><input checked="" type="checkbox"/> Communication such as email, forms or phone logs</p> <p><input type="checkbox"/> Other:</p>	<p>Phone and Visitor Logs are kept at the front desk</p> <p>Parent notification letters are sent in the fall</p>
<p>1.6 The LEA parent notice includes all required elements as follows:</p> <p>a. The reasons why the child has been placed in the program;</p> <p>b. The child’s level of English proficiency, how the level was assessed and the child’s current level of academic achievement;</p> <p>c. The method of instruction used in the program and other available offerings of the district, including how the program differs from those other offerings in content, instructional</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><input checked="" type="checkbox"/> Samples of parent notification letters with required elements</p> <p><input type="checkbox"/> Evidence that notices were sent (ex. a returned postmarked letter or a postage bill)</p> <p><input type="checkbox"/> Other:</p>	<p>Parent notification letters are sent home every fall</p> <p>Evidence of notices that were sent needs to be located</p>

Critical Element 1 – Student Identification and Reclassification, Program Placement and Exit LEAs must identify and place ELs in appropriate programs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>goals, and use of English and native language instruction;</p> <p>d. How the program will meet the educational needs and strengths of the child and specifically help the child to learn English and meet academic achievement standards for grade promotion and graduation;</p> <p>e. The specific exit requirements for the program, the expected rate of transition from the program into the regular curriculum, and, for children in secondary level programs, the expected graduation rate;</p> <p>f. How the program meets the objectives of the child's individual education program (IEP), if applicable;</p> <p>g. The right of the parents to have the child immediately removed from the program on request; and</p> <p>h. The options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 1118 (b) (1), Section 3302 (a-d)</p>					

Critical Element 2 – Appropriate Programs LEAs must implement high-quality language instruction educational programs for English learners and evaluate their effectiveness.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>2.1 Programs for English learners address English language development standards and are:</p> <p>a. Aimed at providing high-quality language instructional programs to enable the child to develop English proficiency; and</p> <p>b. Based on scientific research demonstrating the effectiveness of the program to increase English proficiency and, where applicable, native language proficiency in speaking, reading, writing and listening comprehension, and enable ELs to meet challenging state academic content and achievement standards.</p> <p>Minnesota Statutes, section 124D.61 (2) Education for English Learners Act</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3116 (c) (2), Section 3301 (8) (B)</p> <p>Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Ch. 272, H.F. No. 2397, Article 1</p>	☒	☐	☐	<ul style="list-style-type: none"> ☒ A description of the EL program that includes a description of the types of services provided ☒ A description of how the EL program is differentiated to accommodate the progress of students in academic language proficiency ☒ Rationale and data that informed decisions regarding EL program design ☒ Evidence that the EL program is included in the LEA’s curriculum-writing process and cycle ☒ Evidence of English language proficiency (ELP) standards implementation ☒ Evidence of the alignment of ELD and content standards, especially for those courses or services that are credit-bearing ☒ Evidence of participation in staff training for implementation of ELD and content standards for EL ☒ Sample student schedules, teacher schedules and master schedules as evidence that schedules support curriculum 	<p>EL program descriptions can be found on the school websites as well as in staff and student handbooks including the different programs offered and the design of each program</p> <p>ELD alignment and differentiation are noted in handbooks</p> <p>Staff training documentation is available</p> <p>Student schedules, teacher schedules, and master schedules are all available</p>

Critical Element 2 – Appropriate Programs LEAs must implement high-quality language instruction educational programs for English learners and evaluate their effectiveness.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
				implementation <input type="checkbox"/> Other:	

Critical Element 2 – Appropriate Programs LEAs must implement high-quality language instruction educational programs for English learners and evaluate their effectiveness.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>2.2 The LEA has in place a written plan of services that:</p> <p>a. Describes the amount, scope and sequence of services offered to ELs by English proficiency level;</p> <p>b. Is available to parents upon request; and</p> <p>c. Was developed in consultation with its stakeholders.</p> <p>Minnesota Statutes, section 124D.61 (2) Education for English Learners Act</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3116 (c) (2), Section 3301 (8) (B)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Feedback from MDE on the Plan of Services <input checked="" type="checkbox"/> Plan of Services is available on district website <input type="checkbox"/> Instructions on parent letter on how to request a copy of the plan <input checked="" type="checkbox"/> Record of attendance at meetings around the topic of development of the plan of service <input type="checkbox"/> Signatures of stakeholders involved in the development of the plan <input type="checkbox"/> Other	Plan of services is available Attendance records for meetings and trainings are kept

Critical Element 2 – Appropriate Programs LEAs must implement high-quality language instruction educational programs for English learners and evaluate their effectiveness.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
2.3 The programs and activities are evaluated to determine effectiveness. The evaluation must be: <ol style="list-style-type: none"> Based on an educational theory; Based on reasonable calculations of the programs and practices, including resources and personnel to implement this theory effectively; and Adjusted where needed to ensure language barriers are actually being overcome. PL 107-110, the No Child Left Behind Act of 2001, Section 3121 (b) Castañeda v. Pickard, 1982 [648 F.2d 989 (5th Cir., 1981)]	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Needs assessment including language proficiency data <input checked="" type="checkbox"/> A description of progress data and how the progress data informs programming decisions <input checked="" type="checkbox"/> Minutes from data retreats <input checked="" type="checkbox"/> Written evaluation <input checked="" type="checkbox"/> Evaluation rubrics/tools <input checked="" type="checkbox"/> Evidence of necessary adjustments being made to the program <input type="checkbox"/> Other:	Needs assessment is available Progress data is available Training for data and program implementation is documented ELL meetings are held regularly to make adjustments to programming
2.4 English language programs are coordinated with other relevant programs and services for maximal use of resources. PL 107-110, the No Child Left Behind Act of 2001, Section 1115 (c) (1) (D) (H), Section 3115 (d)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Examples of collaboration may include Title I Part A, Title I Part C, Title II Part A, Title II Part D, Title III, Title IV, Title V, Special Education, curriculum review, tutoring, parent involvement and professional development initiatives and other grants such as 21st Century, Drop Out Prevention, Refugee School Impact Grant, Title III Immigrant or other <input checked="" type="checkbox"/> Student schedules	Collaboration includes Title I, curriculum review, professional learning communities Student schedules are available Observations are available IEPs are in Cum files

Critical Element 2 – Appropriate Programs LEAs must implement high-quality language instruction educational programs for English learners and evaluate their effectiveness.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
				<input checked="" type="checkbox"/> Observations of program implementation <input checked="" type="checkbox"/> Individual Education Plans (IEPs) and other student records in student cumulative files <input type="checkbox"/> Other:	
2.5 Students receive all services for which they are eligible and have access to programming in which all other children are eligible to participate. PL 107-110, the No Child Left Behind Act of 2001, Section 3127, Section 3302 (a) (7) Castañeda v. Pickard, 1982 [648 F.2d 989 (5th Cir., 1981)]		X		<input checked="" type="checkbox"/> Advertisements for clubs and other activities in all languages represented <input checked="" type="checkbox"/> Participant sign-in sheets <input checked="" type="checkbox"/> Individual Education Plans (IEPs) and other student records in student cumulative files <input checked="" type="checkbox"/> Student schedules <input type="checkbox"/> World language certificates and bi-/multilingual seals <input checked="" type="checkbox"/> Written inclusion policies and procedures <input type="checkbox"/> Other:	Parent and student notifications are sent home in English and Somali (Banaadir) and English and Spanish (Middle School and High School) Sign in sheets for community night are available Unsure what World language certificates and bi-/multilingual seals entail
2.6 If applicable, the LEA has implemented specific programs for immigrant children and youth. PL 107-110, the No Child Left Behind Act of 2001, Section 3241 to Section 3248	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Title III Immigrant Children and Youth workplan. <input type="checkbox"/> Other:	Work plan is available

Critical Element 3 – Appropriate Staff and Professional Development LEAs must utilize appropriate staff to serve ELs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
3.1 The LEA assures that ELs have access to teachers who are licensed and highly qualified in their teaching assignment. Minnesota Rule 8710.4400 Teachers of English as a Second Language, Subparts 1-9 Minnesota Rule 8710.4150 Teachers of Bilingual/Bicultural Education, Subparts 1-7 PL 107-110, the No Child Left Behind Act of 2001, Section 1115 (a) (E), Section 1119 (a) (b) (c)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence that all teachers are licensed and highly qualified in their teaching assignment <input checked="" type="checkbox"/> Teacher licensure file folders <input checked="" type="checkbox"/> A description of the process for certifying highly qualified staff <input checked="" type="checkbox"/> A description of the instructional responsibilities of the staff <input type="checkbox"/> Other:	File Folder numbers are compiled and available which ascertain their highly qualified status A process for certifying staff and responsibilities are available
3.2 The LEA assures that all teachers in any language instruction education program for English learners are fluent in English and in any other language used for instruction, including having written and oral communication skills. PL 107-110, the No Child Left Behind Act of 2001, Section 1116 (c). Section 3116 (c)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Teacher licensure file folders <input checked="" type="checkbox"/> A description of the process for ensuring teacher fluency in English and any other language used for instruction <input type="checkbox"/> Other:	Teachers are highly certified in their fields
3.3 The LEA assures that instructional paraprofessionals work under the supervision of a certified or licensed teacher, including individuals employed in the language instruction education program and have: a. completed at least 2 years of study at an institution	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Paraprofessionals' job descriptions <input checked="" type="checkbox"/> Schedules of paraprofessionals and teachers	Job descriptions and schedules are available

Critical Element 3 – Appropriate Staff and Professional Development LEAs must utilize appropriate staff to serve ELs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
of higher education b. obtained an associate’s (or higher) degree; or c. met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment– d. knowledge of, and the ability to assist in instructing, reading, writing, and mathematics, or readiness for the above skills. PL 107-110, the No Child Left Behind Act of 2001, Section 1119 (c)(1) and (e) Section 3301 (2)				<input type="checkbox"/> Other:	
3.4 Professional development related to English learner education: a. Is based on a comprehensive needs assessment of the program, its students, families and community members; b. Is aligned with state, local and English language development standards; c. Is provided to classroom teachers (including mainstream teachers), administrators, principals, and other school or community-based organizational personnel who work with participating children; d. Is designed to improve elementary teachers’ ability to implement comprehensive, scientifically based reading and oral language instruction as defined in section 122A.06, subdivision 4, and other literacy areas including writing until the student achieves grade-level reading proficiency, and increase student achievement;	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A description of professional development initiatives as related to EL for instructional and non-instructional staff <input type="checkbox"/> Needs assessment results <input checked="" type="checkbox"/> Agendas from trainings <input type="checkbox"/> Evaluations from trainings <input checked="" type="checkbox"/> Sign-in sheets for trainings <input type="checkbox"/> Other:	Professional development initiatives are available Agendas and sign-in sheets are available Unsure if needs assessment results and evaluations are accessible

Critical Element 3 – Appropriate Staff and Professional Development LEAs must utilize appropriate staff to serve ELs.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>e. Is designed to enhance the ability of all teachers working with English learners to understand, improve and use curricula, assessment measures, and instruction strategies for English learners;</p> <p>f. Provides instructional staff, including content teachers, with differentiated instructional strategies to ensure long-term success, the means to effectively use data on academic literacy, oral academic language and English language development across curriculum, and strategies to maximize strengths in students’ native language in order to cultivate students’ English language development across the curriculum and grade levels;</p> <p>g. Is based on scientific research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;</p> <p>h. Provides effective training on culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships;</p> <p>i. Is of sufficient intensity, frequency and duration to have a lasting impact on teacher performance. Program does not solely consist of one-day workshops and conferences; and</p> <p>j. Is consistent with Minnesota state statutes.</p> <p>Minnesota Statutes, section 124D.61 Education for English Learners Act and 122A.60 Staff Development Program</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3115 (c)</p>					

Critical Element 4 – Family and Community Engagement LEAs must involve family and community members in the planning, development and implementation of the language instruction education program.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>4.1 The LEA has implemented an effective means of outreach to parents of English learners to inform such parents how they can:</p> <p>a. Be involved in the education of their children;</p> <p>b. Be active participants in using strategies to assist their children in: 1) becoming grade-level proficient in reading in English and in their native language, 2) achieving high levels in core academic subjects, and 3) meeting the same state academic standards as all children are expected to achieve; and</p> <p>c. Access school and district EL program information.</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (e)</p> <p>Minnesota Statutes, section 124D.61 (2) Education for English Learners Act</p> <p>Minnesota Learning for English Academic Proficiency Act (LEAPS) of 2014, Chapter 272, H.F No. 2397, Article 1</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> A written parent involvement policy <input checked="" type="checkbox"/> A description of the LEA's parent involvement initiatives as related to English learners <input checked="" type="checkbox"/> Meeting or training schedules <input checked="" type="checkbox"/> Process for communicating to parents on how they access the district EL program <input checked="" type="checkbox"/> An example of information disseminated to all the stakeholders including district and building staff, parents, students and community members <input checked="" type="checkbox"/> Plan for parental involvement that includes educational opportunities for families that enhance children's learning and native language and English language development <input type="checkbox"/> Other:	Parent involvement policies, schedules, parent communication and involvement are all in place and available

<p>4.2 The LEA sends parents of English learners notices of such meetings in a language and format accessible to them.</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (e) (2)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copies of notices sent to parents <input type="checkbox"/> Other:	<p>Notices and communication sent to parents are available</p>
<p>4.3 The LEA provides training to enable teachers and principals to involve parents in their child’s education, especially parents of English learners and immigrant children.</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 2123 (a) (3) (B) (iv)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting minutes <input checked="" type="checkbox"/> Training calendars <input checked="" type="checkbox"/> Agendas <input type="checkbox"/> Other:	<p>Minutes, calendars and agendas are in place and available</p>
<p>4.4 The LEA involves family and community in the planning, development and implementation of programs for English learners and the pursuit of community support to accelerate the academic and native literacy and achievement of ELs with varied needs, from young children to adults.</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 1118 (a) (b), Section 3116 (b) (4)</p> <p>Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F No. 2397, Article 1</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting minutes <input checked="" type="checkbox"/> Agendas <input checked="" type="checkbox"/> Invitations to family and community members translated into languages represented <input type="checkbox"/> Survey of family and community needs, translated into languages represented	<p>Invitations to families are sent home in English and the family home languages</p> <p>Unsure if we have sent surveys home to families this year</p>

				<input type="checkbox"/> Other:	
<p>4.5 World's Best Workforce planning addresses the needs of English learners and their families as outlined in Minnesota state statutes.</p> <p>Minnesota Statutes, section 120B.11, subdivision 3</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting minutes (translated as necessary) <input checked="" type="checkbox"/> Agendas (translated as necessary) <input checked="" type="checkbox"/> Advertisements to recruit diverse committee members (translated into multiple languages) <input checked="" type="checkbox"/> School board meeting minutes <input checked="" type="checkbox"/> World's Best Workforce Plan on the website <input type="checkbox"/> Other:	<p>World's Best Workforce plan is available on the district website</p> <p>School board meeting minutes are on the website</p>

Critical Element 5 – Accountability Requirements LEAs must adhere to state and federal accountability requirements.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>5.1 The LEA ensures that all English learners are annually assessed for their English language and native language development, if the native language is used for instruction, and assessment is in accordance with state and federal requirements.</p> <p>Minnesota Statutes, section 124D.58 to 124D.65 Education for English Learners Act</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3113 (b) (3) (D)</p> <p>Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F No. 2397, Article 1</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Written process for providing technical assistance to schools on how to administer English language and native language (where applicable) proficiency assessments and statewide assessments with accommodations <input checked="" type="checkbox"/> A description of testing program and procedures <input checked="" type="checkbox"/> District guidance on allowable accommodations and how used <input checked="" type="checkbox"/> Documentation of all English learners' participation in statewide and district assessments <input checked="" type="checkbox"/> Documented assessment policy and procedures <input checked="" type="checkbox"/> Score report for English and native language <input type="checkbox"/> Other: 	<p>Testing procedures and training are available for state, district, and school assessments</p>

Critical Element 5 – Accountability Requirements LEAs must adhere to state and federal accountability requirements.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
5.2 The LEA has met the three required Annual Measurable Achievement Objectives (AMAO) or has implemented improvement planning accordingly. PL 107-110, the No Child Left Behind Act of 2001, Section 3122 (b) (2), Section 3122 (b) (4) (A), Section 3122 (3) (A).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> AMAO Improvement Plan <input checked="" type="checkbox"/> AMAO Program Modification Plan <input checked="" type="checkbox"/> School Improvement Plans that address ELs <input checked="" type="checkbox"/> Evidence of training related to improvement planning <input type="checkbox"/> Other:	AMAO and School improvement plans are in place at MTS Elementary and Banaadir Academy with the School Improvement Teams (SIT) at each site Training evidence for improvement are documented and available
5.3 The LEA notifies all parents or guardians of students of their school’s failure to make progress on the Annual Measurable Achievement Objectives no later than 30 calendar days after such failure occurs. PL 107-110, the No Child Left Behind Act of 2001, Section 3302 (b)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Sample letter to parents/guardians <input type="checkbox"/> Evidence that letter was sent to all EL parents <input checked="" type="checkbox"/> Evidence of efforts to inform parents of the LEA’s AMAO status <input type="checkbox"/> Other:	Sample letter and parent notification letters are available Unsure if there is evidence the letters were sent – postage or returned letters
5.4 Policies and procedures related to individual student data collection, which adhere to state and federal requirements, are in place. PL 107-110, the No Child Left Behind Act of 2001, Section 1118 (a) (b), Section 3116 (b) (4); Section 1114 (a) (4), Section 1115 (c) (F), Section 9101 (34) (A) (B) (37).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of student data privacy practices <input checked="" type="checkbox"/> Evidence that no questions are asked on the enrollment documents that might reveal the immigration status of students	Data privacy practices are written and available

Critical Element 5 – Accountability Requirements LEAs must adhere to state and federal accountability requirements.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<i>Plyler v. Doe, 457 U.S. 202 (1982)</i>				<input type="checkbox"/> Other:	
5.5 For Title III Immigrant Children and Youth, LEA has a data collection procedure to ensure that the immigrant student count submitted to MDE includes only eligible immigrant students. PL 107-110, the No Children Left Behind Act of 2001, Part C, Section 3301 (6) and 3245 (a) (7) (A)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation of data collection procedures <input type="checkbox"/> Other:	Documentation is in 3-ring binder

Critical Element 6 – Fiscal Requirements LEAs must adhere to state and federal fiduciary requirements.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>6.1 State and federal funds are utilized to benefit English learners. Title III funds are not used to provide services that are required to be made available under state or local laws or other federal laws; Title III funds are not used to provide services that were provided in the previous year with state, local or other federal funds.</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 3115 (g) <i>Lau v. Nichols</i>, 1973 [Title VI of the Civil Rights Act of 1964]</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Evidence of implementation of required and authorized activities <input checked="" type="checkbox"/> Documents which describe what is provided with the state-funded EL program and what is provided with Title III funding <input checked="" type="checkbox"/> A description of how Title III and other funding sources are integrated including a breakdown of line item expenditures <input type="checkbox"/> Other:	Accountants have evidence of funding resources and line item expenditures
<p>6.2 Fiscal management procedures ensure state and federal requirements are met including appropriate time and effort record keeping, meeting the two percent (2%) administrative cap, and that purchased equipment is properly labeled and inventoried.</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Section 1118 (a) (b), Section 3116 (b) (4). PL 107-110, the No Child Left Behind Act of 2001, Section 1114 (a) (4), Section 1115 (c) (F), Section 9101 (34) (A) (B) (37) 34 CFR Part 76, Secs. 76.650-76.662</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Maintenance of Effort (MOE) documentation <input checked="" type="checkbox"/> Purchase orders <input checked="" type="checkbox"/> Records of expenditures <input checked="" type="checkbox"/> Evidence that not more than 2 percent of Title III allocation is reserved for Title III administration <input checked="" type="checkbox"/> Evidence that both direct and indirect costs are included in 2 percent for	Unsure of MOE documentation Most items purchased with Title III are labeled, may need to re-inventory MARSS data is updated frequently

				administration <input checked="" type="checkbox"/> MARSS data entry practices <input type="checkbox"/> All equipment purchased with Title III and state LIEP funding is properly labeled and inventoried <input type="checkbox"/> Other:	
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Critical Element 7 – Nonpublic School Participation in Language Instruction Education Program The LEA must include nonpublic school participation in the language instruction education program.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
7.1 The LEA annually consults with nonpublic schools to determine services for English learners that are located in the geographic area served by the LEA. Consultation includes: <ol style="list-style-type: none"> Processes and data sources used to identify students as English learners; How needs of eligible ELs, their teachers and other educational personnel will be identified; What services will be offered to meet the language development needs of ELs as well as professional development needs of their teachers and other educational personnel; The size and scope of the services to be provided to the nonpublic school children and educational personnel; Whether services will include initial identification of ELs and assessment of their language proficiency, as well as the determination of whether students should exit EL services; 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> A description of the consultation process <input type="checkbox"/> Timeline of district-initiated consultation with nonpublic schools <input type="checkbox"/> Copies of meeting agendas <input type="checkbox"/> Letter of Intent to Participate, if applicable <input type="checkbox"/> Affirmation of Consultation With Nonpublic School Officials Including Student Selection Criteria <input type="checkbox"/> Evidence of process for providing technical assistance to nonpublic schools on how to: <ol style="list-style-type: none"> Identify English learners Size and scope of services Administer English language 	We are exempt from consulting with nonpublic schools

Critical Element 7 – Nonpublic School Participation in Language Instruction Education Program The LEA must include nonpublic school participation in the language instruction education program.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
f. How, where, and by whom the services will be provided; g. How and when the district will make decisions about the delivery of services, including a thorough consideration of the views of the nonpublic school officials on the provision of contract services through potential third-party providers; h. How the services will be assessed and how the results of the assessment will be used to improve those services; and i. The amount of funding available to provide Title III services. Minnesota Statutes, section 124D.65 (6) Education for English Learners Act PL 107-110, the No Child Left Behind Act of 2001, Title IX, Part E, Secs. 9501-9506 34 CFR Part 76, Secs. 76.650-76.662				proficiency assessments and statewide assessments with accommodations <input type="checkbox"/> Written agreements with nonpublic schools regarding equitable service to eligible students <input type="checkbox"/> A description of the consultation process <input type="checkbox"/> Evidence of assessment of nonpublic students and evaluation of effectiveness of services <input type="checkbox"/> Documentation of how nonpublic students are identified <input type="checkbox"/> Documentation of how teachers' needs were identified <input type="checkbox"/> Other:	

Critical Element 7 – Nonpublic School Participation in Language Instruction Education Program The LEA must include nonpublic school participation in the language instruction education program.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
7.2 The LEA ensures equitable participation in the Title III program. a. The LEA assesses, evaluates and addresses the needs and progress of public and nonpublic school students and educational personnel on a comparable basis. b. The LEA provides an equitable amount of services to students and educational personnel with similar needs. c. The LEA spends an equitable amount of funds to serve similar public and nonpublic school students and educational personnel. Minnesota Statutes, section 124D.65 (6) Education for Limited English Proficient Students Act PL 107-110, the No Child Left Behind Act of 2001, Title IX, Part E, Secs. 9501-9506 34 CFR Part 76, Secs. 76.650-76.662	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Program description <input type="checkbox"/> Schedules of nonpublic students <input checked="" type="checkbox"/> Budget reflecting previous year's actuals on Title III spending <input checked="" type="checkbox"/> Receipts <input type="checkbox"/> Other:	MTS participates fully in the Title III program.

Critical Element 7 – Nonpublic School Participation in Language Instruction Education Program The LEA must include nonpublic school participation in the language instruction education program.	Fully in Place	Partially in Place	Not in Place	Evidence/Documentation	Needed Actions or Questions:
<p>7.3 The LEA ensures use of Title III funds is in alignment with the following:</p> <p>a. Title III services provided to nonpublic school students and educational personnel must be secular, neutral and nonideological.</p> <p>b. The control of funds used to provide services and the title to materials and equipment purchased with those funds must be retained by the LEA.</p> <p>c. Providers of services to nonpublic school children and educational personnel must be independent of the nonpublic school and of any religious organization, and the providers' employment or contract must be under the control and supervision of the LEA.</p> <p>Minnesota Statutes, section 124D.65 (6) Education for Limited English Proficient Students Act</p> <p>PL 107-110, the No Child Left Behind Act of 2001, Title IX, Part E, Secs. 9501-9506</p> <p>34 CFR Part 76, Secs. 76.650-76.662</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Sample Curriculum <input checked="" type="checkbox"/> Observation of a lesson <input checked="" type="checkbox"/> Written record-keeping procedures <input checked="" type="checkbox"/> Teacher schedules <input checked="" type="checkbox"/> Teacher resumes, bios or other identifying information <input checked="" type="checkbox"/> Interview with teachers <input checked="" type="checkbox"/> Staff handbook explaining such policies <input checked="" type="checkbox"/> Accounting documents <input type="checkbox"/> Other:	All elements are documented and available