

**Supporting English Learners
February 11, 2018**

Memorandum of Agreement

Elementary EL

Elementary staffing will be assigned according to the weighted formula below. The district will provide an additional five (5) elementary EL FTEs for the 2018-2019 school year to be used according to the guidelines below. The district will provide an additional five (5) elementary EL FTEs for the 2019-2020 school year to be used according to the guidelines below.

Elementary EL Teacher FTEs will be placed with the intent of increasing EL service amounts and decreasing the teacher to student ratio at identified sites. In elementary, EL FTEs must spend the majority of their time providing direct EL instruction in small groups and co-teaching.

EL services will use the inclusion model. Elementary EL teachers must be involved in the scheduling of EL staff.

The district agrees to progress towards an EL teacher caseload with a weighted limit of 50, as listed in the table based on EL enrollment and proficiency levels.

WIDA Composite Proficiency Level	Student Weight
1	2
2	1.5
3	1
4	1

Secondary EL

The district will provide schools with sufficient -EL staffing so that all secondary EL students in EL levels 1-4 will receive direct service from a licensed EL teacher. The district will provide an additional ten (10) EL FTEs in grades 6-12 for the 2018-2019 school year to achieve this goal, to be used according to the guidelines below. The district will provide an additional ten (10) EL FTEs in grades 6-12 for the 2019-2020 school year, to be used according to the guidelines below.

For secondary sites, the additional EL staffing (10.0 FTEs) will be prioritized and allocated based on sites that have the greatest concentration of student need. This will result in reduced EL class sizes at those prioritized sites. EL classes for students in Level 1 to 2 will have a class size cap of 27 students.

The 15 FTEs in each year must be used in schools for direct EL instruction. In the 2018-2019 and 2019-2020 school years, 5 FTEs will be placed in elementary schools and 10 in secondary schools. These FTEs must be in addition to current FTEs for direct instruction, not to increase TOSAs, district support, or other non-instructional positions.

Secondary EL Teacher FTEs will be placed based on analysis of the total number and level of ELs at each school, and the number of eligible ELs currently not receiving EL service. The FTEs in secondary must provide direct EL instruction in ELD classes and co-teaching. One primary goal of these additional FTEs is to provide EL service to eligible EL students not currently receiving EL service. Additionally, this increase in service will be accomplished without reducing support to ELs at level 1 and level 2. Secondary EL teachers must be involved in scheduling of new EL staff. Communication will be sent to families of EL students who will receive EL service after a gap of more than two years. This communication will clearly state the legal reasons their child is eligible for service, a description of the EL class(es) they will be enrolled in, the benefits of EL service, and their right to refuse services.

The guidelines stated above will be used again in the 2019-2020 school year staffing increase and any additional 2020-2021 increases of EL staffing.

WIDA Composite Proficiency Level Secondary LA students	Minimum Number of EL Classes with a licensed EL teacher	EL Service
1.0-1.9	4	LA levels 1, 1.5 and 2 students will receive ELA in a double block, Science and Social Studies instruction in a sheltered class taught by an EL teacher. Level 2 core classes that offer content credit will be taught by a dual-licensed EL teacher, an EL teacher who holds an appropriate variance, or co-taught. Math classes will be co-taught or taught by a content teacher.
2.0-2.9	4	

WIDA Composite Proficiency Level for SLIFE EL (Non-LA) Secondary	Minimum Number of EL Classes with a licensed EL teacher	EL Service
1.0-1.9	3	<ul style="list-style-type: none"> Level 1, 2 and 3 students with SLIFE designation will receive 3 EL classes cohorted for Language Arts, Social Studies, and Science. These classes may be co-taught with licensed content teachers. Students will be offered schedules that include an English Language Development (ELD) section. The ELD classes should be aligned to a specific content area, taught by a licensed EL teacher, and focus on language acquisition in the four modalities of reading, writing, listening, and speaking. Level 4 students will receive 2 EL classes that may be cohorted or co-taught by teachers with appropriate licensure. If a student at level 3 or higher requests to be scheduled into non-cohorted courses, and/or requests not to be in an ELD class, these requests shall be granted. For example, a student might like the support of a cohorted ELA class but would like to be scheduled into a non cohorted science class.
2.0-2.9	3	
3.0-3.9	3	
4.0-4.9	2	

WIDA Composite Proficiency Level for Secondary ELs who are Non-SLIFE, Non-LA, LTEL, and/or US born	Minimum Number of EL Classes with a licensed EL teacher	EL Service
1.0-1.9	2	<ul style="list-style-type: none"> Level 1 and 2 students will receive two classes with an EL teacher. The classes can be sheltered or cohorted and taught by an EL licensed teacher. Accommodations must be made for students who also receive specialized services.
2.0-2.9	2	

3.0-3.9	1	<ul style="list-style-type: none"> ● Level 3 non LA (including Long Term ELs) will receive 1-2 classes with an EL teacher. Students will be offered schedules that may include an English Language Development (ELD) section. The ELD classes should be aligned to a specific content area, taught by a licensed EL teacher, and focus on language acquisition in the four modalities of reading, writing, listening, and speaking. ● Level 4 non LA (including Long Term ELs) will receive 1 co-taught class, which may be cohorted if needed, taught by an EL teacher and a content teacher. This co-taught class will focus on academic content and academic language development. It will also focus on language acquisition in the four modalities of reading, writing, listening, and speaking. ● If a student at level 3 or higher requests to be scheduled into non-cohorted courses, and/or requests not to be in an ELD class, these requests shall be granted. For example, a student might like the support of a cohorted ELA class but would like to be scheduled into a non-cohorted science class.
4.0-4.9	1	

An ELD section cannot be an advisory.

In the case of an EL student who has an IEP, the IEP team (which includes the parent and student, as appropriate) will choose the best combination of courses to progress the student towards graduation. Dually identified students must be served by both EL and Special Education.

When these requirements are not followed on a school's master schedule, solutions will be determined by an EL schedule problems committee, consisting of one administrator, the counseling department, the EL department, and the SPFT steward or designated union representative. The goal of this committee is to ensure that all EL students are scheduled appropriately according to their level, skills, grades, credits needed to graduate, age, and that all eligible EL students receive service from an EL teacher. The committee will convene at the beginning of the school year and at the beginning of quarter three. Any resulting schedule changes for students will be communicated to students and families.

Any disputes will be resolved through the grievance process.

SECTION 4. LANGUAGE ACADEMY ELEMENTARY CLASSES

Elementary classrooms at Language Academy (LA) sites will be monitored throughout the school year to ensure accurate placement. When a Language Academy classroom reaches class size limits, the staff will do the following:

- Administrators will contact the Student Placement Center and the Office of Multilingual Learning to review the school's Language Academy enrollment.
- MLL staff will send monthly updates to all Language Academy sites regarding changes in their Language Academy student enrollment including openings per section/grade level.
- Student Placement will offer families a district-wide Language Academy option (Four Seasons Elementary, Humboldt High School and LEAP High School), and encourage them to attend one of the district-wide Language Academy schools.

SECTION 5. EL PLACEMENT

WIDA Screener and Native Language Literacy Assessment at the Student Placement Center

Completing the WIDA Screener at the Student Placement Center prior to a student starting school is critical to ensure accurate class placement and scheduling of EL students.

Students who submit enrollment applications online or by mail with Saint Paul Public Schools, will receive the following:

- A written notification available in multiple languages will be sent to families informing them to proceed to the Student Placement Center to complete the WIDA Screener (Grades 1-12) and the SLIFE Identification assessment (Grades 7-12) prior to attending their assigned school.
- Follow up phone calls from MLL bilingual staff to families during the summer.
- Encouragement from school administrators/clerks/counselors to families complete the WIDA Screener prior to the start of the school year.

Note : Students who register at the Student Placement Center will complete all four domains of the WIDA Screener at the Center. Staffing at the Student Placement Center will be increased as necessary to conduct these assessments.

Native Language and Literacy Assessment

SPPS views a student’s home native language as an asset that should be nurtured as a skill for achieving the two goals of academic English proficiency and grade level content knowledge. SPPS Placement Center will offer the Native Language Assessment to all students who take the WIDA Screener in grades 7-12 who meet the SLIFE criteria. The results of the SLIFE screener and the Native Language and Literacy Assessment will be uploaded to Campus-by staff designated by MLL and SPC so that the information is available to teachers and administrators.

SECTION 6. GRADUATION PATHWAY FOR SLIFE

A six-year graduation pathway will be offered to students who need extended time to meet the Minnesota graduation requirements. The pathway will begin at Grade 9 for students. In the student’s record (i.e. Campus), extended time will be designated with the suffix “E” for extended time in the grade (i.e. 9, 9E, 10, 10E). The E means the student is extending time in the grade level, but NOT repeating classes or grades. Parents and students will be informed of the six-year graduation pathway when they enroll in the district. This information will be available in writing in multiple languages at the Student Placement Center, and at their new school **and will be communicated** by the counselor. General education teachers, a counselor, administrator, an EL teacher, and a parent must periodically review multiple performance data points when determining the six-year option. The pathway is flexible and accounts for individual student’s strengths and needs over time.

SECTION 7. LATINO CONSENT DECREE IDENTIFICATION

SPPS will institute an “LCD Flag” in the SPPS Student Information System for all students who are eligible. The Family Engagement director will work with the Office of Family and Community Engagement and OTL to add an LCD flag in Campus and ensure student flags are accurate and up to date.