



CPA English Learner Program

Critical Element 1: Student Identification, Program Entrance and Exit

Local education agencies (LEAs) must identify, enter ELs into effective language instruction educational programs (LIEPs), and exit ELs upon proficiency.

LIEP Placement Procedures

Identification: CPA follows the MDE guidelines for EL student placement. Every family fills out a [Minnesota Language Survey](#). If a student lists a language other than English, the teacher will look at the student's records to determine if they are currently identified as EL and continue to be eligible. If no EL data is found, the student will be assessed with the WIDA Screener to determine EL status. (appendix: [decision tree](#), Minnesota Language Survey checklist) Students who are identified as not proficient in English according to the WIDA screener will receive ELD instruction in an LIEP.

Data entry for classifying ELs, entering program start date, and reclassifying former ELs in MARSS is done by the EL Coordinator. The EL Coordinator will update all EL student information in MARSS at the start of the school year, and will verify with each grade level co-teacher or EL teacher to ensure accuracy of EL student lists. Throughout the school year, co-teachers and EL teachers will notify the EL Coordinator if any students need to be reclassified in MARSS (ex. new EL students enroll at CPA, students exit service, etc.)

SLIFE/Immigrant Children and Youth Identification: Students who are new to Community of Peace Academy will have a Minnesota Home Language Survey on file as part of registration. These surveys will be given to the ELD Coordinator to be checked for students who may meet the definition of SLIFE (Students with Limited or Interrupted Formal Education) according to [Minnesota law](#). SLIFE identification only applies to students in grade seven and above.

Exit: CPA follows the MDE guidelines for exiting EL students. To exit service, a student must score a composite score greater than or equal to 4.5 on ACCESS, AND have three or more ACCESS domains greater than or equal to 3.5. If a student meets the requirements to exit services, but has one score below 3.5, additional EL Exit Criteria will be used to determine if the student should continue to receive ELD instruction in an LIEP, per [Minnesota Standardized English Learner Procedures - Exit](#).

The EL coordinator will update exited student EL status in MARSS upon receipt of ACCESS proficiency scores. Exited students will be monitored by the ELD teacher or Co-teacher of the students' current grade to ensure that they are able to participate fully in classroom curriculum without linguistic support and that they do not struggle academically as a result of a persistent language development issue.

Communication of EL Student Placement in ELD Program

Parents will be informed by letter if their child is eligible for English language services. Letters will be written in English and translated into family home languages. This letter will include information on how parents can access CPA's specific LIEP plan.

Standardized test (ACCESS) results will be shared with families at the beginning of each school year and will show the level of English language proficiency in speaking/listening, reading and writing. At the fall and spring parent-teacher conferences, parents may schedule a time to speak with the Co- or EL teacher to discuss their child's English Language Development progress. Anytime throughout the school year, parents may contact their child's Co-/EL teacher in regards to the English language development of their child. Translators and family liaisons are available as needed to facilitate communication between the EL teacher and parents.

Critical Element 2: Effective Language Instruction Educational Programs (LIEP)

Local education agencies (LEAs) must implement effective LIEPs for English learners (ELs).

LIEP Description

The primary goal of CPA's LEIP is to ensure ELs develop English language proficiency through grade level academic content in order to promote academic achievement.

Elementary (Grades K-6)

All students will have two teachers, a Classroom Teacher and a Co-Teacher. The Co-Teacher will split his/her time evenly between assigned classrooms. In this Co-Teaching model, the Classroom Teacher and the Co-Teacher work together to support the English Language Acquisition and the Academic Language Development of all children in the classroom, with special attention to EL students. In addition, students requiring more service may work with a Co-Teacher or a Dual-Language Paraprofessional outside the classroom in a small group or individually on specific language and academic lessons. Student supports will be differentiated according to student proficiency level, using WIDA English Language Development Standards.

Middle & High School (Grades 7-12)

English Language service will vary according to students' proficiency level. Students may have an EL elective class, and will be supported in content classes by the EL teacher. Students requiring less support may receive indirect service. The EL teacher and classroom teachers will discuss how to ensure that students can participate fully in classroom instruction and activities. Student supports will be differentiated according to student proficiency level, using WIDA English Language Development Standards.

Amount and Scope of Instruction

	OVERALL WIDA LEVEL 1	OVERALL WIDA LEVEL 2	OVERALL WIDA LEVEL 3	OVERALL WIDA LEVEL 4	OVERALL WIDA LEVEL 5	OVERALL WIDA LEVEL 6
Elementary	Direct EL Instruction: 5 hours per week; Co-teacher classroom support	Direct EL Instruction: 2 hours per week; Co-teacher classroom support	Direct EL Instruction: 1 hour per week; Co-teacher classroom support	Direct EL Instruction: 30 mins per week; Co-teacher classroom support	Indirect Service, quarterly monitoring; Co-teacher classroom support	Indirect service, quarterly monitoring; Co-teacher classroom support

Middle School	Direct EL Instruction: 2 hours per week	Direct EL Instruction: 1.5 hours per week	Direct EL Instruction: 1.5 hours per week	Direct EL Instruction: 1.5 hours per week	Indirect service, quarterly monitoring	Indirect service, quarterly monitoring
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High School	Direct ELD Instruction: 45 mins per day/ 5 days a week/ year-long in Academic Language Workshop AND co-teaching support in ELA	Direct ELD Instruction: 45 mins per day/ 5 days a week/ year-long in Academic Language Workshop AND/OR co-teaching support in ELA	Direct ELD Instruction: 45 mins per day/ 5 days a week/ year-long in Academic Language Workshop AND/OR co-teaching support in ELA	If not exited, Direct ELD Instruction: co-teaching support in ELA If exited, Indirect ELD service: Quarterly monitoring Year 1 & 2 of being exited	Indirect ELD service: Quarterly monitoring Year 1 & 2 of being exited	Indirect ELD service: Quarterly monitoring Year 1 & 2 of being exited
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Sequence of Instruction

The sequence of instruction is based on student need and MPIs for the ELD standards embedded in grade level academic content. Areas of highest need are addressed first, with a focus on developing receptive language first, followed by productive language.

Each student has an individualized WIDA Can-Do Descriptor rubric for the appropriate grade-level cluster. Students are given instruction in these language skills and are periodically assessed and moved to the next set of skills.

Communication of LEIP Plan Information

Parents will be informed by letter if their child is eligible for English language services. Letters will be written in English and translated into family home languages. This letter will include information on how parents can access CPA’s specific LEIP plan.

Standardized test (ACCESS) results are shared with families at the beginning of each school year and show the level of English language proficiency in speaking/listening, reading and writing. At the fall and spring parent-teacher conferences, parents may schedule a time to speak with the Co- or EL teacher to discuss their child’s English Language Development progress. Anytime throughout the school year,

parents may contact their child's Co-/EL teacher in regards to the English language development of their child. Translators and family liaisons are available as needed to facilitate communication between the EL teacher and parents.

Evaluation of Programming: On an annual basis we conduct an evaluation of EL performance on MCA's and ACCESS, looking at both proficiency and growth. That data informs professional development as well as evaluations of the effectiveness of the model and any model changes.

CPA is a schoolwide Title 1 program and ELs have access to the same Title 1 funded resources as supports that all other children do. ELs partake in academic intervention programs along with other students and if necessary are referred for SpEd evaluation and if needed receive special education services.

CPA ELs are afforded the opportunity to participate in all extra-curricular activities

Critical Element 3: Staffing and Professional Development

Local educational agencies (LEAs) must adequately staff the language instruction educational program (LIEP) and train all staff working with English learners (ELs).

Staffing:

All ELs have access to classroom teachers who meet current Minnesota licensing requirements. Teacher license file folder numbers for all teachers are available by request. Requests should be made through the Office Manager. All teachers are fluent in English.

All efforts are made to hire co-teachers who hold ESL certification. In the event that a co-teacher does not hold ESL certification, the co-teacher continues to provide language instruction and supports to ELs under the direct supervision of the ELD Coordinator. Any student whose language level requires direct ELD instruction, that instruction is provided by ESL licensed staff.

All paraprofessionals serving ELs have met the minimum requirements:

1. completed at least 2 years of study at an institution of higher education OR
2. obtained an associate's (or higher) degree

Professional Development:

Annually, Community of Peace Academy provides professional development training in meeting the needs of English Language Development for students. This professional development may include specific strategies to support the needs of culturally and linguistically diverse students in specific content areas, understanding of ELD standards, or any other relevant topics in meeting the needs of multilingual students.

Critical Element 4: Parent, Family and Community Engagement

Local educational agencies (LEAs) must ensure parent, family and community participation and engagement in language instruction educational programs (LIEPs).

OUTREACH

All teachers visit the homes of the students in their class at the beginning of the school year. At these home visits, teachers share information with families about how to be involved in the education of their student, including how to help students develop English language proficiency and how to meet academic standards. Additionally, for EL students, teachers discuss current levels of English proficiency, set goals for academic growth, and share information about how to access EL program information. Interpreters are present for families as needed and all documents are available in the families' primary language.

FAMILY ENGAGEMENT

CPA has a Family Engagement committee which consists of parents and teachers who plan and facilitate family events. Several times a year, families are invited to school events that help foster family involvement in student development and education. Notices of these events are sent in English, Spanish, and Hmong and are available in other languages as needed.

For detailed information on CPA's World's Best Workforce Plan and Title I Parent Involvement Plan, please visit CPA's website [here](#).

Critical Element 5: Accountability Requirements

Local educational agencies (LEAs) must adhere to state and federal accountability requirements.

Assessments

All EL students at Community of Peace Academy participate in the WIDA ACCESS assessments annually to determine student language acquisition growth towards proficiency. EL students also participate in MCA testing to determine student proficiency in grade level content. CPA's student participation rate on ACCESS and MCA assessments remains consistently high. The assessment schedule is posted on the school calendar on the website [here](#).

Evaluation of Assessment Data

Increasing ELL growth and proficiency rates on state assessments is a goal for continuous school improvement as noted in the World's Best Workforce report. ELD teachers analyze student achievement data on ACCESS and MCA in order to guide instruction including, but not limited to, groupings and skills instruction. Additionally, schoolwide data is used in identifying areas of strength and need in curriculum, instruction, and academic programming.

Critical Element 6: Fiscal Requirements

Local educational agencies (LEAs) must adhere to state and federal fiduciary requirements.

Use of State and Federal Funds

Community of Peace Academy adheres to state and federal fiduciary requirements as specified by section 3115(a)(c) and (g) of the Every Student Succeeds Act; Title 34, section 75.700 and Title 2, Part 200, Subpart E of the Code of Federal Regulations; and *Lau versus Nichols, 1973* [Title VI of the Civil Rights Act of 1964].

1. State and federal funds are used for necessary, reasonable and allowable costs that benefit English learners (ELs), and, when applicable, immigrant children and youth.
2. Title III funds are used to supplement but not supplant federal, state and local funding used to support programming for English Learners and immigrant children and youth.
3. Title III funds are not used to provide services that are required under state or local laws or other federal laws; and Title III funds are not used to provide services that were provided in the previous year with state, local or other federal funds.

Fiscal Management Procedures and Internal Controls

Procurement Procedures

Ordering Supplies and Equipment

Any staff member seeking to purchase instructional materials and supplies, non-instructional supplies, technology (including software) or equipment for instructional use must submit a Purchase Order for approval by the Program Supervisor. Approval is required prior to a purchase being made. Once approval is given, the purchase request form is given to the Executive Director for final sign off, and to request multiple bids or vendor prices, if necessary. The Purchase Order is then forwarded to the business office where the order is placed.

When the shipment is received, the recipient reviews the packing slip (if included) and compares it against the Purchase Request form. If all items are accounted for, the packing slip is signed and dated by the recipient and forwarded to the Business Office to maintain in appropriate files. The authorized and coded request form and packing slip are attached to the invoice at the time the payment is processed.

Annually, the Executive Director and Business Manager for the school will review the Procurement Procedures for purchases by accessing the Targeted Group/Economically Disadvantaged/Veteran-Owned (TG/ED/VO) Small Business Procurement Program.

Reimbursement for Purchase of Supplies

Staff seeking reimbursement for any expense must receive approval prior to incurring the expense. Following are the steps for requesting reimbursement.

1. Send an email to the Program Supervisor outlining the need to purchase something outside of the standard ordering process and provide a rationale.
2. The email will be either approved or declined.
3. If the request is approved, the special education staff person must do the following:
 - a. Request a Tax Exempt Certificate from the school; sales tax incurred will not be reimbursed.
 - b. Complete the Vendor Payment Request Form
 - c. Attach a photocopy of itemized receipts to the Vendor Payment Request Form
 - d. If there is more than one receipt, itemize each receipt on the form and identify the item purchased on the receipt, if not clear.
 - e. Attach the "approval" email by the supervisor to the Vendor Payment Request Form.
 - f. Submit all documentation to the Program Supervisor for approval. The Program Supervisor will forward to the Executive Director for sign off, and it will then be submitted to the Business Manager.

Vendors & Bids

Community of Peace Academy ensures that the state and local government inter-governmental agreements will be considered. Once a need has been identified to purchase supplies or equipment that are not sole source or specialty items, the Program Supervisor will check the Minnesota Cooperative Purchasing Venture in order to ensure that Community of Peace Academy will take all necessary and affirmative steps that minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Affirmative steps include:

- Placing qualified small and minority business and women's business enterprises on solicitation lists;
- Assuring that small and minority business and women's business enterprises are solicited whenever they are potential sources;

- Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority business and women's business enterprises';
- Establishing delivery schedules, where the requirements permit, which encourage participation by small and minority business and women's business enterprises; and
- Using the services and assistance of the Small Business Administration and the Minority Business Development Agency of the Department of Commerce.

For any appeals, the applicants must submit written documentation detailing the formal appeal and rationale for the quote to be reviewed and reconsidered to the Executive Director.

Community of Peace Academy ensures that all procurement transactions are conducted in a manner providing full and open competition. All solicitations will incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured.

When accessing a vendor, the agency will ensure that no purchases are made from debarred and suspended vendors. The school will utilize www.sam.gov to check for debarred and suspended vendors.

Methods of Purchase - Definitions

Micro-Purchase

A micro-purchase is an acquisition of supplies and services of \$3,000.00 or less.

- Micro-purchases can be made without soliciting competitive quotations if the school determines the cost is reasonable.
- The school will, to the extent practicable, distribute micro-purchases equitably among qualified suppliers.

Small Purchase

A small purchase is an acquisition of supplies and services costing more than \$3,000.00 and less than \$100,000.00.

- The school will obtain price and rate quotes from at least two qualified sources; more, if possible, when a larger number of vendors are available.
- Price/rate quote will include documentation from vendors, such as written quote, Internet price search (screenshot of internet site for documentation) or written documentation of a phone call that includes vendor name, vendor number and information given by vendor. Documentation will be kept on file.

Competitive Proposals

A competitive proposal is an acquisition of supplies and services costing more than \$100,000.00.

- Requests will be publicized and identify all evaluation factors and their relative importance.
- Proposals will be solicited from numerous qualified sources.
- A written method for conducting technical evaluations of the proposals will be utilized for selecting recipients.
- Contracts will be awarded to the responsible firm whose proposal is most advantageous to the program.
- Only qualified-based methods will be used, whereby competitors' qualifications are evaluated and the most qualified competitor is selected, in the procurement of architectural/engineering professional services.
- If appropriate, school will utilize a sealed bid process.
- A sealed bid is appropriate when a complete, adequate and realistic specification or description of good or service is available;
- Two or more responsible bidders are willing and able to compete effectively for the business.
- Selection of vendor can be made principally based on prices and it's a firm, fixed price contract.
- When a sealed bid is not appropriate, the school will award contract to a responsible vendor whose proposal is most advantageous to the school, considering price and other factors.

Non-Competitive Proposal

The school will only use a non-competitive proposal when:

- The item is only available from a single source
- There is a public emergency that will not permit delay
- The federal awarding agency or pass-through expressly authorizes non-competitive proposals in response to a written request from non-federal agency; or
- After soliciting a number of sources, competition is determined inadequate.

Conflict of Interest

In compliance of the Uniform Grant Guidance Policy 200.318(c), no employee, officer, or agent will participate in the selection, award, or administration of a contract supported by a Federal award if he or she has real or apparent conflict of interest. No employee, officer, or agent of the grantee or subgrantee shall participate in selection, or in the award or administration of a

contract supported by Federal funds if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when:

- (i) The employee, officer or agent,
- (ii) Any member of his immediate family
- (iii) His or his partner, or
- (iv) An organization which employs, or is about to employ, any of the above, has a financial or other interest in the firm selected for award. The grantee's or subgrantee's officers, employees or agents will neither solicit nor accept gratuities, favors or anything of monetary value from contractors, potential contractors, or parties to sub-agreements. Grantee and subgrantees may set minimum rules where the financial interest is not substantial or the gift is an unsolicited item of nominal intrinsic value (\$5.00 or less). To the extent permitted by State or local law or regulations, such standards or conduct will provide for penalties, sanctions, or other disciplinary actions for violations of such standards by the grantee's and subgrantee's officers, employees, or agents, or by contractors or their agents. The awarding agency may in regulation provide additional prohibitions relative to real, apparent, or potential conflicts of interest.

Inventory Procedures

Equipment is designated by policy as purchases over \$500. Some purchases under \$500 will be considered sensitive purchases and will be tracked as equipment/technology.

The following will be tracked on all inventory:

- Any purchase over \$500.00
- Long-term use test kits, such as WIDA MODEL for Kindergarten
- Curricular materials for English Learner programming.
- Assistive technology purchases under \$500 for students and staff (designated as 'sensitive items') - examples include iPads, Chromebooks, etc.

The English Language Coordinator will maintain the inventory for the department. A formal inventory will be conducted at least bi-annually. An informal inventory will be conducted at the end of each school year to ensure that curricular materials and test kits are stored and ready for the coming school year.

Certification of Time and Effort

All Title III funded employees are expected to follow a daily/weekly schedule, and exempt employees are expected to clock in and out on a daily basis. There are two ways in which the

district will provide accountability for the source of funding for the position and the work actually performed.

Employees 100% funded by Title III

In January and June of each year, all licensed and non-licensed staff funded 100% by Title III must complete a semi-annual certification.

In the first week back to school in January and during the last week of school, each licensed and non-licensed staff person who meets the conditions above are asked to sign a Semi-Annual Certification of Time and Effort.

By signing this form two times per year, the designated staff member confirms that he/she worked 100% on Title III activities during these two time periods - between the first contract day of the school year to January 1st; and between January 2nd to the last day of the contract year. Individuals hired within these time periods will certify from their date of hire.

Once the documentation is completed, it is filed and maintained by fiscal year in the Business Office.

Employees funded by Title III and other federal, state or local funds

Employees whose roles are split between Title III activities and other federal, state or local funded activities must complete monthly Personnel Activity Reports. The PAR is completed by the employee to verify the percent of Title III funding allocated to his/her position. Back up documentation to support the completion of monthly PARs include staff member daily/weekly schedule and employee clock-in/clock out records.

2% Administrative Cap for Title III

CPA will ensure that no more than 2% of Title III funds are used for program administration purposes.

Critical Element 7: Nonpublic School Participation in the Language Instruction Educational Program (LIEP)

The local educational agency (LEA) must allow for nonpublic school participation in the language instruction educational program.

As a public charter school, Critical Element 7 is not applicable.

Language Instruction Educational Program (LIEP) Plan Distance Learning Appendix

Description of how English language services will be provided during distance learning

Goal	Description	Contact for Information
<p>ELD Instruction (What will EL teachers do?)</p>	<p>Elementary Language instruction will happen through content instruction.</p> <p>ELD teachers will meet with students to provide preteaching and reteaching for content lessons as needed.</p> <p>ELD teachers will provide modifications and adjustments to lessons, based on language proficiency level of students to ensure access to content learning and language development.</p>	<p>ELD Coordinator</p>
	<p>Middle Elementary Language instruction will happen through content instruction.</p> <p>ELD teachers will meet with students to provide preteaching and reteaching for content lessons as needed. Teachers choose one content area to focus on and may change content area if students performance indicates a need. ELD teachers will provide modifications and adjustments to lessons, based on language proficiency level of students to ensure access to content learning and language development.</p> <p>ELD teacher will provide office hours for ELD students to check in for additional support.</p>	

	<p>Secondary Elementary Language instruction will primarily happen through ELA content instruction.</p> <p>ELD teachers will meet with students to provide preteaching and reteaching for ELA content lessons as needed.</p> <p>ELD teachers will provide modifications and adjustments to lessons, based on language proficiency level of students to ensure access to content learning and language development.</p> <p>ELD teacher will provide weekly language and vocabulary instruction, practice, and assessment for students enrolled in Academic Language Workshop.</p> <p>ELD teacher will provide office hours for ELD students to check in for additional support.</p>	
<p>Mainstream EL Support (What will content teachers do to support English learners?)</p>	<p>Elementary ELD teachers will collaborate with classroom teachers in creating accessible distance learning activities for ELs.</p> <p>Digital platforms will emphasize oral language development</p> <hr/> <p>Middle ELD teachers will collaborate with classroom teachers in creating accessible distance learning activities for ELs.</p> <p>Digital platforms will emphasize oral language development</p> <hr/> <p>Secondary</p>	<p>ELD Coordinator</p>

	<p>ELD teachers will collaborate with classroom teachers in creating accessible distance learning activities for ELs.</p> <p>Digital platforms will emphasize oral language development</p>	
<p>Communicating with Multilingual/Multicultural Families</p>	<p>Liaisons will be available to contact families and be available for students to meet with virtually.</p> <p>Teachers will use Talking Points App to communicate with families who have opted in.</p>	<p>ELD Coordinator</p>

How Students Will Be Identified to Receive ELD Services During Distance Learning

Students who are new to Community of Peace Academy will still be required to complete a Minnesota Language Survey. If the Language Survey indicates any language other than English, it must be determined if the student has a history of English Language services and ACCESS Test scores. If the student has been in Minnesota schools and has a history of ACCESS scores that do not indicate proficiency has been reached, the student can be enrolled in English Language Development services without a screener. If the student has been in Minnesota schools and has an ACCESS score that indicates the student has reached proficiency, the student does not need to be screened or enrolled in English Language Development services.

If a student’s Language Survey indicates a language other than English and the student has no history of English Language Services and/or no history of ACCESS scores to demonstrate proficiency, the student must be screened for English Language Proficiency using an MDE approved screener.

It is recommended that students be screened in person using the WIDA MODEL or WIDA Online Screener (depending on grade), following all CDC and MDH health guidelines. If it is not possible for the student to be screened in person, CPA staff will follow [MDE’s Identification Process for EL Programming During Distance Learning](#) (p. 3).

