

MN ASSOCIATION OF CHARTER SCHOOLS – NEW LAW PRIMER 2024

ENGLISH LEARNERS (ELs) – (124D)

NEW: LANGUAGE ACCESS PLANS 123B.32

- Schools must adopt, at a school board hearing, a language access plan **prior to the 2025-2026** school year
- The language access plan must:
 - Specify the school's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. Including:
 - How the school will use trained or certified spoken language interpreters for communication with families
 - How families and communities will be notified of their rights under this plan
 - Be available to the public and included in the school's handbook
 - Be rereviewed every two years and updated when appropriate

NEW: PARENTAL NOTICE OF EL SERVICES 123B.32

Schools **must notify parents** or guardians when their child is identified as an English Learner who will participate in instructional programming for EL students. The notification timeline is:

- Within **30 calendar days** after the beginning of the school year, or
- During the **first two weeks** that a child is identified and placed in EL instructional programming, if it isn't at the beginning of the year
- The Notice **must be in writing** in English and in the primary language of the student's parents. The notice must inform the parents or guardians that:
 - Their child has been enrolled in an instructional program for ELs
 - Contain a simple, nontechnical description of the purposes, method and content of the program
 - They have the right to visit the educational program for ELs in which their child is enrolled
 - There is a process for requesting a conference for the purpose of explaining the nature and purpose of the program
 - They have the right to withdraw their child from an educational program for ELs and the process for doing so
- Schools **may request** that MDE prepare these notices in the parents' primary language

NEW: EL PROGRAM REQUIREMENTS 124D.61 (MN Rules, parts 3501.1200 and 3501.1210)

Clarifies general program requirements by adding an additional component for schools serving EL students, to include:

- “Language development instruction is designed to effectively increase the language proficiency of English learners and that addresses Minnesota's English language development standards” (progress on WIDA, and academic learning in the core subjects such as math, language arts, science and social studies).

NEW: PELSB HERITAGE LANGUAGE AND CULTURE TEACHER PATHWAY 122A.631 subd.4

As PELSB develops a program to support initial and additional licensure for heritage language and culture teachers, they can now prioritize:

- Languages that are most common languages spoken by MN students
- Languages for which there are few teacher preparation programs for that licensure area
- Few teachers that hold a license in that area

NEW: EL PROGRAMS TASK FORCE Laws 2024, Chapter 115, Article 1, Sec. 19

The task force’s charge is to analyze how public schools:

- Use EL revenue at the site and administrative level
- Consider how micro-credentials or other certifications could be used to improve collaboration between teachers with ELs
- Make recommendations on how EL revenue can be used more effectively to help students become proficient in English and participate meaningfully and equally in education programs

NEW: LANGUAGE CERTIFICATES AND SEALS 120B.022 Subd. 1a-b

World language and culture proficiency certificates

Purpose: Schools should acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages.

Process: Schools may award Minnesota World Language Proficiency Certificates to students who demonstrate an overall intermediate-low or intermediate-mid level of proficiency on the American Council on the Teaching of Foreign Language’s (ACTFL) assessment.

State bilingual and multilingual seals

Purpose: Like the certificate above, but specific to graduating students, and the seal becomes a part of the student’s transcript.

Process: Graduating students who demonstrate intermediate-high on the ACTFL will receive the state bilingual and multilingual seal. Students demonstrate advanced-low and above on the ACTFL will receive a platinum version of the seal. Students who meet the community service requirements outlined and score an intermediate-high and above will also receive a community service bilingual and multilingual seal.

NEW: DEFINITIONS 122A.631 sub. 2

“Heritage language and culture teacher” – means a teacher with a familial connection to their community’s language and culture:

- Who is proficient in the language and engaged in the culture and uses this connection to support students as they learn academic content
- Become proficient in the language
- Engage with the culture of that community
- Including teachers with a childhood connection to American Sign Language (ASL) and whose primary language is ASL.

EFFECTIVE DATE - AUGUST 1, 2024