



Montana
Office of Public Instruction
Elsie Arntzen, Superintendent

**Multilingual/English Learner
Committee or Team reflection tool**

District:	Date:
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The Office for Civil Rights requires that the Language Instruction Educational Program (LIEP) in place be based on “sound educational theory and be effective in practice.”

- EL programs must allow ELs to attain both English proficiency and the ability to participate in a standard instructional program “within a reasonable length of time.”*
- Districts and schools must offer EL services and programs, until ELs are proficient in English and “can participate meaningfully in educational programs without EL support.”*
- Districts and schools must provide “appropriate special education services” to ELs with disabilities who are found to be eligible for such services.*
- Districts must establish rigorous monitoring systems and assist students who are not adequately progressing towards the established goals.*

Based on the requirements detailed by the office of civil rights, it is considered a best practice to create a team or committee consisting of relevant stakeholders. The purpose of the team is to develop, frequently monitor and revise appropriate services to equitably serve each district’s English Learner population.

Important Questions to Discuss:	
1.	Who is responsible in the district to make sure English Learners are being served in accordance with civil rights law?
2.	Does the district currently have protocols to discuss issues related to their English Learner population?
3.	Has the district reviewed the federal requirements and state guidance on developing LIEPs, monitoring/reviewing LIEPs, instructional supports, family and students rights, and dually identifying ML/ELs?
4.	Does the district have a process for monitoring and reviewing the current Language Instruction Educational Program (LIEP) in place for their ELs?

Checklist to form team/committee:	
1.	Inform district leaders of the ML/EL team conception.
2.	Discuss the purpose of the team.
3.	Decide what stakeholders to invite to the meetings based on the purpose of the team.
4.	Get admin approval for members to join the team (ideally a representative from each school should be present).
5.	Determine if and how members may be compensated for their time.
Protocols and norms as a team/committee:	
1.	Define purpose and clarify goals as a team.
2.	Set meeting norms.
3.	Define roles and responsibilities.
4.	Create checklists of objectives to accomplish.
5.	Use data to drive conversations regarding instructional plans, students goals, etc.
6.	Review state and federal guidance to equitably serve English Learners.