

Language Instruction Educational Program (LIEP) Plan

2025-2026

RTR Independent School District #2902



Multilingual Learner (MLL) Program RTR Public Schools-ISD #2902

The mission of RTR Public Schools is “Educational excellence, enhanced student achievement, fiscal stability, and life-long learning are the four pillars of the RTR School. We are a community dedicated to providing a safe, friendly environment challenging students to be productive citizens in an ever-changing world.

Students learning English are represented in our school and bring cultural and linguistic diversity to our student body. Multilingual learners bring strengths and challenges to benefit members of our schools and communities.

Minnesota’s Definition of an English learner

An English learner is defined in Minnesota as a pupil in kindergarten through grade 12 or a pre-kindergarten student enrolled in an approved voluntary pre-kindergarten program under section 124D.151 who meets the following (20– Minnesota Statutes, section 124D.59, Subdivision 2):

- a. The pupil, as declared by a parent or guardian (on the Minnesota Language Survey), first learned a language other than English, comes from a home where the language is usually spoken is other than English, or usually speaks a language other than English; and
- b. The pupil is determined by a valid assessment measuring the pupil’s English language proficiency and recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.

Identification Process of multilingual learners

Students with limited English proficiency have the right to receive multilingual learner services. Proper identification and placement is important. The identification process will include the following (see Appendix A):

1. Completion of the Minnesota Language Survey by parent or guardian of ALL students in RTR Public Schools.
2. An oral interview will be conducted by a Multilingual Learner Specialist to gain more information about the student’s English proficiency.
3. Information regarding the student’s previous EL service, assessments, classroom work samples, and grades may be considered.

RTR Public Schools will make every effort to provide parents with communication in their native language when available. When requested, an interpreter or translator will be provided at district expense.

New Student Eligibility Criteria

1. Indication of a language other than English on the Minnesota Language Survey.
2. A score of below 26 on the WIDA Model for students in Kindergarten through the first semester of grade 1.
3. A score of below a 4.5 on the WIDA Screener for students in grade 1 through grade 12.

Assessments in the areas of listening, speaking, reading and writing will be considered when determining a student's English language proficiency. State and local assessments including MCA, S.T.A.R and FastBridge data may be considered for placement.

Continuing Student Eligibility Criteria

1. A composite score of 4.4 or lower on the annual WIDA ACCESS assessment.
2. A composite score of 4.5 or higher with 2 or fewer domain scores (listening, speaking, reading, writing) above 3.5.

Parents/Guardians do have the right to refuse multilingual learner services for their child even if they are identified as a multilingual learner. If this occurs, the student will remain identified in MARSS as an multilingual learner, but will not have a start date for multilingual learner services (see Appendix A for parent refusal form).

Any student who qualifies as an multilingual learner, regardless of service, will take the WIDA ACCESS assessment yearly, until exited, as required by law.

Parent Notification

When a student is eligible for placement in a multilingual learner program, parents/guardians must be notified in writing within ten school days of the student being placed in the program. Parents/Guardians have to be given the opportunity to withdraw their child from the program.

Parents/Guardians must be notified annually if their child is participating in the EL program within 30 days or within two weeks if the child enters the RTR district during the

school year. (see Appendix A for parent letters; translation of letters upon parent request).

Notification of services must be provided via postal mail. (MN State Statute 124D.60, Subdivision 1)

Reporting Procedures

Building Office Assistant:

- Ensure Minnesota Language Survey is documented and recorded
- Flag students in JMC as Limited English Proficient (Y=yes; N=no)
- Annually enter start date for multilingual learner services

Multilingual Learner Specialist:

- Determine multilingual learner service eligibility
- Ensure written notification of EL services and annual WIDA ACCESS assessment data are shared with parents/guardians

Performance Levels of English learners

The following information defines the performance levels for English learners in our district:

This chart defines the performance levels for ELs in Kindergarten through semester 1 for students in grade 1.

Performance Levels	Oral Proficiency Score on WIDA Model (Listening + Speaking)
Newcomer	0-3
Beginner	4-10
Intermediate	11-18
Advanced	19-28
Proficient	29-30

Performance Levels	Reading Proficiency Score on WIDA Model
Newcomer	0-2
Beginner	3-10
Intermediate	11-12
Advanced	13
Proficient	14-15

Performance Levels	Writing Proficiency Score on WIDA Model
Newcomer	0-3
Beginner	4-11
Intermediate	12-14
Advanced	15-16
Proficient	17-18

This chart defines the performance levels of ELs in grade 1 (semester 2) through grade 12.

Performance Levels	WIDA Screener or ACCESS scores
Newcomer	1.0-1.5
Beginner	1.6-2.3
Intermediate	2.4-3.6
Advanced	3.7-6.0

Multilingual Learner Program Models

Multilingual Learner (MLL) instruction is a direct service from a licensed and certified instructor who instructs students in listening, speaking, reading and writing in English. The model of instruction can look different in an elementary or secondary setting.

Model Types:

1. Pull-Out: MLL Specialist instructs students in a one-one or small group setting.
2. Push-In: MLL Specialist and students work in the general education classroom with the general education teacher on a specific lesson or content area.
3. Sheltered: A content specialist works with a classroom of MLLs; for example, a school that offers a sheltered math or science class. The teacher to student ratio is kept at a low rate.
4. Co-Teaching: MLL Specialist and content area teacher teach content together.

Services Provided by level

RTR Elementary K-5	
Newcomer/Beginner	Pull-out
Intermediate	Pull-out, Push-in
Advanced	Push-in
RTR Middle School 6-8	
Newcomer/Beginner	Pull-out
Intermediate	Pull-out, Push-in
Advanced	Push-in
RTR High School 9-12	
Newcomer/Beginner	Pull-out, Push-in
Intermediate	Pull-out, Push-in
Advanced	Push-in

Multilingual learners may also be served by Title I educators or Special Education programming, depending on student need. Title I educators may work under the guidance of the MLL Specialist and general education teacher(s). Multilingual learners who qualify for special education services through the proper identification process, will be served by both the MLL Specialist and Special Education educators. They will work collaboratively to provide the best education for the student.

Guidelines for MLL services:

Our district provides MLL services, as required by law, to develop language through the integration of speaking, listening, reading and writing instruction. Language instruction is aligned to the MN State Standards and WIDA English Language Development Standards. The amount of service time a student receives is based on the recommendations of the MLL Specialist, general education teacher, counselor, and/or administrator.

RTR Elementary

The MLL Specialist follows the District Literacy Plan to ensure all MLLs have a strong literacy foundation including speaking, listening, reading and writing skills. Student needs are identified by using assessment data from WIDA ACCESS data, FastBridge Assessments, and LETRS Phonological Screeners. The level of service and support is responsive to student needs. Student progress is monitored and services are adjusted based on current data.

MLL services are determined by using a Multi-Tiered System of Support (MTSS) as an instructional framework including universal screeners and WIDA ACCESS data. The data is evaluated and services provided reflect student need. This may include pull-out instruction for some MLLs and push-in instruction for others. Times listed below are a guideline and should be based on student need.

Grade	Newcomer/Beginner	Intermediate	Advanced
Kindergarten	30 minutes	25 minutes	20 minutes (2-5 days/week)
1st grade	30 minutes	25 minutes	20 minutes (2-5 days/week)
2nd grade	30 minutes	25 minutes	20 minutes (2-5 days/week)
3rd grade	40 minutes	30-40 minutes	25 minutes (2-5 days/week)
4th grade	50 minutes	30-45 minutes	25 minutes (2-5 days/week)
5th grade	50 minutes	30-45 minutes	25 minutes (2-5 days/week)

RTR Secondary

Student needs are identified by analyzing data from the ACCESS, MCAs and FastBridge data. The level of service and support is responsive to student needs. Progress is closely monitored and services are adjusted based on the data. Instructional outcomes and reading levels are adjusted to ensure that individual student needs are being met. Multilingual learners receive instruction in small groups or individually for varied amounts of time.

Grade	Newcomer/Beginner	Intermediate	Advanced
6th-8th grade	90-180 minutes	45-90 minutes	30-45 minutes
9th-12th grade	90-180 minutes	45-90 minutes	30-45 minutes

Annual Evaluation of Student Progress

Multilingual learners are evaluated annually to determine growth in English proficiency. Assessment tools including the ACCESS, MCA assessments, FastBridge, math and reading assessments, and other local classroom assessments are used. Assessment results will aid in determining progress, placement and/or exit status in the MLL program.

Exit from MLL Program Procedure

The exit from the MLL program is made jointly with the MLL teachers, classroom teachers, counselors and/or administrators. Individuals must have a composite score of 4.5 or higher on the ACCESS with at least three of the domains at 3.5 or higher. When a student meets exit criteria, the parent or guardian will be contacted via a phone call, meeting, and/or mailed letter home. Signatures must be sought and the letter filed in the child's cumulative file. Any student who exits the program will be monitored for a period of up to four years. This ensures a successful transition to an inclusive mainstream learning environment.

If a parent or guardian does not want their child to receive multilingual learner services, they must sign the MLL Service Refusal Form. Even after a parent or guardian refuses services, students must remain classified as an English learner/Multilingual learner in MARSS, with no service start date. Students are still required to take the yearly ACCESS assessment.

When a student arrives from another district in Minnesota or another state that is part of the WIDA consortium, it is possible that the student has already completed the ACCESS or WIDA Screener. Students do not need to be retested. MLL teachers or Coordinator will use data on file or contact previous MLL teachers to access scores and determine programming and any other necessary testing.

Monitoring of Exited Students

Once exited from the MLL program, a student will be monitored for up to four school years. Monitoring will be conducted as follows:

1. The MLL teacher will keep a shared document with all exited students.
2. The MLL teacher and mainstream teachers will collaborate in order to gain necessary data and information about each student.
3. The MLL teacher will provide necessary strategies and supports to the mainstream teacher as needed and requested.

If an exited student shows need of continued support during the four-year monitor period, the MLL teacher, mainstream teacher and/or administrator will work collaboratively to determine if the student needs to be placed back into the MLL program.

Reclassification of Exited Students

Exited students will be reclassified in MARSS. The student will no longer be marked as "EL - Y". Instead, they will not be marked and will not have a start date.

Communication with Stakeholders

This Language Instruction Educational Program and multilingual learner services description will be communicated with stakeholders in the following ways:

- Parents/Guardians - RTR website, parent-teacher conferences; phone calls, written communication, interpreters
- Teachers - All teachers need to have training and continuing education toward licensure in this area. Internal professional development, individual teacher training and the posting of this information on the RTR website will assist teachers in making sound educational decisions in meeting the needs of their multilingual learners.
- Administrators - Topics regarding multilingual education and learners are discussed at meetings and professional development. This LIEP is reviewed annually and changes are made as necessary.
- Community Members - RTR website

RTR Public Schools Intake Procedure for new Multilingual Learners

1. Families complete the MN Home Language Questionnaire
 - If the home language questionnaire indicated a language other than English, the family then participates in the Oral Language Interview.
2. Student Oral Language Interview and Family Interview
 - The Oral Language Interview and Family Interview can include the student, parent and/or guardian, Multilingual Learner Specialist (EL teacher), counselor and/or administrator, and bilingual paraprofessional or interpreter.
3. Analyze the Student Oral Language Interview and Family Interview
 - The team will analyze the answers of the interview.
4. Data Review
 - If the student has taken the WIDA ACCESS in a Minnesota school, the scores can be used. If not, the WIDA Screener will be administered. Other local assessment data may be considered in placement decisions.
5. Placement
 - Information from the Student Oral Language Interview and data review will be used to place the student in the LIEP which best meets their needs.

Student Oral Language Interview

1. What is your name?
2. How old are you?
3. Where do you live?
4. What do you see in picture A? What do you see in picture B?
5. Tell me about your family.
6. What food do you like to eat?

A.



B.



Family Interview

1. Tell us about your family. How many people live in your house?
2. Has your child/children gone to school before? If so, what age did they start school?
3. What languages do your family speak at home? What languages does your child speak?
4. What was the language of instruction at your child's school?
5. What went well in school? What were areas of difficulty?
6. Do you have concerns about your child's development?
7. Does your child wear glasses? Do you have health concerns for your child?
8. When did your child/family move to the United States?
9. Is there anything else you would like us to know about your family or your child?
10. Are you in need of resources such as school supplies, food or clothing?

RTR Public Schools

English Learner Program Placement

☐ Initial Placement ☐ Continuing Placement

Name of Student: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

Your child has been identified as an English learner. This letter provides information about your child's proficiency in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. The school will provide services that will help your child become proficient in English and do well in school. This letter provides information about how we decided your child is an English learner and other important information. Here is the information included in this letter:

- Your child's level of proficiency in English;
- The level of proficiency needed to be considered proficient;
- An estimate of how long it should take for your child to become proficient in English;
- The method of instruction used in English Learner Services;
- Other English Learner Services that may be available to help your child;
- Information about requesting other services to help your child become proficient in English;
- Information about refusing the English Learner Services we provide;
- If available, information about how your child is generally doing in school;
- Information about the percentage of English learners graduating from high school; and
- If your child has a disability, you will receive information about how services to help your child become proficient in English will help meet educational goals set for your child.

We must give you this information about your child. Education law requires that we send you this information and that we make sure that you understand it. If you need assistance understanding this letter, please contact:

Name: _____ Title: _____

Email: _____ Phone: _____

Do you need an interpreter? Please tell us and we will make sure one is available.

Your child will receive instruction in our school district's English Learner Services that are paid for with money from Title I or Title III of the education law called the Elementary and Secondary Education Act (ESEA) as amended 2015. Sometimes these services are paid for by both Title I and Title III.

You completed a home language survey and marked that your child speaks a language other than English. Because your child speaks a language other than English, we gave your child an English proficiency test. Based on the results of this test your child is eligible to receive English Learner Services. Placement in the English learner services that best meet your child's needs is based on 1) the results from this test, 2) how well your child is doing in school, and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school, and graduate from high school. The expected rate of transition out of English learner services is _____ (number of years). The high school graduation rate for students receiving English Learner Services is _____. If your child has a disability and an Individualized Education Program (IEP), improvement in your child's ability to listen, speak, read, and write in English will help meet the goals of the IEP.

RTR Public Schools

Description of Programs

The goal of the district's English Learner Services is to help your child learn English and meet academic standards for grade promotion and graduation. The English Learner Services described here are provided using ESEA funding from Title I, Title III, or both. These services are in addition to our district's English Language Development Program(s). Each program is designed to help your child become proficient in English and succeed in school. Our staff identified the educational strengths and needs of your child and selected the instructional methods described below. It is anticipated your child will continue in English Learner Services for _____ years. Your child will move to a full day schedule that is not designed for English learner students when your child becomes proficient in English.

Your Child's Program: _____

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

Description of Other Available English Learner Services:

Instructional Method(s):

Program Content for Meeting State Proficiency:

Native Language Used in Instruction: ☐ Yes ☐ No

English Language Used in Instruction: ☐ Yes ☐ No

Program Exit Criteria:

FOR OFFICE USE ONLY				
Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

RTR Public Schools
Request for Change in English Learner Program

English
Request for Change in English Learner Program

Date: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III or both. Although we are offering English Learner Services we feel are the most appropriate for your child's level of English proficiency, you have the right to refuse these English Learner Services for your child. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication.

If you decide to refuse the English Learner Services provided by Title I, Title III, or both, please complete and sign the bottom of this form and return it to your child's school. This form must be completed every year until your child becomes proficient in English.

Thank you.

Request for Change in English Learner Program

I, _____ (*parent or guardian*) of _____ (*student*) have been informed of my right to refuse English Learner Services. I have been informed of other district language programs or methods of instruction, if available, and request the following action:

- ☐ I want to refuse the English Learner Services provided by Title I, Title III, or both.
- ☐ Please place my child in another English Learner Service or method of instruction provided by Title I, Title III, or both if available.

Please place my child in the following program: _____

Parent or Guardian Signature

Date (mm/dd/yyyy)

RTR Public Schools
Explanation of Consequences for Refusing English Learner ServicesDate: _____
(mm/dd/yyyy)

Dear Parent or Guardian:

You have indicated that you would like to refuse the English Learner Services for your child that are provided by Title I, Title III, or both.

Title VI of the Civil Rights Act and the U.S. Supreme Court case *Lau v. Nichols* ruling require schools and districts to provide services to English learner students to help them become proficient in English and succeed academically in school. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Our school district provides programs and services designed to help increase your child's level of English proficiency. Even if you do not want your child to participate in our district's English Learner Services, the district is still required by Civil Rights law to provide services to your child that will help your child become proficient in English and succeed academically in school.

English Learner Services provided by Title I, Title III, or both are services that are provided to students learning English that are in addition to the district's English Language Development Program. Refusing to allow your child to participate in these services will result in your child not being given all of the services our district provides to help your child become proficient in English and meet high academic grade level standards and graduation requirements.

If you refuse the English Learner Services our district provides, your child will still be required to take the annual test of English language proficiency. All English learner students are tested annually until they become proficient in English.

Refusing the district's English Learner Services could result in your child taking longer to meet the requirements to become proficient in English than other students that do participate in these services. Refusing these programs could also delay your child's ability to fully participate in educational programs offered by our district.

Sincerely,

Name_____
Title_____
Phone_____
Email**OFFICE USE ONLY**

Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.

RTR Public Schools
English Learner Program Exit LetterStudent Name: _____ Date: _____
(mm/dd/yyyy)

School: _____

Dear Parent or Guardian:

A recent English proficiency test showed significant improvement in your child's ability to read, write, speak and listen in English. Proficiency in a language is a measure of a person's ability to understand and communicate in that language or in a person's preferred mode of communication. Your child was tested with the following state and district test(s):

- ☐ ACCESS 2.0 for ELLs
☐ ELPA21 Summative
☐ Other Assessment: _____ (Test used to measure level of English proficiency)

Your child's English language proficiency has improved. As a result, your child will no longer participate in the school district's English Learner Services provided by Title I, Title III, or both.

Your child will:

- ☐ Continue to attend: _____ (name of school)
☐ Be transferred to: _____ Beginning: _____
(name of school) (mm/dd/yyyy)

Thank you for your help as your child exits English Learner Services. If you have any questions or concerns, please call your child's school or teacher. Your child's academic progress will be tracked for at least four years to ensure that he or she is succeeding academically.

Sincerely,

Name_____
Title_____
Phone_____
Email**Parent or Guardian: Please complete the section below and return the entire form to your child's school.**

I agree with the plan to exit _____ (student name) from English Learner Services. I understand that my child will now receive an education without English Learner supports.

Parent or Guardian Signature: _____ Date: _____
(mm/dd/yyyy)

Parent or Guardian Name: _____

Phone: _____ Email: _____

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Student ID #	Dist. Student #	Grade Level	Student Name	Faculty Name
Faculty #	Birthdate	Home Phone	Home Language	First Date Student Attended School in the U.S.