

**Renville County West
School District
ISD: 2890**



**Language Instruction
Education Plan
(LIEP)**

**Renville, Minnesota
2025-2026**

11/2025

Glossary of Terms and Acronyms

ACCESS: WIDA ACCESS for ELLs; WIDA's summative English language proficiency assessments. ACCESS is taken annually by English learners in kindergarten through grade 12 in WIDA Consortium member states. MDE uses this as the annual ESSA assessment of English language development for English learners

EL: English learner. See definitions in the Minnesota Statute 124D.59(2) and the Every Student Succeeds Act Statute 8101(20)

ELD: English language development – often refers to the state’s ELD standards outlining benchmarks for progress toward English language proficiency

ELP: English language proficiency

ILP: Individual Language Plan – a tool for documenting and communicating differentiated EL instruction

LEAPS: Learning English for Academic Proficiency and Success

LIEP: Language instruction educational program. May be commonly referred to as the “EL program”

LTEL: Long-Term English Learner

MARSS: Minnesota Automated Reporting Student System

MDE: Minnesota Department of Education

MEP: Migrant Education Program

MNLS: Minnesota Language Survey – formerly known as the Home Language Questionnaire, it is part of Minnesota’s standardized procedures. All districts must include this in their enrollment packets, and it should be filled out by all students enrolling.

Newcomers: Recently Arrived English Learners

PreLAS Screener: VPK (preK) student English language proficiency tests to determine EL program eligibility in preK.

SLIFE: Student(s) with limited or interrupted formal education

WIDA SCREENER: WIDA English language proficiency test to determine EL program eligibility. Includes paper and online versions for Grades 1-12. Students in grades K- 1st Semester of First Grade use the Kindergarten WIDA Screener.

WIDA: The WIDA™ (World Class Instructional Design and Assessment) Consortium - Minnesota has adopted the WIDA ELD standards and assessments

Language Instruction Educational Program (LIEP)

Mission Statement

The Renville County West School District prepares students to be contributing members of a changing society through supportive and relevant educational strategies.

English Language Department

In addition to the mission of RCW, the Multilingual Department at Renville County West is designed to be a research-based language program that provides students with both social and academic language instruction in reading, writing, speaking, and listening. The purpose is to provide language support to English Language Learners that will allow them to participate fully in academic classes taught in English.

Objectives & Goals:

- English proficiency for all English Learners
- EL students will meet the same challenging academic standards and content as their English-speaking peers

District Data:

- Languages spoken: English, Hmong, Spanish, and Arabic
- The percentage of students who are English language learners: 16%

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LIEP Entrance Procedures

EL Identification Procedures:

The Every Student Succeeds Act (ESSA) established that all states implement standardized, statewide entrance and exit procedures for EL's. For our district, this process begins during student registration. To be eligible for EL services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

- 1) **All** families complete the Minnesota Language Survey (MNLS) prior to starting school during registration. The student's MNLS indicates:
 - a) The language(s) the student first learned;
 - b) The language(s) the student speaks;
 - c) The language(s) the student understands; and
 - d) The language(s) the student has consistent interactions in.

NOTE: Interpreters are available upon request. All parents complete an MNLS during enrollment. The home language is entered into MARSS for every student. This form is kept in each student's cumulative (CUM) folder. The MNLS can be completed by a staff person based on conversations with the family (a bilingual PARA for example).

- 2) If a language other than English is indicated for any of the questions, the student will be referred to EL staff to be screened for English Language Proficiency to determine whether or not the student is eligible for English Language Development instruction.

The student's previous school district, if applicable, is contacted in order to find language proficiency assessment scores and/or information about whether the student was enrolled in an EL program. If the student has previous ACCESS scores from another state, these scores will be compared against the Minnesota EL Exit Criteria to determine LIEP eligibility.

- 3) If the MNLS indicates a language other than English, and no previous English language proficiency information is available, they screened for EL support. The parent/guardian can decline testing which automatically disqualifies the student from EL support. When testing, the following assessments are used:

- a) *WIDA screener for Kindergarten* (in kindergarten or in the first semester of 1st grade)

Only the domains of speaking and listening will be tested initially in kindergarten, after January 1 all domains will be tested. This test is

administered by trained staff

- i) Students with an overall composite score equal to or greater than 4.5 (using the WIDA online calculator) do not qualify for EL program services.
- b) *WIDA Screener* (2nd semester of 1st grade to 12th grade)
 - i) Students with an overall score between 1.0 and 4.4. qualify for services.
 - ii) If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for EL program services.
- c) The results of the screeners will be placed in the student's cumulative folder.

[MDE ELL Identification Resources](#)

EL Placement Procedures:

1. Identified EL students will be placed in the EL program according to the following:
 - a. WIDA Screener scores
 - b. The professional judgment of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available
 - c. Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s)
2. The school begins providing EL services and enters into MARSS:
 - a. the student's status as "EL-Yes",
 - b. the home (primary) language, and the date the student first received EL services in the district.

Parental Notification:

1. Parents receive a parent letter (using TransACT Parent Notices Portal) explaining that their child has been enrolled in an EL class. The parent letter:
 - a. Describes the EL Program
 - b. Should be translated into home language when possible or relayed through an interpreter

- c. Must be sent within the first 30 days of the school year or 2 weeks after student enrolled if enrolling mid year
- d. Each year a student continues to qualify for services the family must be notified in writing within 30 days that their student continues to be enrolled in the EL program.

Annual Assessment and On-going Identification Procedures:

Each year, all students identified as EL take the ACCESS. The ACCESS assesses all 4-domains; reading, writing, listening, and speaking. Scores are given for each domain 1-6 and an overall composite score is also provided. Teachers will complete all required training to administer/and or proctor the ACCESS test. (WIDA Portal) Test results show student growth, and areas of need as identified by each domain. Scores are also used as evidence to exit a student from EL services. (Students take the ACCESS during the Minnesota state testing window and scores are available in late spring).

Students Continuing to Qualify for EL Services:

Teachers will analyze the ACCESS data as it becomes available to determine eligibility and areas of focus for the following academic year.

1. Students continuing to qualify for EL services
 - a. ACCESS results show a composite score between 1.0 - 4.4
 - b. ACCESS results composite score is less than 4.5 with two domains lower than 3.5
2. Students without ACCESS scores will be screened with the WIDA Screener to indicate level of proficiency.

Refusal of Services

Parents have the right to refuse services for their child. It is important for families to understand the purpose and intent of EL services. Parents may contact the student's EL teacher and complete the refusal of EL service form. Parents and families should also understand their child will not be supported with specific English Learning supports if services are declined. Parents can request that their child returns to EL services if the student continues to qualify for services. A student whose parents have refused EL services will still take the annual ACCESS until they are proficient in English based on the EL Program Exit

criteria.



Minnesota Standardized English Learner Procedures

Identification, Entrance and Exit for ELs who complete all four domains of ACCESS

Identification	Entrance	Exit
<p>1. Minnesota Language Survey</p> <p style="text-align: center;">AND</p> <p>2. English Language Proficiency (ELP) Screener with accommodations as appropriate</p> <p>Kindergarten WIDA Screener</p> <p style="text-align: center;">OR</p> <p>Grades 1 -12 WIDA Screener: Online or Paper</p>	<p>1. Placement in a language instruction educational program (LIEP)</p> <p style="text-align: center;">AND</p> <p>2. Continuing Eligibility</p> <p>Annual ACCESS Assessment overall composite score less than 4.5.</p> <p style="text-align: center;">OR</p> <p>Two of more ACCESS domains less than 3.5</p>	<p>1. Annual ACCESS Assessment Overall composite score greater than or equal to 4.5</p> <p style="text-align: center;">AND</p> <p>Three or more ACCESS domains greater than or equal to 3.5</p> <p style="text-align: center;">AND</p> <p>2. Additional Criteria (if applicable)</p> <p>State approved additional criteria are applied if lowest ACCESS domain is below 3.5</p>
<p style="text-align: center;">Required student data elements*</p> <ul style="list-style-type: none"> • Home Primary Language • EL Begin Date 	<p style="text-align: center;">Required student data elements*</p> <ul style="list-style-type: none"> • EL Begin Date • EL Participation if participating in an LIEP 	<p style="text-align: center;">Required student data elements*</p> <ul style="list-style-type: none"> • EL Begin Date = blank • EL Participation = no

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcy/~edis/mde072445.pdf>

EL Program Exit Procedures:

Students are ready to exit when they demonstrate proficiency in Academic English based on Language Assessments (ACCESS) and other evidence of data including teacher input and work samples. Proficiency is based on ongoing assessment of academic language skills in speaking, listening, reading, and writing. The WIDA ACCESS is given each winter; providing the district, student, and families with a standardized progress report of the student's levels of English proficiency. The ACCESS for EL are written from the model performance indicators of WIDA's five ELD standards.

- Social and Instructional Language
- Language for Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

1. EL Program Exit and Reclassification are required if
 - a. ACCESS composite score of 4.5 or higher and score of 3.5 or higher in at least 3 of the 4 domains (reading, writing, listening, or speaking)
2. If a student meets the above Exit criteria
 - a. parents/guardians will be notified through a letter sent home (interpreter or translation as needed)

Monitoring After Exit

Academic Monitoring: After a student exits the EL program, the school district is required to monitor their academic progress for at least two years.

Persistent Language Needs: If the monitoring suggests that the student is not making expected academic progress and has a persistent language need, the district should consider re-testing the student.

Annual Progress Evaluation

Each year, all English Learners will be continuously evaluated for progress from both formative and summative assessments, including the ACCESS assessments, MCA assessments, STAR math and reading assessments and classroom assessments. The results of these assessments will help determine progress and placement within the English Learner Program. This information can also be used to meet exit criteria from the English Learner Program.

Minnesota Standardized English Learner Procedures: Exiting

Required Action	Student's ACCESS result
<p>1. Exit and reclassification are required</p>	<p>Student score on ACCESS 2.0 satisfies both of the following criteria:</p> <ul style="list-style-type: none"> a. Overall composite score of 4.5 or higher AND b. A score of 3.5 or higher in each of the four domains (L, S, R & W)
<p>2. Additional criteria must be applied to determine continuing EL eligibility</p>	<p>Student score on ACCESS 2.0 satisfies both of the following criteria:</p> <ul style="list-style-type: none"> a. Overall composite score of 4.5 or higher AND b. Only one domain score is below 3.5 <p>*For more information about applying additional criteria to determine ongoing EL eligibility, see the MDE English Learner Education Page</p>
<p>3. Student is not yet proficient and maintains EL status and continues to receive both</p> <ul style="list-style-type: none"> a. ELD instruction b. ELP - based support throughout the school day 	<p>Student score on ACCESS 2.0 includes:</p> <ul style="list-style-type: none"> a. An overall composite score that is less than 4.5 OR b. Two or more domain scores are below 3.5

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/mdcz/~edisp/mde073277.pdf>

Additional Student Classifications

SLIFE Identification Criteria:

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways. The definition of Students with Limited or Interrupted Formal Education (SLIFE) (Minn. Stat. § 124D.59, Subd. 2a) is an English learner with an interrupted formal education who **meets three of the following five requirements:**

1. Comes from a home where the language usually spoken is other than English, or usually speaks a language other than English
2. Enters school in the United States after Grade 6
3. Has at least two years less schooling than the English learner's peers
4. Functions at least two years below expected grade level in reading and math
5. May be preliterate in the English Learner's Native Language.

Academic Placement of SLIFE Students:

1. If possible, SLIFE students will be assessed in their primary language. Students are assessed in both reading and math using STAR to identify skills, and areas of need. The creation of an Individualized Learning plan (ILP) is considered. The ILP includes different strategies and differentiation supports.
2. An identified SLIFE high school student will automatically be placed in 9th grade unless there is a transcript with detailed descriptions about past educational courses and credits.

SLIFE High School Schedule

Year 1	Semester 1: 2 EL courses, 1 math, 1 science (both basic) and electives
	Semester 2: 2 EL courses, 1 math, 1 science (both basic) and electives
Year 2	Semester 1: 2 EL courses, 1 math, 1 science, 1 ELA and electives
	Semester 2: 2 EL courses, 1 math, 1 science, 1 ELA, possible Social Studies (basic) and electives

*An annotation of SLIFE status will be entered into the student information system and reported to MDE by June 1 each year.

Bilingual and Multilingual Seal Program

1. High Schools are implementing the Bilingual and Multilingual Seal Program
 - a. <https://education.mn.gov/mde/dse/el/PROD047083>
2. Students must demonstrate proficiency in reading, writing, listening and speaking in a language other than English

[Assessments for Bilingual and Multilingual Seals and World Language Proficiency Certificates](#)

Immigrant Identification Criteria:

Upon enrollment, families (with an interpreter, if requested) may complete the intake form *Checklist for Identifying Potential SLIFE* below. The intake questions determine if the student meets the following criteria to qualify for the Immigrant Children and Youth Grant:

1. a child who is aged 3 through 21
2. was not born in any State or any U.S. territory
3. has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis)

***An annotation of immigrant status is entered into the Student Support Data Collection (SSDC) system and reported to MDE by June 1 each year.**

Note: eligible students are not required to be eligible for English learner status, though the vast majority of eligible students also qualify for English learner status.

Migratory Children and Families

During the school year, migratory families may move into district boundaries. Because migratory children have particular needs due to the migratory lifestyle and high mobility rates, the district's should designate a Migrant Liaison who is well connected with new families and the community. The migrant liaison should be in close contact with Tri-Valley Opportunity Council (TVOC) to support qualification for migratory services.

District staff do not discriminate based on race, language or culture. Staff submit recruitment requests to TVOC only when conversations with the family confirm the purpose for their move was to seek agricultural work for economic necessity. Refer to the [TVOC website](#) for more information.

Once a student is identified by TVOC and is given an official Certificate of Eligibility (COE), the migrant liaison contacts food service staff to ensure the student receives free meals. The liaison speaks with the family to confirm eligibility for [McKinney Vento](#) and communicates with the counselor, the student's home base district, and the Midwest Migrant Education Resource Center (MMERC) to ensure instruction meets the requirements of the home base district. The liaison has access to the Migrant Student Information Exchange (MSIX) national database to gather and update student academic and health information.

Dual Identification - Special Education and Gifted/Talented

Special Education

The EL Staff and the Special Education staff together review special needs and referrals for EL students. The EL program does not substitute for other educational services for which a student may qualify. Likewise, neither Special Education services nor tiered reading interventions may substitute for EL services.

If a student demonstrates a possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual or EL identified students to be evaluated for special education service. Further, students who are being evaluated for Special Education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If a team documents and gathers evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both EL and Special Education services, the teams will collaborate with grade level/content-area teachers in all stages of the process of scheduling and programming. If a student is identified as needing services in special education, the special education teacher and the EL teacher will work together to provide the best plan of education for this student.

Gifted/Talented Students

Qualifying as an EL student does not disqualify a student from being included and participating in the District Gifted and Talented program.

Description of the EL Program

The goal of our program is to provide instruction, support, and strategies so that EL students can develop English Proficiency in academic and social language.

Our students participate in pull-out, push-in, inclusion, and Sheltered Instruction (described below) settings based on student need. Our EL instructional model focuses on learning language through content in all modalities: Reading, Writing, Speaking, and Listening. Instruction is aligned to the WIDA English Language Development Standards to support students in attaining the Minnesota Academic Standards (K-12).

EL Teachers & Paraprofessional Support

ELs may also be provided additional academic support in the mainstream classroom by Title III paraprofessionals, Title I personnel, and/or Special Education programming, depending on student need. Multilingual Learner Paraprofessional support will be strategically implemented and used based on language need and level in a manner that promotes and allows students to develop independent learning skills and habits.

Service Model

Description of Grade /Performance Level Bands:

Grade Level Bands
Pre-K
K
1
2-3
4-5
6-8
9-12

Performance Levels	Screener or ACCESS Level
Beginning	1.0 - 2.4
Intermediate	2.5 - 3.5
Advanced	3.6 - 5

Amount of ELD Instruction by Grade and Proficiency Level

The table below provides the amount of designated ELD instruction students receive each week. These amounts vary by students’ English proficiency levels and the number of students at each grade level requiring ELD instruction. Students at lower proficiency levels require more intensive language instruction than those who are more proficient

WIDA Level					
	Level 1	Level 2	Level 3	Level 4	Level 5
Pre-K	20-30 min 3x per week	20-30 min 3x per week	20-30 min 3x per week	No Support	No Support
K-2	20-40 min 4 to 5 days per week	20-30 min 4 to 5 days per week	10-20 min 4 to 5 days per week	10-20 min 4 to 5 days per week	No Support
3-5	20-40 min 4 to 5 days per week	20-30 min 4 to 5 days per week	10-20 min 3 to 5 days per week	10-20 min 3 to 5 days per week	No Support
6-12	25-52 min/day	25-52 min/day	25-52 min/day	25-52 min/day	No Support

Scope of ELD Instruction

Multilingual students receive ELD instruction delivered by highly qualified teachers that focuses directly on teaching the English language through the four domains of reading, writing, listening, and speaking. EL teachers assist multilingual learners in developing the academic and social English language skills necessary to access grade-level content. Instruction may be delivered through push-in, pull-out, sheltered, and/or co-teaching models.

Push-in Instruction

Push-in instruction is used to provide service to intermediate and advanced students. Ideally, push-in occurs when students are working in small-group instruction in any content area.

Pull-out Instruction

Pull-out instruction is used for beginner/newcomer/intermediate students and is aligned to grade-level instruction. Ideally, students are not removed from core instruction.

Sheltered Instruction

Sheltered instruction is an instructional approach that engages multilingual learners in developing content-area knowledge, academic skills, and increased English proficiency by aligning ELD and content area standards. In sheltered English classes, teachers use clear, direct, and simple English, along with a wide range of scaffolding strategies, to communicate meaningful content area input to students. ELs in grades 7-12 may take a Sheltered EL ELA class to earn ELA credits. This Sheltered class is taught by an ELA licensed teacher, with a focus on building English Language proficiency through content. Students receive explicit instruction to build capacities in literacy, vocabulary, and grammar.

Co-teaching

Co-teaching teams use a common planning template and identify one or two preferred co-teaching models: parallel teaching, team teaching, station teaching, or alternative teaching. Assessments are reviewed by co-teaching teams before and after application in order to identify target content and language and identify next steps. Co-teaching teams also clarify staff beliefs, norms, roles and responsibilities for topics including: parent communication, behavior management, feedback, instruction, and student grouping.

Preschool English Learners LIEP Addition

As a result of the State Funded Preschool Programming Legislation (Statute 124D.59 (2023)), Renville County West will now be serving English Learners in the following programs.

Multilingual learners generate EL state aid at a .6 rate in state-funded

1. Voluntary Pre-Kindergarten (VPK)
2. School Readiness Plus (SRP)
3. Early Childhood Special Education (ECSE), Part B/619 (ages 3-4)

Identification Process

1. All parents/guardians in the above-mentioned programs will complete the MN Home Language Survey.
 - a. If a language other than English is listed, the preLAS oral Language assessment will be administered.

- i. An Oral language score of 1, 2, or 3 qualifies for English Learner Services
 1. Parents will be notified via an EL Parent Notification Letter.

English Learner Programming

1. Identified students will work with a Bilingual Para who pushes into their preschool classroom 3 times per week.
2. Preschool Instruction includes multiple English Learner strategies to promote language
 - a. Modeling, sentence stems, pictures/visuals to support content, choral responses, manipulatives, realia, multiple and repeated exposure to content.

English Learner & Title III Program Evaluation

Yearly, the EL program is reviewed and evaluated. The evaluative process will include a review of the curriculum, as well as an assessment of any identified curriculum needs. A review of the EL curriculum is also included in the school-wide curriculum review process. The Minnesota Department of Education provides a protocol for program review. This process will also include a review of student ACCESS score data, determining the effectiveness of the program and identifying changes to be made. This process will also review the staffing needs and schedules to ensure students are receiving the correct support and are making growth in English as demonstrated by the ACCESS and other assessments.

[MDE Program Review](#)

Staffing and Professional Development

- All EL teachers are licensed in EL or have an out-of-field placement licensure.
- EL-specific training is provided for staff through MRVED
- Staff have access to continuing Professional Development through:
 - RCW District Human Resources Department
 - MRVED Consortium
 - MELT

Communication to Stakeholders/ Parent and Family Engagement

Administrative Information

Renville County West will make every effort to provide parents with materials and communication in their primary language. A list of available interpreters will be provided for all teachers and administrative assistants at the beginning of each school year. The list is also available through the Building and District Office.

Family Involvement

Communication with our families is key to student success. The district employs bilingual (Spanish/English) staff. These staff members are available during student registration, screenings, Special Education meetings and Parent Teacher conferences. These staff members may also describe how parents can access the district LIEP and additional information about the EL Program.

1. Provide Additional educational opportunities for EL families to support their child's learning.
 - a. Family Night, volunteering opportunities, Head Start marketing, surveys, and anecdotal notes from conferences
2. English Language Classes and Adult Education classes are available to parents and family members through SW Adult Basic Education. <https://www.southwestabe.org/>
3. Parents are able to get a copy of the district's LIEP plan by requesting it through the district office or from the district website.

Family Communication Procedures:

Our district values transparency with families and the community.

- RCW utilizes a notification system that communicates events, activities, emergencies and other related information to students, parents, staff and community members in English and Spanish.
- Parent meetings/activities are held at various times throughout the day/year. All notices are translated in Spanish and sent home with students prior to the meetings/activities.
- Our district recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences.

- EL teachers communicate to parents in a variety of ways to promote student success and provide EL program information.

Communication of the LIEP Information:

A full version of the LIEP will be posted on the school website. Additionally, a brief flyer summarizing the LIEP in both English and Spanish will be available in each school building's main office.

World's Best Workforce

[World's Best Workforce](#) MDE website

APPENDIX



Checklist for Identifying Potential SLIFE

Student's Name _____

Evaluator _____

Interpreter's Name _____

Date of Evaluation _____

1. _____ English is not the primary language of the home.
2. _____ came to the U.S. after Grade 2
3. _____ upon enrollment, has had at least two years less schooling than peers
4. _____ functions at least two years below expected grade level in reading
5. _____ functions at least two years below expected grade level in math
6. _____ is pre-literate in native language
7. _____ low literacy level in the native language
8. _____ lack of complete educational records
9. _____ Parent/guardian reports student has missed schooling.
10. _____ poor attendance records from prior schools
11. _____ consistent absences in the current school
12. _____ consistent lateness in the current school
13. _____ poor grades
14. _____ weak grasp of academic content
15. _____ limited experiences in content area classes in English
16. _____ poor performance on standardized tests

"Meeting the Needs of Students with Limited or Interrupted Schooling" by
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Renville County West Parent/Community

Language Instruction Educational Program (LIEP)-2025-2026

Mission Statement

At RCW, we prepare all students to be successful, contributing members of our community and world. The English Language (EL) Department supports this mission by helping multilingual students build strong skills in **reading, writing, speaking, and listening** so they can fully participate in their classrooms and reach their highest potential.

Program Goals

- **English proficiency for all English Learners (ELs)**
- **Equal opportunities for success** – EL students work toward the same challenging academic standards as their English-speaking peers.
- **Supportive instruction** – language learning is built into academic content.

Our Students at RCW

- Languages spoken: **English, Hmong, Spanish, Arabic**
- **16% of our students** are English Learners
- We are proud of the diversity and cultures our students bring to school!

How Students Qualify for Services

- When families register, they fill out the **Minnesota Language Survey**.
- If another language besides English is spoken at home, students may take a **WIDA screener test**.
- Test results help determine if a student qualifies for English support services.
- Parents are notified in writing (letters are available in Spanish or with an interpreter if needed).

How We Support Students

- **Pull-Out Instruction** – students work in small groups with an EL teacher.
- **Push-In Instruction** – EL teacher joins the classroom to support learning.
- **Sheltered Instruction** – content is taught with extra supports for English learners.
- **Co-Teaching** – EL teachers and classroom teachers plan and teach together.
- **Preschool EL Support** – beginning in Pre-K, identified students receive language support with bilingual staff.

Time with EL staff depends on a student's grade and English level – younger and beginning learners receive more direct instruction.

Assessments & Progress

- Each year, EL students take the **ACCESS test** (reading, writing, speaking, listening).
- Results show growth and help decide if a student continues EL services.
- Students exit EL services when they demonstrate **English proficiency** (4.5+ on ACCESS with strong scores in multiple areas).
- Even after exiting, students are **monitored for 2 years** to ensure continued success.

Family Partnerships

- RCW values strong connections with families!
- **Interpreters** are available for registration, conferences, and special education meetings.
- **Bilingual staff** help families access resources and understand their child's progress.

- Communication is shared in **English and Spanish** through school announcements, notes home, and meetings.
- Families are encouraged to attend **family nights, volunteer opportunities, and adult English classes** through Southwest Adult Basic Education.

Parents can request a full copy of the district's **LIEP Plan** at any time from the school office or the district website.

Questions?

We're here to help! Please reach out to your child's teacher or the **RCW English Language Department** for more information about the program, testing, or family resources.

Together, we celebrate language, culture, and learning at RCW!