SOUTHWEST WEST CENTRAL SERVICE COOPERATIVE

SWWC

Education & Administrative Resources

SWWC ISD 0991

Language Instruction Educational Program (LIEP) Plan

Southwest West Central Service Cooperative (SWWC)

Region 6 and 8 ISD 0991

2026-27

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Vision

To create a future where children, families, schools and communities learn, succeed and thrive.

Mission Statement

To be a collaborative partner providing exceptional services, innovative solutions and proactive support.

Values

Service. Integrity. Sincerity. Collaboration.

Background about Multilingual Learning Programming

The purpose of SWWC's multilingual program is to develop appropriate cognitive and reasoning skills, enable students to operate in multiple languages, and create an equitable learning environment in order to ensure that multilingual learners meet their full potential. The purpose of this Language Instructional Education Plan is to convey critical information about who multilingual learners are, what services they qualify for, and the laws surrounding the instruction of the multilingual learner at the national level and the state level.

The term **multilingual learner** is used to describe students and their families who use more than one language in their homes to communicate with each other and the communities that they belong to. SWWC recognizes that students and their families may operate in more than one language and uses the term multilingual learner to reflect that acknowledgment. While SWWC uses the term multilingual learner in this document, you will also see the term **English Learner** (EL) because that is how this population of learners is identified in legislation at the national level as well as the state level.

EL Identification Procedures/Process

English Learners (ELs) are identified through a two-step process:

1) Parents or guardians complete the Minnesota Language Survey (MNLS) completed at the time of enrollment **or** the MNLS from the resident district is on file. If a language other than English is identified, a file review will happen for that student.

**** All students enrolling in Minnesota districts and charter schools must have a parent or guardian complete the MNLS.**

2) If the student is identified as having a language other than English in the home, the EL teacher will call the parent or guardian to complete a language usage interview. A summary of this conversation will be recorded on the Minnesota

Language Survey spreadsheet for that specific site and have the document from the interview uploaded into their digital file.

If it is determined that the student operates in a home language other than English, that student will then take the WIDA Screener. There is either a paper or an online version of the screener.

A multilingual learner must have a composite score of 4.4 or lower to qualify for EL services. The student will then be identified as a multilingual learner in the school's system. Only students who are not yet proficient in English are identified as ELs.

Each Educational Learning Center (ELC) and Alternative Learning Center (ALC) will have a spreadsheet that lists each site's students with all the language(s) that are identified by the family. Additionally, the preferred language identified is that which the family will need an interpreter. This information from the MN Language Survey will be updated to the spreadsheet by the administrative assistant at each site each year or when a new student enrolls. The EL teacher will create the spreadsheet initially and check progress, and the administrative assistant at each site will help to maintain accuracy of the spreadsheet as a working document.

Documentation of the Minnesota Language Survey, ACCESS or Alternate score reports, and parent notification letters will be kept in student files at each of the ELCs. This information will be placed by the student's case manager. This information will also be sent to the resident district by the administrative assistant at each ELC or ALC.

Following initial placement in the EL program, there is a 45-day grace period in which any errors made in determining a student's home language or English Language Proficiency (ELP) Screener may be corrected. SWWC will follow the process identified above to determine if students who were not initially identified as ELs may in fact be eligible for English Language Development (ELD) instruction.

All students, regardless of identification as ELs or not, must have their home language entered into the MARSS system. The administrative assistant at each site will be responsible for entering this information into the MARSS database and responsible for updating this information accurately each year or at the point of enrollment. The Home Primary Language is considered permanent for the duration of the students' school career. **Even if an EL becomes EL proficient, the Home Primary Language does not change to English.**

Step 1: Placement of English Learners and SLIFE Students

The placement of multilingual students is made according to their English Language Proficiency scores, the SLIFE checklist, and need for services. The placement of students with limited or interrupted formal education is made according to age, past educational experiences, ACCESS or WIDA screener scores, and the need for

multilingual services. In addition, an educational plan for SLIFE students will be developed to ensure movement towards graduation.

Step 2: Continuing English Learner Eligibility
A student will qualify for EL programming if their score on the ACCESS 2.0, WIDA Screener, or Kindergarten Screener is less than a composite score of 4.5 or they have two or more domains with a score below 3.5.

The WIDA Screener, ACCESS for ELLs, Kindergarten Screener, or Alternate ACCESS scores will determine the placement of a student within the multilingual program. The original score report along with the parent notification letter will be placed in the student's cumulative file by the case manager. The administrative assistant for the site will also mail copies to the resident district. Students who are enrolled in an ALC will have their score reports and parent notification letters mailed to the member district by the site's administrative assistant.

Students with the identified language of American Sign Language (ASL) but are not using American Sign Language at home should not be identified as ELs.

Minnesota's Definition of an EL Student

As defined in the Minnesota Education for Limited English Proficiency Act (M.S.124D.59), EL students are students in grades Kindergarten through 12 who meet the following criteria:

a. The pupil, as declared by parent/guardian (1) first learned a language other than English, (2) comes from a home where the language usually spoken is other than English, or (3) usually speaks a language other than English; and
b. The pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English.

Minnesota's Definition of a SLIFE Student

Students with limited interrupted formal education (SLIFE) make up an important subset of ELs. The Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act (Minn. Stat. § 124D.59, Subd. 2a) defines SLIFE as an EL with interrupted formal education who:

a. Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English.
b. Enters school in the United States after grade 6.
c. Has at least two years less schooling than the EL's peers.
d. Functions at least two years below expected grade level in reading and mathematics.
e. May be preliterate in the EL's native language.

Only 3 out of the 5 criteria now need to be met for a student to be classified as SLIFE, based on the new guidelines provided by the Minnesota Department of Education.

Identification Timeline and Parent Notification Letters

SWWC must begin the process of identification upon enrollment. Within 30 calendar days of enrollment at the beginning of a new school year; SWWC must have completed the identification process; both the completion of the MNLS and the English language proficiency assessment. After the determination has been made, then the parent notification letter needs to be sent to parents or guardians within that thirty-day period. The parent notification letter will be sent home in both English and the preferred language. The State of Minnesota uses TransACT parent notification letters. *If a student enters the school after the first month of school, there is a 10-day window.*

Pathways to Exiting the Multilingual Program

If a student has an overall composite score of at least 4.5 and three out of four domain scores (listening, speaking, reading, and writing) of at least 3.5, that student has met the ACCESS proficiency score. If a student has not met the ACCESS proficiency score, the student must continue to participate in EL services.

Students Who Cannot Complete All Four Domains of the Screener

Group 1: English Learners with Disabilities (ESLWD) who are not able to participate in a domain due to the student's disability (listening, speaking, reading, and writing) of the ACCESS assessment with or without the appropriate accommodations.

A student who cannot take all domains of ACCESS due to their disability, must also meet the following criteria:

- The student must have received a valid score for the completed domains
- The domain(s) which the student cannot participate in must have a test code of Special education deferred (SPD).
- The student must have completed (i.e. received a valid score) in at least two domains.

If the criteria above are met, an alternate composite will be computed by the Minnesota Department of Education (MDE) using the domains that were completed as well as an assigned score or the missing domain(s). Scale scores will be assigned to the missing domain(s) assuming a 4.5 proficiency level.

ELSWD may be exited from EL status if the alternate overall composite score is at least a 4.5 and if all completed domains are 3.5 or higher **OR** if one completed domain is below a 3.5.

If a student meets the composite and domain criteria, additional criteria must also be considered.

The types of additional criteria recommended to be considered are:

- Consultation with the IEP team and parents to determine if continued EL services would benefit a student.
- Classroom observations.
- Evidence of how vision or hearing loss may impact student performance on the assessment.
- Evidence of how the student's disability impacts English Language development.

Students Who Participate in the Alternate ACCESS

Group 2: ELs with the most significant cognitive disabilities who take the Alternate ACCESS for ELs (Alt ACCESS), Minnesota's alternate English Language proficiency assessment.

ELs with Disabilities (ELSWD) who participate in the Alt ACCESS and receive a proficiency level of P1 or P2 on the Alt ACCESS in a given year may be exited from EL status. Additional criteria which consist of consultation with the IEP team to determine if continued EL services would benefit the student must be conducted before the student can be exited from EL status.

Other types of additional criteria *recommended* to be considered are:

- Classroom observations
- Review of student work
- Student grades
- Evidence of how vision or hearing loss may impact student performance on the assessment.
- Evidence of how the student's disability impacts English language development.

Monitoring Period for Newly Exited Students

After students have been exited from the multilingual program, students will be reclassified as "EL-N" in MARSS. The EL teacher or resident district must monitor their academic progress for two years. This ensures that students have not been prematurely exited from multilingual services. Any academic gaps incurred as a result of participating in the EL Program have been remedied, and they are meaningfully participating in their classroom.

During the monitoring period, the EL teacher or resident district will use the monitoring form to gauge success. If a student is unsuccessful appropriate interventions will be put in place in the classroom to assist students who are not adequately progressing toward their goals.

If ELC or ALC staff and/or the staff from the student's resident district determine that a former multilingual learner needs to reenter the EL Program, they must be reclassified as 'EL-Y' in MARSS. Status change will be documented by the site's administrative

assistant after being informed by the team. There must be documentation to support re-entry into the multilingual program. Such documentation such as:

- a qualifying WIDA screener score
- EL and staff recommendations
- Parental consent
- Documented evidence of persistent and specific language needs

After each year, the original monitor forms and notes will be placed in the student's cumulative file. Copies will be sent to the resident district for students in the ELCs and ALCs. This information will also be kept in the student's electronic file.

Re-Entry into the Multilingual Program

If an exited EL student is not progressing academically as expected and monitoring suggests a persistent language need, the student should be re-tested to see if additional language assistance is needed. If the results of the retesting qualify the students as an EL, the student will be re-classified as an EL and re-enter EL services. The criteria for re-entry into the EL Program are:

1. The teacher will provide a description of evidence recommending re-testing.
2. The student will complete the WIDA screener. A student scoring Proficient (4.5 composite score and no domain scores below a 3.5) may NOT be re-entered into the EL Program.
3. EL Teacher and educational team or designated case manager will recommend that the student returns to the EL Program
4. Parents will consent for the student to re-enter the EL program.

All documentation for a student to re-enter into the EL Program will be kept in the student's cumulative file and the electronic file. Copies of this information will also be mailed to the resident district by the site's administrative assistant.

MARSS Data Elements

There are three different MARSS elements concerned with ELs:

1. Home Primary Language
2. EL Indicator
3. EL Start Date

This information is put into MARSS by each site's administrative assistant. This information is provided to the administrative assistant by the EL Teacher.

There are two answers to the EL Indicator - Yes or No. When identifying a student as an EL within MARSS, a student needs to be marked either a Y (Yes, student was assessed as needing to be enrolled in an EL Program) or N (No, student does not qualify) within the LEP section of MARSS. N – No, Primary Home Language is not English, and the student is proficient in English. Y – Yes, Primary Home Language is

not English, and the student is not English proficient as measured by ELP screener or annual assessment.

When the EL indicator is “Y”, students cannot have a Home Language of 011 (English).

Identified multilingual learners will have a start date entered annually after they are enrolled in school. The start date should be the first day of school unless the student starts after the first day of school. That student’s start date will be the student’s first day of school. This information will be entered in the fall of each year or once a student enrolls in the school. There are points throughout the year to ensure that this information is correct before it is sent to the MDE for reporting purposes. The due dates are established by the MDE. The EL teacher will work with each administrative assistant at each site to ensure the accuracy of the information.

Student Records

The administrative assistant and/or Site Administrator or Director of Alternative Programs will ensure that a copy of their MNLS is in their files. Upon enrollment when there is a records request from their resident district, a copy of ACCESS for ELLs or Alternate ACCESS records and a copy of their MNLS will also be requested.

Administration of the WIDA Screener, ACCESS for ELLs or Alternate ACCESS

The assessment can be administered by school personnel who are trained in the individual assessments and proctoring procedures established by WIDA. The test administrator must be certified in administering the assessment. Staff will become certified by passing a certification test with 80% or higher. These trainings are housed on the WIDA website (wida.wisc.edu)

Each ELC will have two staff members certified so that they will be able to help with the administration of the screener and ACCESS for ELLs or Alternate ACCESS assessments.

The ALCs will have a staff member who is certified to help with the administration of the WIDA Screener and ACCESS for ELLs. If a student at an ALC needs to take the Alternate ACCESS assessment, that will be administered by the EL teacher.

Any components of ACCESS for ELLs or Alternate ACCESS that needs to be scored locally will be done so by a licensed EL teacher.

Any test administrator will need to complete Active Monitoring for Statewide Tests and ACCESS test training as outlined on WIDA site. There is a training component and a certification quiz that will need to be completed with 80% accuracy before being able to administer the assessments.

The ACCESS for ELLs and Alternate ACCESS assessments are administered at the end of January through March. The official results of the assessments are received in

the district in August or September. The score reports are mailed to families with the parent notification letter at the beginning of the school year.

The WIDA Screener administered at any of SWWC's sites will be scored by the licensed EL Teacher, and final results will be available within 24 hours of completing the scoring. The EL teacher will complete the parent notification letter and score the WIDA screener. The administrative assistant at each site will mail the parent notification letter within **30 days of the beginning of the school year**. Each site is responsible for mailing the parent notification letters and score reports that are provided by the EL teacher. If the student enters the site during the school year, the parent notification letter will be mailed within 10 school days.

Students entering an ELC will have their IEP amended to reflect minutes of service before entering the site. If it is discovered afterwards that a student should be identified as multilingual, the Case Manager will have 10 days to amend the student's Individual Education Plan (IEP) to reflect reduction in special education minutes due to access to the general education service of EL. Once parents have approved this change or 14 calendar days have passed, the student will begin EL services.

Description of the EL Program

Multilingual students will receive direct instruction from a licensed EL teacher. The service model that SWWC uses is a hybrid model of service. Students who have received services from SWWC while participating in programs through STARRS Online Academy or an ALC will receive EL services fully online. Students in grades 7-12 who attend an ELC will receive EL services fully online. Students in the SUN program will have one class period in-person, and the second day of service will be online instruction. Students in Kindergarten through sixth grade will have one day of in-person instruction at their site and the remaining days will be online instruction. It is possible that the student will receive virtual instruction with support of adults on-site as determined by the IEP team. If an in-person provider is not available, a virtual provider will be utilized to ensure continuity of services.

The students who attend an ELC will be placed in groups based on their grade levels to ensure that they are able to fully participate in their English Language Development (ELD) program. It is possible that due to scheduling a student may need to be placed in a class that is a lower or higher grade level. This may happen due to a student transitioning back to their resident district to ensure that the students are receiving the necessary academic support.

Daily Service Minutes

The following service chart is for students who participate in the ELC Bridges program and take the ACCESS for ELLs language assessment.

Grade Level and Proficiency Scores	Entering: Proficiency Scores 1.0-1.9	Emerging: Proficiency Scores 2.0-2.9	Expanding: Proficiency Scores 3.0-3.9	Bridging: Proficiency Scores 4.0-4.9	Advanced: Proficiency Level 5
Kindergarten & Grade 1	15 minutes, 5 days per week	15 minutes, 5 days per week	15 minutes, 5 days per week	15 minutes, 5 days per week	15 minutes, 5 days per week.
Grades 2-3	30 minutes, 4 days per week	30 minutes, 4 days per week	30 minutes, 4 days per week	30 minutes, 3 days per week	30 minutes, 2 days per week
Grades, 4, 5, 6	30 minutes, 4 days per week	30 minutes, 4 days, per week	30 minutes, 4 days per week	30 minutes, 3 days per week	30 minutes, 2 days per week
Grades 7-8	30 minutes, 4 days per week	30 minutes, 4 days per week	30 minutes, 4 days per week	30 minutes, 4 days per week	30 minutes, 4 days per week
Grades 9-12	30 minutes, 5 days per week	30 minutes, 5 days per week	30 minutes, 5 days per week	30 minutes 5 days per week	30 minutes, 5 days per week

Multilingual students who participate in the SUN program at an ELC will receive direct language instruction two times per week for 15 minutes with a licensed ESL teacher.

Multilingual learners who attend one of the ALC sites will receive EL services for 30 minutes, Monday through Thursday. If a multilingual learner needs extra support on a Friday, that can be arranged with the EL teacher through email.

Students in grades 9-12 who receive a passing grade will then receive the appropriate number of elective credits for their work at the ELC or ALC. The EL teacher will share the grade percentage with the case manager and administrative assistant at the site. It is the responsibility of the site to apply the appropriate letter grade. Each site has a different grading scale that is used.

Districts who have students participating in STARRS Online Academy can elect to contract EL services with SWWC, as room allows. Students in grades 9-12 will receive thirty minutes of EL instruction Monday through Thursday. Students in grades K-8 will receive 15 minutes of instruction twice a week.

For all students on an IEP, the IEP team will review the student's present levels of performance and educational needs. In collaboration with the Multilingual (ML) teacher, the team will determine the most appropriate ML services to support the student's language development and academic success within the instructional setting.

Curriculum

SWWC's multilingual program strives to meet student language needs. The EL instructor will work with the classroom teacher to provide support for the students in the different content areas in their classroom. The curriculum is aligned with the WIDA Consortium 2020 ELD Standards, Minnesota's content standards, and student proficiency scores. The student will have two personal language goals. As students develop their language skills adjustments will be made to their goals. All goals will be reviewed at the end of each quarter. The goals are not added to a student's IEP.

The 2020 ELD Standards

- Standard 1: Language for Social and Instructional Purposes.
- Standard 2: Language for Language Arts
- Standard 3: Language for Mathematics
- Standard 4: Language for Science
- Standard 5: Language for Social Studies

Services for Special Education

All multilingual students attending an ELC will receive special education services on site. The EL instructor will become a member of that student's educational team. As a member of this team, the EL instructor will be invited to these meetings to support the student's academic progress. All service providers will work together to create a plan to meet student educational and linguistic needs.

If a multilingual student enrolled in an ALC and qualifies for special education services, the EL instructor will collaborate with the IEP team to ensure that student is receiving the special education services they need in addition to multilingual services.

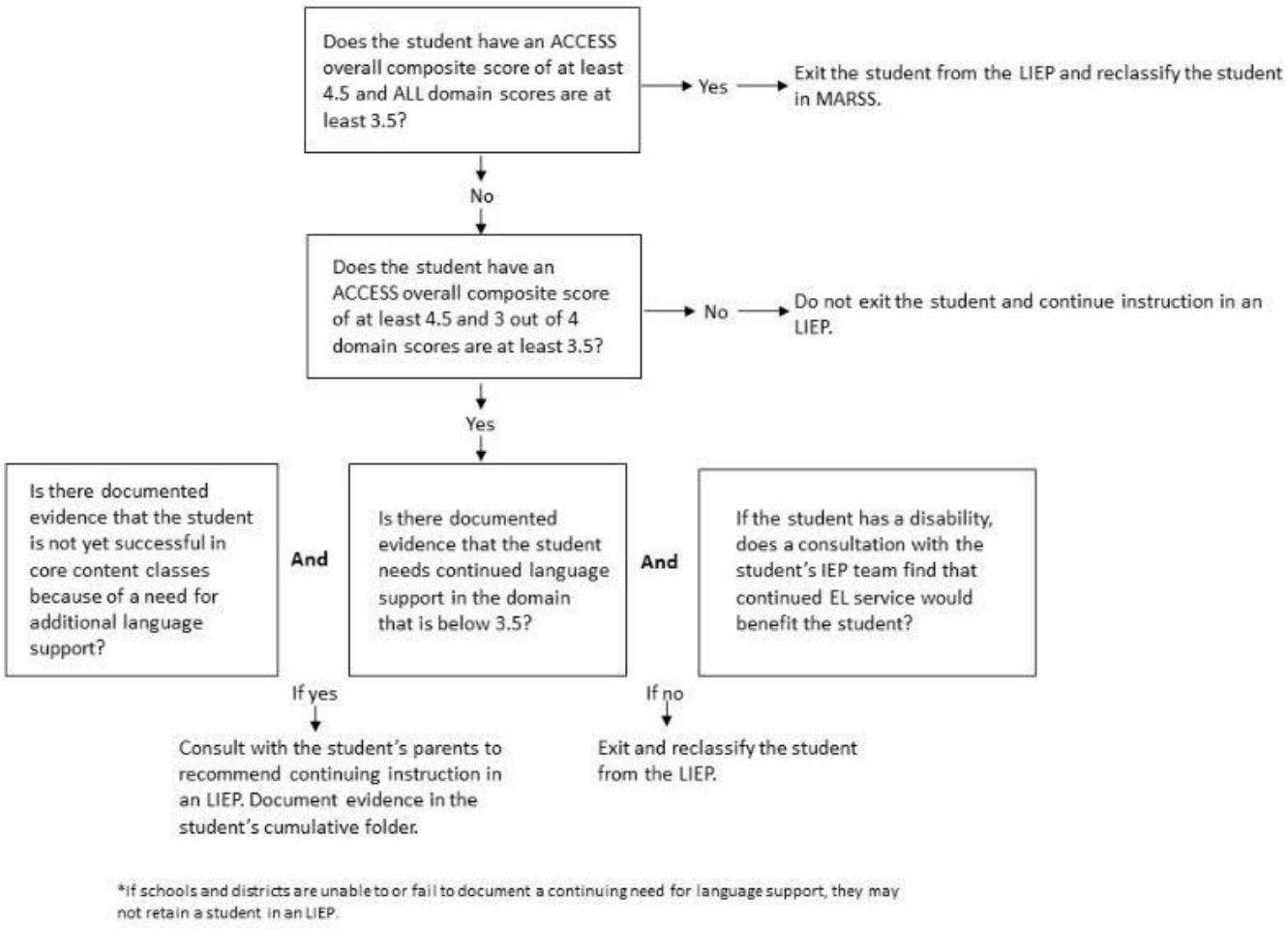
English Learner Exit Procedures

Step 1: The chart below explains the necessary criteria for exiting the multilingual program. If a student meets all these criteria, then a meeting will be set up with the student and the parent/ guardian. If it is decided that the student is ready to exit the multilingual program, then the original exiting documentation will be placed in the cumulative file and the student will be monitored for the next two years.

Exit Criteria

Required Action	Student's ACCESS result
1. Exit and reclassification are required	Student score on ACCESS 2.0 satisfies both of the following criteria: • Overall composite score of 4.5 or higher **AND** • A score of 3.5 or higher in three of the four domains (Listening, Speaking, Reading & Writing)
2. Additional criteria may be applied to determine continuing EL eligibility	Student score on ACCESS 2.0 satisfies **both** of the following criteria: • Overall composite score of 4.5 or higher **AND** • Only one domain score is below 3.5 and the teacher has concerns and believes students could benefit from continued EL eligibility. (Documentation Required)
3. Student is not yet proficient and maintains EL status and continues to receive both • ELD instruction • ELP based support throughout the school day	Student score on ACCESS 2.0 includes: • An overall composite score that is less than 4.5 **OR** • Two or more domain scores are below 3.5

Additional EL Exit Criteria Decision Tree



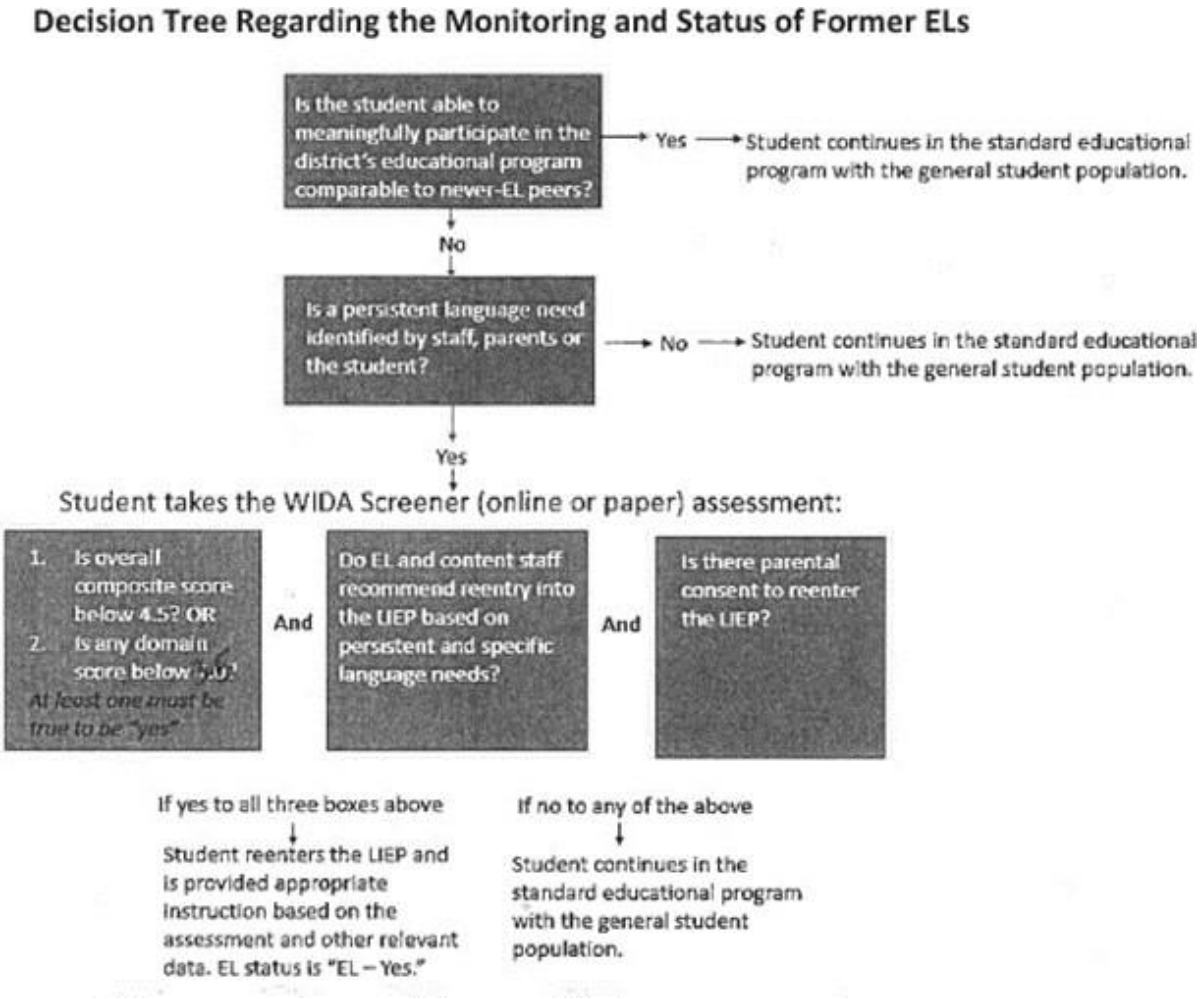
*If schools and districts are unable to or fail to document a continuing need for language support, they may not retain a student in an LIEP.

Professional Development Plan

Multilingual students may be provided additional academic support by Title III Paraprofessionals, Title I personnel, and/or special education paraprofessionals.

Annual Progress Evaluation

Under federal and state law, all students enrolled in grades K-12 multilingual programming must participate in the ACCESS 2.0 or Alternate ACCESS. Students will also participate in MCAs or MTAS as determined by their classroom teacher and teams. Students will participate in assessments as dictated by the district. Parents/guardians will be notified annually of the progress of students through parent notification letters in the fall of each school year.



Administrative Information

SWWC will make every effort to provide parents with materials and communication in their primary language.

Reclassification of Exited Students as No Longer EL

Once a student has met the exit criteria, the student will be reclassified in MARSS as EL "N" – this change will take place in the fall of each school year. The change in status is to be completed by the site's administrative assistant.

Withdrawing from English Language Services

The parent or guardian of a multilingual learner student who is receiving EL services has the right to deny or withdraw from services. The parent or guardian will let the site administrator or the EL teacher know that they would like to withdraw them from services. There will be an in-person meeting between the parent or guardian, the site administrator, and the EL teacher. There will be a review of the student's language progress and then there will be a form that is completed and signed by the parent/ guardian, EL teacher, and site administrator. This must be completed annually. The

student is also required to continue to take the ACCESS for ELLs or Alternative ACCESS language assessment until Minnesota's exit criteria has been met.

Annual Progress Evaluation

Each year all multilingual students will be evaluated for progress in their language development using the ACCESS 2.0 or Alternate ACCESS. The results from these assessments will determine progress and placement within the multilingual program. The ACCESS 2.0 is the primary assessment used to determine if a student meets exit criteria. Multilingual students will also take the MCAs or MTAS (as appropriate), STAR reading or math, and other assessments as administered within the classroom.

Communication to Stakeholders

This manual and other EL services will be communicated to stakeholders in the following ways.

Stakeholder	**Methods of Communication**
Parents	Interpreters; Parent-Teacher Conferences; Parent Meetings; Phone Calls; Written Format; Quick Sheets in English and the Home Language
Teachers	New teachers will receive training on EL services and EL manual during the new teacher workshop each fall. There will also be annual EL trainings required by all certified staff.
Administrators	EL topics are discussed quarterly at administration meetings. The EL Manual is reviewed annually. The EL teacher will meet with the Senior Director of Teaching and Learning Services, the Director of Alternative Programs, the Director of Educational Learning Centers, and the Senior Director of Special Services monthly to discuss the needs of students and any changes or modifications that needs to be made to programming.

APPENDIX A

Glossary of Common Acronyms

ACCESS: WIDA ACCESS for ELLs; annual assessment of English language development for English learners

ALC: SWWC Alternative Learning Center

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

ELs: English learners

ELC: SWWC Educational Learning Center

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 – tool for documenting and communicating differentiated EL instruction

LEA: Local Educational Agency (refers to districts and charter schools)

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.

RAEL: Recently-Arrived English Learner (often referred to as "Newcomers")

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

SWWC: Southwest West Central Service Cooperative

WIDA: The WIDA™ Consortium - Minnesota has adopted the WIDA ELD standards, Screener and ACCESS for ELLs standardized assessment.