# *Multilingual Learner (ML) Language Instructional Education Program (LIEP)*

Twin Lakes STEM ACADEMY

***Our LIEP can be made available in other languages, upon request.***

May 2026 - Developed in consultation with Amelia Campbell- Multilingual Coordinator; Jennifer Reeck- Assistant Director; Jason Stockwell- Executive Director/ Principal

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Our school has changed the terminology from English Learners to Multilingual Learners. We believe this term better reflects the population of our school. We believe that their home language is an asset and should be celebrated.

## *ML Identification Procedures*

At Twin Lakes STEM Academy, all families go to the central enrollment office to complete the enrollment packet with staff support. To be eligible for ML services, a student must meet the entrance criteria according to Minnesota's standardized procedures as follows:

1. All families fill out a Minnesota language survey (MNLS) prior to starting school. The student's MNLS indicates:

- The language(s) the student learned first;
- The language(s) the student speaks;
- The language(s) the student understands; and
- The language(s) the student has consistent interactions in.

NOTE: All parents complete an MNLS during enrollment. This form is kept in each student's cumulative (CUM) folder. Interpreters are available upon request. Enrollment staff are regularly trained on these procedures.

2. If a language other than English is indicated for 1a-d above, the student will be referred to the ML Coordinator to be screened with the WIDA screener for English language proficiency to determine whether or not the student is eligible for English language development instruction (step 4).

3. Once the MNLS has been analyzed and indicates a language other than English, the student takes the:

- WIDA Screener - to determine their entrance level of English into the ML program
    i. First semester kindergarten and first grade - listening and speaking
        1. Students with an overall score of 29 or 30 do not qualify for ML services
    ii. Second semester 1st grade through grade 12 - all domains
        1. If scoring 4.5 or above with all language domains 4.0 or above, the student is not eligible for ML program services.

4. When available by file or in MARSS, the ML coordinator reviews information provided from the previous school/district about ML status or English language proficiency (MLP) assessment. Any information existing regarding past ML identification or services is used to update information gathered during steps 1-3 above.

### *SLIFE Identification Criteria*

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

1. have at least two fewer years of schooling than their peers when entering school in the United States.

Upon enrollment and qualification for ML services, the ML teacher, student, and parent/guardian (with an interpreter, if requested) will complete the ML Educational History Interview Form. Question number 2 will indicate potential SLIFE status. Transcripts from previous schools will also be reviewed for indicators, if available. NWEA is used to show reading and math grade level correlation. An annotation of SIFE status will be entered into the student information system and reported to MDE by June 1 each year.

### *Immigrant Identification Criteria*

Upon enrollment the ML teacher, student, and parent/guardian (with an interpreter, if requested) completes a locally created *Intake Form*. The intake form asks questions to 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 information 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*

In the spring, 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 Migrant Liaison is well connected with new families and the community. The migrant liaison is 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***

The ML Coordinator and the Special Education Coordinator together review special needs and referrals for ML identified students. The ML 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 ML 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 ML 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 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 ML and Special Education services, the teams will collaborate with grade- level/content-area teachers in all stages of the process of scheduling and programming.

## ML Placement Procedures

1.Students identified for ML status during the identification process will be placed into ML program instructional levels based on the following:

- WIDA Screener scores are used to inform initial placement.
- The professional judgement of K-12 ESL-licensed teachers based on in-class student performance also informs placement until performance data and ACCESS results are available.
- Additional information, such as time in U.S. schools, prior education history, proficiency and literacy levels in students' home language(s), also inform placement.

2. When a student's ML program instructional services have been determined, the ML staff member responsible mails a notification letter to the family within 10 school days. The letter notifies parents of their child's eligibility to receive ML support.

3. The school begins providing ML services and enters into MARSS:

- the student's status as "ML-Yes",
- the home (primary) language, and
- the date the student first received ML services in the district.

## Description of the ML Program

The ML program provides ML instruction using various instructional models and appropriate instructional materials. The ML program integrates language and content to support students' achievement of English language proficiency and meet state academic standards. All ML instruction will be aligned to grade-level standards.

Classroom teachers have primary responsibility for all students, including those with English learning needs. In addition:

- ML licensed teachers provide direct English language instruction to students in four domains of instruction: Speaking, Listening, Reading and Writing;
- ML licensed teachers collaborate with classroom/content area teachers and student support staff, to support students' success based on each student's English learning needs;
- ML teachers align their program with the district's curricula in English literacy, Minnesota's MLD Standards, and Minnesota state content standards.

The ML teacher participates in mainstream curriculum writing and lesson planning with a focus on language scaffolding and targeted support. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The mainstream curriculum is supported through the WIDA language proficiency standards.

### *Staff collaborate to implement the LIEP as shown below:*

- **Administrators**: The principal prioritizes and clarifies that teachers are integrating language and content in all contexts and are expected to align their instruction to grade-level content and English language development standards. The principal shows support for new multilingual learner programming through professional development, clustering/placement decisions, commitment to equity, hiring of multilingual/multicultural staff, and supporting diversity/multiculturalism. Principals provide collaboration time for ML teachers, bilingual liaisons/EAs and classroom teachers to work together.
- **Homeroom Teachers**: All homeroom teachers receive ongoing professional development on integrating language and content, providing language supports, and integrating culturally responsive pedagogy. Classroom teachers collaborate with ML teachers to provide emotional, linguistic and academic support for multilingual learners. Teaching teams discuss student well-being, overall academic achievement, language development, and common learning targets and supports. Strategies include: use of bilingual texts, bilingual resources for pre- teaching, and bridging charts. Homeroom teachers will be given a sheet for their multilingual learners. This will include their access scores along with their goals for the year.
- **ML Teachers**: All ML teachers align their instruction to grade level expectations and learning standards from MLA, Math, Science, or Social Studies. ML Teachers advocate for new multilingual learners and families. They coordinate schedules and support services for new multilingual learners.

***Program Models***

The following program models are the main modes of instruction in our district's ML program:

**A) Push-in instruction** is used to provide service to all students. Push-in occurs for 40 minutes for each classroom, Monday - Thursday. The ML teacher communicates regularly to the homeroom teacher in regards to the implementation of grade level standards. For grades K-2, push-in occurs during the CKLA Knowledge domain. The ML teacher utilizes the MLA standards and WIDA standards to guide instruction. For grades 3-4, push-in occurs as a supplement to MLA. The ML teacher collaborates with the classroom teacher to identify MLA standards to guide instruction. The ML teacher then utilizes the discussed standards and WIDA standards to guide instruction.

**B) Pull-out instruction** is used for beginner/newcomer students and is aligned to grade-level instruction. Students are never removed from core, large group instruction. Students are pulled during breakfast and/or lunch to limit interruptions to classroom instruction.

## Amount and Scope of Instruction

Level 1: Entering. Students receive an additional 20 minutes two to three times a week of additional English language instruction that meets English language development standards. Students will also be present during the developing/expanding lesson time as well. Students will be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

Level 1/2/3/4+: Entering/Beginning/Developing/Expanding. Students receive 40 minutes each day of high-intensity English language training through content based instruction. The ML teacher pushes-in to all classrooms for grades K-4. They teach an individual class in which students are supported with content based instruction. Students will also be supported through scaffolding techniques in mainstream classrooms so that each student is able to access the grade-level content.

***Elementary: Daily Instruction Model (based on WIDA MLP levels)***

| Service Type | Levels 1 | Levels 2 | Level 3+ |
|---|---|---|---|
| **MLD Push-in** | 40 minutes<br>4x a week | 40 minutes<br>4x a week | 40 minutes<br>4x a week |
| **MLD Pull-out** | 20 minutes 2-3 days per week<br>*Students may be grouped across grade levels. | 20 minutes, 2x per week as needed | Not applicable |

| | |
|---|---|
| **Classroom Supports** | Collaboration between the classroom teacher and the ML teacher for all subject areas. The ML teacher will have training at the beginning of each school year for professional development for all staff. Classroom teachers will be expected to use visuals, graphic organizers and sentence stems in order to support multilingual students. |

***Secondary: Daily Instruction Model (based on WIDA MLP levels)***

| Service Type | Levels 1 | Levels 2-3 | Level 4+ |
|---|---|---|---|
| **Co-Teaching** | 30 minutes<br>4x a week | 30 minutes<br>4x a week | 30 minutes<br>4x a week |
| **MLD Push-in** | 15 minutes<br>4x a week | 15 minutes<br>4x a week | 15 minutes<br>4x a week |
| **MLD Pull-out** | 15 minutes<br>1x a week | 15 minutes<br>1x a week | 15 minutes<br>1x a week |
| **Classroom Supports** | Collaboration between the classroom teacher and the ML teacher for all subject areas. The ML teacher will have training at the beginning of each school year for professional development for all staff. Classroom teachers will be expected to use visuals, graphic organizers and sentence stems in order to support multilingual students. | | |

***Programming for Recently Arrived English Learners/Newcomers***

At Twin Lakes Stem Academy, newcomers will be screened upon arrival. Students will then be pulled out 2-3 times per week for 20 minutes. We will focus on vocabulary and assess their language needs. This will be in addition to classroom push-in.

***Long Term English Learners (LTML)***

Although there is no official definition for LTML identification, students who have been officially classified as ML for at least five years may be considered LTML. Since students in this category often have oral proficiency in English, our focus is on literacy skills, especially writing across the curriculum, to ensure they are succeeding academically.

***Staffing to Support Students with ML Status***

The district employs 1 ML teacher for the elementary level and 1 ML teacher for the secondary level in order to deliver effective programming and services schoolwide. Ongoing professional development around supporting the needs of students with ML status and their families is required of all ML teachers,

content teachers, and paraprofessionals who work with ML-identified students, which may include the annual Minnesota English Learners Education Conference (MMLEd) or school wide ML professional learning.

All teachers are responsible for designing and delivering instruction that meets the needs of all students, including MLs. They are also accountable for designing instruction to be delivered by paraprofessionals.

### *Individual Language Plans (ILPs)*

The district will use an ILP for all ML students. Supports will be identified, especially for students with specific needs and services including LTML, MEP, RAML, and dual identified English learners. The ILP will document academic/language achievement/growth, supports, adaptations, and include the multilingual learner portrait.

A plan is developed for each student and updated annually. Throughout the school year, student progress is monitored and tracked by collecting and compiling data which details the specific program model being utilized as well as the student's academic language progress as indicated by observation and samples of student work.

This information is shared with relevant stakeholders which may include students, families, administration, core instructors, cultural liaisons, and school social workers or psychologists. Students are fully integrated into core curriculum and instruction while receiving ML support. They also have complete access to all programs in the school and work on the same skills as all mainstream students.

| Task | Deadline | Responsible Party |
|---|---|---|
| *Develop ILP's for All Students | October 15th | ML Coordinator, with support from classroom teachers |
| Mid Year ILP/Profile Review | January 15th | ML Coordinator, with support from classroom teachers |
| End of Year ILP/ Profile Update | May 30 | ML Coordinator, with support from classroom teachers |

*Since we do not currently have ILP's, we will need to create profiles for each of our students. Once complete, the October 15th deadline will just be for creating new ILP's each school year

## Assessment and Ongoing Identification Procedures

Annually, all students with ML status take the ACCESS. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of MLs. The ACCESS test provides scores based on a 1 – 6 scoring scale. Teachers administering the ACCESS (and W-APT and Screener) will complete all online training and quizzes annually to correctly administer the assessment. The results of the ACCESS are used to:

1. Determine the English language proficiency needs for each student;
2. Determine which language domains need additional instruction;
3. Measure sufficient language growth over time; and
4. Determine continuation in or exit from ML program support.

### *Transitioning students from one year to the next*

The ML teachers will evaluate ACCESS data as it becomes available in the summer to determine each student's ML eligibility for ongoing language instruction.

- If ACCESS results show between 1.0 and 4.4 overall (composite), the student continues to qualify for ML services.
- If ACCESS results show at least a 4.5 composite with two or more domains lower than 3.5, the student continues to qualify for ML services.
- If ACCESS results show a 4.5 composite with one domain lower than 3.5, the student may exit the ML program. However, students may remain in the ML program only if staff can provide evidence that the student needs continued support in the domain in which the student scored below 3.5 (listening, speaking, reading or writing). Staff will establish additional criteria and measures to justify the student's continued placement in the ML program.

## Program Evaluation and Adjustment

A committee will be formed and meet annually to discuss the multilingual education program and current needs of the students, their families and communities. This committee will include a representation of educational partners. This committee will focus on analyzing the program components, student progress based on various levels of assessments, and collection of parent input.

Students are assessed annually to ensure appropriate ML services are being provided. These assessments primarily include ACCESS testing, which is given each spring to all students receiving ML instruction.

The district meets annually to review data related to current and exited English learners in order to:

- Use data available from the state (ACCESS, Progress Indicator, MCA, Graduation, Demographic, etc.) to improve programming and instruction.
- Identify data that is only available at the local level (student work, formative assessments, perception data, etc.)
- Differentiate analysis for particular groups (LTML, SIFE, Former ML)

Data which is collected from each student is confidential.

## ML Program Exit Procedures

Students will qualify for the ML Program until they meet the exit criteria on the ACCESS test set by the Minnesota Department of Education (MDE) (when MLs reach a level of English proficiency that allows them to fully access the grade level curriculum). If ACCESS results are 4.5 overall with no more than one domain lower than 3.5, students must be exited and reclassified in MARSS to ML-N by the beginning of the next school year and no longer receive ML services. Upon exit, the ML staff will call or send a notification letter to the family (in a language and format accessible to the family) within 30 calendar days. The letter will explain:

- Which assessment was used
- Description of how scores informed exit
- Where to access written policies and procedures/information

***Monitoring Exited Students***

Students who are exited from ML services are monitored annually for 2 years following their exit. If, at any point during this 2 years, it is decided by a team (including, at a minimum, a core teacher, ML teacher, the student and student's parents, and administrative representation) that the student should again receive ML services, based on data/evidence of an ML need, the district can rescreen a student utilizing the WIDA Screener. The results of the screener will be analyzed similarly to a new student and, if the student is found to be eligible for services based upon those scores, they may receive ML services again.

## Family and Community Communication Procedures

Our district values transparency with families and the community and accommodates their preferred modes of communication.

- The plan is available on our district's English learner program page.
- Classroom teachers will explain and give the link to the LIEP plan to families at parent/teacher conferences should they wish to read it. Interpreters are available.
- ML staff make phone calls with interpreters to promote student success, share educational materials, refer families to local resources and provide ML program information.
- During at least one of our Parent Advisory Committee meetings annually, we solicit input on the program, services and updates to the LIEP plan (see Parent Advisory Committee section below).

Families and their broader communities are an integral part of our framework, mission and vision. By creating a positive relationship with families, we build trust that we will best serve their children. When we meaningfully partner with families and communities we can:

- Involve them in their child's education
- Empower them to become active participants in using strategies to assist their children

- Build greater understanding of ML programming and its supports
- Bolster community understanding of the process and involvement in assisting schools to create an ML program that is responsive to the ever-changing academic needs of multilingual children and their families.

**Parent/teacher conferences**: Twin Lakes STEM Academy recognizes the importance of trained interpretation rather than using family members. Interpreters are available for families during conferences. Our office manager contacts the family to arrange for the conference time and day. Schools make every effort to have a quiet location for these conferences to allow for the interpretation to be heard.

Beyond parent teacher conferences, staff work to host two-way communication events and activity nights. The following activities build community and allow us to share information and gain feedback about multilingual programming, assessments, and resources for families:.

- ML staff share information about the assessment, classification, placement, program, services, and any changes proposed for their children in the ML program.
- Parents also receive information about their rights.
- Our events work to capitalize on the assets of our family including culture night and family fun nights.

**Liaison and home language outreach for school activities and events**: It is a federal requirement to provide families access to information. (See Department of Justice Fact Sheet 2015). Twin Lakes Stem Academy provides interpreters for all school events. The office manager proactively contacts parents to explain upcoming events and encourage participation. Letters are also sent home giving families information on upcoming events. Interpreters are also available for conferences.

Parent surveys will be conducted annually to determine if current modes of communication continue to be the most effective practices for parents.

**Parent Advisory Committee**: Our district's Parent Advisory Committee includes parents representing our diverse student population to ensure district-wide decisions are informed by the diversity of our families' voices. Additionally, parents are invited to participate in other district focus groups and committees.

# Appendix A: Programming for Recently Arrived English Learners (RAML)/Newcomers

## Definition of RAML (from MDE) and Newcomers

A recently arrived English learner (RAML) is a K-12 student who has been identified as an English learner in MN and who has been enrolled in a school in one of the 50 states in the U.S. or District of Columbia for less than 12 months. A student can only be identified as RAML one time. (RAML identified students are uniquely included in accountability under ESSA. See MDE RAML definition for specifics. “Newcomer” is more broadly defined as students who are new-to-district and new-to-country.

### *Identification of math and literacy skills in home language and/or English*

All newcomer students may be assessed in their home language for reading proficiency and math, as determined by the ML teacher.

## Orientation for New Multilingual Students and Families

**Initial enrollment**: All families who are new to the district should go to the office to register for school. The TLSA office will have a list of interpreters to call when needed. Families will complete paperwork and students will be placed in a school and given a start date within three days of enrollment with or without transcripts.

**Supporting Initial Acclimation to School**: ML teachers and bilingual liaisons will meet newcomer students on the first day of attendance. Students will receive a building tour. They will be introduced to a same language “buddy” who will have the same lunch period as the student. Students will receive help at the end of the day on getting home (catching the bus, meeting parents, walking, etc.) for the first week of school from the main office. The ML teacher will advocate for the student if they need anything additional to participate in school activities (PE uniforms, tennis shoes, boots, winter gear, etc.) The district will make every effort to provide curriculum materials in the students’ home language if available.

## Academic program

**Elementary ML-specific Progress Report**: Newcomers in elementary will receive an ML-specific progress report each trimester. This progress report is created for parents and students in their primary language(s).

**Newcomer Plan**: Newcomers will receive a “Newcomer Plan” that includes their schedule and identified language supports throughout the day. The Newcomer Plan is developed by the ML teacher in collaboration with the classroom teacher. The Newcomer Plan is shared with all the students’ teachers, support staff including bilingual EA’s and liaisons, and the principal.

**Additional academic services (Special Education, Tier 2/3 support, Speech, etc.)**: Newcomer students who have been identified for additional services need to receive those services. SpEd/Speech: ML identified students need to also receive Special Education/Speech services in accordance with their IEPs. IEP documents that need to be translated should be a top priority when a student arrives so that services can be provided. (Short documents can be translated in house; however, longer IEP documents should be translated outside of school hours and paid for from district funds that may be reimbursed by the state. The ML coordinator can help with this process.)

## Multi-Tiered System of Support

**School-based support services**: Schools will develop their own school-based services to assist newcomer students in integrating into mainstream culture and for maintaining their home culture.

**Physical area in the school for working with peers**: Schools should try to identify a "safe space" where new multilingual learners can go when they need to take a break or feel like there is a "home" for them within the school. Language fatigue and culture shock will tire students. (Students may also go through a "silent period" for a number of months when they do not produce oral and/or written language.)

Teachers should also be aware that after the "honeymoon" period (in which students are excited about their new home and school) is over, students will often need even more understanding. Even though the Newcomer student has been in school for a number of months, they will still need emotional and academic support.

**Home language support**: Whenever possible and when the ML teacher determines there is a need, bilingual liaisons will work with and provide home language supports for Newcomer students in classrooms. They can pre-teach, provide, translate materials, provide support in home language, and/or interpret during lessons.

**Visual support in schools**: When possible, schools should have translated signs around the building that provide a welcoming environment for all students and families, including especially new multilingual learners. Classroom teachers should make every effort to have bilingual labels posted in the classrooms and have pictures/books that represent children and families from that students’ home cultures.