Three Rivers Montessori (TRM)
Language Instruction Educational Plan (LIEP)

Effective October 2025 • Aligned to MDE Recommendations

Mission

The mission of Three Rivers Montessori (TRM) is to ensure that every student becomes a confident, responsible global citizen with a passion for learning. We accomplish this through rigorous, engaging Montessori instruction; dynamic, positive relationships; and strong family–community partnerships that embody our theme: Love • Grow • Serve.

Index

1. ENGLISH LEARNER (EL) PLACEMENT PROCEDURES
2. DESCRIPTION OF EL PROGRAM
3. PROGRAM MODELS
4. AMOUNT AND SCOPE OF INSTRUCTION
5. ASSESSMENT AND ONGOING IDENTIFICATION PROCEDURES
6. EL EXIT PROCEDURES AND MONITORING
7. FAMILY AND COMMUNICATION PROCEDURES
8. ROLES AND RESPONSIBILITIES
9. APPENDIX (Acronyms, Forms, Flowchart)

Minnesota Statutes §124D.61 requires a district or charter enrolling one or more English learners to maintain a written plan of services describing programming by English proficiency level and make this plan available to families upon request.

ENGLISH LEARNER (EL) PLACEMENT PROCEDURES

• Minnesota Language Survey (MNLS): Parents/guardians complete the MNLS at enrollment. Any response indicating a language other than English triggers screening per Minnesota Standardized EL Procedures.

• Screening: ECSE—preLAS (or comparable early screener). Grades K–6—WIDA Screener or WIDA Alternate Screener if no valid ACCESS 2.0/Alternate ACCESS score within the last 12 months is available.

• Identification Timelines: Initial identification and parent notification will occur no later than 30 days after school year start, or within two weeks (10 school days) of mid-year enrollment.

• Eligibility: K–6 students who do not achieve a composite score of 4.5 on the WIDA Screener or ACCESS 2.0 qualify for EL services, consistent with MDE guidance. Alternate

ACCESS criteria apply for students with significant cognitive disabilities as determined by the IEP team.

• Documentation: MNLS, screener/ACCESS reports, and parent notifications are maintained in the cumulative file. Parents may decline services; all identified ELs must take ACCESS/Alternate ACCESS annually.

DESCRIPTION OF EL PROGRAM

TRM provides English Language Development (ELD) services aligned to WIDA ELD Standards and Minnesota Statutes §§124D.59–124D.61. Instruction targets the four domains—listening, speaking, reading, writing—supports both BICS and CALP, and is delivered in close collaboration with classroom teachers to ensure access to grade-level content in the Montessori environment.

PROGRAM MODELS

Early Learners (ECSE/PreK)

• Collaborative push-in with ECSE/preschool staff; language-rich routines; visuals; and family coaching on early literacy/oral language. Screening via preLAS; services documented in ILP and coordinated with IEP if applicable.

K–6 Elementary

• Pull-out ELD: Small-group targeted language instruction by proficiency level/domain needs.
• Push-in/Co-Teaching: EL teacher scaffolds vocabulary, discourse, and comprehension within core lessons.
• Newcomer Supports: Orientation to routines, survival English, visuals, home–school onboarding.
• Dual-Identified EL/SPED: Coordinated services with IEP teams; consideration of Alternate Screener/Alternate ACCESS.

AMOUNT AND SCOPE OF INSTRUCTION

Service minutes match proficiency level, domain needs, and small-school scheduling. Minutes adjust as progress is demonstrated.

Suggested Minimum Service Ranges (K–6):
• WIDA 1.0–2.9: 120–200 minutes/week (pull-out + push-in; newcomer supports)
• WIDA 3.0–3.9: 90–150 minutes/week (academic language and literacy)
• WIDA 4.0–4.4: 60–90 minutes/week (content-embedded language support)
• Dual-Identified/Alternate ACCESS: Minutes determined by IEP/ILP team; typically 60–150 minutes/week

ASSESSMENT AND ONGOING IDENTIFICATION PROCEDURES

• Annual Proficiency: ACCESS 2.0 (or Alternate ACCESS) for all identified ELs.

• Initial Identification: WIDA Screener (or Alternate Screener) triggered by MNLS.

• Progress Monitoring: Classroom measures; curriculum-embedded assessments; literacy screeners (e.g., FastBridge) to inform instruction.

• Data Review: EL and classroom teachers meet at least quarterly to review domain scores and adjust services.

EL EXIT PROCEDURES AND MONITORING

Exit (K–6): Students may exit by achieving an overall composite 4.5 on ACCESS 2.0 with three or more domains ≥3.5; if the lowest domain is <3.5, apply MDE-approved additional criteria. Alternate ACCESS overall 4.0 qualifies for exit; 3.0 or 2.0 may be considered with additional evidence and team agreement (parent, EL teacher, IEP case manager).

Post-Exit Monitoring: For two years, the EL teacher monitors grades, teacher feedback, attendance, and behavior each term. Reentry to services may be considered if data indicate language-related barriers.

FAMILY AND COMMUNICATION PROCEDURES

• Parent Notification: Within 30 days of the school year start or within two weeks of mid-year enrollment; provided in English and, when feasible, in the home language via translation/interpretation services.

• Communication Tools: Translated notices; interpreter support for conferences/meetings; translated progress summaries.

• Family Engagement: Newcomer orientation; EL family meetings; interpreter access; referrals to community partners for adult learning/resources.

ROLES AND RESPONSIBILITIES

• Executive Director: Ensures compliance, staffing, and public availability of the LIEP.

• EL Teacher/Coordinator: Screens, provides ELD, coordinates accommodations, communicates with families, manages ACCESS with the DAC, and monitors data.

• Classroom Teachers: Provide sheltered instruction and academic language opportunities; collaborate on ILPs.

• Special Education: Coordinates services for dual-identified students; determines Alternate ACCESS eligibility with the IEP team.

• DAC/Registrar: Supports ACCESS logistics; ensures MNLS completion and recordkeeping.

APPENDIX

• Minnesota Language Survey (MNLS) – English and translated versions

• Title III Parent Notification Letters – English and translated

• EL Services Opt-Out Form

• Individual Language Plan (ILP) Template

• Post-Exit Monitoring Form (Years 1–2)

• Family Conference Interpretation Request Form

ACRONYMS AND DEFINITIONS

• ACCESS 2.0 – Annual English language proficiency assessment for ELs

• Alternate ACCESS – Annual ELP assessment for ELs with significant cognitive disabilities

• BICS/CALP – Social vs. academic language proficiency

• DAC – District Assessment Coordinator

• EL/MLL – English Learner/Multilingual Learner

• ELD – English Language Development

• ESL – English as a Second Language

• IEP – Individualized Education Program

• ILP – Individual Language Plan

• LEA – Local Education Agency

• MNLS – Minnesota Language Survey

• SLIFE – Students with Limited or Interrupted Formal Education

• WIDA Screener – Initial identification assessment for potential ELs

TRM EL IDENTIFICATION FLOW

1) MNLS indicates language other than English → check records for recent ACCESS.
2) If none, administer WIDA Screener/Alternate Screener; determine eligibility.
3) If eligible, notify family, develop ILP, schedule services.
4) Provide annual ACCESS/Alternate ACCESS; adjust services by domain data.
5) Exit per MDE criteria; monitor for two years post-exit.

This LIEP will be posted on the TRM website and made available to families upon request. Contact: Executive Director, 17267 Yale Street NW, Elk River, MN 55330 • 763-595-1213.