

CROSSLAKE COMMUNITY SCHOOLS

District 4059 · In-Person PreK-8 · Online K-8 · Online 9-12

Language Instruction Education Program (LIEP) Plan

Online and In-Person Schools · SY 2026-27

Board Approved: _____

Submitted to Osprey Wilds Environmental Learning Center

Required · consistent with the FY27 Renewal Application and the Language Access Plan (Minn. Stat. §§ 124D.58-.65)

Dr. Jenna Leadbetter, District Superintendent · Abi Swenson, District Teaching & Learning Coordinator

October 2026

Crosslake Community Schools (CCS) is committed to identifying every English learner promptly and providing English language development that lets each student access grade-level content. This plan describes how the district identifies, places, serves, assesses, and exits English learners across its three schools: In-Person PreK-8 (Crosslake campus), Online K-8 (statewide), and Online 9-12 (statewide). It is submitted to Osprey Wilds Environmental Learning Center as a required attachment and is reviewed annually alongside the Language Access Plan. Owners: Dr. Jenna Leadbetter, District Superintendent, and Abi Swenson, District Teaching & Learning Coordinator, with the three principals and the licensed EL teacher.

1. Identification and Placement

- Every enrolling family completes the Minnesota Language Survey with the enrollment packet. If it indicates a language other than English, the student is screened with the state-approved WIDA Screener within 30 days of the start of the school year, or within two weeks of enrollment for students who enroll mid-year.
- The building principal ensures the screener is scheduled and completed (designees for SY 2026-27 are listed in the Language Access Plan); the licensed EL teacher reviews the results to determine EL eligibility and service.
- Students who qualify are identified as English learners. Parents/guardians receive written notice of identification, program placement, and their right to decline services, in a language they understand (see the Language Access Plan).
- Screener results and EL status are recorded in Infinite Campus and reported to MDE through MARSS.
- **Current identified English learners (October 2026):** two district-wide, one at the In-Person PreK-8 school and one in Online 9-12.

2. Program Model and Services

	In-Person PreK-8	Online K-8	Online 9-12
Core EL instruction	Licensed EL teacher provides direct English language development through push-in and pull-out services, coordinated with classroom teachers.	Licensed EL teacher provides synchronous virtual EL instruction, coordinated with online content teachers and learning coaches.	Licensed EL teacher provides synchronous virtual EL instruction, coordinated with online content teachers and learning coaches.
Service minutes	Set by the licensed EL teacher according to each student's WIDA English proficiency level and documented in the student's EL plan in Infinite Campus. Students at entering and emerging levels receive daily service; minutes decrease as proficiency grows.	Same	Same

EL staffing (October 2026). The district's licensed EL teacher currently serves at .2 FTE, and at least one student's proficiency level calls for service five days per week. A shared EL teacher arrangement with a neighboring district was explored and is not available. Administration is expanding EL teacher capacity so that service minutes match student need, either by increasing the current EL teacher's FTE or by posting an additional EL position.

3. Annual Assessment and Exit

- All identified English learners take ACCESS for ELLs (or Alternate ACCESS) each spring during the state window. Board Policy 615 governs testing accommodations.
- Students exit EL status when they meet Minnesota's state exit criteria on ACCESS. Exited students are monitored for four years, with re-entry available if data shows continued need.

4. Family Engagement

Families receive annual notification of continued eligibility, ACCESS results, and program information in an accessible language, following the Language Access Plan. In the online program, the EL teacher and learning coaches share responsibility for keeping multilingual families connected to their student's progress.

5. Program Evaluation and Funding

The program is reviewed annually using ACCESS growth, screening data, and academic progress within the district's MnMTSS framework and CACR planning.

State EL revenue is received from MDE as part of general education revenue and is coded to **R-01-005-000-000-000-211**. The district's FY 2026 SRSA (REAP) award of \$9,107 is coded to **R-01-005-000-000-514-500** and may support allowable Title III-type activities. The business office tracks EL program expenditures against these sources.

6. Staff Resources and Responsibilities

Role	Responsibility
Licensed EL teacher	Provides direct EL instruction, sets service minutes by proficiency level, reviews WIDA Screener results, co-plans with classroom and online teachers, and supports family communication for multilingual learners.
Building principals (or designees)	Ensure the WIDA Screener is administered on time, that EL plans are in place in Infinite Campus, and that this plan is reviewed annually alongside the Language Access Plan.
District Teaching & Learning Coordinator	Maintains alignment between EL services and core curriculum across the three schools and supports annual program evaluation.
Student Data and Enrollment Coordinator	Maintains home language, screener, EL status, and MARSS records in Infinite Campus.
Business office	Codes EL revenue and SRSA funds and tracks EL program expenditures.

Legal References

Minn. Stat. §§ 124D.58-.65 (Education for English Learners Act); Minn. Stat. § 124D.59 (definitions/identification); Minn. Stat. § 123B.32 (language access plan); ESSA Title I and Title III (identification, parent notification, exit, monitoring); WIDA/ACCESS state assessment requirements