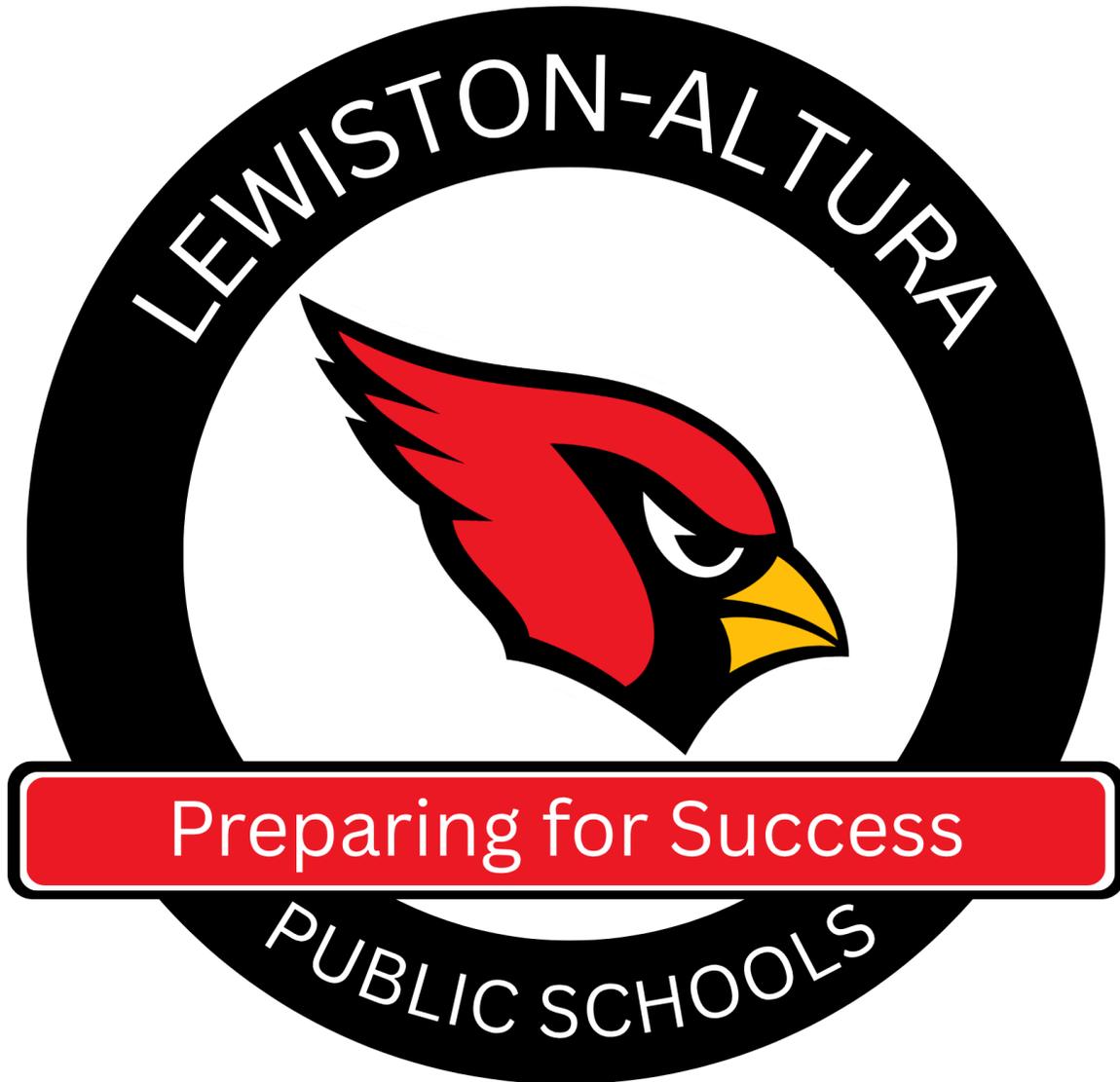**Multilingual Learner Program Handbook**

Lewiston - Altura Public Schools

Language Policy Statement

Lewiston-Altura Public Schools are committed to 'Prepare Students for Success'. This commitment is the basis for our language policy and language access planning. From the first communications with our school district, we want families to feel welcomed and valued as members of our school community. We have taken multiple steps to be prepared for interactions with families from multiple language backgrounds. Once families enter, it is our goal to set high expectations for student achievement and help support students through learning to reach graduation. Key components to our integration of multilingual learners are the use of our school success liaison to communicate with families and provide support at home and at school, language-specific instruction through our EL program, and support throughout core and elective courses to make the curriculum accessible. In addition, we provide student opportunities to learn a foreign language for students in grades 6 and 9-12. We are committed to the growth and development of our language experience programs for all students and staff.

Key Contacts

| Role	Name	Email	Phone
Superintendent	Gwen Carman	gcarman@lewalt.k12.mn.us	507-522-3401
Elementary Principal	Dave Riebel	driebel@lewalt.k12.mn.us	507-522-3213
High School Principal	Dr. Cory Hanson	chanson@lewalt.k12.mn.us	507-522-3232
ELD Coordinator Migrant Liaison	Mari Jo Starks	mstarks@lewalt.k12.mn.us	507-522-3318
Cultural Liaison	Mercedes Bustan	mbustan@lewalt.k12.mn.us	507-459-3148

Key Terms

At Lewiston-Altura Public School District, we use the following terms:

- ☐ Multilingual Learner: All language learners who regularly come in contact with and/or interact in languages in addition to English.
- ☐ English Learner: Individuals who are learning English as an additional language, regardless of their proficiency level (interchangeable with ELL).
- ☐ English Language Development: A program designed to support students who are at different levels of proficiency related to reading, writing, speaking and listening development.
- ☐ LTELs: English learners who have been enrolled in a U.S. school for more than five years, but have not yet acquired the necessary level of English proficiency to meet academic standards.
- ☐ Dually-Identified ELs: English learners who have been diagnosed with a disability and require special education services are referred to as dually identified students or English learners with disabilities.

Lewiston-Altura Public School District - Multilingual Learner Population
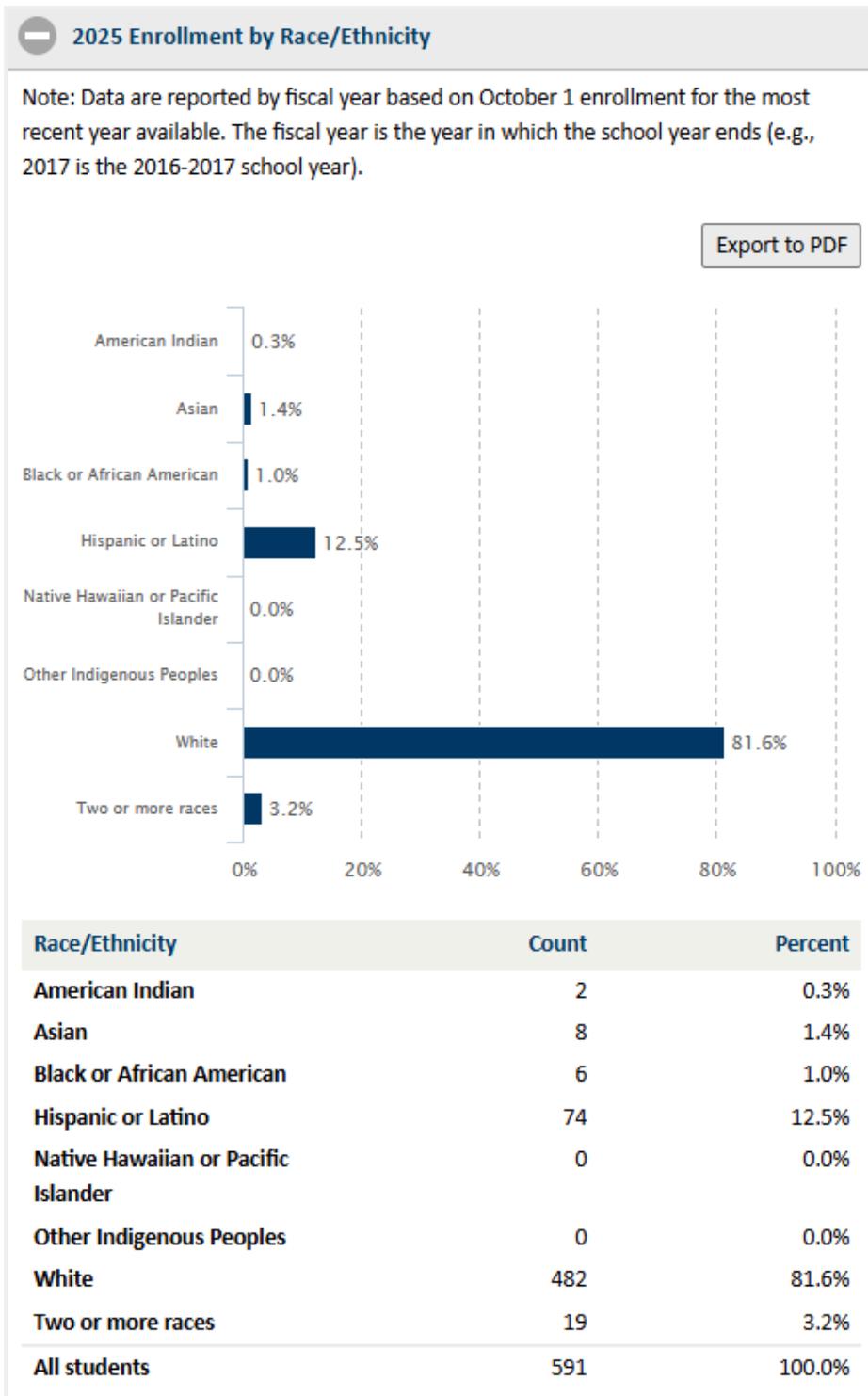
2025 Enrollment by Race/Ethnicity

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).

Export to PDF

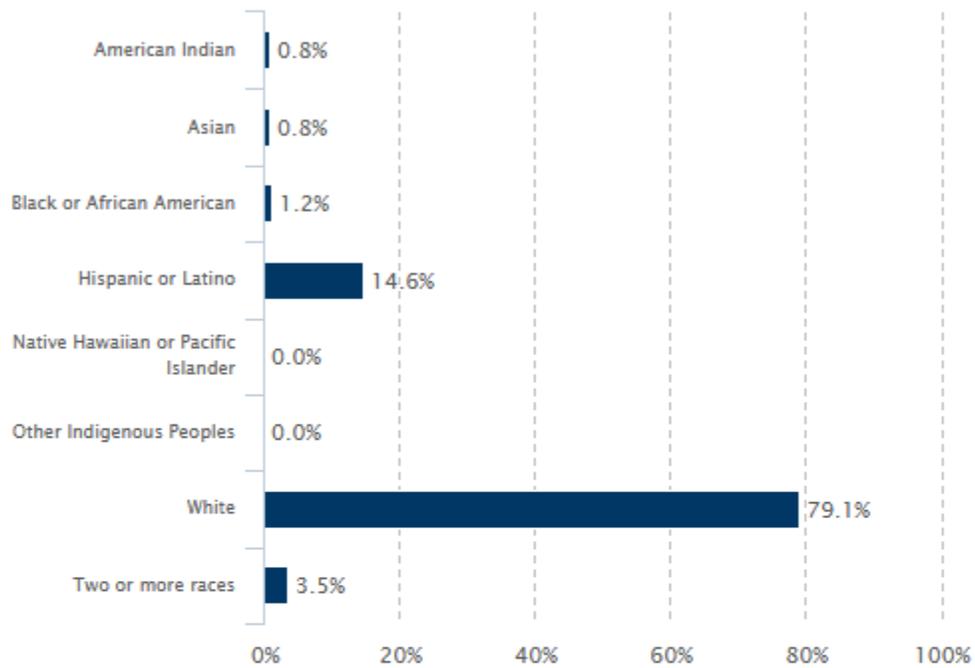| Race/Ethnicity	Count	Percent
American Indian	2	0.3%
Asian	8	1.4%
Black or African American	6	1.0%
Hispanic or Latino	74	12.5%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	482	81.6%
Two or more races	19	3.2%
All students	591	100.0%

2025 Enrollment by Race/Ethnicity

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).

Export to PDF
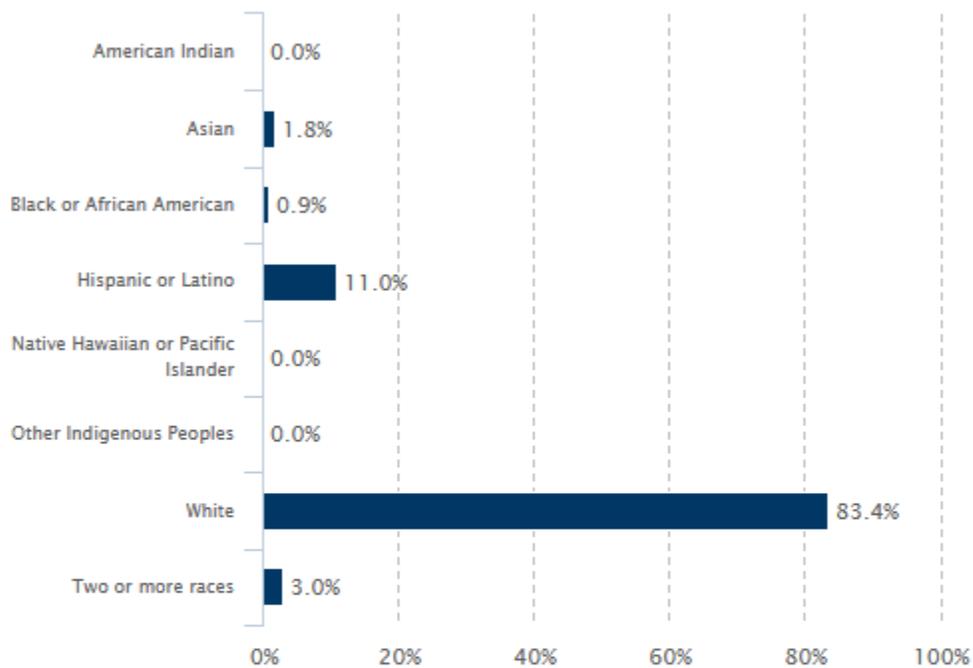
Race/Ethnicity	Count	Percent
American Indian	0	0.0%
Asian	6	1.8%
Black or African American	3	0.9%
Hispanic or Latino	37	11.0%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	281	83.4%
Two or more races	10	3.0%
All students	337	100.0%

Note: Data are reported by fiscal year based on October 1 enrollment for the most recent year available. The fiscal year is the year in which the school year ends (e.g., 2017 is the 2016-2017 school year).

Export to PDF

Race/Ethnicity	Count	Percent
American Indian	0.8%	
Asian	0.8%	
Black or African American	1.2%	
Hispanic or Latino	14.6%	
Native Hawaiian or Pacific Islander	0.0%	
Other Indigenous Peoples	0.0%	
White	79.1%	
Two or more races	3.5%	

Race/Ethnicity	Count	Percent
American Indian	2	0.8%
Asian	2	0.8%
Black or African American	3	1.2%
Hispanic or Latino	37	14.6%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	0	0.0%
White	201	79.1%
Two or more races	9	3.5%
All students	254	100.0%

EL Enrollment by Grade 2025:

PreK: 3	4th: 3	9th: 2
K: 6	5th: 0	10th: 2
1st: 2	6th: 2	11th: 2
2nd: 1	7th: 1	12th: 0
3rd: 0	8th: 0	

Lewiston-Altura has the following families that need translated services 2025:

Pre-K: 4	4th: 2	9th: 2
K: 3	5th: 1	10th: 2
1st: 2	6th: 1	11th: 4
2nd: 1	7th: 2	12th: 1
3rd: 1	8th: 2	

Lewiston-Altura Public Schools have seen an increase in the number of Hispanic students in the district over the last 10 years. We are approximately double the number of 10 years ago. We have seen only a handful of students that are identified as RAEL, but more students that meet SLIFE criteria. The student population at the elementary has been more stable than the high school population which has been very mobile. We are seeing fewer students arrive for education based upon farm work and the harvest season. More students are staying in the area permanently. Many high school students are arriving with interrupted educations from Spanish-speaking countries, and it has been hard to work through school being required through age 17 at minimum. It is not uncommon for high school students to note their goal is to learn English for work. We have been working on 5 and 6-year plans with MDE and preparing students for concurrent enrollment and college possibilities.

Currently, we have had students speak 2-3 languages at a time within the district. We have predominantly had students that speak a version of Spanish and have been able to communicate with minimal issues. We have had a handful of students that have spoken Filipino over the last decade, which has been a larger challenge. We have had the greatest challenge within our population with a family that speaks Cebuano.

Placement Procedures

Step	Details
Home Language Survey	1) The Minnesota Language Survey (MNLS) must be completed by a parent or guardian for all new students enrolling in a Minnesota public school. Translations of the MNLS are available for free at the TransACT Parent Notices Portal. The former site at TransAct.com has been retired. K-12 education staff needing an account with the new platform should send a request via e-mail to support@transact.com. 2) If any of the parent statements on the MNLS are "languages other than English" or "English and other languages other than English", the age-appropriate Minnesota screener (WIDA Screener) should be administered. If the child's primary home language is not clear from the information provided in the MNLS, contact the parents for clarification before screening for EL status. See Minnesota Standardized English Learner Procedures – Identifying Students as English Learners Using the WIDA Online or Paper Screener for additional information. 3) In some cases, if a parent has marked that the student first learned only English, speaks only English and understands only English but has marked the statement "my student has consistent interaction in a language other than English", In this unique situation in which only item #4 on the MNLS indicates a language other than English, district staff will talk with parents, to learn more about the non-English interaction of the student. If it is determined that the primary home language is English, the student will not complete an ELP screener, and a brief note is entered on the MNLS indicating the reason for not screening the student for English language proficiency. 4) Results of the screener assessment will indicate whether the student is identified as an English learner (EL). Students with EL status must receive regular ELD instruction from a licensed ESL teacher as well as timely and meaningful access to grade level content instruction (with instructional support to allow for the meaningful participation of multilingual learners at varying proficiency levels in English). 5) Students with limited or interrupted formal education (SLIFE) should be identified in the student support data collection (SSDC) system and EDIAM/Ed-Fi. For the definition of SLIFE and information on reporting, please visit MDE's SLIFE page 6) Districts and charter schools will also finalize student eligibility for the Title III Immigrant Children and Youth Grant each year by June 1.

Step	Details
	For additional information on Immigrant Grant, SLIFE and other reporting categories, please see the MDE Student Support Data Collection Page.
	The MNLS must remain in the student's permanent record. Only one MNLS is to be on file for the student and it should be from initial enrollment. The MNLS is required in K-12 settings and in Voluntary Pre-Kindergarten (VPK) and School Readiness Plus programs. Its use is strongly recommended in all other early learning settings. While an MNLS completed in early learning settings can be used for Kindergarten enrollment, students must take the WIDA Screener for Kindergarten even if they were identified for EL status in early learning settings using an approved ELP screener for early learning settings.
English Proficiency Screener Assessment	The state approved English language proficiency screeners in Minnesota are:
	Voluntary Pre-Kindergarten (VPK) and School Readiness Plus programs (strongly recommended in all other early learning programs): • Observation
	Kindergarten (first semester only): In the first semester of Kindergarten, use only the listening and speaking domains of the WIDA Screener for Kindergarten.
	Second Semester Kindergarten (after January 1) and First Semester of Grade 1: Use all four domains (listening, speaking, reading and writing) of the WIDA Screener for Kindergarten. Beginning in the second semester of grade 1 use the grade 1 test. For more details about Grade-Level Cluster tests, review the Screener Test Administrator Manual in the WIDA Secure Portal and visit the MDE EL Support Webpage. If you are administering the WIDA Screener for Kindergarten to students prior to their enrollment in kindergarten, the earliest recommended test administration is May 1.
	Grades 1-12: WIDA Screener Online and Paper
	Students with Identified or Unidentified Disabilities: Consult with the child's IEP case manager to determine which accommodations are required per the student's IEP. Accommodations available on WIDA ACCESS (per student IEPs) are also available for the WIDA Screener if these are identified in the child's IEP.

Step	Details
	WIDA Alternate Screener should be used in grades K-12 (including Secondary Transition programs) For new multilingual students with the most significant cognitive disabilities. Intended for students who have Individualized Education Programs (IEPs). May not be used for students who have already taken ACCESS or Alternate ACCESS. Note: to determine the appropriate grade-level cluster test, please consult the WIDA Alternate Screener Test Administrator Manual in the Resources section of the WIDA Secure Portal. The WIDA Tell Us About Your Child Survey, Resource Guide, and Family Letter may be helpful if staff are unsure whether a child should take the WIDA Alternate Screener.
Program Placement	WIDA Screener for Kindergarten This screener is scored during the screener administration. Annual WIDA certification is required. First Semester: At the start of kindergarten, students who are not yet reading and writing at a second-semester of kindergarten level, should take only the listening and speaking domains. Most students will only take the listening and speaking tests. Identification Criteria: First Semester: • A student will be identified for English learner status if they have an Oral Composite score below 4.5. • A student is considered proficient in English (and not eligible for EL status) with an Oral Composite score at or above 4.5. Second Semester (January 1 or later) and first semester of grade 1 • In the second semester, a student with an Overall Composite score below 4.5 is eligible for English learner status. • A student with an Overall Composite score at or above 4.5 is not eligible for English learner status. Progress Monitoring and the coordinator with grade level teachers identify and correct cases of potential misidentification. In Kindergarten, it's important that English language development staff partner with parents and grade level teachers to determine whether a student with a proficient Oral Composite Score from summer/fall should be considered

Step	Details
	for rescreening with all four domains. This should be done with parent approval and can happen on or after January 1. Grades 1-12: WIDA Screener Online: Student is proficient (not eligible for EL status) with overall Composite score of 4.5 or higher with no domains below a 4.0 Paper: Student is proficient (not eligible for EL status) with overall Composite score of 4.5 or higher with no domains below a 4.0 Grades K-12 (including Secondary Transition Programs): WIDA Alternate Screener Student is proficient (not eligible for EL status) with an Overall Composite score of 3 or higher. For more details regarding Minnesota Proficiency Criteria, also see MDE English Learner Support
Parent/Guardian Notification	Parent Notification: Local education agencies (LEAs) participating in the Title I program are required to notify parents of their student's participation in language development and Title III programming… • Annually • Within 30 days of the beginning of the school year. • Or within two weeks if the child enters the district during the course of the year. Information required with this notification includes the most recent English language proficiency assessments. Parent notification is available through TransACT website at: minnesota-doe.parentnotices.com Parents/guardians may decline to complete the Minnesota Language Survey. They can also decline to have their student screened for English proficiency. These refusals should be documented by the district and placed into the student's cumulative folder. Parents/guardians may decline to have their student enroll in a language instruction educational program. This written refusal must be collected annually and placed into the student's cumulative folder. Students whose parents decline EL enrollment will still be reported as EL = Yes, and should still take the annual WIDA ACCESS test. Content teachers should make content understandable for English learners (whether or not parents opt out of EL programming). Districts need to ensure that students have meaningful access to the grade-level curriculum.

Step	Details
Annual English Language Proficiency Assessment	RAELs participate in state academic assessments (including the MCA Reading test) and the annual WIDA ACCESS test.
Continued Eligibility Decision	Continued eligibility is determined by the ACCESS score, which requires an overall composite score of at least 4.5 and at least 3.5 in all four domain scores (listening, speaking, reading, writing) to be considered proficient. If the student's composite score is below 4.5, or if any two domain scores are below 3.5, they remain eligible and must continue to receive instruction in an English Language Instruction Educational Program (LIEP). (MDE, 2025)

Additional Information & Resources

- **District ABC Language Instruction Education Program (LIEP) Plan (Cum folder and EduClimber)**
- Handbook for EL Coordinators in MN | Project MOMENTUM
- English Learner Education | Minnesota Department of Education
  see English Language Development Program Entrance and Continuing English Learner Eligibility; English Learner Exit; Monitoring the Academic Progress of Former English Learners
- MARSS Student Accounting | Minnesota Department of Education
  see MARSS 32 English Learners (EL) Served with State EL Funding Eligibility

PROJECT MOMENTUM

Program Model - English Language Development - English Only Model

The EL Coordinator determines student placement using the criteria above. Students receive between 25 and 75 minutes daily for instructional time depending on the setting at the high school. The district strives at the Elementary school to maintain a minimum of 20 minutes daily for levels 1 and 2, and students in levels 3 and 4 to have minimum 2-3 days per week of 20 minute sessions, depending upon the needs of the students.

The district strives to maintain the following: 1 to 35 ratio for students to teachers and strive for the 30/60 minute model based upon levels when able. Services are provided in a variety of ways depending on current EL population numbers, number of grades served, and staff licensure.

Service	Provider	Frequency	Student Grouping
HS Pull-Out Model Class HS Pull-Out Model Homeroom	EL Teacher	**Daily / 47 minutes** **Daily / 27 Minutes**	Level 1, Level 2, and Mixed Group Classes Level 1 and/or Level 2
Elementary Push-In Model	EL Teacher	Afternoon Classes	Single level or mixed level, depending on the number of students in the classroom
Elementary Pull-Out Model	EL Teacher	5 Days per Week for Levels 1 and 2 2-3 Days per Week for Levels 3 and 4	Grade Levels are Mixed as Schedule Allows, along with using Levels for Support
Co-Teaching Model	EL Teacher and Classroom Teacher	Daily /47 Minutes at High School Daily / Depends on subject Co-Taught	Based Upon Students in the Class, Usually students grouped by level

Students receive specialized language instruction at the high school level in replacement of an elective course. Scheduling is completed at the beginning of each school year to match students to needs based upon grade level schedules.

Teachers are receiving EL instructional professional development on a regular basis. PELSB requirements are one CEU every three or five-year renewal cycle, but the district has averaged providing EL professional development approximately every other year. Beginning in August of 2025, Pre-K through 12 staff began working through Project Momentum course work with all

staff members needing to complete at least one module. Modules were prioritized based upon the recommendations from the EL coordinator as well as looking at microcredentials and determining relicensure needs.

The most recent Trainings include:
2025 - All staff completed at least one Project Momentum model
2022- Dr. Amy Young - EL Presentation Elementary (Spring) and High School (Fall)
2022- Kori McKibben - SE Service Coop (HS Only, Spring)
2019 - Ursula Lentz and Michelle Niska - MDE

Curriculum and Resources

- Core and Elective Courses
  - EL students in traditional courses are guided by the Minnesota Academic Standards in each subject area. As of 2025, the district is in its fourth year of work towards a complete standards based instruction and assessment program.
    - High school teachers are implementing a grading scale in the system of 1-Emerging, 2 - Developing, 3-Proficient, and 4-Advanced scale. The district is utilizing the Marzano cut scores for final term grades.
      - A variety of resources are utilized by high school teachers to meet the standards. Some subjects continue to have a core text book with the purchase of supplemental EL materials. Most subjects are creating their own materials within the Schoology platform to meet the variety of needs of the standards that most texts cannot meet. The one text used that is more geared for Minnesota standards is the Northern Lights text for 6th grade social studies.
    - The elementary school had been working in science until the break for the Read Act and was not implementing standards-based work in Language Arts with a new curriculum.
      - Elementary K-5 teachers utilize the Houghton Mifflin program for Language Arts, Envisions for math, and Twig for Science. All programs have supplemental EL components
    - EL Instruction
      - Our EL pull-out program has focused on the following materials, along with additional support for other content as time allows:
        - Lexia Core 5: K-5
        - Lexia Power Up: 6-12
        - Project-Based Learning, aligned w/the WiDA standards: 4-12
        - Lexia English: K-12

Language Access Plan

Student Information Sharing

Expectations

Individual Language Plans have been created for students in the past and shared via EduClimber. However, fewer people are using that system, so we are looking at recreating the form in Google or Microsoft so that the information is readily available to staff. In addition to ILP information, after state testing results are released, the EL coordinator shares recommendations for WIDA for each student to the teachers that are listed on the schedule via a message from JMC, so that all teachers that the student has have access to their levels and recommendations for support.

Structures and Support

Our district EL coordinator will be in charge of creation and documentation of all plans. Aside from completing plans, time will be used in EL class each year to continue to modify and adapt plans and use to set goals with students.

During MTSS (high school) or child study teams (elementary) plans will be able to be reviewed when EL students are discussed. The EL coordinator should be invited to meetings to provide input, and if not available, a follow-up of discussions should take place with the EL coordinator and building administrator or team lead.

Timeline

August - EL Coordinator will review WIDA Updates and determine level / placement for students and discuss placement with building administrator
September - During the first week of school, Multilingual Profiles will be shared with Staff by the EL Coordinator
October through May - ILP's are reviewed by all staff as EL students are discussed, especially during screening windows

Community Assets

Organization	Description	Contact Information	Area of Need
Project Fine	Project FINE offers a variety of services, including foreign language interpretation, referrals to existing services, and opportunities for interaction and education. Our work is accomplished through a small staff, volunteers, interpreters, and extensive collaboration with local service providers.	202 W 3rd Street Winona MN 5598 507452-4100 https://www.projectfine.org/	Cultural Center
St. Paul's Church	St. Paul Evangelical has ties to both the United Church of Christ and the Evangelical Lutheran Church in America. St. Paul's Church donates school supplies to schools yearly, which are used to help students in need. Room of Plenty - Free clothing, toys, games, books, and household items. In the basement of the church on Saturdays from 8-12.	100 N Fremont St Lewiston, MN 55952 507-523-2463 https://stpaulsc.weebly.com/about-us.html	Religion
St. John's Lutheran Church	A member of the Wisconsin Evangelical Lutheran Synod.	160 Williams St Lewiston, MN 55952 507-523-2280 507-523-2508 https://stjohnslew.org/	Religion
Immanuel Lutheran Church	Lutheran Church	22577 County Rd 25 Lewiston MN 55952 507-523-2228 http://www.immanuelsilo.org/	Religion

PROJECT MOMENTUM

Organization	Description	Contact Information	Area of Need
St. Rose of Lima Catholic Church	The church was completed and first used on September 15, 1876. St. Rose at first was affiliated with other Catholic parishes. The new church was a mission of St. Joseph's in Winona. Soon after, the parishes of Hart and Lewiston were missions of St. Charles.	180 S Fremont St Lewiston MN 55952 507-523-2428 https://www.st-rose.org/	Religion
SEMMCHRA	To enhance and strengthen communities through advocacy, collaboration and promotion of self-reliance, housing, and community development.	134 East Second St Wabasha MN 55981 651-565-2638	Housing
The Crossing Center	Our mission is to form and nurture individuals of strong heart, mind, soul, and body by providing a welcoming environment for meaningful events and gatherings, fostering connection, personal growth, and community well-being.	170 S Fremont St Lewiston, MN 55952 https://www.crossingscenter.com/	Hosts Summer concerts, community events, community farmer's market, and hosts the yearly toy's for tots pickup.

Tools and Resources

🔗 Handbook for EL Coordinators in Minnesota
🔗 Template: Individual Language Plan (ILP)
🔗 Template: Extended Home Language Survey
🔗 Worksheet: Inclusive School Policies and Practices
🔗 Worksheet: Strategic Use of Funding for English Learners
🔗 EL Program Evaluation Tool

PROJECT
MOMENTUM