

Minnesota READ Act Literacy Plan

2025-26 Data Submission and 2026-27 Continuous Improvement Plan

For

Long Prairie-Grey Eagle School Dist (2753-01)

Date Submitted to the State 06/08/2026

This is the Local Literacy Plan submitted to the Minnesota Department of Education (MDE) by Long Prairie-Grey Eagle School Dist (2753-01). This plan is a requirement of the Minnesota READ Act, [Minn. Stat. 120B.12 \(2024\)](#). The Local Literacy Plan must be updated annually and submitted to MDE by June 15th. The plan must also be posted to the district or charter school's official website.

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency. [Minn. Stat. 120B.12 \(2024\)](#).

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1. Read Act Goals

District or Charter School Literacy Goals

Long Prairie-Grey Eagle School Dist (2753-01)'s literacy goal(s) for the 2025-26 school year:

1. Long Prairie Grey Eagle Schools will begin to implement the Structured Literacy training and strategies into daily lessons with fidelity.
2. Long Prairie Grey Eagle Students will increase reading proficiency from 35% to the goal of all students.

The following was implemented or changed to make progress towards the goal(s):

Long Prairie Grey Eagle Schools have implemented strategies from LETRS and OL&LA training, UFLI curriculum at the elementary, Rewards and Words their Way tools.

The following describes how Long Prairie-Grey Eagle School Dist (2753-01)'s current student performance differs from the literacy goal detailed in the READ Act:

Currently we are seeing growth in our students but we are not to the point where all students are reading at grade level.

Long Prairie-Grey Eagle School Dist (2753-01)'s literacy goal(s) for the 2026-27 school year:

1. Long Prairie Grey Eagle Schools will increase reading proficiency from 34% district wide to the goal of all students reading at grade level.
2. Long Prairie Grey Eagle Schools will coordinate and utilize structured literacy strategies and the newly adopted curricular resources with fidelity with the goal of all students reading at grade level.

The Local Literacy Lead, Tammy Cebulla, for Long Prairie-Grey Eagle School Dist (2753-01) has an FTE of .10

The Local Literacy Lead engages with the District and School Leadership Teams in the following manner:

As the District Literacy Lead and Elementary Principal, I am an active member of our District Leadership team and the point person on our Elementary Leadership and Literacy teams.

The Local Literacy Lead has an active state license from the allowable licenses list on MDE's Website:

[MDE Read Act Literacy Lead License List](#)

Yes

Yes - The District Literacy Lead has completed an MDE approved READ Act Professional Development Program from the list below:

- CAREIALL (Advancing Language and Literacy - Center for Applied Research and Educational Improvement)
- OL&LA (Online Language and Literacy Academy)
- LETRS (Language Essentials for Teachers of Reading and Spelling)
- CAREIAll Secondary

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- Neuhaus Structured Literacy Modules
- OL&LA Secondary
- STRIVE Science of Reading Grades 4-12

Long Prairie-Grey Eagle School Dist (2753-01) Local Literacy Plan is posted on the district website at https://www.lpge.org/apps/pages/?type=d&uREC_ID=620863&pREC_ID=1190701

2. Screening Tools K-3

The Minnesota READ Act requires that all students in grades K-3 are universally screened for mastery of foundational reading skills and characteristics of dyslexia in Fall, Winter and Spring using an MDE approved screening tool.

Long Prairie-Grey Eagle School Dist (2753-01) has administered an MDE approved K-3 READ Act screening tool

Yes

The table below details the screening tool used by Long Prairie-Grey Eagle School Dist (2753-01) and the criteria used to determine if students are reading at benchmark. It also includes any additional screening tools utilized.

Screening Tools Used for Grades K-3:

Screening Tool	Grades Implemented	Criteria Used to Determine Benchmark	Additional Screeners
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	Kindergarten	Vendor Composites using vendor benchmarks	none
	Grade 1	Vendor Composites using vendor benchmarks	none
	Grade 2	Vendor Composites using vendor benchmarks	none
	Grade 3	Vendor Composites using vendor benchmarks	none

The district or charter school conducted oral language screening in the 2025-26 school year?

No

3. Screening Tools 4-12

The Minnesota READ Act requires that all students in grades 4-12 who are not reading at grade level be screened for characteristics of dyslexia using an MDE approved screening tool.

The district or charter school administered the MDE approved grades 4-12 READ Act screening tool Capti ReadBasix in the 2025-26 school year.

Yes

Students in grades 4-12 not reading at grade level were identified through the following process:

Two-step screening process: Step 1, A district determined tool was used to identified students not reading at grade level. Step 2, Capti ReadBasix was administered to identified students.

The table below details the screening tool(s) used by Long Prairie-Grey Eagle School Dist (2753-01) to screen for characteristics of dyslexia and the criteria used to determine if students are demonstrating characteristics of dyslexia.

Screening Tool	Grades Implemented	Timing of Administration	Criteria/ Benchmark Used + Other Criteria Used Explain
FastBridge aReading	Grade 4	3 time per year	Vendor Benchmark
	Grade 8	3 time per year	Vendor Benchmark
	Grade 5	3 time per year	Vendor Benchmark
	Grade 9	3 time per year	Vendor Benchmark
	Grade 10	3 time per year	Vendor Benchmark
	Grade 6	3 time per year	Vendor Benchmark
	Grade 11	3 time per year	Vendor Benchmark
	Grade 12	3 time per year	Vendor Benchmark
	Grade 7	3 time per year	Vendor Benchmark

For the 2025-26 school year, MDE required the following Capti ReadBasix subtests be administered to students in grades 4-12 who were not reading at grade level:

- Word Recognition and Decoding
- Vocabulary
- Morphology
- Reading Efficiency

The following subtests were recommended in the 2025-26 school year and will be required in 2026-27:

- Sentence Processing
- Reading Comprehension

Long Prairie-Grey Eagle School Dist (2753-01) administers the following Capti ReadBasix subtests for the 2025-26 school year:

Required subtests only

Capti ReadBasix was used for progress monitoring:

No

4. Screening Summary Student Counts Grade K-3

Universal screening for foundational reading skills for Long Prairie-Grey Eagle School Dist (2753-01) resulted in the following number of students screened and scoring at or above benchmark at each screening time point:

Grade	Number of Students Universally Screened: Fall	Number of Students at or Above Benchmark: Fall	Number of Students Universally Screened: Winter	Number of Students at or Above Benchmark: Winter	Number of Students Universally Screened: Spring	Number of Students at or Above Benchmark: Spring
Kindergarten	66	10	69	6	70	9
1st	63	22	66	27	66	30
2nd	66	14	67	14	67	14
3rd	62	17	63	19	65	22

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

5. Dyslexia Screening Summary Student Counts K-3

The following section describes how Long Prairie-Grey Eagle School Dist (2753-01) engaged in screening for characteristics of dyslexia, and the number of students demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Long Prairie-Grey Eagle School Dist (2753-01) uses the following criteria to identify students demonstrating characteristics of dyslexia:

Vendor Composites using vendor benchmarks

Dyslexia Screening Summary Student Counts K-3

Grade	Number of Students Screened for Dyslexia	Number of Students Demonstrating Characteristics of Dyslexia
Kindergarten	66	39
1st	63	24
2nd	66	34
3rd	62	40

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

Long Prairie-Grey Eagle School Dist (2753-01) used the following process to administer the Nonsense Words subtest to measure decoding skills in grades 2 and 3:

Integrated: All students in Grades 2 and 3 were administered the Nonsense Word subtest

6. Dyslexia Screening Summary Student Counts Grades 4-12

The following table displays the number of students in Long Prairie-Grey Eagle School Dist (2753-01) who were identified as not reading at grade level, were screened for characteristics of dyslexia, and are demonstrating characteristics of dyslexia. NOTE: demonstrating characteristics of dyslexia is not the same as a diagnosis of dyslexia.

Grade	Total Number of Students in Grade Level	Number of Students Administered District Step 1 Tool (If no Step 1 tool used then enter zeros (0) in this column)	Number of Students Administered Capti ReadBasix	Number of Students Demonstrating Reading Difficulties (Reporting Optional in 2026)	Number of Students Demonstrating Characteristics of Dyslexia	Number of Students Identified as Not Reading at Grade Level Who Were Opted Out of Screening
4th	70	70	26	26	17	0
5th	73	73	35	35	24	0
6th	73	73	37	37	28	0
7th	90	85	34	34	29	0
8th	77	75	33	33	22	0
9th	75	73	25	25	13	0
10th	84	81	33	25	19	0
11th	78	72	20	18	10	0
12th	64	48	0	CTSTR	CTSTR	0

NOTE: As a standard practice when reporting public data, the Minnesota Department of Education will not report results if fewer than 10 students participated. CTSTR = Counts too small to report

7. Data-Based Decision Making for Action

READ Act screening data should be the basis for data-based decision making to determine which students need more support in reading. This could include differentiation of core (Tier 1) instruction, supplemental (Tier 2) or intensive (Tier 3) instruction.

Long Prairie-Grey Eagle School Dist (2753-01) uses the following process and data to assure that evidence-based instruction and intervention matches to a student's needs:

Long Prairie Grey Eagle takes screening data and looks at who is at high risk. Then we look at the reading subtests in FastBridge. We balance this data with phonemic awareness and phonics skills. We add in teacher input and language acquisition. For grades 2-6 we administer the UFLI phonics diagnostic test in the fall.

The processes for monitoring fidelity and differentiating Tier 1 instruction include:

The instructional coach completed classroom walkthroughs to monitor fidelity. Literacy team discusses and disseminates information. Grade level teams discuss and develop differentiation for Tier I instruction.

Criteria for entrance into supplemental (Tier 2) and/or intensive (Tier 3) targeted reading intervention include:

Elementary: Tier 2: Any student who is high risk on the FastBridge assessments. Tier 3: Students in Tier 3 receive extra time and BLAST intensive interventions. Secondary: The staff is developing a process in which to provide Tier 2 and Tier 3 interventions.

Progress monitoring data collection for students in Tier 2 occurs:

Once every two weeks

Progress monitoring data collection for students in Tier 3 occurs:

Once every two weeks

The kindergarten - 12th grade progress monitoring protocol that has been established to determine any necessary intensifications or modifications of supplemental (Tier 2) and/or intensive (Tier 3) targeted reading instruction include:

This progress monitoring protocol needs to be better established in order to determine any necessary intensification or modification. We will be working on our MnMTSS system to improve this protocol

Criteria for exit from supplemental (Tier 2) and/or intensive (Tier3) targeted reading intervention include:

Elementary: As students move to 15%ile or higher, they exit Tier 2 interventions. Tier 3 plan is being developed with our Building Level Academic Support Team (BLAST). This process involves using data to monitor progress. Secondary: Plan is being developed.

Continuous Improvement for Data-Based Decision Making for Action

Long Prairie-Grey Eagle School Dist (2753-01) will make the following changes to data-based decision making for action processes, criteria, and progress monitoring procedures in the 2026-27 school year:

LPGE Schools need to continue to develop and fine tune the current plans. Definitive Tier 3 Criteria needs to be developed.

8. Parent Notification and Involvement

The READ Act legislation requires districts to notify the parents of each student in grade K-3 who are not reading at or above grade level.

Does Long Prairie-Grey Eagle School Dist (2753-01) notify parents or guardians when children are identified as not reading at grade level?

Yes

The table below indicates the frequency and method of parent notification for each grade level.

Parent Notification Frequency by Grade

Grade	Frequency of Notification	Method of Notification
Kindergarten	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 1	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 2	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 3	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 4	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 5	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 6	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 7	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 8	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 9	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 10	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 11	2 times per year	Mailed letter
	2 times per year	Parent teacher conferences
Grade 12	2 times per year	Mailed letter

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Grade	Frequency of Notification	Method of Notification
Grade 12	2 times per year	Parent teacher conferences

READ Act requires the following information be included in parent notifications:

- Student's reading proficiency level as measured by the MDE approved screener
- Reading related services currently being provided to the student
- Strategies parents/families can use at home in helping their student succeed

Parent Notifications from the district or charter includes all required information?

Yes

Families or the community are engaged around literacy through the following:

- Family engagement nights

9. Tier 1 (Core) Curricular Resources

The Minnesota READ Act requires districts to use evidence-based curriculum materials that are designed to ensure students mastery of literacy skills at each grade level. In 2024 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy curricula that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE READ Act Curricula Resources-Tier I webpage](#).

Tier 1 (Core) Literacy Instruction and Curricula

The following table displays the Tier 1 (Core) Literacy Instruction and Curricula Resources utilized by Long Prairie-Grey Eagle School Dist (2753-01), how the recourse is used and the minutes of instructional delivery per day in grades K-5.

Implemented Curricula	Curricula Type	Grades Implimented	Instructional Delivery Minutes Per Day
Benchmark Advance, K-5 (Partially Aligned)	Knowledge Building	Kindergarten	45
	Knowledge Building	Grade 1	45
	Knowledge Building	Grade 2	45
	Knowledge Building	Grade 3	45
	Knowledge Building	Grade 4	45
	Knowledge Building	Grade 5	45
Other Curriculum - Word Origins	Foundational	Grade 4	30
	Foundational	Grade 5	30
UFLI Foundations, K-2, 2022 (Highly Aligned)	Foundational	Kindergarten	30
	Foundational	Grade 1	30
	Foundational	Grade 2	30
	Foundational	Grade 3	30

The district used or will use the following process to select an evidence-based Tier 1 (Core) curricular resource: The literacy team used the rubrics from MDE as well as their own documentation to vet the highly aligned and partially aligned curricula to make the selection.

The selection and implementation timeline (e.g., selection, training, fidelity checks, standards alignment) include: 2025-2026 Selection year 2026-2027 Training and year 1 implementation.

Continuous Improvement for Tier 1 (Core) Literacy Instruction and Curricula Resources

Long Prairie-Grey Eagle School Dist (2753-01) will make the following changes to Tier 1 (Core) curricular resources for the 2026-27 school year:

10. Literacy Interventions Resources

The Minnesota READ Act requires districts to use evidence-based intervention materials that are designed to support literacy instruction at each grade K-12. In 2025 MDE partnered with the University of Minnesota Center for Applied Research and Educational Improvement (CAREI) to identify literacy interventions that are evidence-based and aligned to structured literacy. The findings of this review can be found on the [MDE Intervention Program Review webpage](#).

Literacy Intervention Resources Grades K-12

The following table displays the reading intervention resources utilized by Long Prairie-Grey Eagle School Dist (2753-01) in all grades K-12. NOTE: Tier 2 and Tier 3 intervention resources do not have to be different.

Tier 2 & 3 Resources	Resource Used for	Grades Implemented	Instructional Delivery Minutes
UFLI	Tier 2	Kindergarten	25
	Tier 2	Grade 1	25
	Tier 2	Grade 2	25
	Tier 2	Grade 3	25
	Tier 2	Grade 4	25
	Tier 2	Grade 5	25
	Tier 2	Grade 6	25
Other Resources - REWARDS	Tier 2	Grade 5	15
	Tier 2	Grade 6	15
Other Resources - Targeted Interventions using PRESS, Reading Corps and FastBridge Interventions	Tier 2 & 3	Kindergarten	15
	Tier 2 & 3	Grade 1	15
	Tier 2 & 3	Grade 2	15
	Tier 2 & 3	Grade 3	15
	Tier 2 & 3	Grade 4	15
	Tier 2 & 3	Grade 5	15
	Tier 2 & 3	Grade 6	15

11. Literacy Aid Funds

Literacy Aid Funds

The following are details about annual Literacy Aid Funds.

Long Prairie-Grey Eagle School Dist (2753-01) received the following amount of Literacy Aid Funds in the 2025-26 school year:

\$35,171

Amount of Literacy Aid Funds spent in the 2025-26 school year:

\$42,843

READ Act Literacy Aid

The following are details about the one-time READ Act Literacy Aid appropriations.

Long Prairie-Grey Eagle School Dist (2753-01) received the following amount of READ Act Literacy Aid in the 2024 school year:

\$35,554

At the completion of this Local Literacy Plan, the READ Act Literacy Aid reserve account had remaining balance of \$0

Literacy Aid Fund Usage

The following table displays how literacy funds were used in the 2025-26 school year.

Use of Literacy Funds	Type of Funds Used
Stipends for teachers completing literacy professional development	Both
Professional development on evidence-based literacy screening and progress monitoring tools	Literacy Aid Funds
Evidence-based literacy intervention resources (curriculum, materials, training)	Literacy Aid Funds

12: Professional Development Plan

The Minnesota READ Act requires that districts provide teachers and instructional support staff with responsibility for teaching reading with training on evidence-based reading instruction as approved by MDE. The following section details the district or charter school's professional development plan.

Long Prairie-Grey Eagle School Dist (2753-01) is using the following approved Phase 1 professional development program(s):

- Core OL and LA
- LETRS

Date of expected completion for Phase 1 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Both

Long Prairie-Grey Eagle School Dist (2753-01) is using the following approved Phase 2 professional development program(s):

- CORE OLLA Secondary

Date of expected completion of Phase 2 Professional Development:

06/30/2026

Synchronous professional development sessions were facilitated by:

Local Certified Facilitator

The following support is provided to teachers who do not complete the approved training at the vendor recommended 80% proficiency level:

Currently we have 100% of our staff complete.

The following fidelity data is collected to ensure that elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Fidelity Data collection is completed through walk throughs and regular literacy meetings. The data collected ensures that the Structured Literacy strategies are being utilized and implemented.

Based on the results of the fidelity data, the following coaching support and feedback is implemented to ensure that all elementary teachers are able to implement explicit, systematic, evidence-based instruction in the following five areas of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension:

Though May 2026, we had a literacy coach. We will not have a coach in 2026-2027 school year so we are developing a coaching plan.

The following changes in instructional practices have impacted students:

Classroom data shows high growth in grades K-2 in the foundational skills as UFLI has been fully implemented. With all of our staff trained in structured literacy, staff are using explicit and systematic instructional strategies.

Long Prairie-Grey Eagle School Dist (2753-01) has implemented the following professional development and support

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for teachers around culturally responsive literacy practices:

The district was very intentional in selecting a curriculum that was culturally diverse and culturally responsive. We looked for a good representation of our student demographics. Our MLL department is continually providing instructional supports to our students and staff.

Long Prairie-Grey Eagle School Dist (2753-01) engaged with the Regional Literacy Network through the following:

- Attended District Literacy Lead Community of Practice
- Attended Local Certified Facilitator Community of Practice

The following additional literacy focused professional development opportunities will be provided and may include alignment to the strands of the ELA Standards (reading, writing, and exchanging ideas):

Staff has opportunities to attend Sourcewell courses. The district added professional learning days for teams to work together to implement structured literacy strategies.

Continuous Improvement for Professional Development Plan

Long Prairie-Grey Eagle School Dist (2753-01) will make the following changes to the professional development plan for the 2026-27 school year:

The district added professional learning days for teams to work together to implement structured literacy strategies. We are developing a professional development handbook. We are also adding in training for all staff on MLL strategies and trauma informed instruction.

13. Professional Development Educator Count

The following tables provide the number of educators in the district or charter school who have met the READ Act professional development requirements, the number who are currently in training and the number who still need training. This training is occurring in phases, the details for which can be found on the

[MDE READ Act Professional Development webpage.](#)

Educator Count Phase 1

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Fourth and fifth grade teachers (Sixth grade depending on the structure of your elementary school)	9	9	0	0
Instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher	41	31	0	10
Pre-K Classroom teachers Pre-K classroom teachers include Voluntary Prekindergarten/School Readiness Plus, Early Childhood Special Education (Part B/619) responsible for early literacy/reading instruction and School Readiness	0	0	0	0
K-3 Classroom teachers	16	16	0	0
K-12 Teachers holding English as a second language licenses	6	6	0	0
K-12 Reading Intervention Teachers	4	4	0	0
K-12 Special Education educators responsible for foundational reading instruction	13	13	0	0
Pre-K through grade five Curriculum Directors	0	0	0	0

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Employees who select literacy instructional materials for grades pre-K through grade five	10	10	0	0
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Educator Count Phase 2

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Teachers who provide foundational reading instruction to students in grades 4-12	6	6	0	0
Teachers who provide reading instruction to students in dual language immersion programs	0	0	0	0
Teachers who provide reading instruction to students in a state-approved alternative program	0	0	0	0
Employees who select literacy instructional materials for grades 6-12	7	7	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Grades 6-12 instructional support staff who provide reading support	14	10	0	4

Of the total number of required instructional support staff, contractors, and volunteers from the above charts, the number that have completed the Paraprofessional Structured Literacy Training (PSLT, 8-hours training).

41

The PSLT was provided by:

District PSLT Trainer

14. Multi-tiered System of Supports (MTSS)

Districts are strongly encouraged to adopt a Multi-tiered System of Supports (MTSS) framework. This framework should include a process for:

- monitoring student progress
- evaluating program fidelity, and
- analyzing student outcomes and needs

in order to design and implement ongoing evidence-based instruction and interventions.

[Minn. Stat. 120B.12, subd. 4a \(2025\)](#). MDE has developed the [Minnesota Multi-Tiered System of Supports](#) (MnMTSS) Framework and encourages districts to adopt this framework when implementing MTSS.

Long Prairie-Grey Eagle School Dist (2753-01) is implementing a multi-tiered system of support framework:

Yes

The MnMTSS framework is being utilized:

No

Continuous Improvement for Multi-tiered Systems of Supports (MTSS)

Long Prairie-Grey Eagle School Dist (2753-01) will make the following changes to multi-tiered systems of supports for the 2026-27 school year:

As a district we will be engaging in the MnMTSS framework planning and implementation process.

15. Dual Language Immersion Programs

MDE defines Dual Language Immersion Programs (DLI) as follows: At the elementary level, students are taught for at least 50 percent of the day in a language other than English. At the secondary level, students take two or more classes in the non-English language.

Long Prairie-Grey Eagle School Dist (2753-01) does not include a DLI Program