



MLL Regulations Implementation Support

The newly promulgated RI Multilingual Learner Regulations can be accessed at the following link: [Regulations Governing the Education of Multilingual Learners - Rhode Island Department of State](#). RIDE will offer updates, recommendations, and assistance to support full implementation of the regulations by the 2030-31 school year.

This guide for LEAs is intended to support planning for implementation of the new MLL Regulations. Based on the context of each LEA and current services and systems in place for MLLs, the length of time for the suggested steps below will vary to begin implementation and planning.

<i>Audience</i>	<i>District Leadership led by Superintendents, (ex. Superintendent, MLL administrators, Principals, Human Resources, Finance, etc.)</i>
<i>Purpose</i>	<i>Provide support and suggested steps for LEAs to launch MLL Regulations Implementation</i>

Clarify Requirements

This guide is intended to support LEAs with the new [Rhode Island Multilingual Learner Regulations](#), recognizing that doing this work takes planning and time. In the interim, while designing full implementation of new requirements, LEAs remain under the obligation to provide MLL students with explicit English Language Development (ELD) instruction for a daily minimum of time: three, two, or one period, based on students' proficiency level. The requirement for explicit ELD instruction has been a longtime requirement in Rhode Island. For LEAs with the currently required structures in place, the new regulations present an opportunity to examine student English Language Proficiency (ELP) data and the new program models in Sections 3.2.A.5, 3.2.A.6, 3.10 of the regulations. For LEAs without the 3-2-1 structure in place, immediately examining the requirements for dedicated ELD instruction (Sections 3.2.A.5.b, 3.8.A) is paramount while examining student ELP performance data and the new program models.

RIDE is currently finalizing the updated competencies that underpin the Awareness and Proficiency professional learning requirements (3.12) in the new MLL Regulations. As a reminder, RIDE has committed to providing Awareness training to LEAs free of charge. The publication of the updated competencies is planned for summer 2025 and will be accompanied by further information and timelines about the process for approving professional learning vendors to meet proficiency requirements.

Regardless of the LEA's current context, a close examination of the new regulations and the LEAs' current programs and structures are an excellent starting point for planning.

Initiate Implementation

RIDE recommends that each LEA begin examining how the district leadership team will analyze their students' ELP and other performance data, how the district is currently programming for the MLL students and where the new regulations provide an opportunity for improvement. RIDE suggests that each LEA:

- Determine who will participate in the LEA MLL Regulations Implementation team.
- Plan how to include/embed this in other priorities/initiatives. (ex. School Improvement Plans, District Strategic Plans, etc.)
- Inventory personnel who will need to engage in Awareness or Proficiency training.
- Map out how the district will engage MLL families and other school and community stakeholders in the implementation planning and processes.

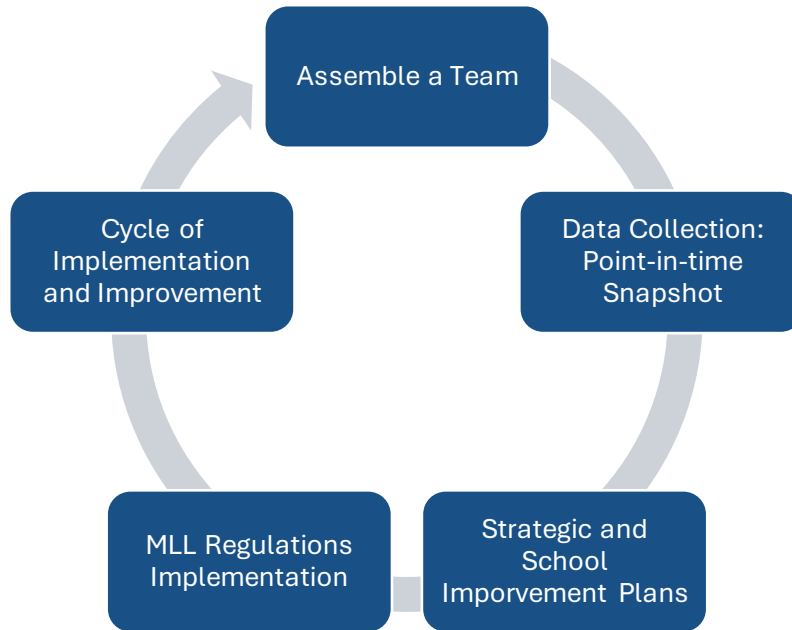


Contextualize Thinking with LEA Data

RIDE suggests developing a “Point-in-time Snapshot” to frame current context of MLL education in the LEA using qualitative and quantitative data. Use this as a starting point for planning implementation steps. What is the LEA already doing and what next steps make sense for implementation?

Cycle of Implementation

The visual below suggests steps for a cycle of improvement and implementation for school teams to consider.



Additional Resources

[RIDE Multilingual Learners](#)

[RI Strategic Plan for Multilingual Learner Success](#)

[RI School and District Improvement](#)

[Rhode Island Multilingual Learner Regulations](#)

Note: While full implementation of the MLL Regulations is required by school year 2030-31, LEAs must take responsibility for creating implementation plans. For more information, see the [overview of changes](#).

As you engage in planning and implementation, click here to [share additional questions](#) with RIDE. These questions will inform development of further support and guidance.



Appendix 1

The following table offers some suggested approaches.

	Demographics 3.3, 3.4, 3.6, 3.7	Programs & Instruction 3.2.A.5, 3.2.A.6, 3.5	School Schedule 3.7, 3.8.A, 3.9	Professional Learning 3.12	Stakeholder Support 3.20, 3.22
Planning action	Map concentrations of MLL students (schools, grades).	Evaluate current program models.	Review current school schedule and chart a path for changes.	In combination with Staffing & Certifications inventory, assess existing PD opportunities.	Assess current family involvement and use of translation & interpretation.
Reflective questions for analysis	<i>How do student concentrations impact implementation needs?</i>	<i>Where can you build out ELD + Integrated Content & Language?</i>	<i>How can the schedule be adjusted for new program models?</i>	<i>What Professional Learning needs exist and how will the LEA prioritize them?</i>	<i>How will the LEA include MLL families and students in schoolwide processes such as school improvement plans and district strategic plans?</i>
	Student Outcomes 3.14, 3.15, 3.16	Staffing & Certifications 3.2.A.4, 3.11	Incidence level 3.2.A.3, 3.2.A.4	School & District Accountability 3.19, 3.22	Funding & Resource Allocation 3.17
Planning action	Review MLL student English Language Proficiency levels.	Inventory the number of ESOL/Bilingual/ Dual-Language certified teachers, and MLL-endorsed teachers.	Consider requirements for MLL Administrators, Liaisons and Bilingual Counselors based on High/ Medium/Low incidence.	Assemble a team of LEA leaders to participate in MLL implementation team.	Map existing funding and resources, (ex. personnel, PD, instructional materials) to construct a fiscal framework for moving forward.
Reflective questions for analysis	<i>How do student language learning needs drive implementation plans?</i>	<i>Which teachers will teach which courses?</i>	<i>How does the LEA incidence level impact staffing and certification needs?</i>	<i>Who will participate in the implementation team and what information will they share?</i>	<i>How will the LEA fiscal planning incorporate MLL regulations implementation?</i>

(The numbers in the table above refer to the relevant sections in the [MLL Regulations](#).)