Independent School District 196
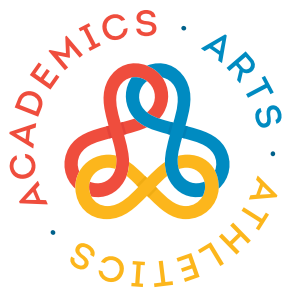# Language Instruction Education Program (LIEP) Plan

DISTRICT196
One District. Infinite Possibilities.

ACADEMICS · ARTS · ATHLETICS

NOVEMBER 2021

What's Inside

Minnesota Statutes, section 124D.61: General Requirements for Programs requires a district enrolling one or more English learners to implement an educational program that includes "a written plan of services that describes programming by English proficiency level made available to parents upon request."requires a district enrolling one or more English learners to implement an educational program that includes "a written plan of services that describes programming by English proficiency level made available to parents upon request.

The English Language Development (ELD) program in District 196 provides academic English language support to multilingual learners so they can acquire the skills and knowledge to achieve their academic, linguistic and personal goals.

VISION

- Create a safe, respectful community that values all cultures and languages
- Welcome students of all linguistic and cultural backgrounds as full members of our district, school and classroom communities
- Teach language through content
- Hold students to high academic standards
- Approach multilingualism as a valuable asset
- Empower multilingual learners to be independent learners
- Share accountability for the academic achievement of multilingual learners among all staff
- Provide ELD teachers access to high quality professional development

FOUR BIG IDEAS

We are committed to rigorous, standards-based, culturally and linguistically sustaining instruction for multilingual learners. To fulfill this commitment, the **Four Big Ideas** that anchor the WIDA Standards Framework are embedded into our programming, instruction and LIEP plan.

⭐ 1. Equity of access and opportunity
⭐ 2. Integration of language and content
⭐ 3. Collaboration among stakeholders
⭐ 4. A functional approach to language development

The **Four Big Ideas** promote educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs. All of the big ideas are integrated into District 196's ELD programming and Language Instruction Education Program plan. The most prominent big ideas represented in different parts of our LIEP are indicated by the star icons.

EQUITY of Opportunity and Access	**INTEGRATION** of Content and Language	**COLLABORATION** Among Stakeholders	**FUNCTIONAL APPROACH** to Language Development

COMMITMENT

District 196 is a public school district of choice that is committed to educating students to reach their full potential. Our committed team of educators is dedicated to helping learners explore the outer limits of their vast potential. Whether it is an affinity for academics, arts and /or athletics, our goal is to expose students to the infinite possibilities within the district and throughout the communities we serve. Together, we encourage students each day to pursue excellence as they experience their exciting journey along the road of life.

ASSET-BASED LANGUAGE

District 196 uses student-first, asset-based language including the term "multilingual learner" to describe students who are learning additional languages. The term multilingual learner is a broad category that includes students who were never identified for English Learner (EL) status, students currently receiving ELD instruction, and those who used to have EL status.

Using asset-based language focuses on what students bring to the learning environment rather than the service they receive (e.g., special education, reading interventions, etc.). It is recommended to refer to students identified for ELD instruction with terms such as "multilingual learners," "students with English learner status," "students identified for EL instruction," or simply "students" depending upon the context. Because the acronym "EL" is used in federal law, certain contexts may require the use of EL to refer to this specific group of students. In this document the terms multilingual learner and EL are both used according to the context

Step 1: Initial Identification of English Learners

Definition of English Learner

An English learner is defined in Minnesota under 2018 Minnesota Statutes, section 124D. 59, sub-division 2 as "a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151 who meets the requirements under subdivision 2a or the following requirements:

(1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and

(2) the pupil is determined by a valid assessment measuring the pupil's English language proficiency and by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in academic classes taught in English.
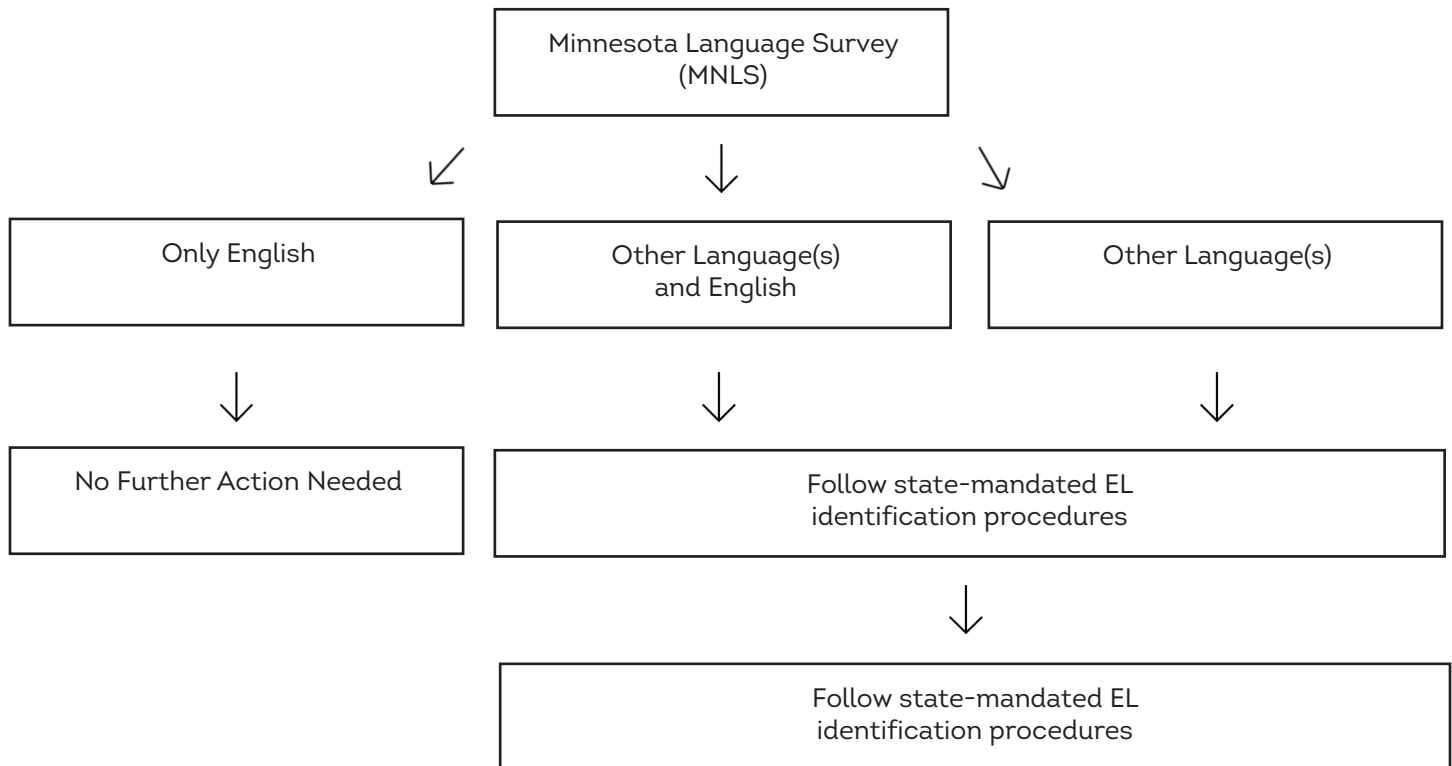
Identification of English Learners

In Minnesota, EL students are identified through a two-step process.

1. Identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNLS) completed upon enrollment.

2. Screening for English language ability using a state-approved language proficiency assessment. All students enrolling in Minnesota districts and charter schools must have a parent or guardian complete the Minnesota Language Survey (MNLS). Based upon the results of the survey, a potential EL student must be screened using the age appropriate screener. In District 196 we administer the WIDA Screener for Kindergarten to incoming kindergarteners and first semester first graders. All other grades use the WIDA Screener.

English Learner Identification Process: Step 1

During enrollment, all families must complete a Minnesota Language Survey (MNLS).

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                    ┌─────────────────────────────┐
                    │  Minnesota Language Survey  │
                    │           (MNLS)            │
                    └─────────────────────────────┘
              ↙                  ↓                    ↘
┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
│   Only English   │  │  Other Language(s)│  │  Other Language(s)│
│                  │  │   and English     │  │                  │
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│ No Further Action│  │       Follow state-mandated EL           │
│     Needed       │  │       identification procedures          │
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                                        ↓
                      ┌──────────────────────────────────────────┐
                      │       Follow state-mandated EL           │
                      │       identification procedures          │
                      └──────────────────────────────────────────┘
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Minnesota Language Survey

• *Amharic*
• *Arabic*
• *Chinese*
• *English*

• *Russian*
• *Somali*
• *Spanish*
• *Vietnamese*

SLIFE Identification

Students with limited interrupted formal education (SLIFE) are an important group of English learners who need special consideration in identification, programming, and graduation pathways.

The definition of Students with Limited or Interrupted Formal Education (SLIFE) (Minn. Stat. § 124D.59, Subd. 2a) is an English learner with an interrupted formal education who meets three of the following five requirements:
1. Comes from a home where the language usually spoken is other than English, or usually speaks a language other than English;
2. Enters school in the United States after grade 6;
3. Has at least two years less schooling than the English learner's peers;
4. Functions at least two years below expected grade level in reading and math; and
5. May be preliterate in the English learner's native language.

Upon enrollment and qualification for ELD instruction, the student and parent/guardian is interviewed for information to determine SLIFE identification. Parent and student interview questions are available on MDE's SLIFE webpage. Transcripts from previous schools, if available, can help identify and place SLIFE into appropriate programs. Local reading and math assessments help determine academic proficiency. District 196 Cultural Family Advocates are partners in SLIFE identification.

Immigrant Identification

An immigrant student is defined as a student who:
1. Is a child who is aged 3 through 21;
2. Was not born in any state or any U.S. territory;
3. Has not been attending one or more schools in any one or more states for more than three full academic years (on a cumulative basis); and,
4. While most immigrant students in Minnesota are also English learners, students who are not ELs can also be identified for funding and support. For additional information, see the MDE web page on Immigrant Children and Youth Grant.

ELD Services Eligibility

Students are eligible for ELD services if they meet the following screener criteria.

Assessment	Kindergarten and First Semester of 1st Grade
WIDA Screener for Kindergarten	*A student is identified for English learner status if it's the first semester of kindergarten **and*** • *The oral composite score is below 4.5 (if taking only the listening and speaking tests)* *A student is identified for English learner status if it's the second semester of kindergarten or the first semester of 1st grade **and*** • *The overall composite score is below 4.5 (if taking all four domain tests)*
Assessment	**Second Semester of 1st through 12th Grade**
WIDA Screener	*A student is identified as and English learner status if **either** of the statements below is true:* • The overall composite score is **below 4.5** • Any domain score is below 4.0

Step 2: Initial or Continuing ELD Programming

Initial Placement Procedures

After initial identification of a student as having English learner status,, the ELD teacher will collect and review language proficiency data to determine specific student language abilities and needs. This data will be used in LIEP placement decisions to determine more precisely the appropriate type and level of service. This decision may take into consideration:

- English language proficiency scores on the initial language screener or from the ACCESS for ELLs assessment
- Parent/family input regarding language development
- Additional educational data, including IEPs and additional services for which students qualify

Continuing Placement Procedures

Students obtaining an ACCESS for ELLs overall composite score below 4.5 or receiving a score below 3.5 in any of the four modalities of listening, speaking, reading or writing are automatically eligible for continuing ELD instruction. The following may be considered to determine the type and level of ELD instruction:
- Proficiency scores on the ACCESS for ELLs assessment
- ELD Teacher evaluation of student language samples using language-proficiency rubrics
- TEAE Writing Rubric
- MN Modified Student Oral Language Observation Matrix (MN SOLOM)

Step 3: Parent Notification

ELD teachers are the initial point of contact to notify parents/guardians of student placement in the ELD program. ELD teachers use face-to-face or telephone conversations to explain ELD instruction and services, answer questions, and receive parental input. Parents/Guardians are notified of student placement in ELD programming with an official letter mailed to their homes as required by MN State Statutes. This letter states the reason for identification; the student's English proficiency levels in speaking, listening, reading and writing; the amount of time and type of ELD instruction the student will receive; and the exit and graduation rates of students identified as English learners in District 196. Parents retain the right to refuse ELD service.

The following letters and forms are used by District 196 to communicate with parents regarding ELD services:

- **ELD Notification Letter**
  This letter is sent to parents/ guardians within the first 30 days of the school year or within 10 days of enrollment in ELD programming. Notification letters are sent in English and the family's home language as needed. A copy of this letter is kept by the ELD teacher. ELD Notification mailings include:
    - English learner Parent/Guardian Notification Letter
    - ACCESS and/or WIDA screener results

- **ELD Program Exit Letter**
  Parents/guardians are notified within the first 30 days of the beginning of the school year if students have met the criteria to exit from ELD service.

- **Refusal of ELD Services**
  Parents/guardians have the right to refuse or withdraw students from ELD services. Parents/guardians choosing this option are required to sign a Refusal of English Learner Service form annually.

- **Refusal for Participation in Statewide Testing**
  Parents/guardians retain the right to refuse student participation in statewide assessments including the ACCESS for ELLs English language proficiency assessment. Parents/guardians who choose to opt out of the ACCESS for ELLs assessment must submit a Refusal for Participation in Statewide Assessments form annually.

Step 4: ELD Instruction/Service ⭐

ELD instruction supports students in both language and content development through the WIDA ELD standards and state content standards. The WIDA Standards Framework and five WIDA Standards Statements are used to plan and implement language instruction and assessment for multilingual learners as they simultaneously learn language and academic content:

1. Language for Social and Instructional Purposes
2. Language for Language Arts
3. Language for Mathematics
4. Language for Science
5. Language for Social Studies

Scheduling ELD Service ⭐ ⭐

Licensed ELD teachers work with administrators, classroom and content teachers and counselors to ensure that all students who qualify for ELD instruction are scheduled appropriately based on language proficiency strengths and needs. Ongoing communication and collaboration among stakeholders is crucial to plan and implement an instructional program that is most beneficial for the English language and content development of each student. The amount of ELD instruction may increase or decrease throughout the school year according to need.

*ELD service is explained in more detail on page 13 of this document.*

Step 5: Annual Progress Evaluation

Federal and State law require that K-12 students with English learner status participate in the annual English language proficiency test ACCESS for ELLs, whether or not they are receiving ELD service. The ACCESS for ELLs assessment is a language proficiency assessment that measures listening, speaking, reading and writing skills of students with English learner status.

These portions of the ACCESS for ELLs assessment are combined to form an overall proficiency score. The reading and writing domains are weighted at 35% each of the overall score, and listening and speaking are weighted at 15% each as shown below. The composite/overall proficiency scores range from 1-6 with 1 representing an entering level and 6 representing academic communication in English comparable to English-proficient peers.

Teachers who administer the ACCESS must complete annual training and certification quizzes to correctly administer the assessment. This test usually takes place in February and March.

WRITING
35%

SPEAKING
15%

OTHER
30%

READING
35%

LISTENING
15%
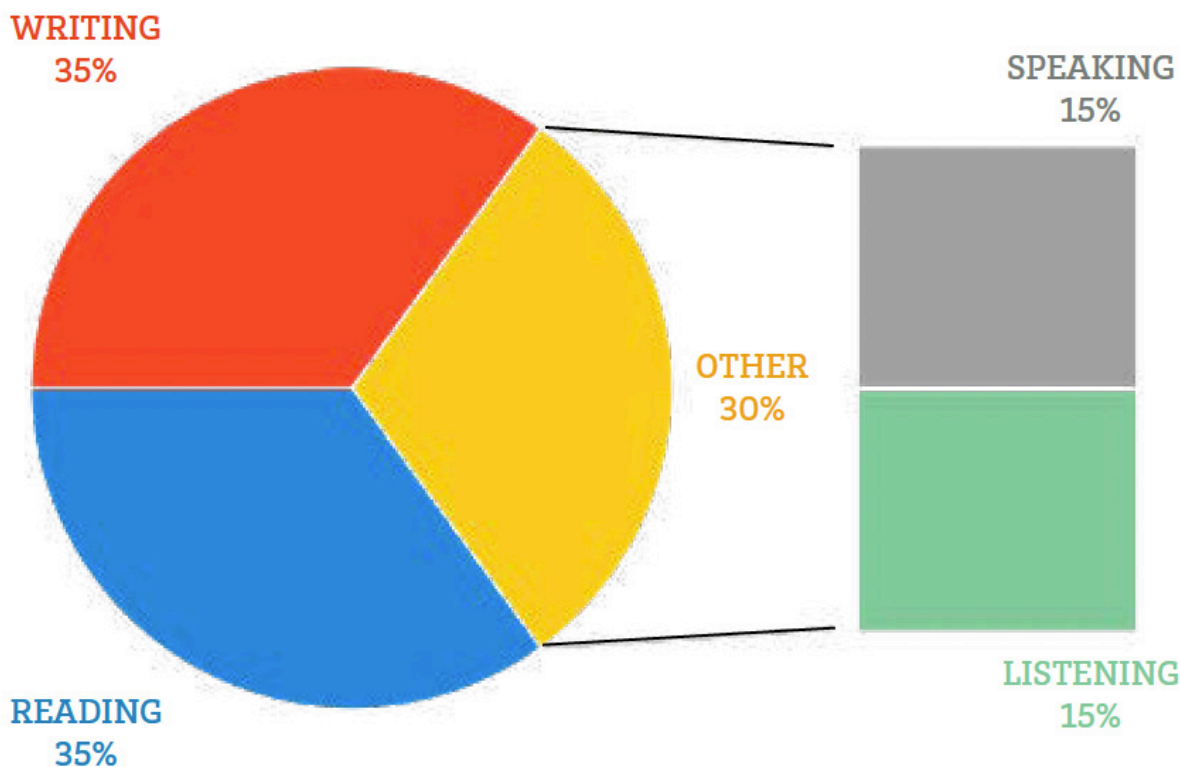
Step 6: Program Exit

A student will exit from ELD services upon attaining proficiency on the ACCESS for ELLs assessment.

Grade Level	ELD Exit Criteria
K-12	The State of Minnesota has defined English language proficiency to be an overall composite score on the ACCESS test of 4.5 with at least three of the four domain scores (reading, writing, listening, speaking) at 3.5 or higher. *Note: Students who meet this criteria may be retained in ELD services if one domain score is below 3.5 and there is clear and documented evidence that the student still requires ELD service for academic success. Additional criteria will be consulted in these cases.*

Monitoring Exited Students

Students who are exited from ELD services are monitored for 4 years following their exit. District 196 has a process based on guidance from MDE Monitoring the Academic Progress of Former English Learners to collect and analyze data if, at any point during these 4 years, there are concerns about the student's ability to successfully access content due to language needs.

A stakeholder team composed of a core teacher, ELD teacher, ELD leadership team representative, the student, student's parents/guardian, and administrative representation will be provided data and determine if the student should be re-screened using the WIDA Screener. The results of the screener will be analyzed and discussed with the stakeholders mentioned above. If the student is found to be eligible for services based upon those scores, they may re-enter ELD service/instruction.

Program Description

The goal of the English Language Development (ELD) program is to provide English language support to multilingual learners so they can acquire the skills and knowledge to achieve their academic, linguistic and personal potential. This includes meeting the same challenging academic standards all Minnesota students are expected to meet.

Our program model is developed on effective practices for multilingual learners within a multi-tiered system of support (MTSS) framework. We use the following instructional model framework to meet the unique needs of students with English learner status.

Universal/Core Instruction ★★★★	District 196 is committed to ensuring all students have access to grade-level curriculum and standards. Most students with English learner status engage in the majority of their education in the core/content classroom. They may receive ELD service within general education classrooms through co-teaching, or small-group ELD instruction in the classroom. Such service models allow students to develop English proficiency while at the same time provide access to general education content, curriculum and standards.
WIDA Standards Framework and Guiding Principles of Language Development ★★★★	Minnesota has adopted the WIDA ELD standards. These standards are intended to be aligned, integrated and implemented with all other Minnesota standards. District 196 uses the WIDA Standards, frameworks, research and resources to guide identification of English learners, academic language instruction and assessment.
WIDA English Language Development (ELD) Standard Statements ★★	**English Language Development Standard No. 1** Language for Social and Instructional Purposes **English Language Development Standard No. 2** Language for Language Arts **English Language Development Standard No. 3** Language for Mathematics **English Language Development Standard No. 4** Language for Science **English Language Development Standard No. 5** Language for Social Studies
Content-based English Language Development ★★	Students with English learner status develop the language of language arts, math, science and social studies (above) through the content of Minnesota's K-12 Academic Standards. Effective English Language Development integrates language learning opportunities with content instruction. English as a second language pedagogy supports a language-based approach to content instruction, where teachers prioritize explicit instruction in discipline-specific language *(Schleppegrell & deOliveira, 2006).*

ELD Instructional Models

★ ★ ★ ★ ★

Equity of access and opportunity, integration of language and content, collaboration among stakeholders and a functional approach to language development are intentionally embedded in our instructional models. The most common models used for English language development instruction in District 196 are:

Co-teaching	Co-teaching provides the opportunity for classroom and ELD teachers to collaborate on instruction designed to meet content and language objectives for English learners in the core/mainstream classroom *(Echevarria, Vogt and Short, 2009)*.
Instruction/Service in the classroom (push-in)	Instruction/Service in the classroom involves the ELD specialist working inside students' core/mainstream classroom to provide language instruction aligned with the content. This model helps some students feel more included as a part of their classroom community.
Instruction/Service outside the classroom (pull-out)	Instruction/Service outside the classroom is frequently used with students with emergent English proficiency to acquire language skills with peers of similar proficiency levels. This environment supports learning by lowering the affective filter and allowing beginners to take language risks and practice using English in a comfortable, low stress situation *(Krashen, 1981)*.
Sheltered Content Instruction	Sheltered Content Instruction is an instructional approach designed to promote access to mainstream, grade-level content in a way that is comprehensible to multilingual learners, and at the same time, promotes the development of English language proficiency. This model of ELD instruction takes place primarily at the secondary level and in a classroom where many or all of the students are identified as English learners.
Newcomer Instruction	Newcomer instruction is specific to the needs of students who have been in the United States for less than a year, and have emergent English language proficiency. In elementary and secondary schools, newcomers receive ELD instruction with a small group of students who have similar English language proficiency. The ELD teacher and classroom/content teachers work together to support student growth in language and content across their day.
Long-term English Learners (LTELs)	Long term English Learners are students who have been identified with EL status for 7 years or more and continue to need the support of ELD instruction. These secondary students receive ELD instruction to build their language capacity within the content areas. AVID Excel, a program designed to accelerate academic language acquisition of long-term English learners is offered at limited sites.

Students with English learner status may also be eligible to participate in the following programs designed to support English language development:

AVID Excel ★ ★ ★ ★
This is a course specifically designed for middle school long-term English learners and is available at Falcon Ridge Middle School to support students in acquiring and accelerating their language skills for successful use in the content areas. Instruction is targeted specifically to help students grow in their academic language proficiency. Students participate in activities to inquire and grow in learning language specific to each content area and for high level critical literacy and vocabulary skills.

AVID ★ ★ ★
English learners at levels 3 and 4 may be invited to join the AVID elective at either the middle or high school level. AVID requires that all interested students apply for the program and are accepted based on specific criteria. AVID prides itself on providing students with the tools necessary to achieve future success. Therefore, students strive toward future career and college readiness building their skills in writing, inquiry, collaboration, organization, and reading (WICOR). The program specifically targets students in good academic standing who may be first generation college students, multilingual students of color, and most importantly students who are determined to succeed.

Summer programs designed specifically for multilingual learners

Newcomer Academy ★ ★ ★ ★
District 196 offers all recently-arrived English learners (RAELs) in grades 6-12 at WIDA level 1 to participate in a 3-week intensive summer program to build English proficiency while learning future content. Student instruction is intentionally hands-on and interactive so that students are engaged in an enjoyable summer experience while building their language skills. High school students who complete the necessary learning are able to earn 3 total credits in the areas of English, Science, and Social Studies. Students also participate in 3 field trips to develop and reinforce the content and language instruction.

Inspire ★ ★ ★ ★
The Inspire program is specifically designed to target students in grades 6-8 who are close to exiting ELD service. Students receive one week of targeted instruction during the summer to boost their learning and inspire them to demonstrate their proficiency on the ACCESS test.

ELD in Camp Propel ★ ★ ★ ★
Camp Propel is a three-week summer program offered to students in grades 1-5 who qualify based on indicators of need. Students from throughout the district attend one of the nine Camp Propel sites, participating in learning that launches them into the next school year, develops growth mindset, connects them with a learning community and engages them as learners. Students with English learner status may be invited to participate based on their EL status. Within Camp Propel, there is a language development program taught by licensed ELD teachers and focused on accelerating the language acquisition of the most emergent language learners.

Conexiones ★ ★ ★
Conexiones is a summer program focused on social-emotional learning, fostering relationships between students and staff,engaging students and families through the summer, and developing language through authentic communication. Students with EL status who are recommended for participation are paired with District 196 staff members. These student/staff partnerships meet on a flexible basis throughout the summer.

Amount and Scope of Instruction

The amount and scope of ELD instruction is determined by each student's English language proficiency and individual learning needs. The following tables outline the approximate amount of ELD instruction a student may receive based on proficiency, grade level and their unique learning profile.

District 196 Elementary Scope & Sequence of Instruction

Grade Level	Level 1 (Entering) Level 2 (Emerging)	Level 3 Developing	Level 4 Expanding
K	30-45+ minutes 5 days/week	20-45 minutes 5 days/week	20-30 minutes 3-5 days/week
1-2	45+ minutes 5 days/week	30-45 minutes 3-5 days/week	30 minutes 3-5 days/week
3-5	45+ minutes 5 days/week	30-45 minutes 3-5 days/week	20-30 minutes 3-5 days/week

District 196 Secondary Scope & Sequence of Instruction

Grade Level	Level 1 (Entering) Level 2 (Emerging)	Level 3 Developing	Level 4 Expanding
6-8	3-4 class periods per day 5 days/week	2-3 class periods per day 5 days/week	1-2 class periods per day 5 days/week
9-12	3-4 class periods per day 5 days/week	2-3 class periods per day 5 days/week	1-2 class periods per day 5 days/week

Program Evaluation and Adjustment

Evidence for the effectiveness of District 196's program model can be found in our Progress Toward Proficiency data. For the purposes of school accountability under the Every Student Succeeds Act (ESSA), Minnesota public schools serving students with English learner status are evaluated based on students' growth on the ACCESS test compared to the growth required to be on track to achieving English language proficiency.

District196 students with English learner status score above the state average on the Progress Toward English Language Proficiency accountability indicator. Results by school can be found on the Minnesota Report Card.

Under the Every Student Succeeds Act students with English learner status are evaluated based on growth on the ACCESS test compared to the growth required to be on track to achieving English language proficiency. One key objective of ELD teachers and District 196 schools is to help students make enough progress that they achieve English language proficiency within a reasonable period of time after entering the U.S. school system. Research indicates it takes 5 years or longer to develop academic language proficiency *(Cummins, 2012)*.

Communication of LIEP

Parental Notification

Parents or guardians of students who have been evaluated for ELD service will be notified of the outcome of the language proficiency assessment results within two weeks of initial enrollment or within 30 days for continuing enrollment. The Parent Notification letter is sent in English and the family's preferred language of communication.

Parents are able to access the District 196 Language Instruction Education Program plan on the district website.

Access to Additional Services

★★★

Gifted and Talent Development	Gifted and Talent Development (GTD) services are available at all elementary and middle schools. GT children are those with out-standing abilities and capable of higher performance when com-pared to others of similar age, experience and environment. They have significantly different educational needs from their peers and require educational differentiation as a regular part of their day to ensure they reach their full potential. District 196 seeks to ensure equity by providing access and opportunity for all students to be universally screened for GTD service and by using the HOPE scale, a teacher-rating instrument designed to identify academic and social components of giftedness in elementary-aged students. Teachers are being trained in observing traits of giftedness in students whose English language proficiency is developing. GTD programming in District 196 is an inclusive, flexible and fluid model. Find more infor-mation on the Gifted and Talent Development webpage.
Title 1	Title I program is a federally-funded program providing valuable sup-plemental services to raise the achievement of elementary children who are performing below grade level in reading and math. Students are taught in small groups either in their regular classroom or in a re-source room. Students with EL status are eligible on the same basis as all students to receive Title I services. Find more information on Title I Services webpage.
Reading Recovery	*Reading Recovery®* is a short-term reading and writing intervention of 1:1 tutoring for first-grade students who are not catching on to the complex set of concepts that make reading and writing possible. Goals of Reading Recovery® include promoting literacy skills, reduc-ing the number of students who are struggling to read, and prevent-ing long-term reading difficulties. Students with EL status are eligible for Reading Recovery® on the same basis as all students. Classroom teachers, ELD teachers and Reading Recovery® teachers collaborate to determine which first graders will participate in the program.
Special Education	Special Education is specialized instruction specific to the student and is provided at no cost. The instruction is designed to meet the unique needs of a child with a disability. Children must meet specific criteria set by the state and federal government to receive special education services. Students with EL status who have a disability must be identified and evaluated for special education services. EL status must not be cause for delay of identification, evaluation or special education services. District 196 uses a True Peer process for an equitable identification process. This process includes comparing students with similar learning and experiential qualities and char-acteristics including language proficiency, cultural and experiential background (Brown & Doolittle, 2008). Title III of ESSA and other federal laws require that students with EL status who also qualify for special education services (dual-eligible students) receive both EL and special education services. Find more information on the Special Education webpage.

Basic Steps in ELD Programming

STEP 01 — IDENTIFICATION

STEP 02 — EL PROGRAM ENTRANCE

STEP 03 — PARENTAL NOTIFICATION

STEP 04 — EL SERVICE

STEP 05 — ANNUAL PROGRESS EVALUATION

STEP 06 — PROGRAM EXIT

STEP 07 — RECLASSIFICATION AS NO LONGER EL

Elementary Distance and Hybrid Learning Appendix

K-5 English Language Development for Distance and Hybrid Learning Guidance Document
Adapted from Minneapolis Public Schools

The purpose of this document is to provide needed guidance and clarifications from MDE and District 196 on how to provide K-5 English Language Development within Distance and Hybrid Learning Frameworks.

#1 Communication with Students and Families

Expectations	Strategies & Resources

• Cultural Family Advocates, EL teachers and classroom teachers will work together to ensure regular communication with multilingual families.
 	
• Weekly conference with caseload at least once per week either 1:1 or in a small group setting - depending on proficiency level (see #2 for how this may look)
 	
• Conferences/meetings can be synchronous or asynchronous
 	
• Communication with families will take place in the family's indicated preferred language of communication.
	• Conferencing can be done with your classroom colleagues
	
	• Conferencing can be used for many different purposes: goal-setting, checking in on progress, providing feedback, supporting learning. (Optional conferring template)
	
	• Facilitating communication through the Language Line, CFAs, Google Voice, and translated texts.
	
	• District 196 Video Conferencing Guidelines and Student Privacy and Distance Learning FAQs (read these before doing any video conferencing!)
	
	• Sending general messages to families
	  Use Infinite Campus to send messages to families
	
	  Child care and school meals

#2 English Language Development Instruction

Expectations	Strategies & Resources
Distance Learning • Choice boards should be differentiated to ensure that all four domains of language instruction are addressed (reading, writing, listening, speaking) and that choices are accessible to students with differing language proficiency levels. • ELD instruction should be connected to standards and aligned with classroom instruction to support English learners. • **ELP level 1 and 2 -** ELD service will take place through twice a week synchronous conferences/meetings (i.e. Zoom meetings, phone calls, etc.) or ELD-specific lessons (videos, Flipgrid, etc.) posted on Seesaw/Schoology pages and paired with a check-in. • **ELP level 3 -** EL teachers will modify classroom assignments and/or model assignments through video as needed to ensure ELs have access to grade-level standards and core content. Regular feedback (at least two times a week) is provided to students to support language growth. • **ELP level 4 -** Language development will be addressed within grade level, content-aligned lessons. Feedback to students will be provided as needed to support language growth. language of communication. **Hybrid Learning** • ELD instruction will be connected to standards and aligned with classroom instruction to support English learners. • Provide instruction based on student proficiency level, language strengths and needs. • Post lessons, activities, scaffolds, and supports on Seesaw or Schoology organized according to the Elementary Common Practices.	**Questions to Consider** • What are the students' language goals? • What Unit of Study are your students in? • What choice boards are being used? • Which standards are being addressed throughout the unit or choice boards? • What are the language structures and functions within those standards? • What resources do you have access to that can assist you with teaching those structures and functions? • How are students going to show evidence of their learning? • How can Ellevation help you to use student data to create and address appropriate language goals? • How are materials differentiated for your students' proficiency levels? **Resources** - Remote Learning with SeeSaw Guide - SeeSaw 101 - Seesaw Basics - Schoology 101 - Recording Video in Schoology - K- 3 Choice Boards - 4-5 Resources

Elementary Distance & Hybrid Learning Appendix continued...

#3 Mainstream EL Support/Collaboration With Colleagues

Expectations	Strategies & Resources for Classroom Teachers

• **EL teachers** will ensure consistent collaboration with classroom and content colleagues. This includes, but is not limited to:
   - Being present at scheduled grade-level team meetings or meeting directly with teachers who have ELs in their classrooms as possible;
   - Differentiating materials for various lessons;
   - Providing language structures for students to be successful, and
   - Scaffolding materials, including choice boards, to make content accessible to learners.
 	
• **Mainstream teachers** will embed Linguistic Considerations during Distance and Hybrid Learning into instruction and online learning opportunities, and collaborate on a regular basis with EL teachers.
 	
• **Mainstream teachers** will embed the four domains of language (reading, writing, listening and speaking) within instructional activities and choice boards.
 	
• **Mainstream teachers** will invite EL teachers to all scheduled team meetings/PLCs.
 	
• **Special Education teachers and EL teachers** will collaborate to align learning structures that meet linguistic and IEP needs.
 	
• **Special Education teachers** will continue to invite EL teachers to IEP meet.
	Possible resources by domain:
	
	• <u>Reading:</u> Students can read books through District 196 online resources such as PebbleGo, Tumblebooks, ABDO Books, and other platforms such as Newsela and Learning A-Z
	
	• <u>Writing:</u> Students can type in a Google doc, write and read it aloud to a teacher or a family member, etc.
	
	• <u>Listening:</u> Students can listen to e-books on Benchmark, PebbleGo, and other plat-forms. They can listen to videos on Brain-Pop and other platforms
	
	• <u>Speaking:</u> Students can record their ideas on Flipgrid, talk with teachers on the phone, present to their family members, etc.
	
	• Linguistic Considerations during Distance and Hybrid Learning (for classroom Schoology and Seesaw pages)
	
	• English Learner Distance Learning Guidelines for K-12 Classroom and Content Teachers by proficiency level.

Secondary Distance and Hybrid Learning Appendix

Secondary English Language Development for Distance and Hybrid Learning Guidance Document
Adapted from Minneapolis Public Schools

The purpose of this document is to provide needed guidance and clarifications from MDE and District 196 on how to provide 6-12 English Language Development within Distance and Hybrid Learning Frameworks.

#1 Communication with Students and Families

Expectations	Strategies & Resources

• Cultural Family Advocates, EL teachers and classroom teachers will work together to ensure regular communication with multilingual families.
 	
• Communicate growth monitoring and give feedback weekly to students and parents through Schoology, phone calls, Zoom or other technological tools (see #2 for guidance).
 	
• Conference with caseload once per week either 1:1 or in a small group setting.
 	
• Level 1 and 2 students conference 2x per week.
 	
• Conferences/meetings can be synchronous or asynchronous.
	• Conferencing can be done with your classroom colleagues
	
	• Conferencing can be used for many different purposes: goal-setting, checking in on progress, providing feedback, supporting learning. (Optional conferring template)
	
	• Facilitating communication through the Language Line, CFAs, Google Voice, and translated texts.
	
	• District 196 Video Conferencing Guidelines and Student Privacy and Distance Learning FAQs (read these before doing any video conferencing!)
	
	• Sending general messages to families
	    Use Infinite Campus to send messages to families
	
	    Child care and school meals

Secondary Distance & Hybrid Learning Appendix continued...

#2 English Language Development Instruction

Expectations	Strategies & Resources
• Provide instruction based on student proficiency level according to the course(s) in which they are enrolled (ELP 1-4). • Post lessons, activities, scaffolds, and supports on Schoology organized according to the Secondary Guidance for Flexible Learning Document. • Communicate daily office hours to students and families in order to assist students in their learning needs. • Address all four modalities of language instruction and are accessible to students of differing proficiency levels. • ELD instruction should be connected to standards and aligned with classroom instruction. • Instruction may take place asynchronously and/or synchronously depending on student proficiency level and/or needs. • **ELP level 1 and 2 -** ELD service will take place through twice a week synchronous conferences/meetings (i.e. Zoom meetings, phone calls, etc.) or ELD-specific lessons (videos, Flipgrid, etc) posted on Seesaw/Schoology pages and paired with a check-in. • **ELP level 3 -** EL teachers will model assignments through video as needed to ensure ELs have access to grade-level standards and core content. Regular feedback (at least two times a week) is provided to students to support language growth. • **ELP level 4 -** Language development will be ad-dressed within grade level, content-aligned lessons. Feedback to students will be provided as needed to support language growth. **EL Co-taught** EL teachers plan and collaborate with mainstream teachers and provide expertise to grade-level content and standards comprehensible and accessible for EL students.	**Questions to Consider** • What are the students' language goals? • Which standards are being addressed? • What are the language structures and functions within those standards? • What resources do you have access to that can assist you with teaching those structures and functions? • How are students going to show evidence of their learning? **Resources** -EL Resources Schoology Group -SeeSaw 101 -Schoology 101 -Recording Video in Schoology -Secondary Choice Board Example -Online Learning Plan Example -Remote Learning with SeeSaw Guide

Secondary Distance & Hybrid Learning Appendix continued...

#3 Mainstream EL Support/Collaboration With Colleagues

Expectations	Strategies & Resources for Classroom Teachers

• **EL teachers** will ensure consistent collaboration with classroom and content colleagues. This includes, but is not limited to:
  - Assist in providing support with scaffolds, modifications, differentiations and content accessibility
  - Providing language structures for student success
  - Being present at scheduled grade level team meetings or meeting directly with teachers who have ELs in their classrooms.
  - Collaborate with Special Education teachers to align learning structures that meet individual student and family needs
 	
• **Mainstream teachers** will embed Linguistic Considerations during Distance and Hybrid Learning into their online learning, and collaborate on a regular basis with EL teachers.
 	
• **Mainstream teachers** will utilize the four domains of language (reading, writing, listening and speaking) within instructional activities.
 	
• **Special Education and EL teachers** will collaborate to align learning structures that meet linguistic and IEP needs. And continue to invite EL teachers to IEP meetings of individual identified English learners.
	Possible resources by domain:
	
	• <u>Reading:</u> Students can read books through District 196 online resources such as Newsela, Learning A-Z, MackinVia, Epic and other platforms
	
	• <u>Writing:</u> Students can type in a Google doc, write and read it aloud to a teacher or a family member, etc.
	
	• <u>Listening:</u> Students can listen to e-books on Benchmark, PebbleGo, Audible, and other plat-forms. They can listen to videos on BrainPop, CultureGrams, and other platforms
	
	• <u>Speaking:</u> Students can record their ideas on Seesaw, Flipgrid, Schoology, or talk with teachers on the phone, present to their family members, etc.
	
	• Linguistic Considerations during Distance and Hybrid Learning (for classroom Schoology and Seesaw pages)
	
	• English Learner Distance Learning Guidelines for K-12 Classroom and Content Teachers by proficiency level.
	
	• Schoology Common Practices- High School
	
	• Guidance for Flexible Learning Plan

Contacts and References

If you have questions about ELD programming in District 196 or anything included in this Language Instruction Education Program plan, please contact:

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Independent School District 196
Language Instruction Education Program Plan (LIEP)

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NOVEMBER 2021