

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



**DISTRICT196**

One District. Infinite Possibilities.

SEPTEMBER 2020

<b>Introduction and Vision</b> .....	2
<b>LIEP English Learner Identification, Placement and Program Exit</b> .....	3-9
<b>LIEP Description</b> .....	10-13
<b>Amount and Scope of Instruction</b> .....	14
<b>Communication of LIEP Information</b> .....	15
<b>Elementary Distance Learning Appendix</b> .....	15
<b>Secondary Distance Learning Appendix</b> .....	18



*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.”*

The English Learner (EL) program provides academic English language support to multilingual learners so they can acquire the skills and knowledge to achieve their academic, linguistic and personal potential.

## **VISION**

- Create a safe, respectful community that values all cultures and languages
- Students of all linguistic and cultural backgrounds are welcomed as full members of our district, school and classroom communities
- Teach language through content
- Hold students to high academic standards
- Assets based approach to multilingualism
- All staff is accountable for the academic achievement of all students
- EL teachers have access to high quality professional development

## **COMMITMENT STATEMENT**

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.



# Part I: EL Identification, Placement and Program Exit

## Step 1: Initial Identification of English learners

### Definition of English learner

An English learner is defined in Minnesota under 2019 Minnesota Statutes, section 124D. 59, subdivision 2 as “a pupil in kindergarten through grade 12 or a prekindergarten student enrolled in an approved voluntary prekindergarten program under section 124D.151 or a school readiness plus program 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

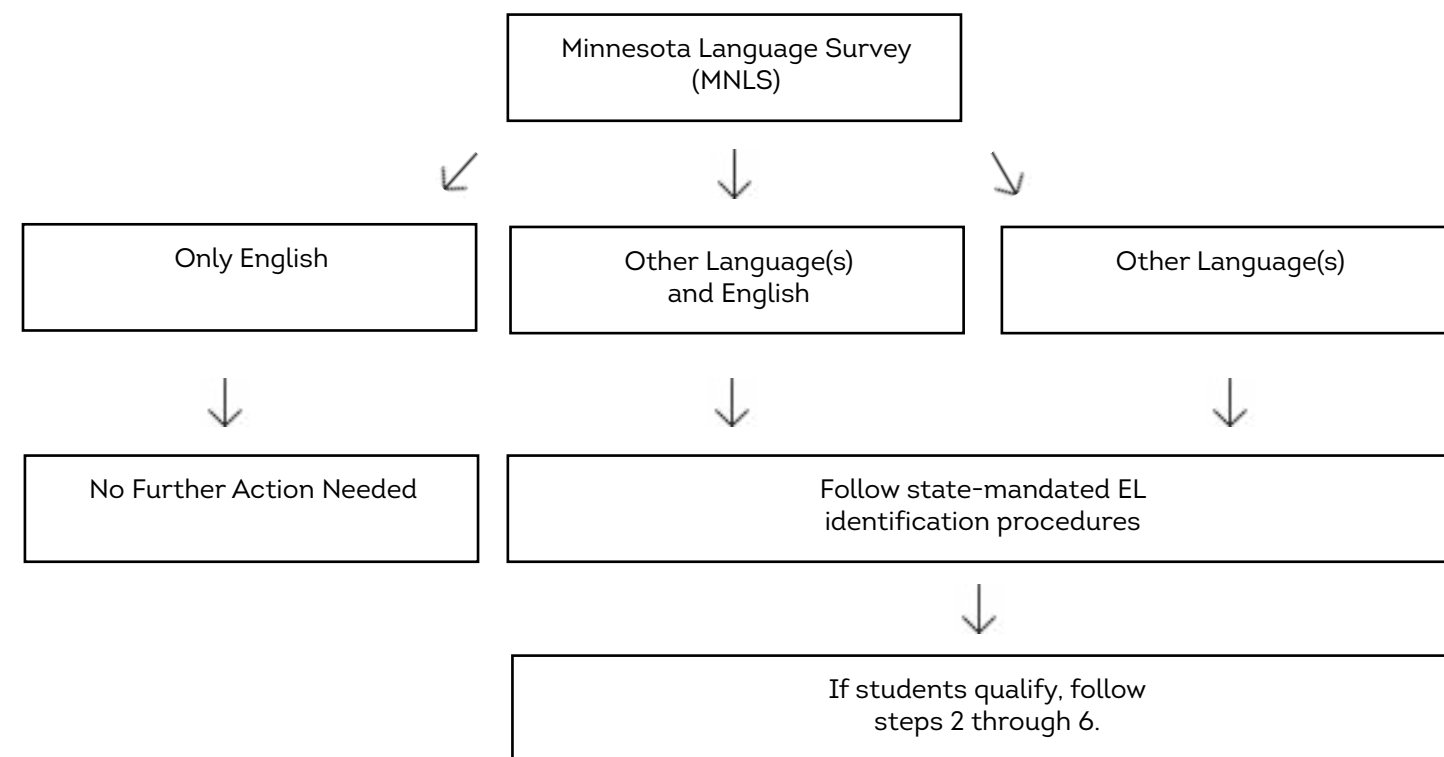
In Minnesota, English learners are identified through a two-step process.

1. Identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNL) 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 (MNL). Based upon the results of the survey, a potential English learner must be screened using the age appropriate screener. In District 196 we administer the Kindergarten MODEL to 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 (MNL).



### Minnesota Language Survey

- Amharic
- Arabic
- Chinese
- English

- Russian
- Somali
- Spanish
- Vietnamese

## EL Services Eligibility

Students are eligible for EL services if they meet the following screener criteria:

Assessment	Kindergarten and First Semester of 1st Grade
Kindergarten MODEL	<p>A student is identified as an English learner if <b>either</b> of the statements below is true:</p> <ul style="list-style-type: none"> <li>The overall composite score is below 5</li> <li>Any domain score is below 4</li> </ul>
Assessment	Second Semester of 1st through 12th Grade
WIDA Screener	<p>A student is identified as an English learner if <b>either</b> of the statements below is true:</p> <ul style="list-style-type: none"> <li>The overall composite score is <b>below 4.5</b></li> <li>Any domain score is below 4.0</li> </ul>



## Step 2: Initial or Continuing EL Programming

### Initial Placement Procedures

After initial identification as an English learner, the EL 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:

- Proficiency scores on the initial language screener and/or ACCESS assessment.
- Teacher evaluation of student language samples (speaking and writing) using language-proficiency rubrics
- TEAE Writing Rubric
- MN Modified Student Oral Language Observation Matrix (MN SOLOM)
- Educational transcripts and records, including additional services for which student qualifies
- Knowledge of student's home language proficiency
- Parent/family input regarding language needs

### Continuing Placement Procedures

Students obtaining an ACCESS for ELLs overall composite score below 4.5 or receiving a score below 3.5 in any one of the four modalities of listening, speaking, reading or writing are automatically eligible for continued EL services.





### Step 3: Parent Notification

EL teachers are the initial point of contact to notify parents/guardians of student placement in EL services. EL teachers use face-to-face or telephone conversations to explain EL services to new parents/guardians, answer questions and receive parental input. Parents are notified of student placement in EL services with an official letter mailed to their homes as required by MN State Statutes. This letter states the reason for identification, English proficiency levels in speaking, listening, reading and writing, the amount of time and type of services, and exit and graduation rates of ELs in the district. Parents retain the right to refuse EL service.

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

- **EL 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 EL programming. Notification letters are sent in English and the family's home language as needed. A copy of this letter is kept by the EL teacher. Parent Notification mailings include:

- English learner Parent Notification Letter
- ACCESS and/or WIDA screener results

- **EL 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 be exited from EL service.

- **Refusal of EL Services**

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

- **Refusal Of Participation in Statewide Testing**

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

### Step 4: EL Service

EL services support students in language development and academic content through WIDA and content standards. The 5 WIDA standards are used to plan and implement language in-instruction and assessment for multilingual learners as they learn academic content:

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

#### Scheduling EL Service

Licensed EL teachers work with administrators, classroom and content teachers and counselors to ensure that all students who qualify for EL service are scheduled appropriately based on language proficiency strengths and needs. Ongoing communication between stakeholders is important as they work together to plan and implement an instructional program that is most beneficial for the social and academic language needs of each English learner. EL service may increase or decrease throughout the school year according to need.

*EL service is explained in more detail on page 11 of this document.*



# Program Description

## Step 5: Annual Progress Evaluation

Federal and State law require that K-12 students identified as English learners participate in the annual English language proficiency test ACCESS for ELLs, whether or not they are receiving EL service. This test usually takes place in February and March. One key objective of EL 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). Under the Every Student Succeeds Act English learners are evaluated based on growth on the ACCESS test compared to the growth required to be on track to achieving English language proficiency.

## Step 6: Program Exit

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

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

The goal of the English Learner (EL) program is to provide academic 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 English learners within a multi-tiered system of support (MTSS) framework. We use the following service model framework to meet the unique needs of English learners:

<b>Universal/Core Instruction</b>	District 196 is committed to ensuring all students have access to grade-level curriculum and standards. Most English learners engage in the majority of their education in the core/content classroom. They may receive EL service within general education classrooms through co-teaching, or small-group EL service-in-the classroom. Such service models allow students to develop academic English while at the same time providing access to general education content, curriculum and standards.
<b>WIDA's Guiding Principles of Language Development</b>	WIDA standards, frameworks, research and resources guide EL identification, academic language instruction and assessment.
<b>WIDA English Language Development (ELD) standards</b>	<p><b>English Language Development Standard No. 1</b> Social and Instructional language</p> <p><b>English Language Development Standard No. 2</b> The language of Language Arts</p> <p><b>English Language Development Standard No. 3</b> The language of Mathematics</p> <p><b>English Language Development Standard No. 4</b> The language of Science</p> <p><b>English Language Development Standard No. 5</b> The language of Social Studies</p>
<b>Content-based English language development</b>	English learners develop the academic 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).



# Service Model Definitions

**Co-teaching** provides the opportunity for classroom and EL 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).

**Service in the classroom** involves the EL specialist working inside students' core/mainstream classroom to provide language instruction. This model helps some students feel more like a part of their classroom community.

**Service outside the classroom** is frequently used with emergent English learners to acquire basic 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).

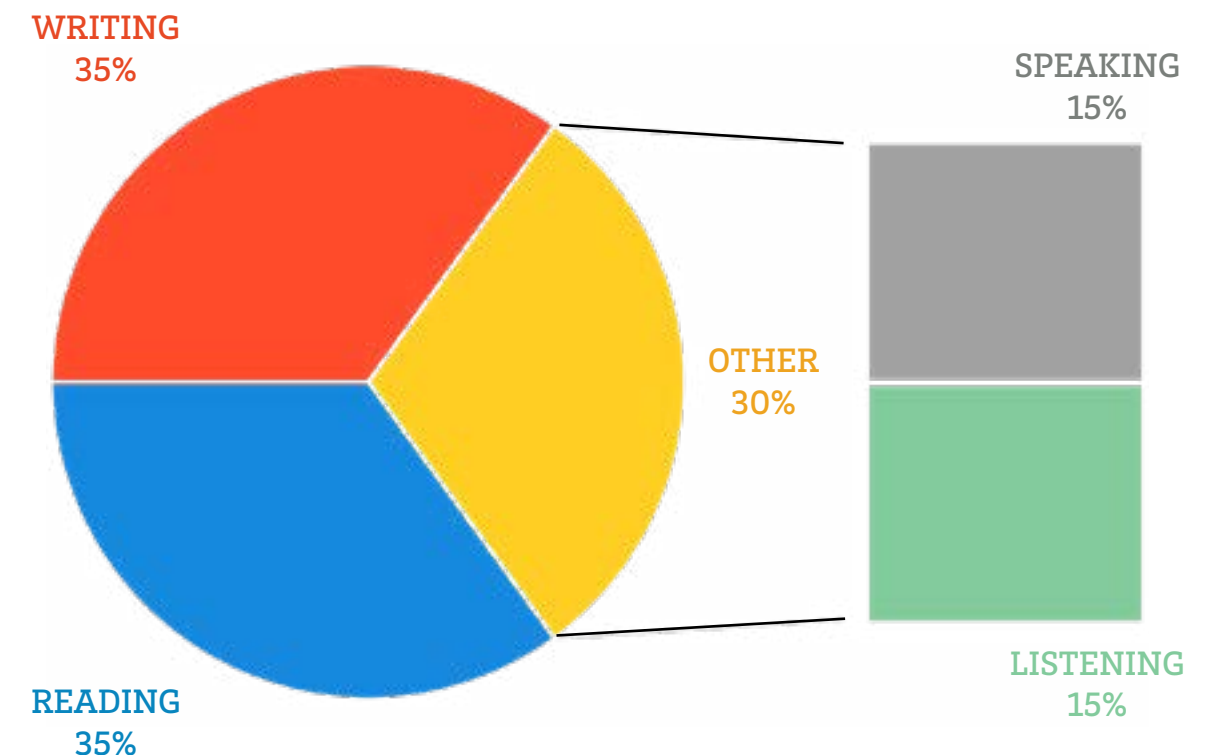
**Sheltered Content Instruction** is an instructional approach designed to promote access to mainstream, grade-level content in a way that is comprehensible to English learners, and at the same time promote the development of English language proficiency. This model of EL instruction takes place primarily at the secondary level and in a classroom where many or all of the students are English learners.



All English learners are assessed on an annual basis using the ACCESS for ELLs assessment to determine progress toward English language proficiency. The assessment is comprised of the four language domains of reading, writing, listening and speaking. 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. 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. The state of Minnesota has determined that an overall composite score of 4.5 demonstrates the English proficiency to be exited from a language instruction education program. See *Program Exit information on page 9 for details on exit criteria.*

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

District 196 English learners 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.



# Amount and Scope of Instruction

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

## District 196 Elementary EL Service Models

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 EL Service Models

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

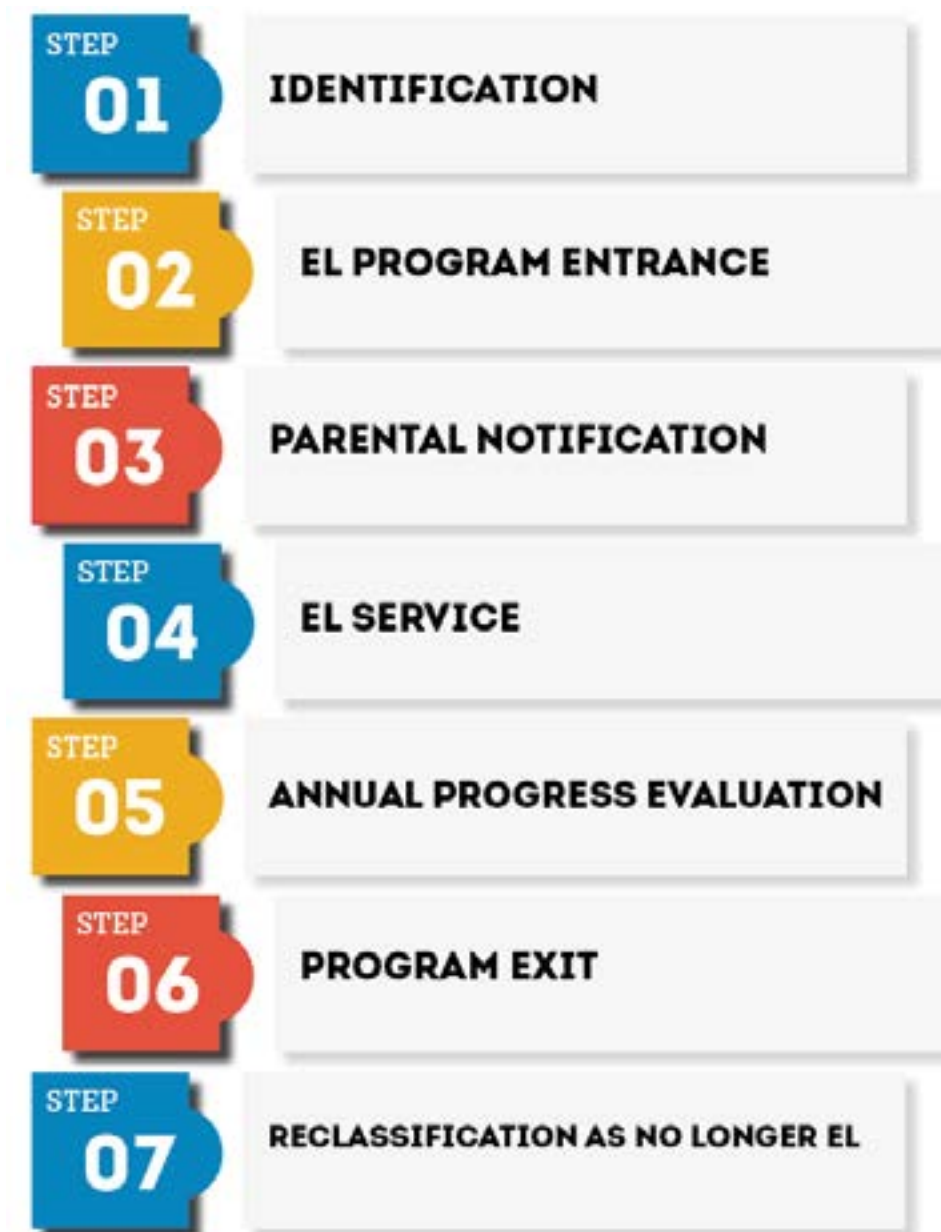
# Communication of the LIEP

## Parental Notification

Parents or guardians of students who have been evaluated for EL 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.

## Basic Steps in EL Programming





# Elementary Distance & 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 Communications with Students and Families

Expectations	Strategies & Resources
<ul style="list-style-type: none"> <li>Cultural Family Advocates, EL teachers and classroom teachers will work together to ensure regular communication with multilingual families.</li> <li>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)</li> <li>Conferences/meetings can be synchronous or asynchronous</li> <li>Communication with families will take place in the family's indicated preferred language of communication.</li> </ul>	<ul style="list-style-type: none"> <li>Conferencing can be done with your classroom colleagues</li> <li>Conferencing can be used for many different purposes: goal-setting, checking in on progress, providing feedback, supporting learning. (<a href="#">Optional conferring template</a>)</li> <li>Facilitating communication through the <a href="#">Language Line</a>, CFAs, Google Voice, and translated texts.</li> <li><a href="#">District 196 Video Conferencing Guidelines</a> and <a href="#">Student Privacy and Distance Learning FAQs</a> (read these before doing any video conferencing!)</li> <li>Sending general messages to families <a href="#">Use Infinite Campus to send messages to families</a> <a href="#">Child care and school meals</a></li> </ul>



Elementary Distance & Hybrid Learning Appendix continued...

### #2 English Language Development Instruction

Expectations	Considerations & Resources
<p><b>Distance Learning</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>ELD instruction should be connected to standards and aligned with classroom instruction to support English learners.</li> <li><b>ELP level 1 and 2</b> - ELD service will take place through twice a week synchronous conferences/meetings (i.e. <a href="#">Zoom meetings</a>, phone calls, etc.) <b>or</b> ELD-specific lessons (videos, flipgrid, etc.) posted on Seesaw/Schoology pages and paired with a check-in.</li> <li><b>ELP level 3</b> - 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.</li> <li><b>ELP level 4</b> - Language development will be addressed within grade level, content-aligned lessons. Feedback to students will be provided <u>as needed</u> to support language growth.</li> </ul> <p><b>Hybrid Learning</b></p> <ul style="list-style-type: none"> <li>ELD instruction will be connected to standards and aligned with classroom instruction to support English learners.</li> <li>Provide instruction based on student proficiency level, language strengths and needs.</li> <li>Post lessons, activities, scaffolds, and supports on Seesaw or Schoology organized according to the Elementary Common Practices</li> <li>Consider the <i>Elementary EL Service Models in Hybrid and Digital Learning</i> to help determine the appropriate ELD instructional model.</li> </ul>	<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>What are the students' language goals?</li> <li>What Unit of Study are your students in?</li> <li>What choice boards are being used?</li> <li>Which standards are being addressed throughout the unit or choice boards?</li> <li>What are the language structures and functions within those standards?</li> <li>What resources do you have access to that can assist you with teaching those structures and functions?</li> <li>How are students going to show evidence of their learning?</li> <li>How can Ellevation help you to use student data to create and address appropriate language goals?</li> <li>How are materials differentiated for your students' proficiency levels?</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Remote Learning with SeeSaw Guide</a></li> <li>- <a href="#">SeeSaw 101</a></li> <li>- <a href="#">Seesaw Basics</a></li> <li>- <a href="#">Schoology 101</a></li> <li>- <a href="#">Recording Video in Schoology</a></li> <li>- <a href="#">K- 3 Choice Boards</a></li> <li>- <a href="#">4-5 Resources</a></li> <li>- Units of Study in Northstar</li> </ul>

# Secondary Distance & Hybrid Learning Appendix

Elementary Distance & Hybrid Learning Appendix continued...

## #3 Mainstream EL Support/Collaboration With Colleagues

Expectations	Strategies & Resources for Classroom Teachers
<ul style="list-style-type: none"> <li><b>EL teachers</b> will ensure consistent collaboration with classroom and content colleagues. This includes, but is not limited to:               <ul style="list-style-type: none"> <li>- Being present at scheduled grade-level team meetings or meeting directly with teachers who have ELs in their classrooms <u>as possible</u></li> <li>- Differentiating materials for various lessons</li> <li>- Providing language structures for students to be successful</li> <li>- Scaffolding materials, including choice boards, to make content accessible to learners</li> </ul> </li> <li><b>Mainstream teachers</b> will embed <a href="#">Linguistic Considerations during Distance and Hybrid Learning</a> into instruction and online learning opportunities, and collaborate on a regular basis with EL teachers.</li> <li><b>Mainstream teachers</b> will embed the four domains of language (reading, writing, listening and speaking) within instructional activities and choice boards</li> <li><b>Mainstream teachers</b> will invite EL teachers to all scheduled team meetings/PLCs</li> <li><b>Special Education teachers</b> and EL teachers will collaborate to align learning structures that meet linguistic and IEP needs</li> <li><b>Special Education teachers</b> will continue to invite EL teachers to IEP meetings of dual identified English learners</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Linguistic Considerations during Distance and Hybrid Learning</a> (for classroom Schoology and Seesaw pages)</li> <li><a href="#">English Learner Distance Learning Guidelines for K-12 Classroom and Content Teachers</a> by proficiency level.</li> </ul> <p>Possible resources by domain:</p> <ul style="list-style-type: none"> <li><b>Reading:</b> 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</li> <li><b>Writing:</b> Students can type in a Google doc, write and read it aloud to a teacher or a family member, etc.</li> <li><b>Listening:</b> Students can listen to e-books on Benchmark, PebbleGo, and other platforms. They can listen to videos on Brain-Pop and other platforms.</li> <li><b>Speaking:</b> Students can record their ideas on Flipgrid, talk with teachers on the phone, present to their family members, etc.</li> </ul>

## Secondary English Language Development for Distance and Hybrid Learning Guidance Guide

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 needed guidance and clarification for 6-12 English Language Development within a Hybrid and Distance Learning framework.

### #1 Communication & Advocacy

Expectations	Strategies & Resources
<ul style="list-style-type: none"> <li>Cultural Family Advocates, EL teachers and classroom teachers will work together to ensure regular communication with multilingual families.</li> <li>Communicate growth monitoring and give feedback weekly to students and parents through Schoology, phone calls, Zoom or other technological tools (see #2 for guidance).</li> <li>Conference with caseload once per week either 1:1 or in a small group setting.</li> <li>Level 1 and 2 students conference 2x/week.</li> <li>Conferences can be synchronous or asynchronous.</li> </ul>	<ul style="list-style-type: none"> <li>Conferencing can be done with your classroom colleagues.</li> <li>Conferencing can be used for many different purposes: goal-setting, checking in on progress, providing feedback, supporting learning. (<a href="#">Optional conferring template</a>)</li> <li>Facilitating communication through the <a href="#">Language Line</a>, CFAs, Google Voice, and translated texts.</li> <li><a href="#">District 196 Videoconferencing Guidelines</a> and <a href="#">Student Privacy and Distance Learning FAQs</a> (read these before doing any videoconferencing!)</li> <li>Sending general messages to families <a href="#">Use Infinite Campus to send messages to families</a> <a href="#">Child care and school meals</a></li> </ul>





Secondary Distance & Hybrid Learning Appendix continued...

#2 English Language Development Instruction

Expectations	Considerations & Resources
<ul style="list-style-type: none"> <li>Provide instruction based on student proficiency level according to the course(s) in which they are enrolled (ELP 1-4).</li> <li>Post lessons, activities, scaffolds, and supports on Schoology organized according to the <a href="#">Secondary Guidance for Flexible Learning Document</a>.</li> <li>Communicate daily office hours to students and families in order to assist students in their learning needs.</li> <li>Address all four modalities of language instruction and are accessible to students of differing proficiency levels.</li> <li>ELD instruction should be connected to standards and aligned with classroom instruction.</li> <li>Instruction may take place asynchronously and/or synchronously depending on student proficiency level and/or needs</li> <li><b>ELP level 1 and 2</b> - ELD service will take place through twice a week synchronous conferences/ meetings (i.e. <a href="#">Zoom meetings</a>, phone calls, etc.) or ELD-specific lessons (videos, flipgrid, etc) posted on Seesaw/Schoology pages and paired with a check-in.</li> <li><b>ELP level 3</b> - 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.</li> <li><b>ELP level 4</b> - Language development will be addressed within grade level, content-aligned lessons. Feedback to students will be provided as needed to support language growth.</li> </ul> <p><b>EL Co-taught</b></p> <ul style="list-style-type: none"> <li>EL teachers plan and collaborate with mainstream teachers and provide expertise to grade-level content and standards comprehensible and accessible for EL students.</li> </ul>	<p><b>Questions to consider:</b></p> <ul style="list-style-type: none"> <li>What are students' language goals?</li> <li>Which standards are being addressed?</li> <li>What are the language structures and functions within those standards?</li> <li>What resources do you have access to that can assist you with teaching those structures and functions?</li> <li>What scaffolds can you provide to assist in student learning?</li> <li>How are students going to show evidence of their learning?</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li><a href="#">EL Resources Schoology Group</a></li> <li><a href="#">SeeSaw 101</a></li> <li><a href="#">Schoology 101</a></li> <li><a href="#">Recording Video in Schoology</a></li> <li><a href="#">Secondary Choice Board Example</a></li> <li><a href="#">Online Learning Plan Example</a></li> <li><a href="#">Remote Learning with SeeSaw Guide</a></li> </ul>

Secondary Distance & Hybrid Learning Appendix continued...

#3 Collaboration With Mainstream Colleagues

Expectations	Strategies & Resources
<ul style="list-style-type: none"> <li><b>EL teachers</b> will ensure consistent collaboration with classroom and content colleagues. This includes, but is not limited to:             <ul style="list-style-type: none"> <li>Assist in providing support with scaffolds, modifications, differentiations and content accessibility</li> <li>Providing language structures for student success</li> <li>Being present at scheduled grade level team meetings or meeting directly with teachers who have ELs in their classrooms.</li> <li>Collaborate with Special Education teachers to align learning structures that meet individual student and family needs.</li> </ul> </li> <li><b>Mainstream teachers</b> will embed <a href="#">Linguistic Considerations during Distance and Hybrid Learning</a> into their online learning, and collaborate on a regular basis with EL teachers.</li> <li><b>Mainstream teachers</b> will utilize the four domains of language (reading, writing, listening and speaking) within instructional activities.</li> <li><b>Special Education and EL teachers</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Linguistic Considerations during Distance and Hybrid Learning</a> (for classroom Schoology and Seesaw pages)</li> <li><a href="#">English Learner Distance Learning Guidelines for K-12 Classroom and Content Teachers</a> by proficiency level</li> <li><a href="#">Schoology Common Practices- High School</a></li> <li><a href="#">Guidance for Flexible Learning Plan</a></li> </ul> <p><b>Resources by domain:</b></p> <p><b>Reading:</b> Students can read books through District 196 online resources such as Newsela, Learning A-Z, MackinVia, Epic and other platforms</p> <p><b>Writing:</b> Students can type in a Google doc, write and read it aloud to a teacher or a family member, etc.</p> <p><b>Listening:</b> Students can listen to e-books on Benchmark, PebbleGo, Audible, and other platforms. They can listen to videos on BrainPop, CultureGrams, and other platforms.</p> <p><b>Speaking:</b> Students can record their ideas on Seesaw, Flipgrid, Schoology, or talk with teachers on the phone, present to their family members, etc.</p>

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



**Independent School District 196**  
**Rosemount-Apple Valley-Eagan Schools**  
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*SEPTEMBER 2020*