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<center>**Prairie Creek Community School**
Language Instruction Educational Program Plan</center>

Introduction
Prairie Creek Community School (PCCS) warmly welcomes multilingual students' use of their full linguistic repertoire. While most academic classes are presented in English (with the exception of Spanish class), students are invited to use any language available to them in their responses to assignments and in their project work to demonstrate their comprehension of content knowledge, especially when the goal or concept is not specific to demonstrating their use of English. PCCS encourages students to develop academic language proficiency in all of the languages they already know or in which they have already started to develop their repertoire–and in those languages they wish to learn.

The plan below reflects the school's understanding that students from a linguistic background that does not yet include English will need support to access our curriculum. However, PCCS celebrates the linguistic expertise that students bring to school, and which reflects their experiences and learning prior to their time at PCCS. PCCS seeks to support students' continued language development across languages, with the goal of helping students develop a broad language repertoire that they can use to better participate in the world around them, and in the contexts that matter to them.

Language Instruction Educational Program Plan (LIEP Plan) State Statute
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 plan must articulate the amount and scope of service offered to English learners through an educational program for English learners.

Identification for Participation in Formal English Language (EL) Programming
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 new potential EL program participant must be screened using the age-appropriate screener. An assessment would confirm whether or not the student should be identified as an EL program participant.

PCCS identifies potential program participants through:
1) Identifying students' home language(s) through the Minnesota Language Survey
2) Screening students' English language proficiency using a state approved proficiency assessment.

The following scores on the WIDA Screener or ACCESS test indicate that a student need not be offered formal EL programming:

Online: Composite score of 4.5 with no domains below a 4.0

Paper: Composite score of 4.5 with no domains below a 4.0

All newly enrolling students must have a completed MNLS in their cumulative folder. Within 30 calendar days of enrollment at the beginning of a new school year, PCCS must have completed the identification process; both the completion of the MNLS and the English language proficiency assessment.

A student's parent or guardian must be notified of service within 30 calendar days. If enrollment occurs after the beginning of the school year, the school has 2 weeks to complete the process and notify the parents.

Definitions
EB = Emergent bilingual (preferred term for a person beginning to learn an additional language)
ELL = English language learner (no longer the preferred term)
EL = English learner (no longer the preferred term)
MLL = multilingual learner -or- ML = multilingual learner (becoming the preferred term)
TESOL = teaching/teacher of English to speakers of other languages
TESL = teaching English as a second language

Family Communication and Engagement

Programming Based on Proficiency Level
All multilingual students participate in classes with their grade level peers. Classroom teachers are primarily responsible for all students' instruction. The role of the EL teacher at PCCS is that of a facilitator, supporting students' use and development of a full linguistic repertoire, not simply in English, but in all of the languages the student values.

PCCS students who are proficient in a language other than English, but who are just beginning to develop their English language repertoire, will attend the content-area courses appropriate for their grade level (based on their age). This includes students whose composite ACCESS scores are in the 1.0-2.5 range. The EL teacher will work with the content-area teachers to develop materials that engage the student and promote English language acquisition in the content-area class, while allowing the student to access the academic concepts being addressed. The student will meet with the EL teacher, either individually or in a small group, three times each week for thirty minutes during open work time. During this time, the EL teacher may pre-teach English vocabulary for content-area classes, structure mini-lessons to promote deeper comprehension of a concept being studied in a content-area class, teach English structures that will allow the student to better access their content-area instruction, offer support in the four language use domains (listening, speaking, reading, or writing), or provide guidance in completing work for other classes to support students' academic progress and expansion of their English repertoire. Students' project expectation may be reduced, though they will be encouraged to complete a project in the language of their choice. If the student chooses not to complete an independent project, the EL teacher will co-create a project with the student,

designed to support the student's overall language development, to ensure that the student still earns project credit for that term.

PCCS students who are proficient in a language other than English, and who have achieved an intermediate level of proficiency in English, including those with a composite ACCESS score in the 2.6-3.5 range, will attend the content-area courses appropriate for their grade level (based on age). The EL teacher will work with content-area teachers to ensure students' access to the curriculum, but content-area teachers are expected to provide accessible instruction for these students. The student will meet with the EL teacher, either individually or in a small group, once per week for thirty minutes during project work time. Students will be expected to complete the typical project requirements. Students will be encouraged to complete project work in a language other than English to promote the broader development of their linguistic repertoire.

PCCS students who are proficient in a language other than English, and who have achieved a high intermediate level of proficiency in English, including those with a composite ACCESS score in the 3.6-4.4 range, will attend the content-area courses appropriate for their grade level (based on age). The EL teacher will work with content-area teachers to ensure students' access to the curriculum. Content-area teachers are expected to provide accessible instruction for these students. The EL teacher will be available to provide support to the student, and that support will be provided on an "as needed" basis, as determined by the student in conjunction with the content-area and EL teachers. Students will be expected to complete the typical project requirements. Students will be encouraged to complete project work in a language other than English to promote the broader development of their linguistic repertoire.

Professional Development to Support Implementation of the LIEP
PCCS's teachers are expected to participate in ongoing professional development to ensure that they are able to fulfill the duties detailed in the Programming section and understand the value PCCS's program places on language learning. Staff have received training in the using WIDA's English Language Development Standards to inform instruction and using translanguaging strategies to support students in developing all of their linguistic skills. These trainings are provided through the Minnesota Department of Education; WIDA's Professional Learning modules, webinars, and in-person trainings; and by locally trained EL teachers.

Dual-Identified Students Participating in the EL Program
The EL Teacher and the Special Education Case Manager jointly review needs and referrals for students participating in the EL program. The EL program does not substitute for other educational services for which a student may qualify. Likewise, neither special education services nor tiered reading interventions may substitute for EL services.

If a student demonstrates a possible need for special education services, staff do not delay in beginning the process for special education evaluation as there is no wait-time requirement for multilingual students to be evaluated for special education service. Further, students who are being evaluated for special education support must demonstrate a disability in both languages; identification must not solely be the result of being a culturally or linguistically diverse student. If

a team documents evidence that the student's ability/achievement/behavior is significantly below that of a comparable peer, disability screening may be appropriate.

If a student is found to qualify for both EL and Special Education services, the teams will collaborate with grade-level/content-area teachers in all stages of the process of scheduling and programming.

Exiting the EL Program
Multilingual students who have an overall composite score of at least 4.5 and three out of four domain scores (listening, reading, speaking, writing) of at least 3.5 have met the ACCESS proficiency score required by the State of MN to be exited from EL programming.

If a multilingual student's composite score is at least 4.5, but one domain score is below 3.5, the school must use Additional EL Exit Criteria to determine if a student should be exited from the LIEP or kept in the program for additional support.

Additional EL Exit Criteria may not be used for multilingual students who have not yet received a proficient score on the ACCESS test or if a student has met the ACCESS proficiency score and all four domain scores are at least 3.5.

Declining Participation in the EL Program
Parents/guardians may decline to complete the Minnesota Language Survey. They can also decline to have their student screened for English proficiency. These refusals should be documented by the school and placed into the student's cumulative folder.

Parents/guardians may decline to have their student enroll in a language instruction educational program. This written refusal must be collected annually and placed into the student's cumulative folder.

Students whose parents decline EL enrollment should still take the annual ACCESS test. Content teachers will provide an inclusive, supportive learning experience for multilingual students whether or not parents opt out of EL programming.

Multilingual Programming
Students who wish to study or develop their language skills in more than one language are actively encouraged to do so. All students, regardless of EL status, may use multiple languages to complete their coursework, especially project work, as long as developing English skills are not the specific objective of the work. All students are provided access to Spanish instruction in school. Ensuring access to language programming may include scheduling accommodations, project work, and connecting the student to additional resources outside of school.