

**FARIBAULT
PUBLIC
SCHOOLS**

LANGUAGE INSTRUCTION EDUCATION PLAN



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COMMITMENTS

At Faribault Public Schools we believe EACH and EVERY child deserves the best of opportunities.

We believe diversity, inclusion, and equity are at the center of everything we do.

We believe in developing and leveraging the strengths each of our unique learners brings into our schools.

We believe parents and teachers work in partnership to grow our students emotionally and academically.

We are committed to providing educational opportunities that prepare our learners for college and/or careers.



LAW AND STATUTES

Title VI of the Civil Rights Act (1964)

"No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

Lau v. Nichols, 414 U.S. 563 (1974)

The U.S. Supreme Court ruled:

- discrimination on the basis of language proficiency is discrimination on the basis of national origin under Title VI of the Civil Rights Act of 1964
- treating people with different needs in the same way is not equal treatment.

In *Lau*, the Supreme Court stated, "Basic English skills are at the very core of what these public schools teach, Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired these basic skills, is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful."

Castaneda v. Pickard, 648 F.2d 989 (5th Cir. 1981)

The Court of Appeals stated that school systems must regularly assess their treatment of limited English proficient students. They must provide a sound approach to the education of these students, a reasonable implementation of the approach, and outcomes that reflect the approach is working.

TRANSLATION INTERPRETATION

All school districts operating under Title VI of the Civil Rights act of 1964, are required by federal law to provide translation and/or interpretation of all written documents and communications to parents who are not fluent in English in a language they can understand.

On May 25, 1970, the U.S. Department of Health, Education, and Welfare (now known as the Office of Civil Rights) issued formal policy stating, "school districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English."

In 2000, the Office of Civil Rights reinforced these requirements by stating, "Title VI is violated if...parents whose English is limited do not receive school notices and other information in a language they can understand."*

Faribault Public Schools is committed to providing communication to our multilingual families in their most preferred language and method of delivery.

*Taken from Migrant Legal Action Program, Inc., Washington, DC.

MULTILINGUAL IDENTIFICATION PROCEDURES

Minnesota Statute 124D.59 requires school districts to identify students who qualify for participation in a Language Instruction Education Program. Minnesota has adopted the WIDA Suite of assessments for screening and assessing multilingual students. When enrolling with Faribault Public Schools, families complete an online registration form. On this form, parents identify which language their child learned first, which language they use most often at home, which language the parents speak, and which languages students have meaningful exposures to regularly. If the parents identify a language other than English, the identification process begins.



01 — Screening

In Minnesota, the WIDA Screener is prescribed for the screening of multilingual learners. When a language other than English is indicated on the online registration form (OLR), students are flagged for screening. At the elementary level, screening occurs once students have started in their school. At the middle school and high school levels, screening occurs prior to a start date to ensure students are placed in the appropriate classes.



02 — Scoring

The WIDA Screener assesses a student's proficiency in listening to, speaking, reading, and writing in English. In Grades K-12, the screener is given online. The listening and reading portions are scored automatically while the speaking and writing portions must be scored by a human rater. A licensed multilingual teacher scores these portions.



03 — Qualification

After the scoring is completed, the results are used to determine whether or not the student qualifies for LIEP services. Students with a composite score of less than 4.5 and/or any domain falling below 4.0 qualify for LIEP services.



04 — Parent Notification

Parents will be notification of qualification within 10 days of screening, per statute. This notification will include screening scores, multilingual program models, potential service minutes, and information on refusing service. When possible, the multilingual teachers will go through this notification with families in person.

Parent Rights

Minnesota Statute 124D.60 Subd. 2 states:

Withdrawal from program.

Any parent whose child is enrolled in an educational program for English learners shall have the right, either at the time of the original notification of enrollment or at the close of any semester thereafter, to withdraw the child from the program by providing written notice of this intent to the principal of the school in which the child is enrolled or to the superintendent of the district in which the child resides. Nothing in this section shall preclude a parent from reenrolling the child in an educational program for English learners.

If a Faribault Public Schools parent would like to withdraw their student from our English Learner Program, a meeting will be arranged by the school administrator that will include the parent, the administrator, the EL teacher, and the interpreter (as needed). A plan will be discussed and agreed upon by all parties to ensure the learner continues to develop their English without the support of the English learner teacher. The student will continue to take the WIDA ACCESS until they reach proficiency unless the parent also opts out of all language proficiency testing (per Minnesota statute).

Minnesota Statute 124D.60 Subd. 3 continues to say:

Parental involvement.

A district which receives moneys pursuant to section [124D.65](#) must encourage involvement of parents of pupils enrolled in the educational program for English learners in this program. The district shall solicit the views of parents about the program and its effects upon their children.

Faribault Public Schools actively seeks out the voices of our multilingual families through Affinity groups throughout our district.

LANGUAGE PROFICIENCY LEVELS

Proficiency in English involves four language domains: Listening, Speaking, Reading, and Writing. Each domain includes six proficiency level. Students in Proficiency Level 1 are new to the English language and are beginning their language learning. Students at Level 6 are quite advanced and are equal to same age, native English speakers in their language acquisition.

The state of Minnesota has determined that to access the language of the content classrooms independently students must reach a proficiency of 4.5 (overall composite). Until this proficiency is reached, WIDA provides examples of what students at each level CAN do with the language they have acquired. This allows educators to identify skills and strengths the students have and scaffold instruction to help them make progress toward their next proficiency level.

Below are examples of "Can-do descriptors" for each of the language domains provided by WIDA.

LISTENING

Level	Students at this level generally can...
6	...understand detailed stories and ideas related to a variety of topics and situations, including language with multiple meanings and original language
5	...understand stories, messages, or directions and detailed information, including technical and specific language related to a variety of topics and situations
4	...understand main ideas and details in stories, messages, or directions, including language specific to particular topics or situations
3	...understand ideas and some details in language that is related to school
2	...understand messages or directions involving language related to routines and familiar experiences
1	...understand brief messages and short commands

SPEAKING

Level	Students at this level generally can...
6	...communicate connected ideas in a variety of situations using language appropriately and taking risks in using language in new and creative ways
5	...communicate details about ideas or stories or elaborate on topics using language specific to the topic or situation
4	...communicate ideas using a series of sentences related to the topic
3	...communicate ideas using short sentences related to routines and familiar situations
2	...communicate ideas using words and phrases related to everyday routines or situations
1	...communicate using familiar words, gestures, or body language

READING

Level	Students at this level generally can...
6*	...identify new information and details for a variety of purposes in illustrated text
5	...identify new information and some details in illustrated text
4	...identify main ideas about familiar topics and some details in illustrated text
3	...identify familiar repetitive language in illustrated text
2	...identify language represented visually in illustrated text
1	...identify meaning or messages in drawings, symbols, or other visual representations

WRITING

Level	Students at this level generally can...
6*	...communicate details about ideas or stories for a variety of purposes and situations
5*	...communicate ideas and information using language related to specific topics and situations
4	...communicate ideas and information with some details using language related to familiar topics and situations
3	...communicate ideas and information using language related to familiar topics
2	...communicate messages using visual and written language related to everyday routines and situations
1	...communicate messages using drawings, symbols, or other visual representations

Can-do Descriptors taken from:
 ACCESS for ELLs Interpretive Guide for Score Reports (2022). Board of Regents of the
 University of Wisconsin System, on behalf of WIDA.

SERVICE MODEL DEFINITIONS

Faribault Public Schools utilizes four main language development models K-12.



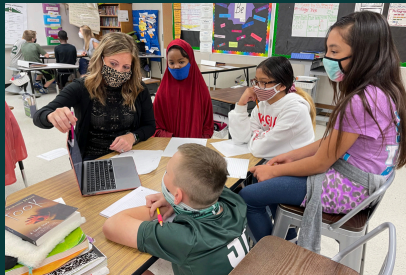
PULL-OUT

Students scoring below level three will receive language development service in an EL classroom. This will ensure they learn basic elements of English not addressed in the mainstream classroom.



SHELTERED CONTENT

Often times, pull-out instruction will include sheltered content instruction in math, science, and social studies. The EL teacher will teach basic language skills along with essential background language related to the major content areas simultaneously.



PUSH-IN

At the elementary level, some students will receive direct language instruction in a small group setting with an EL teacher within the mainstream classroom. Students will not miss any new content instruction as the classroom teacher will also be engaged in small group instruction with these students during this small group, guided reading time.



CO-TAUGHT

Many core content classes will be co-taught by a licensed EL teacher and a licensed content area teacher. The goal of co-taught classes is to support the language load our multilingual learners face in content classes while maintaining high expectations and rigor.

PROGRAM PLACEMENT

After parents have been notified of qualification for a Language Instruction Education Program, teachers in the multilingual programming will determine the appropriate placement for each student based on their screener scores. This placement differs from elementary to middle school to high school.

KINDERGARTEN AND FIRST GRADE

Kindergarten and first grade will receive most language development instruction within the mainstream classroom. This could include push-in instruction and/or co-taught instruction from the EL teacher. Intervention specialists will also focus attention on the literacy needs of multilingual learners.

Second - Fifth Grade

LEVEL 1.0 - 2.5	LEVEL 2.5 - 3.5	LEVEL 3.5 - 4.5
Recently Arrived English Learners and students below 2.5 are placed in pull-out language development and sheltered English instruction classes developed and taught by an EL teacher.	Students between 2.5 and 3.5 receive all EL instruction within the mainstream classroom or during WIN time. Typically, this involves small group instruction from an EL teacher. Co-teaching can also be used to cover or increase minutes as needed.	Students between 3.5 and 4.5 receive all language instruction in a co-taught model or during WIN time. The EL teacher delivers language instruction in a whole-group setting.

Middle School

LEVEL 1.0 - 2.5	LEVEL 2.5 - 3.5	LEVEL 3.5 - 4.5
Students receive a minimum of two hours of pull-out instruction in English language and literacy development along with one hour of math instruction from the EL teacher. EL support will be provided in core content classes outside of the EL classroom.	Students receive one hour of pull-out language development in the EL classroom with an emphasis on literacy skills and vocabulary development. Support in the mainstream content classes will be provided as available.	Students receive one hour of co-teaching in the mainstream language arts class. The EL teacher and the mainstream teacher work together to develop lessons that support the language development of their multilingual learners.

PROGRAM PLACEMENT

High School

In Minnesota, students can attend high school until age 21. Faribault Public Schools is committed to graduating multilingual students as close as possible to their same age peers. Students with Limited or Interrupted Formal Education (SLIFE) may require additional years of academic skills development to ensure college and career readiness.

Transcripts from within the U.S. and outside the U.S. will be accepted when displaying a stamp and signature from an established school. Students will receive core credits for core classes shown on the transcript.

Class placement within the Faribault High School will be made based on the WIDA Screener scores and on the number of years students have been enrolled in an English-speaking school.

Students who have been enrolled in an English speaking school for five or more years and have been receiving English Learners services during that time will be placed in grade appropriate content classes. Most students will receive one hour of co-taught support focusing on their greatest area of need. Some long-term English Learners may require additional co-taught support to ensure they can graduate on time. This determination will be made on a case-by-case basis in collaboration with the guidance counselors and the MLEL coordinator.

Recently Arrived English Learners (RAELs) will follow a specific graduation path that is dependent on their educational background, transcripts, and language level (see below). Some RAELs may require more than four years to meet graduation standards.



PROGRAM PLACEMENT

Recently Arrived English Learners (RAELs) will be placed in the RAEL's Credit Progression Track which will encourage graduation within four years.

Year 1:

EL Reading 1

EL Writing 1

EL Speaking 1

EL Topics/Math Connections

3 electives or 2 electives and a study hall

Year 2:

EL Reading 2

EL Writing 2

Sheltered World History

Sheltered Integrated Science

Sheltered Algebra I or Intermediate Algebra (determined by placement test)

2 electives or 1 elective and a study hall

Year 3:

Academic Language Building

Co-taught Biology

Co-taught US History

Co-taught English 9

EL Speech

Co-taught Geometry

1 elective

Year 4:

Academic Language Building

Chemistry

Co-taught American Government/Economics

Algebra II

English 10

Electives as needed

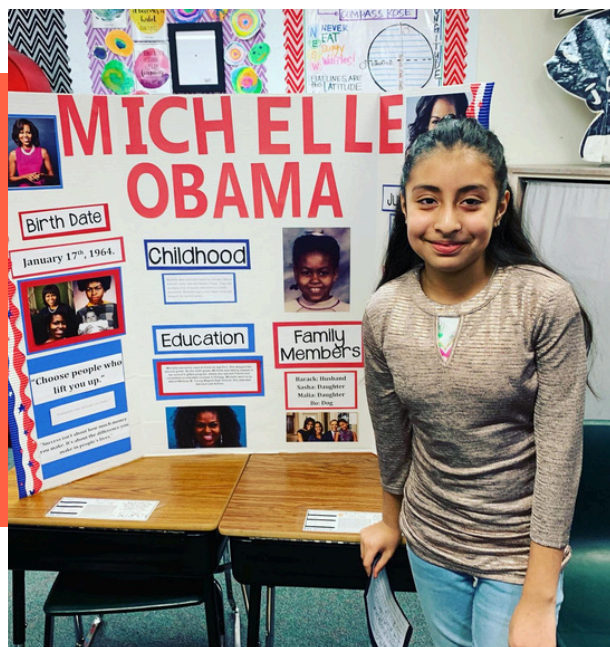
EXIT CRITERIA AND PROCEDURE

Students will receive language instruction and support from the English Language Learner teacher until language proficiency is demonstrated on the WIDA ACCESS test. Each multilingual learner identified as EL will take this test yearly.

To exit the program, the student must:

- achieve an overall proficiency score of 4.5 or higher on the ACCESS test.
- achieve 3.5 or higher on all four domains tested by the ACCESS test.
- achieve 3.5 or higher on three of the four domains tested by the ACCESS. Additional evidence of proficiency must be provided when only three domains are 3.5 or higher. The evidence should showcase the student's proficiency in the domain that was below 3.5.

Once exit criteria has been met, parents will be notified and the student will be reclassified as non-EL.



FAMILY AND COMMUNITY ENGAGEMENT

We are committed to partnering with our multilingual families to better meet the needs of these unique learners.

Each building has a minimum of one Family and Community Engagement Specialist (FACES) on site to help parents and schools communicate and partner with each other. These FACES are multilingual and reflect the language groups we educate in our schools.

Additionally, we support the literacy development of our multilingual learners by provided literacy events throughout the year targeting the literacy needs of all children. These events seek to educate caregivers on literacy strategies they can use at home to help develop life-long literacy skills in their children.

Parents are encouraged to develop their child's first language at home to ensure easier access to learning their second language. Books in the child's first language are given out to families to help build foundational literacy skills and a love of reading.