FARIBAULT PUBLIC SCHOOLS

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM PLAN

DEPARTMENT OF TEACHING AND LEARNING

Updated June 2026



Faribault Public Schools partners with families and the community to education, elevate, and empower every student to achieve their full potential. Every Falcon. Every Day.







Purpose of the LIEP Plan

The purpose of the LIEP Plan is to provide transparency and coordinate support for English Language Learners, their families, staff, and commmunity members.

Mulitlingual Program Contact

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Glossary of EL Terms

ACCESS	Assessing Comprehension and Communication in English State to State for English Learners, the statewide annual assessment used by Minnesota public schools to measure progress and proficiency for English Learners
Alternate ACCESS	Assessing Comprehension and Communication in English State to State for English Learners: a language assessment for ML students with the most significant cognitive disabilities. This assessment is used for students who are unable to respond to the ACCESS test due to the barriers imposed by their disabling conditions.
Co-Taught Instruction	Team of two teachers working together to support learners through planning, instruction, and assessments
EL	English Language Learners- term used to describe services and programming offered to students learning English
L1	First language- the first language spoken by a student
L2	Second language-the second language being acquired, usually English for our purposes
Long-term English Learner (LTEL)	Students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency and who are struggling academically due to their limited English skilles. LTELS have a less developed command of academic and content-specific vocabulary.

Glossary of EL Terms

MNLS	Minnesota Language Seurvey-required to be completed by families upon registration
ML	Multilingual Learner-term used to describe students who are proficient or working towards proficiency in more than one language. Not all ML students are in EL programming.
Newcomer	Students who have been in country less than two years AND who test at the beginning English proficiency level on the WIDA screener.
RAEL	A Recently Arrived English Learner (RAEL) is defined as a K-12 student who is identified as an English learner in Minnesota and who first enrolled in a school in one of the 50 states or the District of Columbia on or after April 15th of the previous school year. A student can only be idenfited as a RAEL one time.
WIDA Screener	A WIDA Screener is an English language proficiency assessment given to new students in grade k-12 to help educators identify whether they are English Learners (ELs).
Sheltered Instruction	An instructional approach for teaching content to English learners in a strategic way that makes the subject matter comprehensible while promoting the development of English proficiency.
SLIFE	Students with Limited or Interrupted Formal Education (SLIFE) are an important group of English Learners. The Minnesota Leaning English for Academic Proficiency and Success (LEAPS) Act defined SLIFE in Minnesota. SLIFE are English learners (EL) who have at least two fewer years of schooling than their peers when entering school in the United States.
WIDA	World Class Instrucitonal Design and Assessment: the Consortia of states that work together to develop best practices for instruction and assessment for ELs. This organization crafted the English Language Development Standards that are used for EL instruction and assessment.

Minnesota State Statute

MINNESOTA'S DEFINITION OF AN ENGLISH LANGUAGE STUDENT (MINNESOTA STATUTE 124D.59)

A student, as declared by a parent or guardian:

1. First learn a language other than English OR
2. Comes from a home where the language usually spoken is other than English OR
3. Usually speaks a language other than English

The student is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations to lack the necessary English skills to participate fully in classes taught in English.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM PLAN (LIEP PLAN) STATE STATUTE (MINNESOTA STATUTES, SECTION 124D.61)

General requirements for the program 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.

EL STUDENT IDENTIFICATION CRITERIA AND PROCEDURES

Students must be identified for EL programming within 30 days at the beginning of the school year, and within ten days for students enrolling after the initial 30-day window.

ENGLISH LEARNERS (ELS) ARE IDENTIFIED USING THE FOLLOWING STEPS:

1. Identification of primary language using responses from parents or guardians on the Minnesota Language Survey (MNLS) completed upon enrollment and/or student/family interviews to gather language information. The four language-related questions found on the MNLS are as follows:
    - What language(s) did your child learn first?
    - What language(s) does your child speak?
    - What language(s) does your child understand?
    - What language(s) does your child have consistent interaction in?
2. Based on the MNLS responses, the EL Coordinator will determine if the student should be screened to determine eligibility. The EL Coordinator will also review ACCESS scores for students transferring from another school as evidence of past participation in EL programs. Screening for English language ability will be conducted using a state-approved language proficiency assessment, WIDA Screener.
3. If needed, an interview will be conducted by a staff member with the student and family members to gather information regarding language acquisition and previous schooling experiences.

4. Information regarding previous EL services, class work samples, and grades may be considered as students are placed in EL services.

EL STUDENT PLACEMENT CRITERIA

For a student to be considered English proficient, a student must have:

FIRST SEMESTER:

Kindergarten & first semester 1st grade students: Kindergarten WIDA screener

- Kindergarten: An oral composite score of 4.5 or higher (listening and speaking)
- 1st Semester 1st Grade: An overall composite score of 4.5 or higher (listening, speaking, reading, and writing)
- Grades 2-12: WIDA Screener
- Online: Composite score of 4.5 with no domains below a 4.0

SECOND SEMESTER:

On a case-by-case basis students may be rescreened in the second semester to validate outcome of initial screening.

EARLY CHILDHOOD

- PreIPT screener given in Voluntary PK and/or Early Childhood Special Education
- For a student to be considered English Proficient they must score at least a 4
- Students in VPK must be rescreened again in Kindergarten based on their HLS

EL STUDENT PLACEMENT PROCESS

Student identified for EL status during the identification process will be placed into EL program instructional levels based on the following:

- WIDA screener scores
- ACCESS scores
- Prior performance in US schools
- Student performance in class
- Benchmark information from district assessments

When a student's EL program instructional service have been determined, the school sends a notificaiton letter to the family within the required timeline. The letter notifies parents of their child's eligiblilty to receive EL support.

The school begins providing EL services and the district Coordinator enters the information into MARSS:

- Flag as EL Programming
- Learner status as "Yes-EL"
- State reporting with qualified date

AMERICAN SIGN LANGUAGE AS HOME LANGUAGE

All parents or guardians must complete a Home Language Survey. Parents who are Deaf and use American Sign Language (ASL) may indicate that their child's home language is ASL even if their children are able to hear. These students MAY be screened for English Language Proficiency, but that district is not required to do so. In certain cases where appropriate, a hearing student whose home language is ALS may be serviced in the English language development program.

SLIFE (STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION) IDENTIFICATION

The definition of Students with Limited or Interrupted Formal Education (Minn.Stat.124D.59, Subd 2a) is an English learner who has at least two fewer years of schooling than the English learner's peers when entering school in the United States.

IMMIGRANT IDENTIFICATION

Upon enrollment, information is collectioned to determine if the student meets criteria to qualify for the Immigrant Children and Youth Grant:

1. A child who is age 3-21
2. Was not born in the United States or any US territory
3. Has not been attending one or more schools in any one or more states for more than three full academic years.

SPECIAL EDUCATION AND DUAL IDENTIFIED EL STUDENTS

Students who are dual identified as English Learners and Special Education students may continue to receive EL services as determined by the student's Individualized Education Plan (IEP. The EL teacher and the Special Education Case Manager jointly review special needs and referrals for EL identified students. 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. Students who are being evaluated for special education support must demonstrate a permanent disability in both languages; identification must not solely be the result of temporary language learning. If a student is found to qualify for both EL and Special Education service, the teams will collaborate with grade-level/content-area teachers in all stages of the process of scheduling and programming.

GRADE PLACEMENT OF STUDENT UPON ENROLLMENT

Placing students who are identified as ML at a lower grade because they do not speak English may be considered against civil rights. Students are placed in the age-appropriate grade level, matching grade-alike peers. If a student arrives in high school, consideration will be given to their age-out date, and back plan for grade placement accordingly. Ultimately, grade placement is the principal's responsibility and should be determined in collaboration amongst members of the leadership team.

GRADING EL STUDENTS

Students identified as EL should accomplish the same outcomes using modified language functions and instructional supports. They should be given opportunities to demonstrate content learning in varied and appropriate ways with multiple opportunities to demonstrate mastery.

WIDA PROFICIENCY LEVELS

Proficiency levels are interpretive scores. They are interpretations of scale scores that may be used to show what students can do with their language development, based on their performance on the assessment. Proficiency level scores are reported from 1.0 to 6.0. They describe the student's performance in terms of the six WIDA English Proficiency Levels:



DECLINING EL SERVICES

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 district and placed in the student's records. This written refusal must be collected annually and placed into their student's records. Students for which their parents have opted them out of EL services are still required to participate in the ACCESS test annually. The parents do have the option to refuse all statewide testing, which could eliminate ACCESS and MCAs.

FARIBAULT PUBLIC SCHOOLS EL PROGRAMMING AND SERVICE MODELS

EARLY CHILDHOOD PROGRAMMING
When early childhood students are identified as ML students their services will be provided in the classroom with same age peer models. Collaboration between the EL department and the EC department will occur to ensure that needs are met.
ELEMENTARY PROGRAM

	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Newcomers	Grade 1-2: 20-40 minutes 5x/week	Grade 1-2: 20-40 minutes 5x/week	Grades 3-5: 40-60 minutes 5x/week	Grades 3-5: 40-60 minutes 5x/week	Grades 3-5: 40-60 minutes 5x/week
WIDA Level 1	Grade 1-2: 20-40 minutes 5x/week	Grade 1-2: 20-40 minutes 5x/week	Grades 3-5: 40-60 minutes 5x/week	Grades 3-5: 40-60 minutes 5x/week	Grades 3-5: 40-60 minutes 5x/week
WIDA Level 2	Grade 1-2: 15-30 minutes 5x/week	Grade 1-2: 15-30 minutes 5x/week	Grade 3-5: 30-45 minutes 5x/week	Grade 3-5: 30-45 minutes 5x/week	Grade 3-5: 30-45 minutes 5x/week
WIDA Level 3	Grades 1-5: 20+ minutes 5x/week	Grades 1-5: 20+ minutes 5x/week	Grades 1-5: 20+ minutes 5x/week	Grades 1-5: 20+ minutes 5x/week	Grades 1-5: 20+ minutes 5x/week
WIDA Level 4	Grades 1-5: 15+ minutes 5x/week	Grades 1-5: 15+ minutes 5x/week	Grades 1-5: 15+ minutes 5x/week	Grades 1-5: 15+ minutes 5x/week	Grades 1-5: 15+ minutes 5x/week

*Service minutes may be adjusted based on individual student needs.
*Services will be provided in a push-in, pull-out, or co-taught model.

PULL OUT SERVICES
Pull out model involves EL teacher pulling students OUT of general education classrooms to work in small group setting in another room. ML students receive instruction for English Language Development in foundational listening, speaking, reading, writing for students in WIDA Level 1 and 2. For students in WIDA level 3 and 4, instruction focuses on specific language skill development through grade level content.

PUSH IN SERVICES
Push in model involves the EL teacher working INSIDE the regular education classroom. ML students receive ELD services in their grade level classroom. Instruction is aligned with grade level content standards, and WIDA ELD standards.

FARIBAULT PUBLIC SCHOOLS EL PROGRAMMING AND SERVICE MODELS

MIDDLE SCHOOL PROGRAMMING

	Proficiency Levels	6th Grade	7th Grade	8th Grade
Newcomers	1.0-1.9	Enroll in 4-5 EL courses NC Reading NC Writing NC Math PE/Health Art & World Cultures	**E**nroll in 4-5 EL courses NC Reading NC Writing NC Math PE/Health Art & World Cultures	**E**nroll in 4-5 EL courses NC Reading NC Writing NC Math PE/Health Art & World Cultures
WIDA Level 1	1.0-1.9	Enroll in 4-5 EL courses NC Reading NC Writing NC Math PE/Health Art & World Cultures	**E**nroll in 4-5 EL courses NC Reading NC Writing NC Math PE/Health Art & World Cultures	**E**nroll in 4-5 EL courses NC Reading NC Writing NC Math PE/Health Art & World Cultures
WIDA Level 2	2.0-2.9	Enroll in 3-4 courses EL Reading EL Writing PE/Health Grade level Math Grade level Science Any Elective	Enroll in 3-4 courses EL Reading EL Writing PE/Health Grade level Math Grade level Science Any Elective	Enroll in 3-4 courses EL Reading EL Writing PE/Health Grade level Math Grade level Science Any Elective
WIDA Level 3	3.0-3.9	Enroll in 1-3 courses EL Read/Write PE/Health Grade level Math Grade level Science Grade level Language Arts Any Elective	Enroll in 1-3 courses EL Read/Write PE/Health Grade level Math Grade level Science Grade level Language Arts Any Elective	Enroll in 1-3 courses EL Read/Write PE/Health Grade level Math Grade level Science Grade level Language Arts Any Elective
WIDA Level 4	4.0-4.9	Enroll in 1-2 courses Co-taught MN Studies All grade level courses Any electives	Enroll in 1-2 courses American Studies All grade level courses Any electives	Enroll in 1-2 courses Science All grade level courses Any electives

SHELTERED SERVICES

Sheltered model involves the EL teacher leading high support lessons including English language development standards in foundational listening, speaking, reading, and writing making the work accessible for students in WIDA levels 1 and 2.

CO-TAUGHT SERVICES

Co-taught refers to an instructional model in which a general education teacher and an English Language teacher work collaboratively to support students who are English learners in WIDA level 2, 3, and 4. In this setting, the two teachers share the responsibility for planning, delivering lessons, and assessing student progress. The goal is to help English learners develop language proficiency while also accessing the content in subjects like math, science, and social studies.

FARIBAULT PUBLIC SCHOOLS EL PROGRAMMING AND SERVICE MODELS

HIGH SCHOOL PROGRAMMING

	9th Grade	10th Grade	11th Grade	12th Grade
Proficiency Levels	1.0-1.9	1.0-1.9	1.0-1.9	1.0-1.9
Number of Courses	Enrolled in 4-5 EL courses	Enrolled in 4-5 EL courses	Enrolled in 4-5 EL courses	Enrolled in 4-5 EL courses
	EL Read/Write 1 EL Algebra 1, or Sheltered Intermediate Algebra EL Fundamentals (depending on literacy) Sheltered World History **3 <u>Electives</u>** Visual Arts Walking/Swim Fish and Wildlife Exploring Ag, Foods Raising Chickens Exploring Foods Exploring Autos Weight Training II or Phy Ed II Mixed Choir Global Music Guitar 1 9th Grade on Track	EL Read/Write 1 EL Algebra 1, or Sheltered Intermediate Algebra EL Fundamentals (depending on literacy) Sheltered World History **<u>3 Electives</u>** Vsual Arts Walking/Swim Fish and Wildlife Exploring Ag, Foods Raising Chickens Exploring Foods Exploring Autos Weight Training II or Phy Ed II Mixed Choir Global Music Guitar 1 9th Grade on Track	EL Read/Write 1 EL Algebra 1, or Sheltered Intermediate Algebra EL Fundamentals (depending on literacy) Sheltered World History **<u>3 Electives</u>** Visual Arts Walking/Swim Fish and Wildlife Exploring Ag, Foods Raising Chickens Exploring Foods Exploring Autos Weight Training II or Phy Ed II Mixed Choir Global Music Guitar 1 9th Grade on Track	EL Read/Write 1 EL Algebra 1, or Sheltered Intermediate Algebra EL Fundamentals (depending on literacy) Sheltered World History **3 <u>Electives</u>** Visual Arts Walking/Swim Fish and Wildlife Exploring Ag, Foods Raising Chickens Exploring Foods Exploring Autos Weight Training II or Phy Ed II Mixed Choir Global Music Guitar 1 9th Grade on Track

	9th Grade	10th Grade	11th Grade	12th Grade
Proficiency Levels	2.0-2.9	2.0-2.9	2.0-2.9	2.0-2.9
Number of Courses	Enrolled in 3-4 EL courses	Enrolled in 3-4 EL courses	Enrolled in 3-4 EL courses	Enrolled in 3-4 EL courses
	EL Read/Write 2 Sheltered English 9 TT - English 9 Sheltered Intermediate Algebra or other TT World History Sheltered Integrated Science Electives: Exploring Visual Arts Walking/Swim Fish and Wildlife Exploring Ag, Food & Natural Resources Raising Chickens Exploring Foods Creative Cuisine Exploring Autos Weight Training II Phy Ed II Mixed Choir Global Music Guitar 1 9th Grade on Track	EL Read/Write 2 OR Sheltered English 9* TT - English 9 Sheltered Intermediate Algebra or Sheltered/TT Geometry TT World History TT US History Sheltered-Integrated Science Sheltered Bio* Electives: Exploring Visual Arts Walking/Swim Fish and Wildlife Exploring Ag, Food & Natural Resources Raising Chickens Exploring Foods Creative Cuisine Exploring Autos Weight Training II or Phy Ed II Mixed Choir Global Music Guitar 1 * Based on prior core course completion, keep sheltered or team taught	EL Read/Write 2 OR Sheltered English 9* TT- English 9 Sheltered Intermediate Algebra or Sheltered/TT Geometry TT World History TT US History Sheltered-Integrated Science Sheltered Bio* Electives Exploring Visual Arts Walking/Swim Fish and Wildlife Exploring Ag, Food & Natural Resources Raising Chickens Exploring Foods Creative Cuisine Exploring Autos Weight Training II or Phy Ed II Mixed Choir Global Music Guitar 1 * Based on prior core course completion, keep sheltered or team taught	EL Read/Write 2 OR Sheltered English 9* TT- English 9 Sheltered Intermediate Algebra or Sheltered /TT Geometry TT World History TT US History Sheltered-Integrated Science Sheltered Bio* lectives Exploring Visual Arts Walking/Swim Fish and Wildlife Exploring Ag, Food & Natural Resources Raising Chickens Exploring Foods Creative Cuisine Exploring Autos Weight Training II or Phy Ed II Mixed Choir Global Music Guitar 1 * Based on prior core course completion, keep sheltered or team taught

	9th Grade	10th Grade	11th Grade	12th Grade
Proficiency Levels	3.0-3.9	3.0-3.9	3.0-3.9	3.0-3.9
Number of Courses	Enrolled in 1-3 EL courses	Enrolled in 1-3 EL courses	Enrolled in 1-3 EL courses	Enrolled in 1-3 EL courses
	Academic Language Building TT -English 9 TT- Integrated Science TT- World History TT - Intermediate Algebra TT-Geometry EL Speech Electives: Honors Advanced Placement courses AVID 9	Academic Language Building TT- English 9 TT- English 10 TT- Biology TT- US History TT- Geometry Health 10 EL Speech Electives: Honors Advanced Placement courses PSEO AVID 10	Academic Language Building TT - English 9 TT - English 10 TT - Biology TT - US History TT- Geometry TT- Algebra 2 TT- American Government Health 10 EL Speech Electives: Teacher Aide Honors Advanced Placement courses PSEO AVID 11	Academic Language Building TT- English 9 TT-English 10 TT- Biology TT - US History TT- American Government TT- Economics TT- Geometry TT- Algebra 2 Health 10 EL Speech Electives: Teacher Aide Honors Advanced Placement courses PSEO AVID 12

	9th Grade	10th Grade	11th Grade	12th Grade
Proficiency Levels	4.0-4.5	4.0-4.5	4.0-4.5	4.0-4.5
Number of Courses	Enrolled in 1-2 EL courses	Enrolled in 1-2 EL courses	Enrolled in 1-2 EL courses	Enrolled in 1-2 EL courses
	TT- English 9 Chemistry Social Studies Elective (Semester 1), Any elective (Semester 2) Algebra II 2 electives or 1 elective and a study hall Electives: Honors/Accelerated Advanced Placement courses AVID 9	TT- English 10 Chemistry Social Studies Elective (Semester 1), Any elective (Semester 2) Algebra II 2 electives or 1 elective and a study hall Electives: Honors/Accelerated Advanced Placement courses PSEO AVID 10	TT- English 10 Chemistry TT- American Government (Semester 1), Social Studies Elective TT American Government (Semester 1), Any elective (Semester 2) Algebra II Electives and a study hall Electives: Teacher Aide Honors/Accelerated Advanced Placement courses PSEO AVID 11	TT- English 10 Chemistry TT- American Government (Semester 1), TT Econ (Semester 2) Social Studies Elective TT American Government (Semester 1), Any elective (Semester 2) Algebra II 2 electives or 1 elective and a study hall Electives: Teacher Aide Honors/Accelerated Advanced Placement courses PSEO AVID 12