



710 17th St. SW, Faribault, MN 55021

Office: 507-333-6000 | Fax: 507-333-6050

Request for Program/Budget Addition

Fiscal Year 2024-2025

Return to the Director of Finance & Operations

Please detail the vision of your proposal below:

Faribault High School is made up of two types of Multilingual English Learners (MLELs): Long-term English Learners (LTELs) and Recently Arrived English Learners (RAELs). Each receives different levels of EL support based on this status. LTELs are students who have been identified as MLEL for five or more years and have not yet reached exit proficiency level as indicated on the WIDA ACCESS test. RAELs are students who have been in an English speaking school for less than five years. Statute dictates that school districts must develop a Language Instruction Education Plan (LIEP) that lays out how much EL service a student receives depending on their English proficiency level. Our LIEP can be found [here](#). The LIEP follows the guidelines given by MDE on amounts of service and types of service for MLELs.

As we look at MLEL needs for next year, our current EL FTEs cannot cover these needs. Currently, we have 22 RAEL students who will need Year 1 RAEL programming (see pg. 13 of the LIEP). Most of these students have arrived either at the very end of semester 1 or at the beginning of semester 2 and will need more time at the Year 1 level to successfully advance to Year 2 programming. We have 26 students who will need Year 2 RAEL programming (10 of whom are coming from the Middle School). We have 16 students who need Year 3 RAEL programming. That is a total of 64 students who will need four to five hours of EL programming per day. This does not account for any additional enrollments that may occur this spring or over the summer. MDE does not give clear definitions of appropriate EL teacher to RAELs ratios but has stated that no more than 25 RAELs to 1 EL teacher is their recommended threshold.



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Because of these numbers we will need to start the 24/25 school year with two Year 1 RAEL programming classes and two Year 2 RAEL programming classes. Year 1 and Year 2 programming require 1 FTE per class. It will take 4 FTE to cover our current RAEL needs. That is the staffing we currently have at the high school.

We are working with our Career and Technical Education Coordinator to provide our RAELs with elective opportunities they might not normally be able to access. Because of grant funding we are able to fund and support these efforts for next year. The Career and Technical Education Coordinator and the MLEL Coordinator are working with some of our CTE teachers on possibilities in order to cover elective needs creatively for our RAELs.

The district has been out of compliance with state statute in regards to providing EL service for our LTELs for at least the past three school years. The number of years they have been in an English Learning program does not factor in if they have not reached the exit proficiency level. They are still required to receive service minutes from an EL teacher daily. As stated in our LIEP, LTELs require one hour of co-taught instruction per day. Currently, we have 106 LTELs at the high school. Co-taught support needs to be offered in enough classes to ensure that there is an equal balance within the classroom of MLELs and non-MLELs. When the balance leans heavily on too many MLELs in one classroom, it begins to look like sheltered instruction and/or segregation and MDE will not support this:

“District programming should avoid segregating EL students during large portions of the school day; all students must participate as much as possible in classes with their peers (both ELs and non-ELs). Additionally, students should be placed upon their academic ability and age, not their language ability (Minnesota Department of Education, 2017).”

To cover the needs of our LTELs and to be in compliance with statute, the high school will need two additional EL FTE.

The district has seen an “exit” amongst our LTELs over the last few months. Most of the MLELs leaving are Somali LTELs who are going back to Africa for a short time. It has been shared that many will plan to return after Ramadan/Eid. The



district's Latino LTELs are either enrolling at the ALC or they are dropping out. This is a huge concern which the district will need to address at the system level. For the most part, the district's RAELs are enrolling and staying.

[This document](#) shows the students currently enrolled at the high school and their needs for next school year. This information has private student data and cannot be shared with the general public.

Rationale: How does this proposal align with our strategic plan?

Faribault Public School's number one goal is to graduate students in as close to four years as possible. This goal supports the high school's graduation goal. The EL team works very hard to provide enough support to our RAELs to make this happen. That being said, some of our RAELs do not have the educational background as others and require additional time and support to be successful.

What will be needed to implement this proposal:

Description of Need:	Estimated Budget	Funding Source
Staffing	\$170,000	
Curriculum	\$	
Textbooks	\$	
Technology	\$	
Supplies	\$	
Space	\$	
Other	\$	



Other	\$	
Total Estimated Budget	\$	_____

Submitted by _____ Date _____

Approved by _____ Date _____

Supervisor Approval _____ Date _____

Send this completed form and any attachments to the Director of Finance & Operations.

Minnesota Department of Education, 2017. Minnesota standardized English learner procedures: English language development program entrance and continuing English learners eligibility.
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/bwrl/m dcy/~edisp/mde072040.pdf>