

Multilingual Learners

A welcoming place for students to learn

We believe that our language learners are essential members of the Climax Shelly School District. They are a group of students that bring cultural, linguistic and experiential diversity to our classrooms. They are students who bring stories of difference that inspire a greater sense of empathy in others. They are students who bring divergent perspectives into our classrooms and communities. We are grateful that we have the opportunity to serve and learn from them.

The goal of the multilingual learner program is to ensure that students have the social and academic language necessary to succeed at home, school, and in their community.

Identification

Climax Shelly Public Schools follows [MDE's guidelines](#) for multilingual learner identification. English learners are first identified for potential services based on language indicators marked on the Minnesota Language Survey. This process is done upon initial enrollment to Climax Shelly Public Schools. Staff screen students who have a primary language other than English to determine eligibility. Students are then placed in the program based on a qualifying score.

Parent Notification

Parents are notified of multilingual learner eligibility each school year. This notification includes:

- Program description
- Qualifying score
- Language proficiency
- An invitation to meet with staff/administrator

Refusal of EL Services

Parents have the right to decline multilingual services as is communicated in our yearly notification letter. They are encouraged to engage with staff as to any questions or concerns they have about language programming.

Instruction

We deliver language instruction that works to meet the needs of our linguistically diverse students. Staff work to provide a responsive approach to language learning while addressing the content area needs of their students. Students with more basic levels of English receive more intense support and English instruction while students with more advanced levels of English receive more targeted and academic language instruction. Students that qualify for special education may receive services in conjunction with the services required by their IEP.

SLIFE Identification (Students with limited, interrupted, formal education)

Students with limited interrupted formal education (SLIFE) make up an important subset of multilingual learners. The Minnesota Learning English for Academic Proficiency and Success (LEAPS) Act defines SLIFE as an English learner with an interrupted formal education who meets three of the following five requirements:

1. Comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English.
2. Enters school in the United States after grade 6.
3. Has at least two years less schooling than the English learner's peers.
4. Functions at least two years below expected grade level in reading and mathematics.
5. May be preliterate in the English learner's native language. ([Minn. Stat. § 124D.59, Subd. 2a](#))

Exit Criteria

For students to be considered proficient on the ACCESS 2.0 for MLs test and to exit the multilingual program, a student must have at least a 4.5 overall composite score or higher AND three of the four domains (listening, speaking, reading, and writing) greater than or equal to 3.5. Parents will be notified when students reach a qualifying exit score.