



MARSHALL PUBLIC SCHOOLS

English Learners Procedures, Guidelines, and Requirements

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Task	Procedures, Guidance, and Resources	Timeline	Who is responsible?
Step 1: Identification	Within thirty days of the beginning of the school year or ten days after a late enrollment date, every student with a dominant language that is not English will be tested on the WIDA as mandated by the State of Michigan. The certified ELL staff member will analyze the data and determine whether or not	Upon Enrollment	District School Secretary Enrollment Clerk

	<p>the student is an English Language Learner and, if so, which instructional program will best serve the students needs.</p> <p>All students identified above as an ELL will also be given the WIDA as mandated by the state. Parents will receive these scores at the fall parent teacher conferences so that they can ask and receive further information in their native language.</p> <ul style="list-style-type: none"> • The Home Language Survey (HLS) is included on the online enrollment form. It contains a clause that states the purpose of the HLS. • If the parent/guardian marks a language other than “English” on one or more of the HLS questions (home language or native language/tongue of the student), immediately send an email alerting the (1) building principal, (2) ELL teacher Melanie Snodgrass, (3) Curriculum Director Kelly Fitzpatrick, and then place the original enrollment form in the CA60. • ELL Staff proceed to Step 2 (WIDA Screener administration) to determine eligibility. • If desired, you may also use the attached HLS. There is a Spanish and English version provided for you. 		<p>*The HLS should not be changed or completed by district staff.</p>
<p>Step 2: WIDA Screener K-12th Administration</p>	<ul style="list-style-type: none"> • The WIDA Screener is administered to all potentially eligible students (including foreign exchange students) with a “yes” marked on one or more of the HLS questions, if there are not any previous WIDA scores available. <ul style="list-style-type: none"> o The school may have to call the students’ previous school, because the student’s WIDA data may not be available in the Secure Site (or MSIX, if student is also migrant) until the student is attached to the new district (identified in student management system, MSDS, through a Student Maintenance Report has been uploaded). School District staff are only able to see WIDA test results for the students who are enrolled (claimed by) their district. • WIDA Screener Cycle #1 (within 30 days^t): All potentially eligible English Learners not previously identified arriving after December 1st take the assessment according to grade level. Kindergarten takes all 4 domains. • WIDA Screener Cycle #2 (after Dec. 1st): All potentially eligible English Learners not previously identified arriving after December 1st take the assessment according to grade level. Kindergarten takes all 4 domains. <p>Kindergarten</p> <ul style="list-style-type: none"> • Those K students who scored exceptional in the fall must be monitored to ensure proficiency on local reading and writing assessments between Dec. 1st and the end of Jan. Kinder determinations made after Dec. 1st using all four domains are considered final determinations and not re-evaluated in January. Please be sure to refer to the entrance protocol for K students. Remember to record student’s scores in the Secure Site. 	<p>Within the first 30 days of school.</p> <p>If enroll after the first 30 days of school, the screener must be given within 10 days of the new student enrolling in the school district.</p>	<p>Melanie Snodgrass administers the WIDA Screener to the student.</p>

	<ul style="list-style-type: none"> Use the online calculator from the WIDA website. <p>2022-2023 WIDA Screener Policy Manual</p>		
<p>Step 3: Determining Eligibility & Reporting + Identifying ELs in the District's Student Management System</p>	<ul style="list-style-type: none"> Students who score less than a 5.0 on the WIDA Grade Adjusted Composite Proficiency Score, <u>OR</u> less than a 5.0 in all four domains (reading, writing, listening, and speaking) qualify as an English learner. No rounding is allowed. Students who meet the Entrance Protocol criteria must be identified as LEP/ELs in the Student Management System (PowerSchool) and in MSDS. <ul style="list-style-type: none"> *Please note that English Learners are still referred to as "LEP" in MSDS. Test proctor informs screener results to building secretary and curriculum director via email; secretary makes changes in Powerschool and ELL Staff keeps master list of EL students in district <p><u>MSDS Guidance for Program Codes:</u> EL component starts on page 198. Instructional program codes start on page 202. https://www.michigan.gov/-/media/Project/Websites/cepi/MSDS/2021-22-msds-collection_details.pdf?rev=1f6b6f023a924f6dac4a76f373f29d9a</p>	Immediately after administering & scoring the WIDA	Test proctor (ELL Staff), building secretary & curriculum director
<p>Step 4: Reporting Secure Site</p>	<ul style="list-style-type: none"> All WIDA Screener scores must be entered into the BAA Secure Site. Place a paper copy of the WIDA Screener results into the CA-60. 	Immediately following administration of the screener	ELL Staff
<p>Step 5: Parent Notification Letters</p>	<ul style="list-style-type: none"> If a student qualifies for EL services, parents/guardians/host families must be informed via letter. There are nine required components in the Parent Notification Letter. Use this district letter, attached. WIDA results must also be sent to parents. <p>*Please note: There is an Initial Notification Letter used when a student first qualifies as an English Learner. Use the Annual Notification Letter when the student continues to be considered an English Learner and has not met the exit criteria protocol established by the MDE.</p> <ul style="list-style-type: none"> Parents may refuse/waive EL services 	Immediately following scoring of the Screener, for initial EL-qualifiers OR Within the first 30 days of school for	ELL Staff send to qualifying students



		continuing EL-qualifiers	
<p>Determining Exit Status</p> <ol style="list-style-type: none"> 1. Use MDE Exit Protocol. 2. Notify parents. 3. Initiate FEL Monitoring 	<p>Updated Exit Protocol:</p> <ul style="list-style-type: none"> • Each spring, after WIDA testing, students who meet MDE Exit Protocols (4.8 Composite or higher) may be exited from EL services by the State. Superintendent Secretary will run the WIDA report from BAA website by September 10th each year and will exit students from MPS student information system with a date of June 30th. • Districts must use WIDA scores, local reading assessment, and local writing assessments to make decisions about exiting English Learners. • Families of exited students receive a letter of notification. • Students who are exited must be monitored for four years after being exited from the EL programs. (see below) <p>Exiting students from LEP in MSDS</p>	<p>Immediately after spring WIDA scores are made available</p>	<p>The teacher, ELL staff, principal, and curriculum director determine which students should be exited based on the Exit protocol. The building staff sends home the Exit Letter.</p> <p>The building is responsible for FEL Monitoring (see below)</p>
<p>FEL Monitoring Sheet</p>	<p>English Learners who are exited from the EL program are required to be monitored for four years. A monitoring sheet must be completed and the student’s interventions must be recorded.</p> <p>ELL students will be exited from the ELL Program when they meet state criteria. Parents will be notified via this letter.</p> <p>Students exited from the program will receive a distinctive coding in PowerSchool to highlight their status as FLEP (Formerly Limited English Proficient). District staff will understand the implications of this coding so they can offer or request support from the ELL Team if necessary.</p> <p>Information pertaining to Exiting LEP students will be gathered as part of campus Annual Impact Presentations.</p> <p>Formal:</p> <ol style="list-style-type: none"> 1. We monitor all FLEP (Formerly Limited English Proficient) students separately by either elementary or secondary ELL Team Leader who will place a copy of the monitoring document (Appendix IV) in the student’s CA-60. This form will be updated quarterly by the general education teacher. If a student appears to be having difficulty, additional checks will be made. 2. Any inadequate grades (not making progress) will need to be examined and suspected reasons noted. Any parent contact made should also be noted. <p>Informal:</p> <ol style="list-style-type: none"> 1. Parent Teacher Conferences: During Parent Teacher conferences any suspected problems with language will be discussed with parents, teacher and students when available. If the teacher suspects 	<p>Immediately upon exiting from the EL Program</p>	<p>Melanie Snodgrass monitors the exited EL student to develop and record student’s interventions.</p>

	<p>that there may be a second language issue then the student may be tested using the WIDA screener as appropriate. If the student has re-tested as an ELL a second time, then they will be placed back on the list of LEP students. If the student does NOT score as an English Language Learner they will continue to be informally monitored.</p> <p>2. Communication is always open with teachers for FLEP students. The teacher will contact a team leader of the ELL Team and they will meet with the teacher and parent (/or student) to discuss the potential barrier in learning due to the student’s level of language development. If the teacher and ELL staff agree that the barrier is due to the student’s need for further development in their academic language, then the student will be tested.</p> <p>3. If a parent or student has language concerns, they are always encouraged to contact a member of the ELL Team. They will then contact teachers and attempt to identify the issue. If a reason cannot be found for the difficulty then we will test the student to determine eligibility and place them as an ELL, consider recommendation for Special Education screening, or simply continue to monitor the student.</p>		
<p>EL Waiver</p>	<ul style="list-style-type: none"> • EL Waivers are only given to parents/guardians/host families upon request and only after the school district has explained the services provided to participating ELs and the benefits of participating in the program. The district must notify parents that other services (Title I, 31a, etc.) will be provided if they waive EL services to ensure students’ language and academic needs are being met, thus encouraging parents to acknowledge the benefits of language instructional services. • Students who have a signed waiver must still take the WIDA spring assessment. • An EL Waiver must be signed every school year. The EL Waiver can be withdrawn at ANY time, upon parent/guardian request. • A copy of the EL Waiver goes in the CA60. • A copy of the EL Waiver needs to be sent to the curriculum director. • Parents may refuse/waive EL services 	<p>Immediately upon the request of the Parent, Guardian, and/or Host Family and after the family has spoken to the EL Coordinator.</p>	<p>Principal, counselor, curriculum director</p>
<p>Students Incorrectly Labeled ELs (“False LEPs”)</p>	<ul style="list-style-type: none"> • The False LEP window opens the first week of December. Please see the Spotlight for the window to appeal False LEP. <p>Please note that once MDE approves a ‘false LEP/EL’ appeal, do not test the students in the spring of 2016 or thereafter. Do not re-report these students as ELs in MSDS.</p> <p>If such students move to another district, then please inform the receiving district of their status to avoid re-reporting them as ELs. Any students reported as ELs in MSDS must take WIDA Spring until they exit as proficient or graduate!</p>	<p>The MDE determines when the False LEP Window Opens: typically the first week of December.</p>	<p>WIDA coordinator</p>

	<ul style="list-style-type: none"> The status of a "False LEP/EL appeal" can be checked in the Secure Site. http://www.michigan.gov/documents/mde/WIDA_False_LEP_Guidance_507305_7.pdf 		
Language Acquisition Plan	<ul style="list-style-type: none"> Language Acquisition Plan outlines the number of minutes of EL service according to the student's English Language Proficiency level. Language Acquisition Plan describing supports provided and paid for with general funds. 	Ongoing	Curriculum Director
Title III Financial Plan	<ul style="list-style-type: none"> Title III Services must be paid for with district general budget funds. Title III funds are supplemental and are to be used over and above the district's required services and resources provided to ELs and their families. Required activities include: High quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects. High quality professional development of sufficient intensity and duration that demonstrates effectiveness in improving instruction and assessment and which enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies. High quality activities that include parent, family, and community engagement and coordination, and coordination and alignment of related programs (ESEA Section 3115(c)(3)). Title III supplemental EL funds can be used, in priority order, for the following: Documentation found under Cost Code: 6840 Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress. Professional development that is planned based on students achievement data and provided in a systemic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school based or community-based organizational personnel who serve ELs. Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements. Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support children's English language learning at home, materials and books on parenting skills. A Parent Involvement Liaison can be hired or contracted to enhance ongoing parent engagement in school activities, committees and functions, facilitate planning and conducting parent meetings, connecting families to community resources, and interpreting to parents during Title III meetings. Cost for educational field trips if part of high quality language instruction educational programs/activities (buses and admission). 	Ongoing	Kelly Fitzpatrick, Title Coordinator and Business Manager

- Administrative and indirect costs of III/Immigrant may NOT exceed 2% of the total allocation (ESEA Section 3115(b)).
- Title III Non-Allowable Expenditures:
- Title III funds may NOT be used to pick up a cost that was previously funded by general funds.
- Title III may NOT supplant any other federal, state or local expenses.
- All test administration costs (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
- Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III funds.
- Title III funds may NOT be used for Intake/Eligibility or Annual progress assessments.
- Immigrant Program: Generally Allowable Expenditures:
- Sub-grants to LEAs and ISDs are made if significant increase is experienced in numbers of immigrant students from ages 3-21; enrolled in public or private school; not born in US; not attended US school for more than three full years. Purpose of Immigrant sub-grants is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth (ESEA Section 3115 (C)). Allowable activities include:
- Support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth (career exploration and shadowing experiences, college visits, etc.) throughout the day and before/after school.
- Identification and acquisition of bilingual curricular materials, bilingual educational software and technologies to be used in the program carried out with these funds.
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.
- Family literacy, parent outreach liaison and activities, training activities designed to assist parents in adjusting to and understanding the American culture and school system in order to become active participants in the education of their children.
- Administrative and indirect cost to Title III Immigrant may NOT exceed 2% of the total allocation.
- Title III Immigrant Non-Allowable Expenditures:
 - Title III Immigrant funds may NOT be used to pick up a cost that was previously funded by general funds.
 - Title III Immigrant funds may NOT supplant any other federal, state or local expenses.
- All test administration costs (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
- Title III Immigrant funds may NOT be used for Intake/Eligibility or Annual progress assessments.
- Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III immigrant funds.
- Supplement Not Supplant Provision of Title III of the ESEA Act Attachment (PDF)
- Title III Funding source budget is used to plan for all Title III monies received.

	<ul style="list-style-type: none"> The district provides a teacher/interventionist paid for with general funds and is documented in the general budget located in the business office. Personal Activity Records (PAR sheets) will be utilized for split funded staff to ensure EL staff are funded from the general budget. 		
Providing ELs Equal Access to Curricular & Extracurricular Programs	<ul style="list-style-type: none"> Meaningful access to the core curriculum (e.g. reading/language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time. See Chapter, pgs. 1-5 in the U.S. Department of Education English Learner Tool Kit https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf District demographic data (K-5 and 6-12) is gathered and reviewed annually by Title Coordinator and shared with district leadership (principals, interventionists, counselors, etc.) MPS is in the process of evaluating EL enrollment and participation in secondary programming (AP courses, Career Center enrollment, etc.) and will be aggregating that data by January of 2023 in order to provide a complete picture of whether students do, in fact, have access to, and support to participate in, all programs. 		<p>Melanie Snodgrass, ESL Coordinator.</p> <p>Building Principals with EL students.</p> <p>Classroom teachers with EL students.</p>
Key Principles for English Learner Instruction	<p>Key Principles for English Learner Instruction will be shared with classroom teachers by ESL Coordinator:</p> <ol style="list-style-type: none"> 1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem. 2. Instruction leverages ELs' home language, cultural assets, and prior knowledge. 3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds. <p>ELD Standards Framework</p>		<p>Melanie Snodgrass, ESL Coordinator</p>
CAN DO Descriptors and CAN Do Name Cards	<p>The following "Can Do Descriptors" are used to gauge student progress. The ESL Coordinator uses these to inform instruction and monitor student growth. Students are monitored for growth in each area designated within the document. Growth is communicated to families via reports and parent teacher conferences, and quarterly communications.</p> <ul style="list-style-type: none"> • Can Do Descriptors, Early Years PDF • Can Do Descriptors, PreK-K PDF • Can Do Descriptors, Original Edition Grades 1-2 PDF • Can Do Descriptors, Original Edition Grades 3-5 PDF • Can Do Descriptors, Original Edition Grades 6-8 PDF • Can Do Descriptors, Original Edition Grades 9-12 PDF • Can Do Descriptors, Original Edition, Student Name Charts, Grades K-12 PDF 		<p>Melanie Snodgrass, ESL Coordinator</p>

	<p>EL Teacher/Interventionist will communication with classroom teachers to support their general education success.:</p> <ul style="list-style-type: none"> • General education staff who work with identified English Learners must be given a copy of W-APT Screener scores, WIDA scores, and Can DO Descriptors within the first 30 days of school. • EL Coordinator will meet with classroom teacher regularly to discuss progress, needs, next steps, etc. 		
<p>General Education Accommodations for English Learners</p>	<p>All English Learners need to have an individualized plan. EL Coordinator will create a service plan for identified EL students within 30 days of enrollment at MPS and share the plan with Director of Curriculum & Instruction along with classroom teachers. Plan will include resources for accommodations and schedule of services. Accommodations are entered into our SIS (PowerSchool) and can be monitored and tracked by our EL Coordinator each marking period (quarter).</p> <p>U.S. Department of Education Tool Kit</p> <p>Teaching Academic Content and Literacy to English Learners in Elementary and Middle School https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf</p> <p>English Learner General Accommodations Checklist for the General Education Classroom and Resources (Version 1)</p> <p><u>Personal Curriculums:</u> High School students may have a Personalized Curriculum, and there is not a limit on the number of Personal Curriculums allowed in any district. Rules for writing a Personalized Curriculum must be followed.</p> <p><u>Personal Curriculum Updates (Posted September 2015)</u> </p> <p><u>Personal Curriculum Additional Resources : Supplement to the Personal Curriculum Parent and Educator Guide</u> </p> <p><u>Personal Curriculum Frequently Asked Questions: Supplement to the Personal Curriculum Parent and Educator Guide</u></p> <p>A Parent’s Guide to Personal Curriculum: Focus on Algebra II http://www.michigan.gov/documents/mde/Algebra_II_482095_7.pdf</p> <p>Parent’s Guide to Personal Curriculum: Focus on Transfer Student http://www.michigan.gov/documents/mde/Transfer_Students_482123_7.pdf</p> <p>A Parent’s Guide to Personal Curriculum: Focus on Students with on IEP http://www.michigan.gov/documents/mde/Focus_of_Students_with_an_IEP_482098_7.pdf</p> <p>A Parent’s Guide to Personal Curriculum: Focus on Enrichment http://www.michigan.gov/documents/mde/Enrichment_482097_7.pdf</p> <p>General Education Accommodations for English Learners</p>		<p>EL Coordinator Melanie Snodgrass</p>

<p>Newcomers & Refugees</p>	<p>Newcomer & Refugee children in our district will be identified using the following resources:</p> <ul style="list-style-type: none"> • Consulting birthplace in PowerSchool • Consulting home language surveys • Communicating with parents in native language <p>Services provided to immigrant students may include:</p> <ul style="list-style-type: none"> • ESL services • Interpreting Services (meetings, conferences, family nights, written communication) • Translating Services (meetings, conferences, family nights, written communication) <p>Principal will work with ESL Coordinator to follow the procedures outlined in the U.S. Department of Education Newcomer Tool Kit with the following key items included:</p> <ol style="list-style-type: none"> 1. Develop a clear vision and goals for newcomer students. 2. Develop a set of common values about newcomer students and accept shared accountability for the education of newcomers. 3. Design specific courses for students with interrupted formal education (SIFE). 4. Design instruction for students’ development of conceptual, analytic, and language practices simultaneously. 5. Promote the use and development of students’ home languages at school and in the community. 6. Provide alternative school day and school year schedules and structures based on student and family needs. <p>Examples of how to review and meet these key items are contained in the Newcomer Tool Kit.</p> <p>Checklist for Newcomers Services Develop an individualized plan for newcomers and learn about accommodations for English learners. Refugee Education Center https://refugeeeducationcenter.org/</p>	<p>Prior to enrollment or the first day of enrollment</p>	<p>Principal and ESL Coordinator</p>
<p>Communicating with Parents</p>	<ul style="list-style-type: none"> • Ensure that parent and family communication is sent in a language understandable to the parent and family. • Annual survey will be conducted. • Remind and Class Dojo have multiple language options. • Language Access Plan is accessible on the website and provided to classroom teachers with EL students each year. <p>https://www.remind.com/ https://www.classdojo.com/ https://translate.google.com/</p>	<p>Ongoing</p>	<p>All stakeholders</p>

Communicating with Teachers	<ul style="list-style-type: none"> • General education staff who work with identified English Learners must be given a copy of W-APT Screener scores, WIDA scores, and “Can DO” Descriptors. • General education staff who work with identified English Learners must be given a copy of the EL Accommodations Checklist. • Melanie Snodgrass meets with each classroom teacher who has an EL student and verifies their understanding of the students’ needs. • MPS is in the process of providing SIOP training to all classroom teachers as the population of students is growing throughout the district. 	Ongoing	Melanie Snodgrass, ESL Coordinator District
Special Education Identification for ELs	<p>If a regular classroom teacher and /or ELL staff determine(s) that an ELL student is having difficulty in the mainstream classroom due to a possible need for special education services, they will begin the MPS Child Find process. The process will proceed as it would for any student in the district with the ELL staff’s assistance, especially in contacting and communicating with the parents as needed. The ELL staff may also provide information for the process regarding the student’s background and anecdotal and test data showing the student’s English ability. The Child Find process can be found here.</p> <p>The following best-practices will be followed by the Child Find committee for the building serving the EL student:</p> <ol style="list-style-type: none"> a. There is a clearly documented process that is followed when an EL has a suspected disability that includes the EL teacher or specialist in the LEA/county. b. Students are assessed in both English and their native language to determine if the difficulty persists across languages. c. IEP goals written include a focus on the unique needs of ELs developing language. d. A trained interpreter is provided for families and IEP documentation will be provided in the family’s preferred language. e. An implemented process for special education eligibility that attempts to rule out the possibility of ELs being identified for special education programs based on limited English proficiency, or lack of appropriate instruction. MET Demographic Form along with an Individual Learning Plan are used. The expectation of the Multidisciplinary team with regard to ELs is to ensure that a student's special education eligibility is exclusive of any language barrier that may be present. An EL student should have the EL teacher present with the special education team at all meetings. When evaluating ELs it is important for the team to decide in what language the child should be evaluated. We do that to ensure the validity of the evaluation <p>Guidance Handbook for Educator of English Learners with Suspected Disabilities http://www.michigan.gov/documents/mde/Guidance_Handbook_for_Educators_of_English_Learners_with_Suspected_Disabilities_-_January_2016_515881_7.pdf</p>	Ongoing	Classroom Teacher, ESL Coordinator, Child Find Coordinator for each building.

<p>EL Testing Policies</p>	<p>ESSA allows states: M-Step, MI-ACCESS, and WIDA Supports and Accommodations Guidance Document to provide partial exclusion from content area assessment participation and accountability for ELs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))</p> <p>Michigan has adopted the following exceptions for Newcomer ELs:</p> <ul style="list-style-type: none"> ● Year One (living in the US for 12 months or less) <ul style="list-style-type: none"> ○ Exempt from ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator ● Year Two <ul style="list-style-type: none"> ○ Student takes ELA assessment and ELP assessment and is included in English Language Progress indicator. Accommodations are requested/entered by Test Coordinator. ● Year Three <ul style="list-style-type: none"> ○ Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators. Accommodations are requested/entered by Test Coordinator. ● Year Four <ul style="list-style-type: none"> ○ Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators. Accommodations are requested/entered by Test Coordinator. <p>M-Step, MI-ACCESS, and WIDA Supports and Accommodations Guidance Document <u>Testing Policy for Recently Arrived, First Year English-Learner Students Spring 2016</u> <u>EL Assessment Accountability Pitfalls FAQ</u></p> <p style="text-align: center;">WIDA ACCESS for ELLs</p> <p>Michigan-Specific Test Administration Manual Spring 2017 http://www.michigan.gov/documents/mde/WIDA_TAM_2017_550558_7.pdf Michigan ACCESS for ELLs 2.0 Checklist 2017-18 https://www.wida.us/membership/checklists/MI-checklist.pdf</p>		<p>Building Test Coordinators (for K-5 it is the building principal, for 6-12 it is the School Counselor or Teacher Consultant)</p>
<p>Professional Development</p>	<p>It is essential to the success of the ELL program that teachers receive ongoing, specific professional development on best practices for teaching ELLs in their classrooms. Teachers will need training, side-by-side coaching, and modeling in a variety of models.</p> <p>These models include:</p> <ul style="list-style-type: none"> ● SIOP ● Language and Literacy ● Systematic Vocabulary 		<p>Planned by Director of Curriculum & Instruction, Kelly Fitzpatrick</p>

- General ELL Strategies

Staff members to lead professional development and coaching/modeling include:

- Director of Curriculum & Instruction
- ESL Coordinator/Teacher

ESL/ELD staff will meet regularly to update knowledge and skills, obtain additional training, and share information and materials.

1. They will have the opportunity to attend conferences and in-services inside and outside the district. Additionally training for regular education teachers in Tier 1 SIOP strategies will be provided by instructional coaches when needed.
2. WIDA training will take place yearly to prepare for WIDA test administration each Winter.
3. The EL team will share their learning in our regular meetings, evaluate training given and needed. This will also be discussed during our year end program evaluation through teacher feedback, parent and student surveys, and student data sorted by demographics.
4. EL Coordinator will also provide professional development to support teachers with students in the general education classroom as well as EL teacher/interventionists as requested or assigned by building administration.
5. Teachers may request additional training by contacting the Director of Curriculum & Instruction.

As noted in the [SIOP English Learner Professional Learning Overview](#), the Sheltered Instruction Observation Protocol (SIOP) is the only empirically validated model of sheltered instruction. SIOP is widely considered as the best instructional model that supports English Learners (ELs) for English proficiency development as well as for academic achievement.

SIOP Model Components will be used for all EL students to provide meaningful access to all aspects of the instructional programs, including special areas (elementary), electives (secondary) and self-contained Talented and Gifted classrooms (K-6).

In order to determine the effectiveness of professional development activities provided to teachers of ELs:

- Building administrators will look for SIOP strategies while conducting walkthroughs
- Teachers will discuss and review SIOP strategies (and any other strategic EL support) during Professional Learning Communities

MPS EL Coordinator will provide support to teachers in implementing the strategies MDE’s Program Evaluation Tool will be utilized.

<p>Translated Documents</p>	<p style="text-align: center;">Translated Documents</p> <p>IEP 101 (Basics of IEPs Power Point in Spanish) IEP 101 (Spanish)–</p> <p>IEP Forms IEP forms in Spanish IEP Model Form - Spanish [PDF] - Updated July 2010 IEP Model Form - Arabic [PDF] - Updated July 2010 Procedural Safeguards for Special Education in Spanish and Arabic http://www.michigan.gov/mde/0,4615,7-140-6530_6598_36168-188305--,00.html Health Forms in Spanish *Please note that all of these letters need to have District logs, dates changed, and contact information updates. Vision Screening (Spanish) Vision Screening Letter (Spanish) Asthma Letter (Spanish) Asthma letter (Spanish) Medicaid Consent Medicaid Consent (Spanish) Seizure Letter (Spanish) Seizure Health Concern information (Spanish) Chicken Pox Letter (Spanish) Chicken Pox (Spanish) Home Language Survey (various languages)</p>		
<p>EL Parent Engagement Plan</p>	<p><i>“Engaging ELL families can only work if ALL members of the community are committed to the broader mission.”</i> <i>(Breiseth, A Guide for Engaging ELL Families. 2011.)</i></p> <p>Marshall Public Schools knows the benefit to recognizing all parents as partners in their child’s education. Parents are always welcome at Marshall Public Schools. They are encouraged to communicate with their child’s school in person or through the ELL staff as needed. Note: We recognize this as an area for growth and are actively working towards improvement for the future.</p> <p>A few ways this will be done include:</p> <ul style="list-style-type: none"> • All Marshall Public Schools staff will practice cultural sensitivity and proactive understanding in interactions involving ELL families. • The Marshall Public Schools District ELL staff will establish meaningful relationships with community groups to enhance cultural understanding and sensitivity to special populations. • The District ELL Staff will ensure the implementation of equitable access for all families at Marshall Public Schools family and community events. • Bi-annual events will take place in October and February in alignment with Parent Teacher conferences. 	<p>Ongoing</p>	<p>Melanie Snodgrass, ESL Coordinator</p>

The school will work with families to engage them into the school school things such as ongoing Parent and family events (consider train parent “how to”, meetings, family nights, literacy events, and workshop/trainings).

The following strategies used by MPS EL staff to facilitate successful communication when using an interpreter:

Prior to the Meeting

Accurately determine the parents’ native language prior to the meeting and identify an interpreter (may be an adult family member) who is fluent in that language. Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate. Send notices for school meetings and conferences home in English on one-side of the paper and student’s native languages on the other. Keep a generic file of these notices with blanks for times and dates.

Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant’s statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual paraprofessional who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.

Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar. Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is also difficult for most children to translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

During the Meeting

Show respect to parents by addressing them directly and allowing the interpreter to simply interpret your words. Sit so that you speak directly to the parents rather than to the interpreter. Often, it works well to place the interpreter to your side rather than between you and the parent.

Speak at a normal rate and volume.

Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.

Stop periodically and ask if there are any questions.

Support your statements with examples of student work that parents can take with them and examine further.

Do whatever you can to encourage parents’ further school visits and participation in school activities.

Following the Meeting

Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter. Make a record of significant information discussed. It is

	<p>helpful to do this in both languages so that parents could have easy access to information. Consider sending a follow-up letter in the language of the parent.</p> <p>A calendar of these events or notification of these events will be sent home in the native language of the EL family. Event notifications, agenda's, plans, etc. will be housed on the Curriculum page of the website. With limited students, the EL teacher will connect with families quarterly calls to check in and see if there are any needs using the EL List</p> <p>Survey EL parents annually. Districtwide surveys are given to staff, students and families each spring.</p> <p>Parent Engagement Toolkit (English, Spanish, and Arabic) http://www.michigan.gov/mde/0,4615,7-140-5233---,00.html</p>		
EL Parent Complaint Process	<p>Marshall Public Schools understands the benefit of accepting and using community concerns continuously better our programming for ELLs and all students.</p> <p>Parents are encouraged to share information in the following ways:</p> <ul style="list-style-type: none"> • Annual ELL Program Info Meeting • Contacting Building Principal • Contacting ELL Team Leaders/ESL Teachers • Contacting MarshallPS Central Office <p>NOTE: All communication, when possible, must include an interpreter for clear communication between parties. Concerns will be brought to the ELL Team Leadership to discuss and thought-partner on ways to improve programming.</p> <p>MPS Parent Complaint Process</p>	Ongoing	Roles outlined in Complaint Process: Compliance Officer, Superintendent, Complainant, Respondent, etc.
Partnering with Private Schools	<p>Marshall Public Schools understands the benefit of assisting private schools in strengthening their capacity to offer ELL students quality education founded on best practices.</p> <p>The ELL Team will continue to partner with private schools in the following ways:</p> <ul style="list-style-type: none"> • Twice yearly ELL Professional Development • Consulting with school leadership/coaches • Case-by-case direct contact for struggling teachers • Inviting ELL families to yearly Marshall PS ELL Info meeting 	Ongoing	Director of Curriculum & Instruction, Kelly Fitzpatrick

	<p>Marshall ELL staff will continually meet with private school leadership and coaches to offer assistance and monitor program effectiveness. Marshall ELL staff will assist private school instructional and leadership staff in monitoring program effectiveness.</p> <p>Should a private school wish to partner, the following calculation template will be used: Private School Calculation Worksheet</p> <p>MPS follows Private School Collaboration Requirements established by MDE.</p> <p>Private School Consultation Framework</p>		
Identifying Immigrant Children	<p>Immigrant children in our district will be identified using the following resources:</p> <ul style="list-style-type: none"> • Consulting birthplace in PowerSchool • Consulting home language surveys • Communicating with parents in native language <p>Services provided to immigrant students may include:</p> <ul style="list-style-type: none"> • ESL services • Interpreting Services (meetings, conferences, family nights, written communication) • Translating Services (meetings, conferences, family nights, written communication) 	Ongoing	Secretaries within each building and Melanie Snodgrass ESL Coordinator
Measuring Program Effectiveness	<p>In order to consider the effectiveness of a program, we must identify and ensure opportunities for frequent measures which will examine program effectiveness on instructional effectiveness and student language growth.</p> <p>Frequent measures considered include:</p> <ul style="list-style-type: none"> • Observed strategies in lesson plans/classroom instruction • WIDA Testing • Classroom Progress Monitoring 	Ongoing	Kelly Fitzpatrick, Director of Curriculum & Instruction
Graduation Requirements	<p>In order to receive a diploma and graduate from Marshall High School, ELL students must meet the requirements for basic course work and earn the total number of credits required. Participation in the commencement ceremony is a privilege and will be denied to any student who has not completed all requirements.</p>	Ongoing	Kelly Fitzpatrick, Director of Curriculum & Instruction

	<p>ELL students must meet the same Michigan Merit Curriculum standards as their English-speaking peers.</p> <p>ELL students have the same access to Dual Enrollment, Calhoun Area Career Center, and the Battle Creek Math and Science Center as their English-speaking peers.</p>		
<p>High School ELL Program</p>	<p>All students are identified for evaluation for placement based on their Home Language Survey, Teacher Recommendation, or follow-up as a FLEP identifies all students for services.</p> <p>Once a student is identified, they are tested with the WIDA-APT followed by the WIDA ACCESS based on the time frame in which they are identified. Any student that tests below proficient on any version of the WIDA qualifies for English as a Second Language (ESL) to count as their English credit. Students are placed in ESL based on a conference with the bilingual support person and the ESL teacher. If a student requests placement in the regular English curriculum, that student can choose to be in only the regular curriculum or with permission of the teacher; he or she can be in both ESL and ELA classes at the same time.</p> <p>After a student is identified as an ELL student, they will be placed with a bilingual support person in other core classes and wherever possible for Career Connections. Most students will be placed with a tutor in their own language. However, as the students develop their English skills, they will be placed with native English-speaking tutors where possible, to push their English development.</p> <p>If a proficient student is not successful in core classes he or she can receive assistance from bilingual staff in core classes other than English on a case-by-case basis. If the student is attending class, doing the work and just not understanding, they will be considered for services. Students with lesser English abilities will always be the priority in the program and it may be necessary for the proficient student to get help after school.</p> <p>Services provided may include:</p> <ul style="list-style-type: none"> ● SIOP Strategies ● Active participation strategies (listening, speaking, reading, writing) ● Sentence stems ● English as a Second Language for English Credit ● In Class assistance (Core classes or graduation requirements) ● Translation or interpretation to native language ● Translation to simple English ● Reading tests aloud ● Explanation of test questions ● Providing background information to enable student to scaffold to the level of the current information ● Modeling the class work for the student to follow ● Help with homework during the school day <p>Personnel may include:</p> <ul style="list-style-type: none"> ● ESL teacher ● Bilingual Paraprofessional ● Building Personnel 		

<p>Middle School Program</p>	<p>Students in the middle school are identified by a Home Language Survey, Teacher recommendation, or follow-up as a FLEP. Until a student is classified as FLEP, they will be eligible for services where available.</p> <p>If a proficient student is not successful in core classes he or she can receive assistance from bilingual staff in core classes other than English on a case-by-case basis. If the student is attending class, doing the work and just not understanding, services will be considered. Student with lesser English abilities will always be the priority in the program.</p> <p>Services provided may include:</p> <ul style="list-style-type: none"> ● SIOP Strategies ● Active participation strategies (listening, speaking, reading, writing) ● Sentence stems ● Translation or interpretation to native language ● Translation to simple English ● Reading tests aloud ● Explanation of test questions ● Providing background information to enable student to scaffold to the level of the current information ● Modeling the class work for the student to follow <p>Personnel may include:</p> <ul style="list-style-type: none"> ● Classroom Teacher ● Middle School ELL Interventionist/Coach ● Bilingual tutors ● Building personnel ● District Transformation Coach for ELL
<p>Elementary ELL Program</p>	<p>Students in the elementary school are identified by a Home Language Survey, Teacher recommendation, or follow-up as a FLEP. As soon as a student is identified, he or she will receive assistance as needed to have full access to the same curriculum as their English-speaking peers. As we know it is best for students to be in their own classroom receiving support to understand the current classroom curriculum.</p> <p>Elementary teachers and ELL support staff will receive professional development and coaching in ESL strategies. These strategies will be modeled by instructional coaches/ELL staff and observed in lesson plans and during visits from school staff.</p> <p>In-class assistance may include:</p> <ul style="list-style-type: none"> ● SIOP Strategies ● Active participation strategies (listening, speaking, reading, writing) ● Sentence stems

- Translation or interpretation to native language
- Translation to simple English
- Reading tests aloud
- Explanation of test questions
- Providing background information to enable student to scaffold to the level of the current information
- Modeling the class work for the student to follow

Personnel may include:

- Classroom Teacher
- ESL or bilingually-endorsed elementary teachers
- Bilingual tutors
- Building personnel
- District Transformation Coach for ELL

Marshall Public Schools understands that change is necessary to give ELL students their best chance at future success. While we are currently undergoing systematic change to improve the education of all learners, steps will be taken to further strengthen the education offered to ELL learners.

These steps include:

- Ongoing professional development: equity, SIOP, cultural sensitivity, inclusive learning
- Modeling and support given to teachers for new professional learning
- Accountability measures established for new professional learning
- Continual focus on students supported from within the classroom, not pulled out
- Proactive and strategic placing of interpreters for school events
- Proactively seeking ELL families to participate in the Marshall Public School's school community
- Practicing advocacy for ELL families and students
- Parent workshops for ELL families

Appendix

APPENDIX I – Marshall Public Schools Home Language Survey (Hard Copies at school sites)

Name of Student _____ Birth date _____ Male ____ Female ____

Building Name _____ Parent Name _____ Phone # _____

1. Language your STUDENT first began speaking?

2. Language your STUDENT most frequently uses at home?

3. Language most frequently used by ADULTS in the home?

4. Language YOU use most frequently at home to speak to your student?

5. Whenever possible, what language would YOU prefer to receive school communication in?

Parent or Guardian's signature

Date

The Marshall Public Schools is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1152-380.1157 of the School Code of 1995, Michigan's Bilingual Education Law.

APPENDIX II – Refusal of Services Letter

(INSERT DATE)

To the Parents of: _____

Each year the students of Marshall Public Schools may be assessed depending on one or more of the following reasons:

- Because a language other than English is spoken at home
- Because the student has difficulty communicating in English (speaking, reading or writing)
- Due to a parent or teacher request

The schools in our district use a State exam, called WIDA, to evaluate English language ability. Because your child's results on the test were _____ he or she has been identified to receive services for English Language Learners. Our English learner program (ELL) will help your child improve language abilities in English, achieve academic success and meet state standards.

Your child has been identified for the following types of academic support:

- Extra help in class
- Help before/after school
- Bilingual academic support in class
- English academic support in class
- English as a Second Language
- Other

If you have questions, please contact Melanie Snodgrass at MSnodgrass@marshallpublicschools.org or 269-781-1252.

Our ELL programs meet the requirements of the district and the state. The programs are research based and demonstrate that they will help your child increase their ability to listen, speak, read and write in English. Data shows that students that have used the programs increase their ability in English.

Your child's English ability will be tested again in the spring. When your child achieves "Proficient" on the ELPA and his or her M-STEP results and district test data indicate success, your child will no longer require additional support in English.

You have the right to refuse these services or remove your child from this program at any time. To remove your child from the program, please contact Melanie Snodgrass at MSnodgrass@marshallpublicschools.org or 269-781-1252.

We look forward to working with your child to help them to be successful in school and beyond.

Sincerely,

The English Language Learner Team (ELL), Marshall Public Schools

APPENDIX III – Refusal of Services Letter (Spanish)

A los Padres de _____

Cada año los estudiantes de las Escuelas Públicas de MarshallX *pueden* ser examinados *en base a* una o más de las siguientes razones:

- Porque hablan otro idioma en la casa además del Inglés.
- Porque el estudiante tiene dificultad en comunicarse en inglés (hablar, leer o escribir).
- Solicitud de maestro o padres de familia.

Nuestras escuelas usan el examen del Estado llamado WIDA para examinar la Capacidad del Lenguaje Inglés. De acuerdo con los resultados de este examen el nivel de capacidad en el idioma Inglés es _____. Su hijo/a ha sido identificado para recibir servicios de Apoyo en Aprender el Inglés (ELL). Nuestro programa de enseñanza del lenguaje de inglés asistirá a su hijo/a a alcanzar capacidad en el idioma Inglés, lograr éxito académico y cumplir con las normas académicas del estado.

Su hijo/a ha sido seleccionado para los siguientes tipos de asistencia educativa:

- Ayuda extra en la clase
- Ayuda antes/después de la escuela
- Apoyo particular Bilingüe en clase
- Apoyo académico en inglés
- Enseñanza de Inglés como Segunda Lengua.
- Otro

Para una descripción completa de todos los programas de asistencia de enseñanza por favor llame a MarshallXX si su hijo/a está en la primaria (grados kínder-5). Si su hijo/a está en la secundaria o la preparatoria (grados 6-12) llame a la Marshall.

Nuestro programa educativo del lenguaje Inglés esta aprobado por el Comité y cumple las normas académicas del distrito y del estado. El programa está basado en investigación que muestra que este ayudará a su hijo/a aumentar su habilidad de hablar, leer y escribir en inglés. Información muestra que los estudiantes que han usado el programa aprobado por el distrito aumentan su habilidad de inglés.

Se volverá a examinar otra vez la Capacidad del lenguaje Ingles de su hijo/a en la primavera. Cuando su hijo/a alcance el nivel de “Proficiente”, y los resultados del examen MEAP y del distrito sean favorables entonces su hijo/a no requerirá más el apoyo adicional en el inglés.

Usted tiene el derecho de sacar a su hijo/a de este programa a cualquier tiempo o negarse a la colocación de su hijo/a en este programa. Para sacar a su hijo de este programa por favor mándenos una carta o llame a la Marshall o a Marshall.

Estamos esperando con placer el trabajar con su hijo/a y ayudarlo a tener éxito en la escuela y más allá.

Atentamente,

El Grupo de Apoyo en Aprender el Inglés (ELL), Escuelas Públicas de Marshall

APPENDIX IV – FLEP Form (adding to ELL process for 2023-2024 school year)

Marshall Public Schools Formerly Limited English Proficient Monitoring Form

[The classroom teacher is responsible for completing this form at the end of each semester and returning it to the building bilingual staff member. This form will go to the appropriate ELL Team Leader for review.]

Student Name: _____ Academic Year: _____

School: _____ Teacher Name: _____

Most recent WIDA Results for FLEP				
Listening	Reading	Writing	Speaking	Composite

MAP RESULTS						
	Reading			Math		
	Fall	Winter	Spring	Fall	Winter	Spring

1 st Year of Monitoring						
2 nd Year of Monitoring						
3 rd Year of Monitoring						

REPORT CARD RESULTS:																
	1 st year				2 nd year				3 rd year				4 th year			
	1 st	2 nd	3 rd	4 th	1 st	2 nd	3 rd	4 th	1 st	2 nd d	3 rd	4 th	1 st	2 nd d	3 rd d	4 th h
ELA																
Math																
Science																
Social Studies																

Listening and Speaking					
	Rarely	Seldom	Sometimes	Often	Always
Communicates effectively in English					
Struggles with oral expression					
Struggles with written expression					
Struggles with oral comprehension					

Struggles with reading comprehension					
Classroom participation					

Please check the one that applies:

- At a meeting on (date)_____the Language Acquisition Team reviewed the student’s performance and concluded that he/she meets grade level academic standards.
- At a meeting on (date)_____the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS NOT** significant reason the student is not meeting grade level academic standards. Student was/will be referred to Student Support Team on (date)_____. (prepare documentation of ELL interventions)
- At a meeting on (date)_____ the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards. (prepare documentation of ELL interventions)

Action Steps (Check all that apply)

- Restore EL status
- Parent communication
- Other (please explain)_____

If there are any areas of concern, please list the subject/teacher and explain the concern on the back of this form. Please also attach a copy of the document that was used to monitor EL interventions used.

_____ Team: _____ Signatures: _____
 _____ Date: _____