

Marshall Public Schools



English Language Learner Handbook

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1. Marshall Public Schools Vision & Mission Statement

“Our mission is to create ONE equitable, inclusive, and innovative educational community.”

“Our vision is a unified community where all are recognized, valued, and achieve their full potential.”

2. ELL Program Philosophy and Beliefs Statement

- We believe that we form an educational and cultural bridge for students and parents to access all education opportunities no matter what their first language is or what language needs they may have.
- We know that all students can learn English. Students will vary in their rate of second language acquisition, and may come to us with a variety of previous educational experiences. We also know that students need to be able to listen, speak, read and write in English in order to access higher education and the work world.
- We realize that different students have different needs. We place each student in the least restrictive environment to fully acclimate them to the culture and language.
- We believe that our students will emerge from our program able to participate in regular and/or advanced classes.
- We do not intend to supplant their native culture or language; we only want to help students access the culture and language that is present in our schools.

3. ELL Program Vision and Goals

Marshall Public Schools strive to be a district which will best meet the needs of the Marshall area's ELL population.

Academic: We will ensure that ELL students meet the appropriate state and district educational standards. We will work to ensure that ELL students make progress toward English proficiency as well as progress toward graduation. We will provide access to all services and resources for our ELL students.

Parent Involvement: We will ensure that parents have every opportunity to take part in their child's education. We will be proactive in providing the necessary resources to ensure parents are active participants in their child's education. We will team with community partners wherever possible to reach as many parents as possible. We will be culturally sensitive and understanding of the barriers ELL families face in participating at school functions and interacting with school staff.

Professional Development: We will maintain an environment that values professional development and provide professional development to program and non-program staff on a formal and informal basis, including culturally responsive teaching practices.

4. Identification and Home Language Survey Processes

1. Every student enrollment packet must include a Home Language Survey that is printed in both English and the family/student native language. (See: Appendix I)
2. When a parent enrolls a student that has a primary language other than English, the assisting district personnel will contact available district interpreters to greet parent(s), assist with the registration, and answer any questions the parent may have.
3. Once the parent or guardian has completed the Home Language Survey, the language information identified on the form is entered into PowerSchool by the building secretary. A copy of the HLS is then placed in a designated file folder which serves as the central HLS collection point for that building. The original HLS is then placed in the student's CA-60. Certified members of the EL Team will periodically collect HLS copies from this designated folder.
4. The EL Team Leader will coordinate with the appropriate staff to ensure the student is tested within thirty days of the first day of school. Later enrollments during the school year will be assessed within ten days of the enrollment date.

5. Home Language Surveys that indicate a language other than English will indicate the student will receive the WIDA screener assessment. This follow up will be completed by the EL team member.
6. The original copies of all Home Language Surveys must be filed in the CA-60 and follow students through their K-12 career in Marshall Public Schools.

5. Assessment (WIDA Screening)

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 the student is an English Language Learner and, if so, which instructional program will best serve the students needs.

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.

6. Notification of ELL Services and Right to Refuse

Once initial beginning-of-the-year WIDA testing has ended, all ELL parents will receive a Right to Refuse, or an “opt-out” letter for ESL/Bilingual services. [This letter](#) will be given to parents at initial parent-teacher conferences so that they may ask and receive additional information in their native language.

(See: Appendix II)

7. Parent Permission

Services will be provided unless a parent requests that services not be provided.

8. Parent Refusal

[Sample letter\(s\)](#)

9. Proficiency Levels for Placement in the ELL Program

The proficiency level on the WIDA-APT will determine placement in a language program. We will use the State of Michigan's six levels of English language proficiency to more accurately describe student proficiency in listening, speaking, reading and writing skills. These proficiency levels are described below:

ENGLISH LANGUAGE PROFICIENCY LEVELS

Level 1—Beginning/Pre Production [WIDA level = Entering]:

A pupil shall be classified level 1 if the pupil does not understand or speak English with the exception of a few isolated words or expressions.

Level 2—Beginning/Production [WIDA level = Beginning]:

A pupil shall be classified level 2 if all of the following criteria are met:

(a) The pupil understands and speaks conversational and academic English with hesitancy and difficulty.

- (b) The pupil understands parts of lessons and simple directions.
- (c) The pupil is at a pre-emergent or emergent level of reading and writing in English, significantly below grade level.

Level 3—Intermediate [WIDA level = Developing]:

A pupil shall be classified level 3 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English with decreasing hesitancy and difficulty.
- (b) The pupil is post-emergent, developing reading comprehension and writing skills in English.
- (c) The pupil's English literacy skills allow the student to demonstrate academic knowledge in content areas with assistance.

Level 4—Advanced Intermediate [WIDA level = Expanding]:

A pupil shall be classified level 4 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy.
- (b) The pupil continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.

Level 5—Advanced [WIDA level = Bridging]:

A pupil shall be classified level 5 if all of the following criteria are met:

- (a) The pupil understands and speaks conversational and academic English well.
- (b) The pupil is near proficient in reading, writing, and content area skills needed to meet grade level expectations.
- (c) The pupil requires occasional support.

Level 6— Student is proficient in English and is capable of grade level content in English. The pupil will rarely need support.

10. Elementary ELL Program

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.

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.

In-class assistance may include:

- 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

11. Middle School ELL Program

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.

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.

Services provided may include:

- 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
- Middle School ELL Interventionist/Coach
- Bilingual tutors
- Building personnel
- District Transformation Coach for ELL

12. High School ELL Program

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.

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.

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.

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.

Services provided may include:

- 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

Personnel may include:

- ESL teacher
- Bilingual Paraprofessional
- Building Personnel

13. Graduation Requirements

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.

ELL students must meet the same Michigan Merit Curriculum standards as their English-speaking peers.

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.

14. Exiting LEP students from the ELL Program

ELL students will be exited from the ELL Program when they meet state criteria. Parents will be notified [via this letter](#).

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.

Information pertaining to Exiting LEP students will be gathered as part of campus Annual Impact Presentations.

15. Monitoring FLEP Students

Formal:

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.

Informal:

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 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.
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.
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.

16. Professional Development for Staff

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.

These models include:

- SIOP
- Language and Literacy
- Systematic Vocabulary
- General ELL Strategies

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

- Director of Curriculum & Instruction
- ESL Coordinator/Teacher

17. Measuring ELL Program Effectiveness

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.

Frequent measures considered include:

- Observed strategies in lesson plans/classroom instruction
- WIDA Testing
- Classroom Progress Monitoring

18. ELL Special Education Identification Process

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 process for testing the student. 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.

19. Identification of Immigrant Students

Immigrant children in our district will be identified using the following resources:

- Consulting birthplace in PowerSchool
- Consulting home language surveys
- Communicating with parents in native language

Services provided to immigrant students may include:

- ESL services
- Interpreting Services (meetings, conferences, family nights, written communication)
- Translating Services (meetings, conferences, family nights, written communication)

20. Parent Involvement

*“Engaging ELL families can only work if ALL members of the community are committed to the broader mission.”
(Breiseth, A Guide for Engaging ELL Families. 2011.)*

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.**

A few ways this will be done include:

- 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.

21. Accepting ELL Program Complaints

Marshall Public Schools understands the benefit of accepting and using community concerns to continuously better our programming for ELLs and all students.

Parents are encouraged to share information in the following ways:

- Annual ELL Program Info Meeting
- Contacting Building Principal
- Contacting ELL Team Leaders/ESL Teachers

- Contacting MarshallPS Central Office

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.

22. Partnering with Private Schools

Marshall Public Schools understands the benefit of assisting private schools in strengthening their capacity to offer ELL students quality education founded on best practices.

The ELL Team will continue to partner with private schools in the following ways:

- Twice yearly ELL Professional Development
- Consulting with school leadership/coaches
- Case-by-case direct contact for struggling teachers
- Inviting ELL families to yearly MarshallPS ELL Info meeting

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.

23. ELL Program Moving Forward

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 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 MarshallIX *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 MarshallIX

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	3 rd	4 th	1 st	2 nd	3 rd	4 th
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: _____