

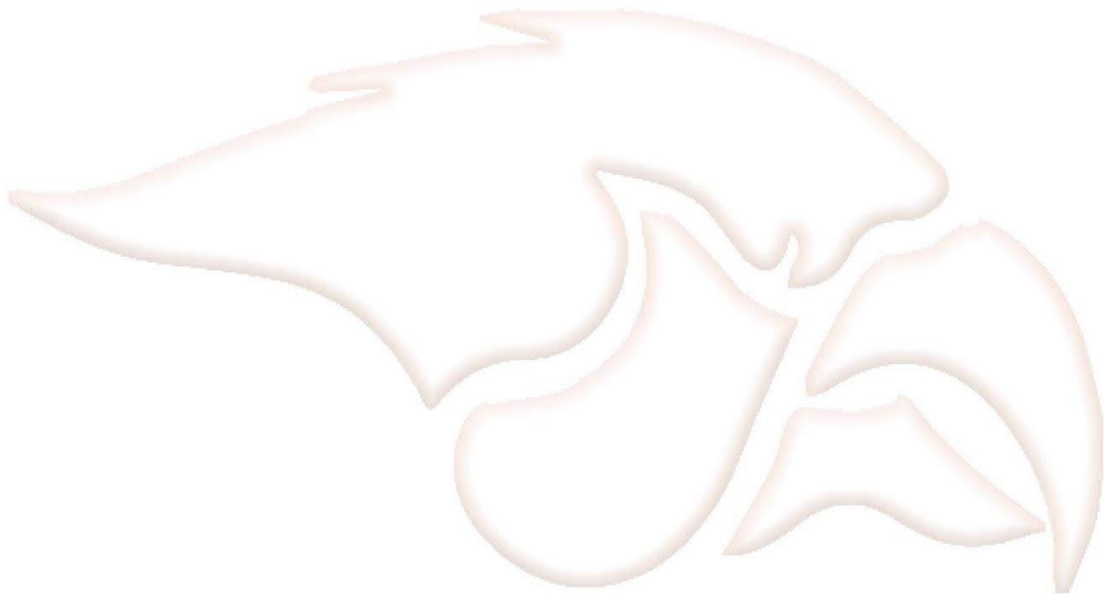


CEDAR SPRINGS PUBLIC SCHOOLS

English Learners

Program Handbook

2024-2025



WE CAN. WE WILL. WE ARE. TOGETHER.



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INTRODUCTION

Mission Statement

The mission of Cedar Springs Public Schools is to foster a dynamic community of learners who inspire and support one another to exceed their potential.

The Cedar Springs Public School District seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Learners (ELs) are provided instructional services through an English Language Learner (ELL) program which is designed to meet their unique needs.

Cedar Springs Public Schools has prepared this handbook of program policies and procedures to ensure that the English Language Learner (ELL) /Title III program in the district is consistent throughout the district.

The information contained herein has been compiled using the following sources:

Suzanne Toohey

Consultant, ESL/Title III, Oakland Schools

Michigan Department of Education

Office of School Improvement

Title III Handbook



DEFINITION OF ENGLISH LEARNERS (EL)

ESSA Definition of an “English Learner” Student

The term “English learner,” when used with respect to an individual, means an individual:

1. Who is aged three through 21
2. Who is enrolled or preparing to enroll in an elementary school or secondary school
3. Who was not born in the United States or whose native language is a language other than English:
 - a. Who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - b. Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
 - c. Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant
4. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - a. The ability to meet the challenging State academic standards
 - b. The ability to successfully achieve in classrooms where the language of instruction is English
 - c. The opportunity to participate fully in society. (ESEA Section 8101(20))

To be classified as EL, an individual must meet the criteria of 1, 2, 3 and 4 in the definition above. To meet the criteria for 3, an individual can meet the criteria of any of a, b or c. If the criterion to meet 3 is b, then the individual must meet the criteria of both a and b. To meet the criteria for 4, an individual must be denied one of the three listed (a or b or c).

LEGAL RESPONSIBILITIES

TITLE I & TITLE III REQUIREMENTS

PROGRAMS OF ENGLISH LEARNERS

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as English Learners (ELs) must be provided a language assistance program services, in addition to the basic/core education services (adopted by the local board of education) that all students in the LEA receive. This language assistance program services must provide meaningful access to the core curriculum and provide direct English language instruction. The intensity of language assistance program services provided is directly related to the individual student’s level of proficiency. The less English proficiency a student has, the more intense his or her program of language assistance program services should be. The language assistance program services could include research-based models such as bilingual education, ESL/ELD programs, and/or sheltered instruction. These federally required language assistance program services ensure that ELs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.



To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with parents of English Learners.

WHAT YOU NEED TO KNOW

Title III funds are to be used to provide language instruction educational programs — defined as courses in which EL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child’s native language to enable the child to develop and attain English proficiency, but school districts are required to “use approaches and methodologies based on scientifically-based research.” Each school or district using Title III funds must implement an effective means of outreach to parents of EL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.



Title III Schools and School Districts Must:

- Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators, and parents, and others in developing their Title III plan.
- Inform parents of a child identified for participation in a Title III program within 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child's placement in such a program.
- Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents, and in a method that is effective.

Title III funds may be used for supplementing NOT supplanting school district and/or school activities. (See APPENDIX G)

What Academic Information Does Your School District Have to Track About Their EL Students?

- Must screen each EL student upon enrollment with the WIDA Screener.
- Must assess each student who qualifies for and receives service each year using the WIDA ACCESS for ELLs.
- Title I requires that States and Local Education Agencies (LEAs) annually report on ELs' progress in achieving English language proficiency, attainment of English language proficiency, academic achievement, and high school graduation rates. (ESEA Section 1111(h)(1), (h)(2)). Under Title III, there are additional reporting requirements. LEAs must report to their States on:
 - Title III programs and activities
 - Number and percentage of ELs making progress toward English language proficiency
 - Number and percentage of ELs who attain proficiency and exit LIEPs
 - Number and percentage of former ELs who meet academic content standards (for 4 years)
 - Number and percentage of ELs who have not exited LIEPs after 5 years as an EL
 - Number and percentage of ELs with IEPs

Assessments Required of EL Students:

Title I Law requires that all EL students are assessed annually.

(b)Academic Standards, Academic Assessments, and Accountability –

(7) Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (NCLB/ESEA Title I, Section. 1111(b)(7))

- ESSA requires states:
 - To the extent practical, provide content area assessments in an appropriate language and form for ELs (ESEA Section 1111(b)(2)(B)(vii)(III))



- Identify languages present to a significant extent in the state for which assessments are needed but not available and then work to develop those assessments (ESEA Section 1111(b)(2)(F))
- ESSA requires states:
 - 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))
- Michigan has adopted the following exceptions for Newcomer ELs
 - Year one (living in the US for 12 months or less)
 - Exempt from ELA assessment on MStep, student takes WIDA Access and is included in English Language Progress indicator
 - Year two
 - Student takes ELA assessment on MStep and WIDA Access and is included in English Language Progress indicator
 - Year three
 - Student takes ELA assessment on MStep and WIDA Access and is included in Academic Growth and English Language Progress indicators
 - Year four
 - Student takes ELA assessment on MStep and WIDA Access and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators

FEDERAL LAW

There exists a substantial body of Federal law which establishes the rights of the LEP student and which defines the legal responsibilities of school districts serving these students. Note: the term Limited English Proficient (LEP) is a historic term where English Learner (EL) is currently accepted term and is therefore used throughout this document. EL is meant to counter the negative connotations of Limited English Proficient. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

- **1868 Constitution of the United States, Fourteenth Amendment:** "... No State shall ... deny to any person within its jurisdiction the equal protection of the laws."
- **1964 Title VI of the Civil Rights Act of 1964:** "No person in the United States shall, on the ground of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:



- **1974 Lau v. Nichols:** The U.S. Supreme Court ruled that a school district's failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district's educational program in violation of Title VI of Civil Rights Act of 1964; the Court further noted that equality of opportunity is not provided by giving the LEP student the same facilities, text books, teachers, and curriculum which non-LEP students receive.
- **1982 Plyler v. Doe:** The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

PROCEDURES

The following procedures are established for Cedar Springs Public Schools to meet the requirements of Title I and Title III.

REGISTRATION/IDENTIFICATION USING HOME LANGUAGE SURVEY

The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the Cedar Springs Public Schools registration form. It is to be completed at the time of registration. Each building will ensure that a home language survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ELL services. If so, the ELL teacher in the building of attendance will be notified. The ELL staff will arrange for a prompt assessment of the student to determine eligibility for ELL services.

INITIAL ASSESSMENT FOR PROGRAM ELIGIBILITY

Within ten (10) school days of enrollment in our district, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for ELL services. Assessments assess a student's language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA ACCESS for ELLs or the WIDA Screener.

Staff is also encouraged to assess the reading and math abilities of the student using other standardized instruments to address learning needs across the content areas.



WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency

The following chart shows level of proficiency correlated to the WIDA Standards. It may assist in determining the level of the student’s proficiency and the student’s placement into grade level or courses with appropriate ESL language and academic support.

WIDA ACCESS for ELLs/WIDA Screener Score	Proficiency Levels WIDA Standards	Optional Multiple Indicators
6	Reaching	Early literacy assessment approved by MDE AIMSweb – both CBM and MAZE subtests DIBELS Next
5 – 5.9	Bridging	Discovery Education Assessments DRA: Developmental Reading Assessment version 2 iReady Diagnostic
4 – 4.9	Expanding	MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy
3 – 3.9	Developing	PSAT or SAT QRI-5: Qualitative Reading Inventory Scantron Performance Series
2 – 2.9	Emerging	SRI: Scholastic Reading Inventory Star Early Literacy Star Reading
0 – 1.9	Entering	

ELIGIBILITY FOR ELL PROGRAM SERVICES

A student who scores Entering through Expanding on the WIDA ACCESS ELLs or WIDA Screener is eligible for ELL Program Support. For a student scoring Reaching to continue receiving ELL support services, the district takes into account additional multiple academic criteria as noted in the chart.

EXITING FROM ELL PROGRAM SERVICES

Scores from the WIDA ACCESS for ELLs are necessary, but not sufficient, for exiting students from the ELL program. A student who meets the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol may be exited from the ELL Program through a placement team review process. Students exited from the ELL Program must also be exited from the program in the MSDS and are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student’s CA 60.

MONITORING FORMER ENGLISH LEARNERS (FELs)

The placement team who reviews the criteria for a student to exit from the program also determines if the student needs support services during the transition to the regular education program. Additionally, an ELL



staff member is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The designated staff member assesses the student's progress at the end of each semester/trimester.

If, during the four-year monitoring period, it appears that the student is not succeeding in the regular education program, the staffing team will meet to determine if further assessment of the student is warranted, if the student will be reentered into the ELL program, or if other services are appropriate.

A record of monitoring, as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 and ELL files.

PLACEMENT IN ELL PROGRAM

Cedar Springs Public Schools provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. Below is the guide for Title III program instruction described by level of language proficiency and level of instruction.

The Cedar Springs Public Schools ELL program provides language and academic content support to ELs through:

- English as a Second Language Instruction
- Content Tutorial (ELL)
- Reading Support
- Title I Reading Support

Language Instruction Educational Program (LIEP) Description (see APPENDIX H)

PARENT NOTIFICATION

Cedar Springs Public Schools must inform parents of English Learners (ELs) identified for participation in the district's ELL program.

- No later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- Within the first two weeks (10 school days) of attendance for children who have not been identified as English Learners (ELs) prior to the beginning of the school year.

Parent Notification letters are available in the following languages: English, Spanish

School Districts Must Inform Parents of:

- The reasons for identifying their child as an English Learner and for placing their child in a language instruction educational program.



- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement.
- The method of instruction that will be used in the program, including a description of all language programs.
- How the program will meet the educational strengths and needs of the child.
- How the program will help the child learn English and meet academic achievement standards.
- How the program will meet the objectives of an individualized education program for a child with a disability.
- The program Exit requirements, including when the transition will take place and when graduation from secondary school is expected.
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered (ESEA Section 330 a-d).

ELS WHO ARE STRUGGLING LEARNERS

When indicators suggest that an English Learner (EL) is having difficulties obtaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the school Student Success Team for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. Cedar Springs Public Schools has an established protocol for referring students for special education evaluations. These special intervention strategies must be utilized to determine what further strategies may be necessary. These special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more ELL support services. In the event the various strategies are not successful, the student may be referred for a special education evaluation. The student may require an evaluation administered in his/her native language.

STUDENT FOLDER CONTENTS AND CA-60

Each English Learner will have a folder maintained by the ELL teacher at the building. The folder will contain:

- Home language survey APPENDIX A
- Parent notification letter APPENDIX B
- WIDA ACCESS for ELLs & WIDA Screener testing results
- Progress Reporting
- Record of placement decisions (Description of programs/services to align with proficiency level)



STAFF ROLES

ROLE OF ELL/TITLE III TEACHERS

The ELL teacher is certified in her teaching area and has an ESL endorsement. The ELL teacher has primary responsibility for providing English language instruction to the EL. The ELL teacher also shares the responsibility with mainstream general education teachers for ensuring that the EL receives content instruction while learning English.

The ELL teacher supports the instruction of the mainstream class by discussing the content using ESL, sheltered or content specific instruction taught in the student's home language and English. The ELL teacher is responsible for language development and content specific instructional support.

The ELL teacher:

- Provides content instruction and language development.
- Assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom.
- Meets regularly with the mainstream teacher to determine the academic needs of English Learners enrolled in their classes.
- Teaches basic survival skills to the most limited English proficient students.
- Assists general education staff about culture and language of the EL and the family.
- Provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class.
- Works collaboratively with staff to develop curriculum.
- Identifies, assesses, teaches, and counsels each EL.
- Provides staff development on English language instruction and cultural awareness.

ROLE OF ELL/TITLE III PARAPROFESSIONAL

The ELL paraprofessional supports and reinforces the English language acquisition and content instruction provided by mainstream teachers. This staff person also delivers English lessons centered around listening, speaking, reading and writing in English, under the direction of the ELL teacher.

Responsibilities of the ELL Paraprofessional are to:

- Assist ESL/Bilingual teachers and mainstream teachers in providing content instruction and language development
- Meet regularly with ESL/Bilingual teachers and mainstream teachers to determine the academic needs of ELs enrolled in their classes
- Assist teaching basic survival skills to the most limited English proficient students
- Inform general education staff about culture and language of the ELs and their families



- Provide mainstream teachers with cultural and linguistic background of the language minority students in their classes
- Provide input to staff regarding curriculum development
- Assist in identification, assessment, teaching, and counseling each EL
- Assist in providing staff development on English language instruction and cultural awareness

ROLE OF MAINSTREAM GENERAL EDUCATION TEACHER

The mainstream teacher into whose class the student is enrolled has primary responsibility for the instruction of the EL. The student spends a significant part of the day in the mainstream classroom with this teacher and classmates. Because of this, the mainstream teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The mainstream teacher does not accomplish this alone.

The mainstream teacher and the ELL staff are the ones who decide:

- What should be taught
- How the mainstream class content should be supported by ESL/bilingual staff
- What the essential concepts in the lessons are
- How lessons should be differentiated and accommodated
- How to make appropriate accommodations for assessments
- How to assess achievement

In addition, the mainstream teacher:

- Is a full partner with the ELL staff in educating ELs in his/her class
- Demonstrates sensitivity and awareness of cultural and linguistic differences
- Individualized instruction to meet the needs of each student
- Uses visuals/hands-on activities to facilitate learning
- Provides materials for the ELL staff that support the mainstream instruction
- Helps language minority students make friends and be part of the social interaction in the classroom
- Promotes intercultural discussion
- Suggests the type of help the EL needs to be successful in his/her class to the ELL teacher

ROLE OF SPECIAL SERVICES STAFF

Special Services staff members are essential for the success of English Learners in elementary, middle, and high schools in Cedar Springs Public Schools. Counselors, social workers and curriculum support personnel are sometimes new for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

Support Staff for English Learners:

- Work in conjunction with the ELL and mainstream staff to provide appropriate scheduling of students



- Need to develop an awareness of the culture and language abilities of language minority students
- Provide social and academic guidance to help English Learners become familiar with school culture and academic opportunities
- Have current language proficiency assessment accessible; and
- Provide academic information to parents/guardians

PARENTAL INVOLVEMENT

PARENTAL COMMUNICATION/INTERPRETER SERVICES

Parents of English Learners will receive readily understood notices of school programs and activities impacting their child's education.

Many bilingual parents need interpreters (translators) to participate in school activities such as registering students and parent/teacher conferences. Certainly, the more informed parents are the more likely it is that they will be able to support their child's learning. However, many teachers and administrators may be unfamiliar with using an interpreter and may consequently be reluctant to make routine use of the parents' native languages. The following suggestions may 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 and student's native languages (when possible) 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 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.

CODE OF CONDUCT

The Code of Conduct will be translated into the major languages and distributed to parents of ELs. This will assure that students and parents are informed in their first language.

PERSONNEL PRACTICES

POSTINGS

Cedar Springs Public Schools will, when seeking new applicants for all content area positions, actively recruit those people speaking the language of our student population. This is recommended for all vacancies, not just ESL or bilingual positions.

Cedar Springs Public Schools will encourage the designation of ELL paraprofessionals as a distinct category. This will provide trained personnel and consistent instruction. Presently, the paraprofessionals are highly trained with specific skills to meet the needs of ELs.

PROFESSIONAL LEARNING

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



ELL staff will have the opportunity to attend conferences and in-services inside and outside the district.

Training for regular education teachers on ELL topics will be provided.

PROGRAM EVALUATION

A District Evaluation Committee will meet each spring to assess student progress using standardized test scores and writing samples. They will also assess the program's effectiveness, resources and staff needs. This committee will make any necessary program recommendations to the Superintendent, Director of Academic Services and the Board of Education. Monitoring data such as district-wide test results, dropout and retention rates, and grades will be included in the periodic program evaluation.



APPENDIX A: HOME LANGUAGE SURVEY QUESTIONS

STATE BOARD OF EDUCATION APPROVED HOME LANGUAGE SURVEY*

The _____ 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 380.1151 – 380.1158 of the School Code of 1976, Michigan’s Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation.

Name of Student _____ Grade _____ Age _____

School Building _____

1. Is your child’s native tongue a language other than English?

Yes

No: What is that language? _____

2. Is the primary language used in your child’s home or environment a language other than English?

Yes

No: What is that language? _____

Signature of Parent or Guardian

Address

Date

“Primary language” means “dominant language used by a person for communication.”

**Translation of this survey form in Spanish, Arabic, French, Italian, and Ojibwa is available at the Office of Field Service.*



APPENDIX B: IDENTIFICATION OF ENGLISH LANGUAGE (EL) STUDENTS

1. During registration parents complete a Home Language Survey. Translated versions of the form are available.
2. Home language surveys indicating a native or home language other than English will be sent to the Student Services secretary who will arrange for a WIDA ACCESS screener test to be administered by EL staff within 10 days of a student's arrival, and score the test upon completion. Copies of the Home Language Survey are reviewed by EL personnel and filed in the student's cumulative file. In addition, student information is stored in our district's computer database and an additional copy of the Home Language Survey is kept in the Student Services Office.
3. Screener Assessment results are given to and shared with EL teacher, parents, and general education classroom teachers. Copies are kept in the Student Services Office. Spring testing results are stored in the student's cumulative file.
4. Each spring, all EL students who have received a composite score of 4.8 or higher will be auto exited from the program.
5. Students who are not eligible for exit, will be given the WIDA ACCESS Assessment during the state's designated testing window (typically Feb-March). This test assesses students in reading, writing, listening and speaking English. When the assessment results are received from the state of Michigan, they are disseminated as in #3 above and used as part of the decision-making process regarding the specific services a student will receive. Although some parents may decline EL Services, the district is still required to administer the WIDA ACCESS to all students who are eligible.
6. Classroom teachers may recommend that a student be considered for EL services regardless of assessment results if the student appears to be having difficulty due to English Language Proficiency.

WIDA ACCESS LEVELS:

Level	Category	Service Times
1	Entering	60 minutes daily, 5 times per week
2	Emerging	60 minutes daily, 5 times per week
3	Developing	45 minutes, 3 times per week
4	Expanding	30 minutes, 2 times per week
5	Bridging	15 minutes, 1 time per week
6	Reaching	15 minutes, 1 time per week



APPENDIX C: PARENT LETTERS

Parent Notification and Permission for Services Letter



CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

204 E Muskegon Street, Cedar Springs, MI 49319
cspstogether@csredhawks.org | (616) 696-1204
csredhawks.org

Date

Dear Parents or Guardians,

At Cedar Springs Public Schools, we are honored to partner with you! You are receiving this letter because your child qualifies for supplemental services in our English Learner (EL) Program. Within this program, we provide unique opportunities for students and families that have a home or native language other than English. The diverse backgrounds of our students adds to the richness of our schools, and we encourage you to embrace, celebrate, and maintain your native languages and cultural identities as there are numerous economic, cognitive, collective, and personal benefits.

To protect the civil rights of our emerging bilingual and multilingual students, and in compliance with federal and state requirements, all public schools are required to identify and support the unique needs of students with a home or native language other than English. Your child was previously identified as an English Learner using Michigan’s EL Entrance Protocol.

Once a student is identified as an English Learner in Michigan, English language proficiency is annually assessed with the WIDA Access for ELLs assessment in the spring to measure growth, identify appropriate educational supports, and determine if ongoing participation in the English Learner Program is appropriate. See the table below for scores that qualify students to exit the EL Program:

	WIDA Access for ELLs Kindergarten- Grade 12	WIDA Alternate Access for ELLs Grades 1-12
Minimum scores to exit the EL Program	Composite: 4.5	Overall: P2
Your child’s 2024 score	Composite:	Overall:

Based on these results, your child will continue to qualify for services through the EL Program

Your child does not have scores for the 2024 WIDA Assessment due to _____



Your child will have meaningful access to all grade-level core curriculum in order to be on a path to on-time graduation. If your child also qualifies for additional support with an IEP, he or she will be eligible to receive both services through the Special Education Program and the EL Program through coordinated opportunities.

As a parent or guardian, you have the right to refuse any or all of the services in the EL Program. If you have questions or concerns about the program, please set up a meeting with our EL Teacher, Melissa Kenney. An annual EL Services Waiver will be provided upon request; however, your child will continue to be required to participate in the annual English language proficiency assessment.

Thank you for the privilege and honor of serving your child on the path to English proficiency and academic success at Cedar Springs Public Schools. You are an essential partner in your child's education, and we look forward to your involvement and support throughout the year!

Sincerely,

April Stevens
Assistant Director of Student Services
Cedar Springs Public Schools
(616) 696-1240 x1042



APPENDIX D: PARENT WAIVER

Waiver of Services Form



CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

204 E Muskegon Street, Cedar Springs, MI 49319
cspstogether@csredhawks.org | (616) 696-1204
csredhawks.org

Date _____

Dear Parent(s) / Guardian(s),

Based on your student’s World-Class Instructional Design and Assessment (WIDA) score, he/she is eligible for English Language Services at Cedar Springs Public Schools.

If you **do not** wish for your student to participate in or to receive English Language Services at school, please sign the form and return to the office or directly to Melissa Kenney. Students who do not participate in EL programs are still required to take the World-Class Instructional Design and Assessment (WIDA) annually.

If you want your child to continue receiving services, please disregard this letter.

If you have questions or concerns, please email Melissa Kenney.

Student Name: _____

Parent Signature _____ Date _____

Print Name _____ Phone Number _____

Educationally,

Melissa Kenney
EL Teacher
Cedar Springs Public Schools
melissa.kenney@csredhawks.org
616-696-1204 x7402



APPENDIX E: PARENT NOTIFICATION LETTER FOR POTENTIALLY ELIGIBLE KINDERGARTEN STUDENTS

Parent Notification Letter for Potentially Eligible Kindergarten Students



CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

204 E Muskegon Street, Cedar Springs, MI 49319
cspstogether@csredhawks.org | (616) 696-1204
csredhawks.org

Date _____

To the Parents of _____,

When you enrolled your child in Cedar Springs Public Schools, you indicated that your child's native language is a language other than English, and/or that the primary language used in your home is a language other than English.

As a result, because of state and federal law, Cedar Springs Public Schools was obligated to administer the WIDA Screener. The purpose of administering the WIDA Screener was to assess your child's level of proficiency in English and to determine if your child qualifies for support from the ELL.

Your child scored exceptional on the Listening and Speaking sections of the WIDA Screener. This means that your child's listening and speaking skills are comparable to native speaking peers. Additional data needs to be gathered before classifying your student as an English Learner (EL). Therefore, over the next couple of months, the ELL department will collaborate with your child's classroom teacher and monitor benchmark assessments to make that determination. Once a determination is made, you will be notified in writing.

If you have any questions or concerns, please contact me, District EL Teacher, Melissa Kenney at:

Sincerely,

Melissa Kenney
EL Teacher
Cedar Springs Public Schools
melissa.kenney@csredhawks.org
616-696-1200 x7402



APPENDIX F: PARENT NOTIFICATION LETTER FOR POTENTIALLY ELIGIBLE KINDERGARTEN STUDENTS EL PROGRAM LETTER

Parent Notification Letter for Potentially Eligible Kindergarten Students EL Program Letter



CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

204 E Muskegon Street, Cedar Springs, MI 49319
cspstogether@csredhawks.org | (616) 696-1204
csredhawks.org

Dear Parents or Guardians,

At Cedar Springs Public Schools, we highly value the diverse assets and contributions that our students and families bring to our schools, and we are dedicated to providing the highest quality educational opportunities for all students. We are honored to provide unique opportunities for our students and families that have a home or native language other than English, and we encourage you to continue to embrace, celebrate, and maintain your native languages and cultural identities as there are numerous economic, cognitive, collective, and personal benefits.

To protect the civil rights of our emerging bilingual and multilingual students, and in compliance with federal and state requirements, all public schools are required to assess the English language proficiency of all newly enrolled students who have a home and/or native language other than English. See the table below for scores that qualify students to receive services through the English Learner Program:

	Kindergarten W-APT	Grades 1-12 WIDA Screener	State-Approved Reading Assessment
Minimum scores to <i>not</i> qualify for EL services	Listening/speaking: 29 Reading: 13 Writing: 15	Composite: 5.0	At grade level
Your child's 20XX-XX scores	Listening/speaking: Reading: Writing:	Composite:	M-Step/SAT: Score:

- **Based on these results, your child QUALIFIES for services through the English Learner Program**
- **Based on these results, your child DOES NOT QUALIFY for services through the English Learner Program**

Because Cedar Springs Public Schools is dedicated to providing services specific to the strengths and needs of each student, your child may have access to any or all of the following supports within the EL Program: up to 300 minutes/week of direct instruction from an ESL certified teacher, co-taught classes, supports from interventionists, accommodated assignments and assessments, general education teachers trained with best practices for English Learners, before/after school tutoring, summer school. With these educational supports, we would expect your child to exit from the EL Program within 5-7 years after entrance into the EL Program. Your child will have meaningful access to all grade-level core curriculum in order to be on a path to on-time graduation. If your child also qualifies for additional



support with an IEP, he or she will be eligible to receive both services through the Special Education Program and the English Learner Program through coordinated opportunities.

As a parent or guardian, you have the right to refuse any or all of the provided educational support in the English Learner Program. If you have questions or concerns about the program, please set up a meeting with your EL Teacher or EL Coordinator who would be happy to collaborate with you. You may also request an annual waiver to sign if you would like your child waived from specific supports in the EL Program, but please know that your child cannot be waived from the annual WIDA Access for ELLs assessment per state and federal law. This requirement is to protect the civil rights of your child.

Thank you for the privilege and honor of serving your child on the path to English proficiency and academic success at (INSERT DISTRICT NAME). You are an essential partner in your child's education, and we look forward to your involvement and support throughout the year!

Sincerely,

Melissa Kenney
EL Teacher
Cedar Springs Public Schools
melissa.kenney@csredhawks.org
616-696-1204 x7402

April Stevens
Assistant Director of Student Services
Cedar Springs Public Schools
april.stevens@csredhawks.org
616-696-1204 x1042



APPENDIX G: DESCRIPTIONS OF ENGLISH LANGUAGE PROFICIENCY LEVELS

To meet the instructional needs of English learners (ELs) in Michigan, six (6) levels of English language proficiency are used to more accurately describe student proficiency in listening, speaking, reading, writing skills. Included in the table below is a general description of the characteristics of ELs at each level of proficiency.

Michigan English Proficiency Levels (WIDA English Language Proficiency Levels)	Description of English Learners (ELs)
<p>Level 1 Entering</p>	<p>Students with limited formal schooling Level 1 may include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than other EL beginning students at Level 1. Level 1 students may lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p>Recently arrived student (less than 30 days) These students have not been assessed with the WIDA Screener and/or other tests used for placement.</p> <p>Beginning (Pre-production and early production) Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously (WIDA, 2012).</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>
<p>Level 2 Beginning</p>	<p>Early intermediate (Speech emergent) Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012).</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages (WIDA, 2012)..</p> <p>Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially</p>



	when student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)
Level 3 Developing	<p>Intermediate At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012).</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text (WIDA, 2012).</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>
Level 4 Expanding	<p>Transitional Intermediate At this level students' language skills are adequate for most day- to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems (WIDA, 2012).</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing) (TESOL, 1999, p. 21).</p>
Level 5 Bridging	<p>Proficient At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports (WIDA 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade level texts independently (WIDA, 2012).</p> <p>They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).</p>
Level 6 Reaching	<p>Monitored (Advanced Proficiency) Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for ELLs and are on grade level in assessments such as the MSTEP, Common Assessments, SAT, and DRA). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>



APPENDIX H: COMPLAINTS REGARDING SCHOOL PERSONNEL

Investigation and Complaint Procedure

Any student who believes that s/he has been subjected to unlawful discrimination/retaliation may seek resolution of his/her complaint through the procedures described below. The formal complaint procedures involve an investigation of the individual's claims and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of unlawful discrimination or retaliation, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. Once the formal complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) business days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of unlawful discrimination/retaliation with the United States Department of Education Office for Civil Rights (OCR). The Cleveland Office of the OCR can be reached at 1350 Euclid Avenue, Suite 325, Cleveland, Ohio 44115; Telephone: (216) 522-4970; Fax: (216) 522-2573; TDD: (216) 522-4944; E-mail: ocr.cleveland@ed.gov; Web: <http://www.ed.gov/ocr>.

Informal Complaint Procedure

The goal of the informal complaint procedure is to quickly stop inappropriate behavior and facilitate resolution through informal means, if possible. The informal complaint procedure is provided as a less formal option for a student who believes s/he has been unlawfully discriminated/retaliated against. This informal procedure is not required as a precursor to the filing of a formal complaint.

The informal process is only available in those circumstances where the parties (the alleged target of the discrimination and individual(s) alleged to have engaged in the discrimination) agree to participate in it.

Students who believe they have been unlawfully discriminated against may proceed immediately to the formal complaint process and individuals who seek resolution through the informal procedure may request that the informal process be terminated at any time to move to the formal complaint process.

All complaints involving a District employee or any other adult member of the School District community against a student will be formally investigated.

As an initial course of action, if a student feels that s/he is being unlawfully discriminated/retaliated against and s/he is able and feels safe doing so, the individual should tell or otherwise inform the person who engaged in the allegedly discriminatory/retaliatory conduct that it is inappropriate and must stop. The complaining individual should address the alleged misconduct as soon after it occurs as possible. The COs are available to support and counsel individuals when taking this initial step or to intervene on behalf of the individual if requested to do so. An individual who is uncomfortable or unwilling to inform the person who allegedly engaged in the unlawful conduct of his/her concerns is not prohibited from otherwise filing an informal or a



formal complaint. In addition, with regard to certain types of unlawful discrimination, such as sexual discrimination, the CO may advise against the use of the informal complaint process.

A student who believes s/he has been unlawfully discriminated/retaliated against may make an informal complaint, either orally or in writing: (1) to a professional staff member, other employee or building administrator in the school the student attends; (2) to the Superintendent or other District-level employee; and/or (3) directly to one of the COs.

All informal complaints must be reported to one of the COs who will either facilitate an informal resolution as described below or appoint another individual to facilitate an informal resolution.

The District's informal complaint procedure is designed to provide students who believe they are being unlawfully discriminated/retaliated against with a range of options aimed at bringing about a prompt resolution of their concerns. Depending upon the nature of the complaint and the wishes of the student claiming unlawful discrimination/retaliation, informal resolution may involve but not be limited to one or more of the following:

- A. Advising the student about how to communicate his/her concerns to the person who allegedly engaged in the discriminatory/retaliatory behavior.
- B. Distributing a copy of Policy 2260 – Non-Discrimination as a reminder to the individuals in the school building or office where the individual whose behavior is being questioned works or attends.
- C. If both parties agree, the CO may arrange and facilitate a meeting between the student claiming discrimination/retaliation and the individual accused of engaging in the misconduct to work out a mutual resolution.

While there are no set time limits within which an informal complaint must be resolved, the CO will exercise his/her authority to attempt to resolve all informal complaints within fifteen (15) business days of receiving the informal complaint. Parties who are dissatisfied with the results of the informal complaint process may proceed to file a formal complaint. In addition, as stated above, parties may request that the informal process be terminated at any time to move to the formal complaint process.

All materials generated as part of the informal complaint process will be retained by the COs in accordance with the Records Retention and Disposal Schedule for Michigan Public Schools and/or student records policy. (See Policy 8310 and Policy 8330)

Formal Complaint Procedure

If a complaint is not resolved through the informal complaint process, if one (1) of the parties requested that the informal complaint process be terminated to move to the formal complaint process or if the student elects to file a formal complaint initially, the formal complaint process shall be implemented.

A student who believes s/he has been subjected to unlawful discrimination/retaliation (hereinafter referred to as the Complainant) may file a formal complaint, either orally or in writing, with a professional staff member, Principal or other District employee at the student's school, the CO, Superintendent or another District employee who works at another school or at the District level. Due to the sensitivity surrounding complaints of unlawful discrimination, timelines are flexible for initiating the complaint process; however, individuals



should make every effort to file a complaint within thirty (30) calendar days after the conduct occurs. If a Complainant informs a professional staff member, Principal, or other District employee at the student's school, Superintendent or other District employee, either orally or in writing, about any complaint of discrimination/retaliation, that employee must report such information to the CO within two (2) business days.

Throughout the course of the process, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All formal complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or be engaging in, the discriminatory/retaliatory conduct; a detailed description of the facts upon which the complaint is based; a list of potential witnesses; and the resolution sought by the Complainant.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter, the CO will prepare a written summary of the oral interview and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a formal complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further discrimination/retaliation including, but not limited to, a change of work assignment or schedule for the Complainant and/or the person alleged to have engaged in the misconduct. In making such a determination, the CO should consult the Complainant to assess his/her agreement to the proposed action. If the Complainant is unwilling to consent to the proposed change, the CO may still take whatever actions s/he deems appropriate in consultation with the Superintendent.

Within two (2) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the Complainant has been subjected to unlawful discrimination/retaliation.

Simultaneously, the CO will inform the individual alleged to have engaged in the discriminatory/retaliatory conduct (hereinafter referred to as the Respondent) that a complaint has been received. The Respondent will be informed about the nature of the allegations and provided with a copy of any relevant policies and/or administrative guidelines, including Policy 2260 - Nondiscrimination. The Respondent must also be informed of the opportunity to submit a written response to the complaint within five (5) business days.

Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of discrimination/retaliation within fifteen (15) business days of receiving the formal complaint.

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with the Respondent;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other information presented by the Complainant, Respondent, or any other witness that is reasonably believed to be relevant to the allegations.



At the conclusion of the investigation, the CO shall prepare and deliver a written report to the Superintendent that summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of unlawful discrimination/retaliation as provided in Board policy and state and federal laws as to whether the Complainant has been subjected to unlawful discrimination/retaliation. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. In determining if unlawful discrimination or retaliation occurred, a preponderance of evidence standard will be used. The CO may consult with the Board's legal counsel before finalizing the report to the Superintendent.

Absent extenuating circumstances, within five (5) business days of receiving the report of the CO, the Superintendent must either issue a final decision regarding whether the charges have been substantiated or request further investigation. A copy of the Superintendent's final decision will be delivered to both the Complainant and the Respondent.

If the Superintendent requests additional investigation, the Superintendent must specify the additional information that is to be gathered and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the Superintendent shall issue a final written decision as described above.

If the Superintendent determines the Complainant was subjected to unlawful discrimination/retaliation, s/he must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, age-appropriate and effective and tailored to the specific situation.

A Complainant or Respondent who is dissatisfied with the final decision of the Superintendent may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Superintendent's final decision.

In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representatives within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting. The decision of the Board will be final.

The Board reserves the right to investigate and resolve a complaint or report of unlawful discrimination/retaliation regardless of whether the student alleging the unlawful discrimination/retaliation pursues the complaint. The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board or its designee.

The Complainant may be represented, at his/her own cost, at any of the above-described meetings/hearings.



The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies, such as the filing of a Complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.



APPENDIX I: DEFINITIONS

ACCESS for ELLs refers to the annual assessment given to all students participating in the Title III/ESL program.

Basic Interpersonal Communication Skills (BICS) refers to a student's social English language skills. Research indicates that a student takes 1-3 years to acquire functional social language skills. (Cummins, 1981)

Bilingual instruction is defined as instruction in curricular content areas, including instruction in English language skills (listening, speaking, reading, writing, and comprehension), through a combination of a student's native language and English language.

Bilingual Paraprofessional provides support services to the LEP student. Language proficiency must demonstrate in listening, speaking, reading, writing, and comprehension both the English language and the native language for which they provide support services.

Bilingual Programs use a student's native language, in addition to English, for instruction by bilingual staff.

Bilingual teachers are required to be certified in the area of instruction and in addition have a bilingual endorsement. This teacher may provide bilingual or ESL instruction or support services to the ELs. Frequently, this teacher will provide consultative services to the regular classroom teacher.

CA-60 File is file is kept in the school office and is the official record of the student. It contains: birth certificate, immunization records, registration documents, standardized test scores, report cards, and other official school documents.

CALP Cognitive Academic Language Proficiency (CALP) refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes a student from 3-7 or more years to acquire such academic language skills. (Cummins, 1981)

Content-based Language Development Programs group ELs from different languages together in classes where teachers use English as the medium for providing content area instruction. Teachers modify classroom language to the proficiency level of the students.

Co-Teaching is defined as having an ESL/Bilingual teacher assist in the instruction for content area classes whenever there is a significant population of ELs in the building.

ELs (English Learners) refers to students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to as limited English proficient or LEP) and those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are learning English.

English as a Second Language (ESL)/English Language Development (ELD) instruction is used to teach English language components (grammar, vocabulary, and pronunciation) and language skills (listening, speaking, reading, writing, and comprehension) as well as content areas.



ESL Programs emphasize learning English for both social and academic purposes. English is the language of instruction.

ESL Class Period is when a student receives ESL instruction during a regular class period, often grouped by English language proficiency levels.

ESL Instruction is defined as a structured language acquisition program designed to instruct a student in the English language (speaking, reading, writing, and comprehending) and core academic content.

ESL Newcomer's Center is an ESL classroom that enrolls non-English-speaking students from many or all schools of the same grade level (elementary, middle or high school). The Center provides intensive English language and academic content instruction.

ESL Resource Center is when students from several classrooms come together for English language and academic content instruction. The resource center concentrates ESL materials and staff in one location.

ESL Student File is kept by the Bilingual/ESL teacher at the building of enrollment. It contains a copy of the district registration, assessment data, and family information.

ESL Teacher is required to be certified and have specific training in ESL instruction. The ESL teacher may provide ESL instruction or support services to LEP students and may provide consultative services to regular classroom teachers.

ESSA Every Student Succeeds Act (ESSA) is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA).

FEL Students is when a Former English Learner (FEL) has been exited from Title III/ESL program because: The student has scored proficient on the ACCESS, W-APT, and multiple district assessments.

Inclusion is when an EL is placed in general education and may receive tutorial support or receive service through a team approach.

Language Instruction Educational Program (LIEP) is under Title VI and the EEOA LEAs must provide a language assistance program that is effective—educationally sound and proven successful. Consistent with ESEA section 3124, the Department does not recommend any particular curricula, program of instruction, or instructional materials, nor does it prohibit any language instruction educational program used with ELs that is consistent with Title III of the ESEA and other laws, including Title VI and the EEOA.

Student Educational Team

The following staff should be part of the team working with ESL students:

- Classroom Teacher
- Counselor
- ESL Instructor/Paraprofessional



- General Education Resource Teacher
- Principal

The ELL teacher and ELL paraprofessionals assigned to the building will provide instructional support and materials.

When concerns arise regarding a student's program, curriculum or placement, the team outlined above will address these issues at a Building Instructional Team meeting. The Building Instructional Team referrals may be requested by any staff member. The District ELL supervisor will be notified when a particular ELs problem persists after interventions have been implemented as recommended by the Building Instructional Team.

Title III is an entitlement program under the Elementary and Secondary Education Act. The purpose of Title III, Part A, is to help ensure that children and youth who are limited English proficient, Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging academic standards that all children are expected to meet. Title III funds are directed to states and eligible local districts or consortia through a formula grant allocation to:

- Develop high-quality language instruction educational programs
- Assist SEAs, LEAs and schools to build their capacity to establish, implement, and sustain language instruction and development programs
- Promote parental and community involvement
- Hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
 - Demonstrated improvement in the English proficiency of limited English proficient children each fiscal year; and
 - Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2).

Woodcock-Muñoz is an assessment used to determine English language proficiency.

WIDA Screener refers to the English language screening assessment given to students new to Bloomfield Hills Schools, when indicated on the home language survey, that a language other than English is spoken in the home.

WIDA refers to a consortium of states with the purposes of advancing academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.



APPENDIX J: GUIDELINES

- Most students should be placed in an age-appropriate classroom. Even if the student has not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions may include students who have not attended school for more than a year.
- A student should be placed in classrooms that utilize the most interactive methods of teaching. English Learners (ELs) need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lecture, memorization, and worksheets may be least appropriate for second language learners.
- Bilingual para-educators or instructional assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, para-educators or instructional assistants have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.
- Previous schooling is considered. The academic backgrounds of students vary greatly. Some students may have studied advanced algebra while others may never have attended school.
- All students need time to learn how to interact in an American school setting. Consideration is given to having the ESL/Bilingual staff explicitly teach about the culture and language of schools.
- Initial placement decisions for the middle and high school student should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While a student is often placed in physical education, art, and music classes, when taught appropriately with the support of ELL teachers or tutors, other content area classes such as science and math may be crucial to maintaining student's interest in school.
- Consideration is given to alternative means of assessment for the English Learner. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of student's progress over time. The placement team recognizes that every test is a language test; the student may understand content but be unable to decipher a multiple-choice test. Finally, the team assists teachers in inventing ways of allowing the student to demonstrate what they have learned without using complex English.

The placement team encourages the English Learner's involvement in extracurricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir. The English Learner needs to be invited to participate.

Additional standardized and curriculum-based assessments inform the decision of the team. Criteria used to exit a student will be placed in the student's CA 60 and ELL file.



APPENDIX K: TITLE III FUNDS

Allowable Uses of Title III Funds

Title III English Language Acquisition: Generally Allowable Expenditures

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:

1. High quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.
2. 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.
3. 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:

1. 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.
2. Professional development that is planned based on student 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.
3. 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.
4. 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.
5. Cost for educational field trips if part of high quality language instruction educational programs/activities (buses and admission).
6. Administrative and indirect costs of III/Immigrant may NOT exceed 2% of the total allocation (ESEA Section 3115(b)).

Title III Non-Allowable Expenditures:

1. Title III funds may NOT be used to pick up a cost that was previously funded by general funds.
2. Title III may NOT supplant any other federal, state or local expenses.



3. All test administration cost (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
4. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III funds.
5. 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:

1. Support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
2. 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.
3. Identification and acquisition of bilingual curricular materials, bilingual educational software and technologies to be used in the program carried out with these funds.
4. 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.
5. 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.
6. Administrative and indirect cost to Title III Immigrant may NOT exceed 2% of the total allocation.

Title III Immigrant Non-Allowable Expenditures:

1. Title III Immigrant funds may NOT be used to pick up a cost that was previously funded by general funds.
2. Title III Immigrant funds may NOT supplant any other federal, state or local expenses.
3. 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.
4. Title III Immigrant funds may NOT be used for Intake/Eligibility or Annual progress assessments.
5. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III immigrant funds.



APPENDIX L: LANGUAGE ASSISTANCE PROGRAM

Proficiency Level	Level of Service/Number of Hours Daily (from General Funds)	Mode of Delivery (from General Funds)	Staff Providing Service (from General Funds)
*Entering/ Emerging 1-2.4	DK-2 30 min. daily Grades 3-5 30-45 min. Daily Grades 6-12 60 min. 5 times/ week	<i>Examples:</i> <i>Pull out for language development and content area learning</i> <i>Pull out for language development to newcomers</i> <i>Collaboration between an English as a Second Language (ESL) highly qualified staff and classroom teacher</i> <i>Monitoring and providing teacher support and consultation</i>	Certified English as a Second Language (ESL) endorsed classroom teacher in collaboration with highly qualified paraprofessionals
Developing 2.5-3.4	30-45 min. 3 times/ week	Same as above and/or: Small group content-based instruction or language development during guided practice or independent practice time (language arts, math, science or social studies) <i>Monitoring and providing teacher support and consultation</i>	Certified English as a Second Language (ESL) endorsed classroom teacher in collaboration with highly qualified paraprofessionals
Expanding 3.5-4.4	30 min. 2 times/week.	Same as above and/or: Small group content-based instruction or language development during guided practice or independent practice time (language arts, math, science or social studies) <i>Monitoring and providing teacher support and consultation</i>	Certified English as a Second Language (ESL) endorsed classroom teacher in collaboration with highly qualified paraprofessionals
Bridging/ Reaching 4.5-4.8	15 min. check in weekly	Same as above and/or: Providing focused instruction on specific content standards not mastered by students. <i>Monitoring and providing teacher support and consultation</i>	Certified English as a Second Language (ESL) endorsed classroom teacher in collaboration with highly qualified paraprofessionals
*NEWCOMERS: K-5 30-45 min 5 day/ week 6-12 60 min 5 day/week			



APPENDIX M: NOTICE OF NON-DISCRIMINATION



CEDAR SPRINGS PUBLIC SCHOOL DISTRICT

204 E Muskegon Street, Cedar Springs, MI 49319
cspstogether@csredhawks.org | (616) 696-1204
csredhawks.org

2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

Any form of discrimination or harassment can be devastating to an individual's academic progress, social relationship and/or personal sense of self-worth.

As such, the Board does not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age (except as authorized by law), religion, military status, ancestry or genetic information (collectively, Protected Classes) in its educational programs or activities.

The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students and does not tolerate harassment of any kind.

Equal educational opportunities shall be available to all students, without regard to the Protected Classes, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District or social or economic background to learn through the curriculum offered in the District. Educational programs shall be designed to meet the varying needs of all students.

In order to achieve the aforesaid goal, the Superintendent shall:

Curriculum Content

- a. review current and proposed courses of study and textbooks to detect any bias based upon Protected Classes, ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both genders, various races, ethnic groups, etc. toward the development of human society;

Staff Training

- a. develop an ongoing program of in-service training for District employees designed to identify and solve problems of bias based upon Protected Classes in all aspects of the program;

Student Access

- a. review current and proposed programs, activities, facilities and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom or school practice, except as may be permitted under state regulations;
- b. verify that facilities are made available, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;
- c. This language does not prohibit the District from establishing and maintaining a single-gender school, class, or program within a school if a comparable school, class, or program is made available to students of each gender.

District Support



- a. verify that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

Student Evaluation

- a. verify that tests, procedures, and guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of Protected Classes.

District Compliance Officers

The Board designates the following individuals to serve as the District's Compliance Officers (also known as Civil Rights Coordinators) (hereinafter referred to as the COs):

Dan Scoville
Director of Human Services and Title IX Coordinator
204 E Muskegon Street
Cedar Springs, MI 49319
616-696-1204
daniel.scoville@csredhawks.org

The names, titles, and contact information of these individuals will be published annually on the District's website.

The District will accommodate the use of certified service animals when there is an established need for such supportive aid in the school environment. Certain restrictions may be applied when necessary due to allergies, health, safety, disability or other issues of those in the classroom or school environment. The goal shall be to provide all students with the same access and participation opportunities provided to other students in school. Confirmation of disability, need for a service animal to access the school programming, and current certification/training of the service animal may be required.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination, retaliation or denial of equal access. The COs shall also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination Act of 1975 is provided to students, their parents, staff members, and the general public. A copy of each of the Acts and regulations on which this notice is based may be found in the CO's office.

The Superintendent shall annually attempt to identify children with disabilities, ages 0-25, who reside in the District but do not receive public education.

In addition, the Superintendent shall establish procedures to identify students who are Limited English Proficient (LEP), including immigrant children and youth, to assess their ability to participate in District programs and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, and evaluation and exit guidelines and shall be designed to provide students with effective instruction that leads to academic



achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing on an annual basis (also see Policy 2225).