



BRIGHTON AREA SCHOOLS

EL PROGRAM HANDBOOK



2018/2019

English Language Learner Handbook

Table of Contents

	Pages
I. Introduction	4
II. Definition of EL	5
III. Legal Responsibilities	5 - 9
A. Title I & Title III Requirements	
B. Federal Law	
IV. Procedures	10 - 14
A. Identification of ELs	
B. Initial Assessment of ELs	
C. Eligibility for English Language Development Services	
D. Exiting from English Language Development Program	
E. Refusal of English Language Development Program	
F. Monitoring Former English Learner (FEL) Students	
G. Placement in Language Assistance Program (LAP)	
H. Parent Notification	
I. ELs with Academic Concerns	
J. EL Student Folder Content and CA-60	
K. Parent Complaint Process	
V. Staff Roles	15 - 16
A. Role of EL Tutors	
B. Role of General Education Teacher	
C. Role of Support Staff	
VI. Parental Involvement	16 - 17
A. Parental Communications/Interpreter Services	
B. Parent Advisory Committee	
C. Code of Conduct	
VII. Personnel Practices	18
A. Non-Discriminatory Practices	
B. Postings	
C. Professional Learning	
VIII. Program Evaluation	18

APPENDIX A	Home Language Survey
APPENDIX B	Parental Notification Letters (1) W-APT/WIDA Screener Testing (2) WIDA ACCESS for ELLs Testing (3) Eligibility for EL Services: 1st-12th (4) Potential Eligibility for EL Services: JK/Kinder (5) Parent Refusal Confirmation Letter
APPENDIX C	Definitions
APPENDIX D	Placement Guidelines
APPENDIX E	Descriptions of English Language Proficiency Levels
APPENDIX F	Entrance Summary Chart
APPENDIX G	Exit Summary Chart
APPENDIX H	Former English Learner (FEL) Monitoring Forms (1) Elementary and Intermediate (2) Middle School (3) Secondary
APPENDIX I	Guidelines for Grading of ELs
APPENDIX J	EL Accommodations Checklist & Resources

I. INTRODUCTION

Mission Statement

Brighton Area Schools, together with our community, will engage every student in a quality learning experience, empowering each student to become a thoughtful, life-long learner in an environment of mutual trust and respect.

Brighton Area Schools 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 Development (ELD) program which is designed to meet their unique needs.

Brighton Area Schools has prepared this handbook of program policies and procedures to ensure that the ELD program in the district is consistent throughout the district.

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

Michigan Department of Education
Office of School Improvement
Title III Handbook

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II. DEFINITION OF ENGLISH LEARNERS (ELs)

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*.

ESSA Definition of an "English Learner" Student

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

- (A) who is aged 3 through 21;
 - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) 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; or
 - (iii) 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; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
- (ESEA Section 8101(20))

To be classified as EL, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).

III. LEGAL RESPONSIBILITIES

A. Title I & Title III: 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 the Following School District and/or School Activities:

- Added English Instruction
- Staff Training and Professional Development
- Curriculum Development
- Remedial Tutoring, Tutorials, and/or Youth Counseling
- Technology Acquisition
- Parent Involvement
- Support for Para-Educators Trained to Provide Services to EL Students
- Field Trips

Academic Information Tracked by the Brighton Area Schools About ELs:

1. W-APT and ACCESS for ELs (also known as the WIDA Screener and WIDA)
2. The number of ELs attaining proficiency by the end of each school year
3. Title I requires that State and Local Education Agencies (LEAs) annually report on the district's ELs (ESEA Section 1111(h)(1), (h)(2)) :
 - Making progress in English proficiency;
 - Achieving English proficiency;
 - Academic Achievement;
 - Transitioning out of the ELD program, meaning that they are proficient enough to achieve academically in English; and
 - High School Graduation Rates
4. 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 allows 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, student takes English Language Proficiency Assessment and is included in English Language Progress indicator
 - **Year two**
 - student takes ELA assessment and ELP assessment and is included in English Language Progress indicator
 - **Year three**
 - Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators
 - **Year four**
 - Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators

B. 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. 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."

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, textbooks, 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.

The U.S. Fifth Circuit Court of Appeals set forth a three-part test to determine whether a school district takes appropriate actions to overcome language barriers that confront language-minority students.

1981 Castaneda v. Pickard

A program for Limited-English proficient students is acceptable if:

1. A program is based on educational theory that is recognized by experts in the field;
2. The programs or practices used are reasonably calculated to effectively implement the adopted theory; and
3. The program successfully produces results that indicate that the language barriers are being overcome.

IV. PROCEDURES

The following procedures are established for Brighton Area Schools to meet the requirements of Title I and Title III.

A. Identification Using Home Language Survey

The Home Language Survey, approved by the Michigan Department of Education (**APPENDIX A**), is included in the Brighton Area Schools registration form. It is to be completed at the time of registration. The Enrollment Coordinator is responsible for ensuring 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. A copy of the completed Home Language Survey shall also be placed in the student's EL file.

If a student is identified as having a native or primary home language that is other than English on the Home Language Survey and is, therefore, potentially eligible for English Language Development services, the EL district coordinator will be notified. The EL coordinator will arrange for a prompt assessment of the student to determine eligibility for EL services.

The Home Language Survey is available in multiple languages.

B. Initial Assessment for Program Eligibility

Within ten (10) school days of the entry date 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 ELD services. ELD staff will contact the sending school for most recent ACCESS or W-APT assessment results. If current ACCESS or W-APT scores are available, these scores may be used to determine eligibility. If they are not available, the W-APT is used to determine eligibility, along with the Entrance Protocol (**APPENDIX F**). The W-Apt assess a student's language skills in listening, speaking, reading, writing, and comprehending in English.

C. Eligibility for ELD Program Services

A student who scores Entering, Emerging, Developing, Expanding, Bridging, or Reaching on the WIDA ACCESS ELLs/W-APT is eligible for ELD Program Support. For a student scoring Bridging or Reaching to continue receiving ELD support services, the district takes into account additional multiple academic criteria as noted in the chart (**APPENDIX F**).

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 / W-APT Score	Proficiency Levels	Optional Multiple Indicators
6	Reaching	Early literacy assessment approved by MDE AIMSweb – both CBM and MAZE subtests DIBELS Next DRA: Developmental Reading Assessment version 2 Fountas & Pinnell MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association PSAT or SAT QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory
5 – 5.9	Bridging	
4 – 4.9	Expanding	
3 – 3.9	Developing	
2 – 2.9	Emerging	
0 – 1.9	Entering	

D. Exiting from EL Program Services

Scores from the WIDA ACCESS for ELLs are necessary, but not sufficient, for exiting students from the EL program. A student who meets the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol (**APPENDIX G**) may be exited from the EL Program through a placement team review process. Students exited from the EL 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 and ELD files.

E. Refusal of English Language Development Program

Parents may refuse services. Refusals do not carry over from year to year. ELs whose parents have refused services will continue to take the WIDA ACCESS until they reach a passing level. At which point students will be exited as described in Section D.

F. 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, the EL program coordinator is designated to formally monitor the student's progress (such as grades, attendance, and standardized test scores). The designated staff member assesses the student's progress each trimester (K-6th) or quarter (7th-12th).

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

A record of monitoring (**APPENDIX H**), as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 and EL files.

G. Placement in EL Program

Brighton Area 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 EL program instruction described by level of language proficiency and level of instruction.

Language Assistance Program (LAP)

The BAS EL program provides language and academic content support to ELs through:

- Support for Classroom Teachers
- Push-in support, unless data indicates individualized or group instruction is needed
- Support in all Language Domains: Reading, Writing, Speaking, Listening
- Academic Support (all subjects)
- ELD Specialist will collaborate with classroom teacher and intervention staff

ENTERING and EMERGING / Levels 1 and 2:

- Eligibility criteria: WIDA ACCESS for ELLs or W-APT Score 0 – 2.9
- Program support: ELs will receive an appropriate level of support depending on age/grade level and student need as determined by EL staff members.
- *Minimal* level of EL support:
 - Elementary (Grades K-4): 60-120 minutes a week
 - Intermediate (Grades 5-6): 60-120 minutes a week
 - Middle School (Grades 7-8): 60-120 minutes a week
 - High School (Grades 9-12): 60-120 minutes a week

DEVELOPING and Expanding / Levels 3 and 4:

- Eligibility criteria: WIDA ACCESS for ELLs or W-APT Score 3.0 – 4.9
- Additional district criteria: NWEA, M-Step, Reading Inventory (RI), PSAT/SAT, and/or Bldg/District Assessments
- Program support: ELs will receive an appropriate level of support depending on age/grade level and student need as determined by EL staff members.
- *Minimal* level of EL support:
 - Elementary (Grades K-4): 60-90 minutes a week
 - Intermediate (Grades 5-6): 60-120 minutes a week
 - Middle School (Grades 7-8): 120+ minutes a week
 - High School (Grades 9-12): 120+ minutes a week

BRIDGING and Reaching /Levels 5 and 6:

- Eligibility criteria: WIDA ACCESS for ELLs Score 5.0 – 6.0
- Additional district criteria: State's Recommended Entrance Criteria (**See APPENDIX E**), NWEA, M-Step, PSAT/SAT, and/or Bldg/District Assessments
- Program support: ELs will receive an appropriate level of support depending on age/grade level and student need as determined by EL staff members.
- *Minimal* level of EL support:
 - All Levels: As needed

***Service will be interrupted at all levels during WIDA ACCESS and Standardized Assessments.**

H. Parental Notification (APPENDIX B)

Brighton Area Schools must inform parents of English Learners (ELs) identified for participation in the district's ELD 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 10 school days of attendance for children who have not been previously identified.

The Brighton Area School District will inform parents of:

- The reasons for identifying their child as an English Learner and for placing their child in an English language development 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; and
- 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)

Parent Notification letters are available in the following languages: English, Spanish, Arabic, Polish and Chinese.

I. English Learners with Academic Concerns

When indicators suggest that an English Learner (EL) is having difficulties meeting linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the school Team for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. Brighton Area 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 EL support services. In the event that 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.

J. English Learner Folder Contents and CA-60

Student Folder:

Each English Learner will have a folder maintained by the ELD staff at the Curriculum Office.

The folder will contain:

- Home language survey (APPENDIX A)
- Parent notification letter (APPENDIX B)
- Parent refusal letter, if applicable (APPENDIX B)
- Assessment results (WIDA ACCESS/W-APT)
- Monitoring records (APPENDIX H)

CA-60:

- Home language survey (APPENDIX A)
- Assessment results (WIDA ACCESS/W-APT)

K. Parent Complaint Process

If/when a parent complaint is made about any facet of ELD services, the following steps will be taken to resolve the parent complaint:

1. The complaint will be brought to the classroom teacher or EL tutor.
2. The classroom teacher, the EL tutor or the parent issuing the complaint will take the complaint to the building principal.
3. The building principal will contact the district's Superintendent of Curriculum and Instruction regarding the complaint.
4. The district's Superintendent of Curriculum and Instruction will explain the ELD eligibility process, ELD services, or appropriate portion of the ELD program to the parent and building principal. This explanation will include the requirements of Title III/ESSA as it related to the unresolved issue.
5. The appropriate documentation will be on file as having been completed by the parent issuing the complaint.
6. The appropriate documentation will be returned to the building principal, with a copy sent to the EL tutor and a copy placed in the ELD file for the student connected with the complaint, along with a copy of the formal complaint issued by the parent.
7. If the complaint cannot be resolved with the above procedure, further action on the part of the parent issuing the complaint will be shared with the Superintendent of Schools as necessary.

V. STAFF ROLES

A. Role of English Language Development Tutor

The EL/Bilingual Tutor supports and reinforces the English language acquisition and content instruction provided by general education teachers.

Responsibilities of the EL Tutor:

- Assist general education teachers in providing content instruction and language development
- Meet regularly with EL teachers and general education teachers to determine the academic needs of ELs enrolled in their classes
- Assist teaching basic survival skills to the most limited English proficient students
- Assist in identification and assessment of ELs
- Assist in record keeping and maintenance of EL files
- Inform general education staff about culture and language of the ELs and their families
- Assist in providing staff development on English language instruction and cultural awareness.
- Maintain confidentiality regarding all aspects of EL services

B. Role of General Education Teacher

The general education teacher into whose class the student is enrolled has primary responsibility for the instruction of the EL student. The student spends a significant part of the day in the mainstream classroom with this teacher and classmates. Because of this, the general education teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The general education teacher and the ELD staff work together to decide how the mainstream class content should be supported by ELD staff.

The general education teacher and the EL tutors 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 general education teacher:

- Acts as a full partner with the EL staff in educating ELs in his/her class
- Demonstrates sensitivity and awareness of cultural and linguistic differences
- Individualizes instruction to meet the needs of each student
- Uses visuals/hands-on activities to facilitate learning
- Provides materials for the EL 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 EL tutor
- Consults with EL tutors on matters of grading and accommodating ELs

C. Role of Support Staff

Special Services support staff members are essential for the success of English Learners in Brighton Area Schools. The role of the Special Services support staff needs to be explained to ELs and their parents so that they will have a complete understanding of the services available to them.

Responsibilities of the Support Staff:

- Work in conjunction with the ELD and general education staff to provide appropriate scheduling of students
- Develop an awareness of the culture and language abilities of ELs
- Provide social and academic guidance to help English Learners become familiar with school culture and academic opportunities
- Provide academic information to parents/guardians

VI. PARENTAL INVOLVEMENT

A. Parental Communication/Interpreter Services

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

Many parents of ELs 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:

1. 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.
2. 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.
3. 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.
4. 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.

5. 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:

1. 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.
2. Speak at a normal rate and volume.
3. Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.
4. Stop periodically and ask if there are any questions.
5. Support your statements with examples of student work that parents can take with them and examine further.
6. Do whatever you can to encourage parents' further school visits and participation in school activities.

Following the Meeting:

1. Clarify any confusing interactions with the interpreter.
2. Ask for feedback and suggestions on the interpreting process from the interpreter.
3. 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.

B. EL Parent Advisory Committee (forthcoming)

Send notification of ELD Parent Advisory Committee Meetings. If possible, send the letter in the parents' native language. Phone calls by bilingual staff to remind parents are very helpful. The Parent Advisory Committee is an excellent way to develop rapport and solicit questions and suggestions regarding student progress in your schools. It also serves as a strong base for an International/Multicultural Task Force. Keep a roster of parents who attend and minutes and agendas of meetings.

C. Code of Conduct

Upon request, the Code of Conduct will be translated into the district's common languages and distributed to parents of ELs. This will assure that students and parents are informed in their first language.

II. PERSONNEL PRACTICES

A. Non-Discriminatory Practices

The Board shall be an equal opportunity employer. The objective of the Board is to attract and retain individuals qualified and/or trainable for the positions in the system by virtue of job-related standards of education, training, experience, and personal qualifications.

B. Postings

Brighton Area 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 EL or bilingual positions.

Brighton Area Schools will encourage the designation of ELD Tutors as a distinct category. This will provide trained personnel and consistent instruction. Presently, the ELD Tutors are highly trained with specific skills to meet the needs of ELs.

C. Professional Learning

- ELD staff will meet regularly to update knowledge and skills, obtain additional training, and share information and materials.
- ELD staff will have the opportunity to attend conferences and in-services inside and outside the district.
- Professional Development for general education teachers on ELD topics will be provided.

VIII. PROGRAM EVALUATION

A District Evaluation Committee will assess student progress using standardized test scores. They will also assess the program's effectiveness, resources and staff needs. This committee will present their findings to the Superintendent of Curriculum and Instruction and the Board of Education, when requested.

APPENDIX A: HOME LANGUAGE SURVEY

STATE BOARD OF EDUCATION APPROVED HOME LANGUAGE SURVEY*

The **Brighton Area School District** 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. Would you please help by providing the following information?

Name of Student _____ Age _____

School _____ Grade _____

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

Yes No What is the language? _____

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

Yes No What is the language? _____

3. Language first learned by the student? _____

Language Exposure Information:

1. The number of years (and months) the student _____
has been in this country, if not born here.

2. The number of years (and months) the student has _____
been exposed to English at school.

3. The Country in which the student was born. _____

Signature of Parent or Guardian

Date

1"Primary Language" means the 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 Services at (517) 373-6066.

APPENDIX B (1): PARENTAL NOTIFICATION OF W-APT/WIDA SCREENER TESTING



Date: _____

Dear Parents / Guardians of _____,

Welcome to the _____ school year! This letter is to inform you that, based on the Home Language Survey (in the enrollment packet), your child has been identified to participate in an assessment for English Language Learners within the first 30 days of school.

The WIDA Screener is an assessment designed to provide an initial measure of a student's English language proficiency in Grades 1–12. The Kindergarten W-APT assessment provides a similar measure for students at the JK/Kindergarten level. The test will assess your child's abilities in the domains of Listening, Speaking, Reading, and Writing. The purpose of this assessment is to help educators make decisions and identify whether a student is a candidate for English language support services.

We will mail you the results of your child's assessment as soon as they become available. In addition, we will indicate whether or not he/she qualifies for this free academic support program.

Please feel free to contact me if you have any questions or concerns (coddingtonk@brightonk12.com).

Sincerely,

Mrs. Katherine (Kara) Coddington
English Language Program Coordinator
Brighton Area Schools

APPENDIX B (2): PARENTAL NOTIFICATION OF WIDA ACCESS for ELLs TESTING



Date: _____

Dear Parents / Guardians:

Happy New Year! It's hard to believe we're already in January! This letter is to inform you of our next annual assessment for English Language Learners, ACCESS for ELLs 2.0.

ACCESS for ELLs 2.0 is a secure, large-scale English language proficiency assessment administered to students who have been identified as English Language Learners (ELL). Students are identified as ELL based on their home language survey, the WIDA Screener, and district literacy assessments. The ACCESS for ELLs test is given annually and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.

Purpose and Use of ACCESS for ELLs 2.0

- Helps students and families understand students' current level of English language proficiency along the developmental continuum.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.
- Meets, and exceeds, federal requirements for the monitoring and reporting of ELLs' progress toward English language proficiency.

Our window to complete the assessment is _____. We would like start as soon as the test window opens in order to minimize disruption of daily academics. **Remember, ALL students who qualify for ELL services must complete the evaluation; this includes students who have refused services.**

Please feel free to contact me if you have any questions or concerns: coddingtonk@brightonk12.com

Sincerely,

Mrs. Katherine (Kara) Coddington
English Language Program Coordinator
Brighton Area Schools

APPENDIX B (3): PARENTAL NOTIFICATION OF PROGRAM ELIGIBILITY 1-12



English Language Learner Program

Annual Placement Notification for Grades 1-12

To the parent(s)/guardian(s) of: _____ Date: _____
School: _____ Grade: _____

This past spring your child took the World-Class Instructional Design and Assessment (WIDA) Access 2.0 or WIDA Alternate Access required by federal and state government for students who speak a language other than English or who live in a home where a language other than English is spoken (indicated in the enrollment paperwork). This test is given to ensure that students are successfully making progress in school. The WIDA assesses students in reading and listening comprehension, writing, and speaking.

You child's overall proficiency on WIDA/WIDA Alternate is below:

_____ Entering (1) _____ Emerging (2) _____ Developing (3) _____ Expanding (4)
_____ Bridging (5) _____ Reaching (6)

Your child's WIDA Proficiency level is a composite score of 4.5 and a minimum of 4.0 in the domains of reading and writing: _____

Your child's NWEA, DIBELS, SAT/PSAT (if applicable) or M-STEP (if applicable) is at or above grade level in reading: _____

****If the answer to any of the questions is NO, the student is eligible for EL services. A YES to both of these questions is required by the state to exit EL services.**

Based on your student's results, BAS recommends the following EL support:

- ☐ Small group instruction to develop fluency and literacy in English
- ☐ Use of student's home language as needed to assist student in understanding and acquiring new concepts in content areas such as mathematics, science, and social studies
- ☐ Structured research based services that support classroom instruction and provide additional opportunities for your student's academic growth and language proficiency
- ☐ No EL program support at this time due to student's proficiency in English

Brighton Area Schools provides EL support to students to help ensure their success in school. If your child is continuing to receive EL services, the EL tutor will collaborate with the classroom teacher to ensure language proficiency strategies are embedded into classroom instruction. If your child receives services from RTI and special education, the EL tutor will work with the special education staff to plan and/or coordinate services.

If you have questions, please contact your child's EL tutor:

Katherine (Kara) Coddington, Scranton Middle School & Hilton Elementary
coddingtonk@brightonk12.com

Linda Augustyn, Brighton High School & Hawkins Elementary
augustynl@brightonk12.com

Gina Henig, Maltby Intermediate School, Hornung Elementary & Spencer Elementary
henigg@brightonk12.com



The parent has the absolute right to withdraw their child from EL services at any time. Please check a box below and mail this form back to us within one week, using the enclosed self-addressed, stamped envelope. **If you do not return this form, your child WILL receive ELL services.**

☐ I do want my child to receive English Language (EL) support services.

☐ I do not want my child to receive English Language (EL) support services.

(We will continue to monitor your student's growth and achievement to ensure progress is being made. Students who were not proficient and/or have withdrawn from EL services will still be required to take the Spring WIDA assessment as required by the State of Michigan.)

Student's Name _____

Parent/Guardian Signature _____

Date _____

APPENDIX B (3): PARENTAL NOTIFICATION OF PROGRAM ELIGIBILITY JK-K



English Language Learner Program

Potential Eligibility Notification for Grades JK-K

Date: _____

To the Parent(s)/Guardian(s) of: _____:

When you enrolled your child in Brighton Area 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, Brighton Area 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 English Language Development Department (ELD).

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 EL 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 at coddingtonk@brightonk12.com.

Sincerely,

Katherine (Kara) Coddington

APPENDIX B (5): PARENTAL REFUSAL CONFIRMATION LETTER



**English Language Learner Program
Refusal Confirmation Letter for Grades JK-12**

To the parent(s)/guardian(s) of: _____ Date: _____
School: _____ Grade: _____

Dear parent/guardian,

We understand that you would like to decline participation in EL services proposed for your child _____ (insert child's name). EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form in the enclosed, addressed and stamped envelope. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

_____ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.

_____ I am familiar with the EL services the school has available for my child.

_____ I have had the opportunity to discuss the available EL services with the school.

_____ I understand that the school believes its recommendation is the most academically beneficial for my child.

_____ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner.

_____ All of this information has been presented to me in a language I fully understand.

I, _____ (insert name), with a full understanding of the above information, wish to decline all of the EL services offered to my child

Parent's Signature

Child's Name

Date

APPENDIX C: 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)

Building Instructional Team

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

- Classroom Teacher
- Counselor
- Social Worker
- Psychologist
- ESL Instructor/Paraprofessional
- General Education Resource Teacher
- Principal

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 ELD supervisor will be notified when a particular ELs problem persists after interventions have been implemented as recommended by the Building Instructional Team.

CA-60 File

This 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

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.

ELs (English Learners)

ELs 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 Language Development (ELD)

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 Instruction

ESL 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.

EL Student File

This 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.

EL Teacher

An 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

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

Former English Learner Students (FEL)

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

Inclusion

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

Language Instruction Educational Program (LIEP)

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.

Long Term English Learner (LTEL)

Students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.

Title III

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).

W-APT refers to the WIDA-ACCESS Placement Test (W-APT). It is a short version of the ACCESS used to measure English language proficiency in listening, speaking, reading and writing for ELs in Michigan for newly arrived students in a school district.

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 D: PLACEMENT 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 ELD 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 encourage 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.

APPENDIX E: DESCRIPTIONS OF EL PROFICIENCY LEVELS

WIDA Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	<ul style="list-style-type: none"> specialized or technical language reflective of the content areas at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to English-proficient peers
5- Bridging	<ul style="list-style-type: none"> specialized or technical language of the content areas a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports oral or written language approaching comparability to that of English-proficient peers when presented with grade level material
4- Expanding	<ul style="list-style-type: none"> specific and some technical language of the content areas a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	<ul style="list-style-type: none"> general and some specific language of the content areas expanded sentences in oral interaction or written paragraphs oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	<ul style="list-style-type: none"> general language related to the content areas phrases or short sentences oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

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.

Figure 5M: CAN DO Descriptors for the Levels of English Language Proficiency, PreK-12

For the given level of English language proficiency, **with support**, English language learners can:

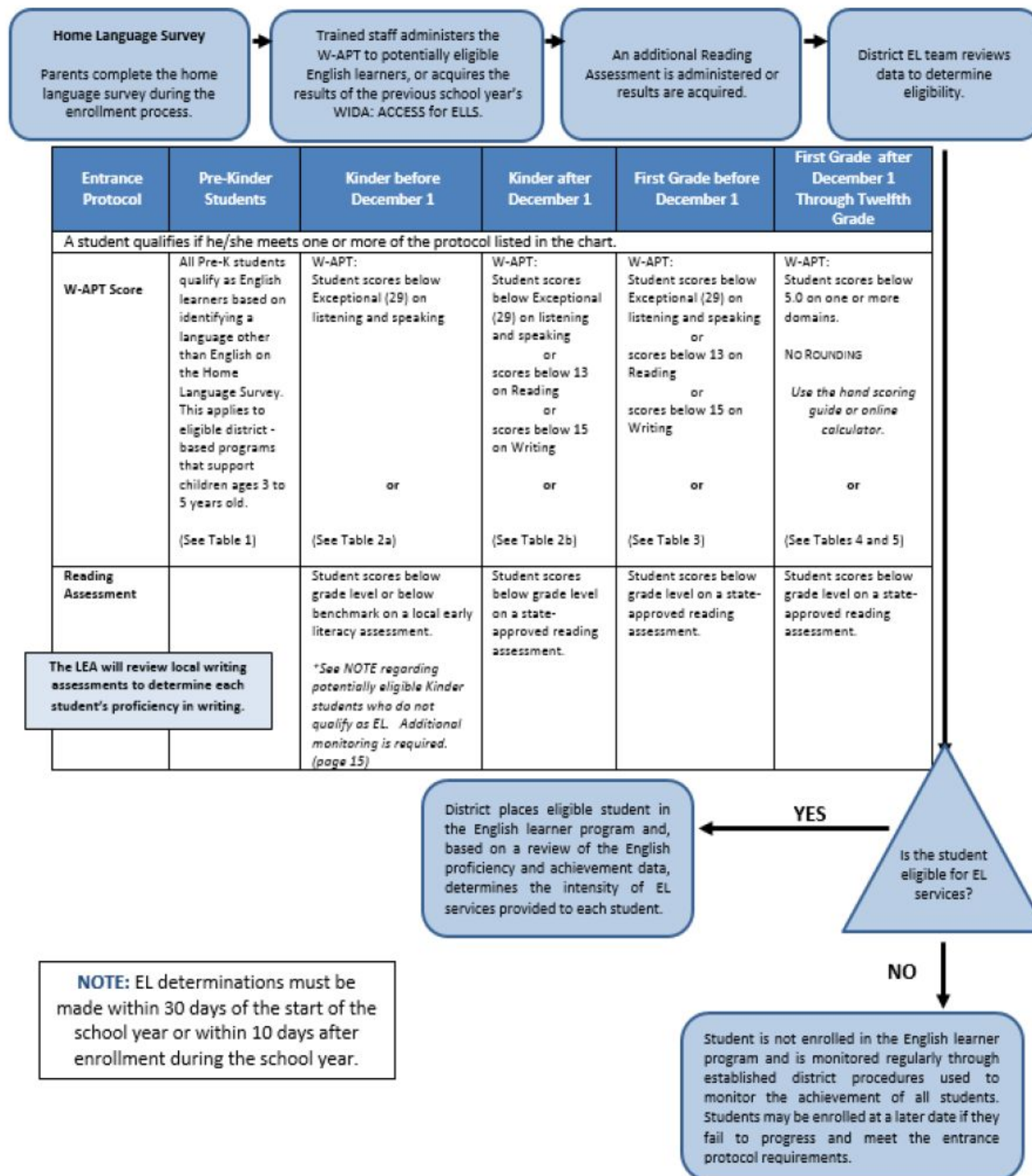
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

Variability of students' cognitive development due to age, grade level spans, their diversity of educational experiences and diagnosed learning disabilities (if applicable), are to be considered in using this information.

APPENDIX F: ENTRANCE SUMMARY CHART

Entrance Protocol for Potentially Eligible English Learners

Flowchart for DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL

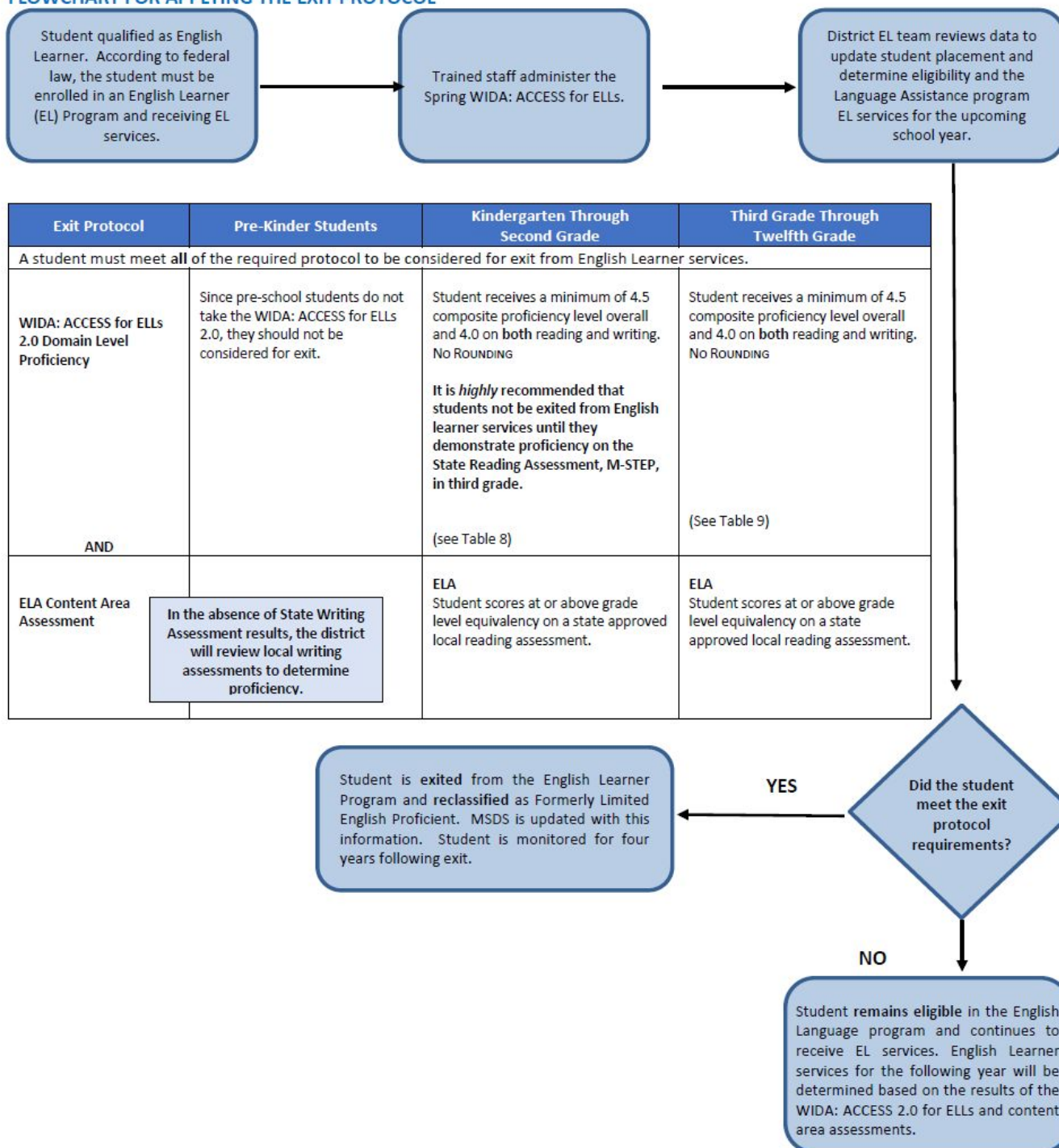


https://www.michigan.gov/documents/mde/Entrance_and_Exit_Protocol_updated_May_2016_550634_7.pdf

APPENDIX G: EXIT SUMMARY CHART

Exit Protocol

FLOWCHART FOR APPLYING THE EXIT PROTOCOL



https://www.michigan.gov/documents/mde/Entrance_and_Exit_Protocol_updated_May_2016_550634_7.pdf

APPENDIX H (1): FEL MONITORING FORM (Elementary & Intermediate)

FEL Monitoring Sheet (K-6) 2019/20

Name:

Exited LEP:

School/Grade:

Monitoring Year:

GRADES	English	Science	Social Studies	Math
Trimester 1:				
Trimester 2:				
Trimester 3:				

NWEA	Reading		Math	
	RIT Score	Performance Level	RIT Score	Performance Level
Fall:				
Winter:				
Spring:				

	Beginning	Middle	End
DIBELS			

NOTES:

FEL K-6

APPENDIX H (2): FEL MONITORING FORM (Middle School)

FEL Monitoring Sheet (7th-8th) 2019/20

Name:

Exited LEP:

School/Grade:

Monitoring Year:

GRADES	English	Science	Social Studies	Math
Quarter 1:				
Quarter 2:				
Quarter 3:				
Quarter 4:				

NWEA	Reading		Math	
	RIT Score	Performance Level	RIT Score	Performance Level
Fall:				
Winter:				
Spring:				

	Beginning	Middle	End
LEXILE			

NOTES:

FEL 7-8

APPENDIX H (3): FEL MONITORING FORM (Secondary)

FEL Monitoring Sheet (9th-12th) 2019/20

Name:

Exited LEP:

School/Grade:

Monitoring Year:

GRADES	English	Science	Social Studies	Math
Quarter 1:				
Quarter 2:				
Quarter 3:				
Quarter 4:				

	PSAT 8	PSAT 9	PSAT 10	SAT
Date:				
Score:				

NOTES:

FEL 9-12

APPENDIX I: GUIDELINES FOR GRADING OF ELs

These guidelines have been written so that ELs can be accurately assessed based on their abilities to perform academic tasks. They allow ELs to be assessed in their general education classes based on their current English language proficiency level rather than being penalized for their lack of English language proficiency.

The EL staff is available to provide input regarding marks.

Non-English Speaking (NES) English Learners:

The student's First Marking Period:

- No grades-only EL for subject areas
- No effort grades required, but may be included

The student's Second Marking Period:

- No grades-only EL for subject areas (math computation may be graded)
- Add effort grades

After the student's Second Marking Period, grades can be added **when appropriate**.

WIDA Levels 1-5 English Learners Being Pulled for Services:

No grade lower than a C should be given to an English Learner, unless the report card descriptor indicates grade level. If an EL cannot earn these grades on his/her own, classroom accommodations **NEED** to be made.

Only exceptions: (Must consult with EL tutor and/or Principal)

- When the grade is because of a lack of student effort
- When the lower grade is not due to English proficiency
- A student that is not progressing at all, even with accommodations, and is possibly being considered for Special Education

WIDA Levels 4-6 English Learners Not Being Pulled for Services:

No grade lower than a C should be given to an English Learner, unless the report card descriptor indicates grade level.

Only exceptions: (alert EL staff of your concerns so that service can resume if necessary)

- When the grade is because of a lack of student effort
- When the lower grade is not due to English proficiency
- A student that is not progressing at all, even with accommodations, and is possibly being considered for Special Education

English Learner When Parent Refuses Services:

- No EL accommodation for service or grades
- General classroom accommodation are required

APPENDIX J: EL ACCOMMODATIONS CHECKLIST & RESOURCES



English Learner Accommodations Checklist & Resources


Student Name _____ Grade _____ Native language _____

WIDA Screener/ WIDA Access Composite Score

Composite Score: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____
 (1=entering, 2=beginning, 3=developing, 4=expanding, 5=bridging, and 6=reaching)

General Education Classroom Accommodations:

*All students must meet the same state content standards, but the linguistic level of instruction, activities, and assessments may be accommodated.

	Accommodation/ Support	Online Resources
	Translation for newcomers	<ul style="list-style-type: none"> • Google Docs: tools -> translate document • "Translate" Add-on • Google Extension: Translate Selected Text
	Provide shortened/ simplified texts	<ul style="list-style-type: none"> • www.rewordify.com • www.newsela.com • www.readtheory.org • http://digital.readworks.org/
	Permit the use of bilingual or picture dictionaries	<ul style="list-style-type: none"> • http://www.esolhelp.com/online-picture-dictionary.html • http://visualdictionaryonline.com
	Read aloud texts	<ul style="list-style-type: none"> • Google extension: "Speakit!" • Google Add-on: "Reader" • Notability App
	Provide visual aids: pictures, videos, clipart, gestures, etc.	<ul style="list-style-type: none"> • www.youtube.com • www.discoveryeducation.com • Check with your REMC
	Use outlines & graphic organizers	<ul style="list-style-type: none"> • http://www.eduplace.com/graphicorganizer/
	Make differentiated vocabulary lists/ activities with pictures - explicitly teach & provide practice	<ul style="list-style-type: none"> • www.quizlet.com • https://quizizz.com/ • www.vocabulary.com • https://www.idoceonline.com/
	Use leveled readers with native language & audio support (free international digital libraries)	<ul style="list-style-type: none"> • www.uniteforliteracy.com • https://www.commonlit.org/texts • http://en.childrenslibrary.org

		<ul style="list-style-type: none"> • www.loyalbooks.com • http://bkflix.grolier.com/ • http://mel.org/ • www.getepic.com/educators
	Peer interaction: allow clarification in native language if needed/possible, increase verbal interaction	<ul style="list-style-type: none"> • Team Kahoot https://kahoot.com • Flipgrid: Video response
	Reduce teacher rate of speech & simplify word choice	
	Provide sentence starters or sentence frames Ex: The ideal _____ is _____ since _____.	<ul style="list-style-type: none"> • Google Folder of printable sentence frames: goo.gl/X3EuGi
	Allow extended time and/or reduced assignments	
	Create accommodated assessments to demonstrate content mastery: drawings, use of native language (translation), fill-in-the-blank version of assessment with vocabulary listed, matching pictures/ vocab, fill in a graphic organizer, etc.	<ul style="list-style-type: none"> • Voice typing/ Google Add-on: Speech Recognition SoundWriter • https://littlebirdtales.com/ (voice recording) • http://www.scribjab.com/ (write a book in 2 languages)
	Alternate grading options (Credit/ No Credit, Standards Based Grading)	
	Annotate text/ Interact with text	<ul style="list-style-type: none"> • https://web.kamihq.com/web/viewer.html • Google Add-on: https://kaizena.com/ (Voice comments)

Looking for additional formative assessment tools? Check out these ideas: goo.gl/6uHWKR



Free resources that newcomers can use independently to learn English:

<https://www.duolingo.com>
<https://www.busuu.com>
www.memrise.com



Free printable teacher resources (reading comprehension, grammar, vocabulary, etc.)

<http://www.englishforeveryone.org>
<http://www.eslflow.com>
www.readworks.org



Free tools with translation options to communicate with families:

<https://www.remind.com/>
<https://www.classdojo.com/>
<https://talkingpts.org/>
<https://www.bloomz.net/>

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