OKEMOS PUBLIC SCHOOLS

# Multilingual Learner (ML) Program Handbook (Internal)

# ML Program Handbook

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# I. INTRODUCTION

*Together educating with excellence, empowering every learner for life.*

The Okemos Public Schools seeks to provide every child, regardless of national origin or native language, high-quality and meaningful educational instruction. In keeping with this mission, students who are Multilingual Learners (MLs) are provided instructional services through an ML program that is designed to meet their unique needs.

The Okemos Public Schools has prepared this handbook of program policies and procedures to ensure that the Title III program in the district is consistent throughout the district.

The following staff members are acknowledged for their efforts in developing this handbook:

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Oakland Schools Guidance: Separating Difference from Disability in English Learners Who Struggle

Michigan Department of Education
Office of School Improvement
Title III Handbook

## II. DEFINITION OF MULTILINGUAL LEARNERS (MLs)

### ESSA Definition of an "Multilingual Learner" Student

The term "Multilingual 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 ML, 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 MLs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as Multilingual Learners (MLs) 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 MLs 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 ML students in a timely, valid, and reliable manner;

- Provide ML 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 ML students;
- Ensure that ML students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of ML students;
- Ensure that ML 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 ML students who opt out of language assistance programs;
- Monitor and evaluate ML students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit ML 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 ML students in each program acquire English proficiency and that each program is reasonably calculated to allow ML 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 ML 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 ML 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 ML Students?**

- Must screen each ML student upon enrollment with the WIDA Screener.
- Must assess each student who qualifies for and receives service each year using the WIDA ACCESS for MLs.
- Title I requires that States and Local Education Agencies (LEAs) annually report on MLs' 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 MLs making progress toward English language proficiency
  - Number and percentage of MLs who attain proficiency and exit LIEPs
  - Number and percentage of former MLs who meet academic content standards (for 4 years)
  - Number and percentage of MLs who have not exited LIEPs after 5 years as an ML
  - Number and percentage of MLs with IEPs

**Assessments Required of ML Students:**

Title I Law requires that all ML 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 MLs (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 districts and schools:
    - to implement reasonable adaptations and accommodations for students with diverse learning needs (inclusive of MLs who may also be students with disabilities) necessary to measure the achievement of such students relative to state content standards (ESSA Section 1111(b)(2)(B)(iii))
- ESSA allows states:
    - to provide partial exclusion from content area assessment participation and accountability for MLs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))
- Michigan has adopted the following exceptions for Newcomer MLs
    - **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. Note: the term Limited English Proficient (LEP) is a historic term where Multilingual Learner (ML) is currently accepted term and is therefore used throughout this document. ML 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.

## IV. PROCEDURES

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

### A. Registration/Identification Using Home Language Survey

The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the Okemos Public Schools registration form. It is to be completed at the time of registration. The Building Registrar 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.

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 ML services. If so, the ML teacher in the building of attendance will be notified. The ML staff will arrange for a prompt assessment of the student to determine eligibility for ML services.

The district determines if a student meets the definition of an "immigrant"student (students from ages 3-21; enrolled in public or private school; not born in the United States; not attended school in the United States for more than three full years). A family interview may be completed to determine if the student has been in the United States schools the entire time or if there has been some back and forth between the home country and in the United States. Once the student has been identified as being within the 3 year window for immigrant identification, staff flags the student as "immigrant"in the student information system and documents when the three years will expire. When the student reaches the end of the three year period, staff removes the immigrant flag from the student information system.

### B. 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 Title III services. Assessments determine a student's language skills in listening,

speaking, reading, writing, and comprehending in English using the WIDA ACCESS for MLs 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 MLs/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 English language and academic support.

See Appendix for more detailed information about proficiency levels.

| WIDA ACCESS for MLs/WIDA Screener Score | Proficiency Levels WIDA Standards | Optional Multiple Indicators |
|---|---|---|
| 6 | Reaching | Early literacy assessment approved by MDE<br>AIMSWeb – both CBM and MAZE subtests<br>DRA: Developmental Reading Assessment version 2<br>Fountas & Pinnell<br>NWEA: Northwest Evaluation Association<br>PSAT or SAT<br>QRI-5: Qualitative Reading Inventory<br>SRI: Scholastic Reading Inventory<br><br>Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit. All reading assessments administered must include the comprehension subtests. |
| 5 – 5.9 | Bridging | |
| 4 – 4.9 | Expanding | |
| 3 – 3.9 | Developing | |
| 2 – 2.9 | Emerging | |
| 0 – 1.9 | Entering | |

**C. Eligibility for Title III/ML Program Services**

A student whose scores qualify according to the Michigan Department of Education's English Learner Program's Entrance and Exit Protocol on the WIDA ACCESS MLs or WIDA Screener is eligible for Title III/ML Program Support.

Okemos Public Schools references the Michigan Department of Education's English Learner Program's Entrance and Exit Protocols (Page 11)

# Entrance Protocol

## Entrance Protocol and Flowchart for Determining Eligibility for English Learners Services

| Entrance Protocol | Kindergarten (including Young 5s) before December 1 | Kindergarten after December 1st through Twelfth Grade |
|---|---|---|
| **WIDA Screener Score** | Student scores below 5.0 on the **listening** and **speaking** domains.<br><br>(See TABLE 1.) | Student scores below 5.0 on **one or more** domains.<br><br>(See TABLES 1 and 2.) |

**NOTE:** LEAs must notify parents or guardians of an EL not later than 30 days after the beginning of the school year of the student's identification for participation in such a program, or within ten school days for children who have not been identified as ELs prior to the beginning of the school year. See ESEA Section 1112(e)(3)(A-B).

**YES:** LEA places eligible students in the English learner program and, based on a review of the English proficiency and achievement data, determines the intensity of EL services provided to each student.

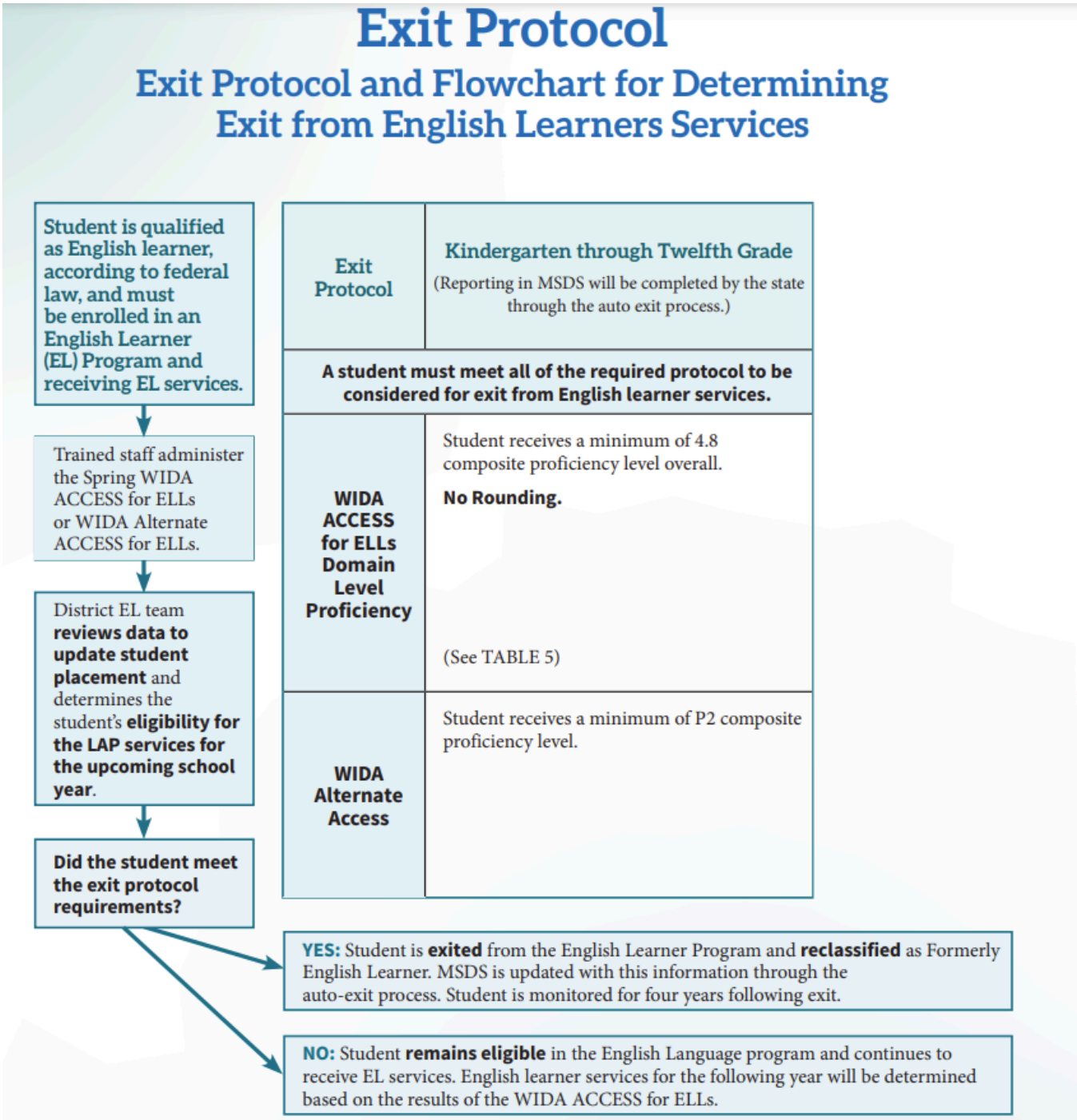
**NO:** Student is not enrolled in the English learner program and is monitored regularly through established LEA procedures used to monitor the achievement of all students. Students may be enrolled at a later date if they fail to progress and meet the entrance protocol requirements.

### D. Exiting from Title III/ML Program Services

Districts should put in place a team review process for K-12 English Learners who meet the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol, and include additional multiple academic criteria in their decision making. Students in grades 3-12 who meet the minimum criteria established in the Entrance and Exit Protocol will be auto-exited from the Title III/ML Program unless the district chooses to maintain ML status, and students in grades K-2 can be manually exited from the Title III/ML Program. Students exited from the Title III/ML 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.

Students who score an overall of 4.8 or above are automatically exited from the ML classification. These students will be monitored for four years as designated by the State of Michigan. If, during the four year monitoring period, it appears that the Former English Learner (FEL) 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 theTitle III/ML program, or if other services are appropriate. For a student scoring greater than the qualifying level Reaching to continue receiving Title III/ML support services, the district takes into account additional multiple academic criteria as noted in the chart.

Okemos Public Schools references the Michigan Department of Education's English Learner Program's Entrance and Exit Protocol:




## E. 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 ML 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 regular reporting periods within the building.

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 Title III/ML 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 ML file.

### F. Placement in Title III/ML Program

Okemos Public Schools provide an instructional program to meet the language and academic content needs of Multilingual Learners (MLs) 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.

Okemos Public Schools' Title III/ML program provides language and academic content support to MLs through:

- English Language Instruction (BK-12)
- Core Classes (BK-12)
- Reading Support (BK-8)
- Special Education (BK-12)
- Title I Reading Support (K-8)
- Academic Learning Lab (5-12)
- Summer Programs (K-12)

**Language Instruction Educational Program (LIEP) Description (see APPENDIX H)** Below is the guide for Title III program instruction described by level of language proficiency and level of instruction.

| Proficiency Level | Elementary (Grades BK-4) | Secondary (Grades 5-12): |
|---|---|---|
| **Level 1 ENTERING**<br><br>WIDA ACCESS for MLs **Score 0 – 1.9** | **Type of Service**: English language instruction and/or support in the general education classroom or pull-out services provided by the ML teaching staff.<br><br>**Amount of Time**: A minimum of 30 minutes 4-5 times per week. | **Type of Service**: English language instruction class period and/or support in the general education classrooms provided by the ML teaching staff.<br><br>**Amount of Time**: One class period (approximately 50 minutes 5 times per week) by the ML teacher. |
| **Level 2 BEGINNING**<br><br>WIDA ACCESS for MLs **Score 2.0 – 2.9** | **Type of Service**: English language instruction and/or support in the general education classroom or pull-out services provided by the ML teaching staff.<br><br>**Amount of Time**: A minimum of 30 minutes 4-5 times per week. | **Type of Service**: English language instruction class period and/or support in the general education classrooms provided by the ML teaching staff.<br><br>**Amount of Time**: One class period (approximately 50 minutes 5 times per week) by the ML teacher. |

| | | |
|---|---|---|
| **Level 3 DEVELOPING**<br><br>WIDA ACCESS for MLs **Score 3 – 3.9** | **Type of Service**: English language instruction and/or support in the general education classroom or pull-out services provided by the ML teaching staff.<br><br>**Amount of Time**: A minimum of 30 minutes 3 times per week by the ML teacher or determined by consultation with the classroom teacher. | **Type of Service**: English language instruction class period and/or support in the general education classrooms provided by the ML teaching staff.<br><br>**Amount of Time**: One class period (approximately 50 minutes 5 times per week) with ML teacher, or determined by consultation with the classroom teacher. |
| **Level 4 EXPANDING**<br><br>WIDA ACCESS for MLs **Score 4 – 4.8** | **Type of Service**: As needed per consultation with the classroom teacher.<br><br>**Amount of Time**: To be determined by consultation with the classroom teacher. | **Type of Service**: English language instruction class period and/or support in the general education classrooms provided by the ML teaching staff.<br><br>**Amount of Time**: To be determined by consultation with the general education teachers. |
| **Level 5 BRIDGING**<br><br>WIDA ACCESS for MLs **Score 4.8 – 5.9** | **EXITED from ML Program**<br>Monitored for four years as designated by the State of Michigan. If, during the four year monitoring period, it appears that the Former English Learner (FEL) 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 theTitle III/ML program, or if other services are appropriate. | |
| **Level 6 REACHING**<br><br>WIDA ACCESS for MLs **Score 6** | **EXITED from ML Program**<br>Monitored for four years as designated by the State of Michigan. If, during the four year monitoring period, it appears that the Former English Learner (FEL) 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 theTitle III/ML program, or if other services are appropriate. | |

## G. Parental Notification (See APPENDIX B)

Okemos Public Schools must inform parents of Multilingual Learners (MLs) identified for participation in the district's Title III/ML 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 Multilingual Learners (MLs) prior to the beginning of the school year.

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;
- The method of instruction that will be used in the program;
- 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)

Regular meetings are offered for parents and families of ML students during fall and spring parent teacher conferences.

### H. MLs who are Struggling Learners

When indicators suggest that a Multilingual Learner (ML) 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 Team Meeting for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. The Okemos 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 Title III 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.

### I. Provision of Services

The Okemos Public Schools has evidence of policies and provision of services on an equitable basis to ML children enrolled in participating private schools. The Okemos Public Schools facilitates meaningful and timely consultation with area private schools regarding the participation of ML students, their teachers, or other educational personnel in Title III programming.

### J. Student Folder Contents and CA-60

The ML teacher at the building. The folder will contain:

- Home language survey ***APPENDIX A***
- Parent notification letter ***APPENDIX B***
- WIDA ACCESS for MLs & WIDA Screener testing results
- Monitoring records

### K. ML as it pertains to Special Education

An ML may need a special education evaluation if, despite ML interventions, progress is not being made across the domains; reading, writing, listening, and speaking. This table lists some expected and unexpected responses to interventions that can be used to determine whether a special education evaluation is needed.

| **Response to intervention for typically-developing ELs** (Limited English proficiency is ruled **IN** as primary cause of learning difficulties) | **Response to intervention for ELs with disabilities** (Limited English proficiency is ruled **OUT** as primary cause of learning difficulties) |
|---|---|
| Progress is steady and improves as English language proficiency continues to improve | Progress is intractable, slow, or uneven, despite explicit, focused instruction on an area of need across a sufficient amount of time |
| Low levels of teacher effort (scaffolding, redirection, repetition) during interactive teaching produce positive change in student behavior and/or skill | High levels of teacher effort (scaffolding, redirection, repetition) are required during interactive teaching to produce any change in student behavior and/or skill |
| EL may lag behind peers in certain areas related to English Language learning (e.g., vocabulary, orthographic, morphological and semantic difficulties) and/or grade-level reading and writing; Gap between EL and non-EL performance remains constant or decreases across time | Behavior and/or skill difficulties are persistent and pervasive despite consistent instruction, or regardless of how fluent the student becomes in English; Gap between EL and non-EL performance increases across time |

## V. STAFF Roles

### A. ML Teachers

The ML teacher is certified in his/her teaching area and has an ESL endorsement and the Bilingual teacher is certified in his/her teaching area and has a Bilingual endorsement in a specific language(s). The ML teacher has primary responsibility for providing English language instruction to the ML. The ML teacher also shares the responsibility with general education teachers for ensuring that the ML receives content instruction while learning English.

The ML teacher supports the instruction of the general education class by discussing the content using ESL, sheltered or content specific instruction. The ML teacher is responsible for language development and content specific instructional support.

**ML teacher:**

- provides content instruction and language development;
- assumes the same functions as the general education teacher when they are the teacher of record in the classroom;
- meets regularly with the general education teacher to determine the academic needs of English Learners enrolled in their classes;

- teaches basic school procedures and skills to the most limited English proficient students;
- assists general education staff about culture and language of the ML and the family;
- provides the general education 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 ML; and
- provides staff development on English language instruction and cultural awareness.

**B. Role of ML Paraprofessional**

The ML paraprofessional supports and reinforces the English language acquisition and content instruction provided by ML teachers and general education teachers.

**Responsibilities of the ML Paraprofessional may include:**

- assist ML teachers and general education teachers in providing content instruction and language development;
- meet regularly with ML and general education teachers to determine the academic needs of MLs enrolled in their classes;
- assist teaching basic school procedures and skills to the most limited English proficient students;
- inform general education staff about culture and language of the MLs and their families;
- provide general education 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, and teaching each ML; and
- assist in providing staff development on English language instruction and cultural awareness.

**C. Role of General Education Teacher**

The general education teacher into whose class the student is enrolled has primary responsibility for the instruction of the ML. The student spends a significant part of the day in the general education 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 does not accomplish this alone.

**The general education teacher and the ML staff are the ones who decide:**

- what should be taught;
- how the general education class content should be supported by ML staff;
- what the essential concepts in the lessons are;
- how lessons should be differentiated and accommodated;
- how to make appropriate accommodations for assessments; and
- how to assess achievement.

**In addition, the general education teacher:**

- is a full partner with the ML staff in educating MLs 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 ML staff that support the general education instruction;
- helps language minority students make friends and be part of the social interaction in the classroom;
- promotes intercultural discussion; and,
- suggests the type of help the ML needs to be successful in his/her class to the ML teacher.

### D. Role of Special Services Staff

Special Services staff members, including counselors, social workers, and curriculum supports, are essential for the success of English Learners in elementary, middle, and high schools in Okemos Public Schools. The role of the special services staff may need to be explained to bilingual parents/guardians 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 ML and general education 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.

### E. Professional Learning for Staff

The School District provides high quality ***supplemental*** professional development, available to all instructional staff of MLs, administrators, parents, family and community. Professional learning for educators of MLs is evaluated to ensure effectiveness.

## VI. PARENTAL INVOLVEMENT

OPS MLL Program Parent/Guardian Handbook

### 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 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**

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. Ask for feedback and suggestions on the interpreting process from the interpreter.
2. 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. Code of Conduct

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

## VII. PERSONNEL PRACTICES

### A. Postings

Okemos 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 ML positions.

Okemos Public Schools will encourage the designation of ML 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 MLs.

## VIII. PROGRAM EVALUATION

A District Evaluation Committee will meet each spring to assess student progress using standardized test scores and writing samples. The district will include an evaluation of the effectiveness of parent outreach during the program evaluation process. They will also assess the program's effectiveness, resources and staff needs. This committee will make any necessary program recommendations to the Assistant Superintendent for Curriculum and Instruction 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.

The Okemos Public Schools uses MDE's Program Evaluation Tool to determine the effectiveness of programs and initiatives in assisting MLs toward achieving State content standards and attaining English language proficiency.

As a part of the annual evaluation of the district ML program, the Okemos Public Schools monitors the progress of MLs regarding:

- the number and percent of MLs making progress toward attaining English language proficiency (based on the WIDA) in the aggregate and disaggregated (e.g. by disability; by recently arrived)
- the number and percent of MLs who have attained full English Language proficiency, are exited from the program and placed on a four-year monitoring status
- the number of MLs who have not attained English language proficiency within five years of initial classification as an ML and first enrollment in the LEA
- the number and percent of students who have been reclassified as ML

**APPENDIX A** HOME LANGUAGE SURVEY QUESTIONS

## Michigan Department of Education Home Language Survey

Michigan welcomes families of all language backgrounds. Speaking more than one language is a valuable asset!

Please answer the two questions below. If your response to either question is a language other than English, the school district will give an assessment to see if your student may benefit from English language support.

- What language is used most at home?
- What language is used most by the student?

Title III Immigrant Funding Identification Question

- Was the student born outside of the US or Puerto Rico?
    - If yes, when did the student enter the US schools?

## APPENDIX B PARENT/GUARDIAN LETTERS

### Eligibility Notification Letter

OKEMOS PUBLIC SCHOOLS

Office of Curriculum and Instruction
Stacy Bailey, Assistant Superintendent for Curriculum and Instruction
stacy.bailey@okemosk12.net

Date _____ School _____

Student Name _____ WIDA Overall Proficiency Level: _____

| 1- Entering | 2- Emerging | 3- Developing | 4- Expanding | 5- Bridging | 6- Reaching |
|---|---|---|---|---|---|
| Knows and uses minimal social language and minimal language with visual and social support | Knows and uses some social English and general academic language with visual and graphic support | Knows and uses social English and some specific academic language with visual and graphic support | Knows and uses social English and some technical academic language | Knows and uses social and academic language working with grade level material | Knows and uses social and academic language at the highest level measured by this test |

1- Listening Proficiency Level: ____
2- Speaking Proficiency Level: ____
3- Reading Proficiency Level: ____
4- Writing Proficiency Level: ____

5- Oral Language Proficiency Level: ____
6- Literacy Proficiency Level: ____

**Overall Score Level:** ____

Dear Parents/Guardians,

The Okemos Public Schools provides multilingual (ML) supplemental service to selected students who come from language backgrounds other than English. Above is your child's English Language Proficiency level. Based on enrollment information and your student's WIDA level, **your student qualifies for ML services.** More information is available in the OPS ML Program Parent Handbook.

For the 2025-2026 school year, we recommend:

- ☐ ML small group instruction with ML teacher in the ML classroom
- ☐ ML support in the general education classroom with the ML teacher
- ☐ ML support in the classroom from the classroom teacher in collaboration with the ML teacher as needed

It is your right as a parent to withdraw your child from ELL services. If you DO NOT want your child to receive the services. Please note that the federal government mandates the continued testing of any student, active or parent withdrawal of services, whose home or primary language is other than English, until that student demonstrates proficiency on the WIDA ACCESS for MLs annual assessment.

If you need additional information, please contact your child's school.

Sincerely,
Stacy Bailey

_____ I DO wish to have my child receive ML services for the 2025-2026 school year.

_____ I DO **NOT** wish to have my child receive ML services for the 2025-2026 school year.

Parent's Name _____

Parent's Signature _____ Date _____

***Put the original in the student's cumulative file and keep one copy with the ML teacher.*

*Together...educating with excellence, inspiring each learner for life."*

## Eligibility Notification Letter First Semester- Kindergarten

OKEMOS PUBLIC SCHOOLS

Office of Curriculum and Instruction

Date _____School _____

Student Name _____

Test Used: WIDA Screener for Kindergarten

| | Proficiency Level |
|---|---|
| Listening | |
| Speaking | |
| Oral Language | |

Dear Parents/Guardians,

The Okemos Public Schools provides ML supplemental service to selected students who come from language backgrounds other than English. Above is your child's English Language Proficiency level. Based on our records and testing, your student qualifies for ML services. This program supports classroom instruction and provides additional opportunities for students' academic growth and language proficiency. More information is available in the OPS ML Program Parent Handbook.

It is your right as a parent to withdraw your child from ML services. If you DO NOT want your child to receive the services, you can withdraw your child by filling out the information below and returning this letter to your child's school.

Please note that our federal government mandates the continued testing of any student, active or parent withdrawal of services, whose home or primary language is other than English, until that student demonstrates proficiency on the WIDA ACCESS for MLs annual assessment.

If you need additional information, please contact your child's school.

Sincerely,
Stacy Bailey

_____ I DO wish to have my child receive ML services.

_____ I DO NOT wish to have my child receive ML services.

Parent's Name _____

Parent's Signature_____ Date_____

**Put the original in the student's cumulative file and send one copy to the ML teacher or Title III Coordinator.

## Eligibility Notification Letter Second Semester- Kindergarten

OKEMOS PUBLIC SCHOOLS

Office of Curriculum and Instruction

Date _____ School _____

Student Name _____

Test Used: WIDA Screener for Kindergarten

| Domain | Proficiency Level | Domain | Proficiency Level | | |
|---|---|---|---|---|---|
| Listening | | Reading | | | |
| Speaking | | Writing | | | |
| Oral Language | | Literacy | | Overall | |

Dear Parents/Guardians,

The Okemos Public Schools provides ML supplemental service to selected students who come from language backgrounds other than English. Above is your child's English Language Proficiency level. Based on our records and testing, your student qualifies for ML services. This program supports classroom instruction and provides additional opportunities for students' academic growth and language proficiency. More information is available in the OPS ML Program Parent Handbook.

It is your right as a parent to withdraw your child from ML services. If you DO NOT want your child to receive the services, you can withdraw your child by filling out the information below and returning this letter to your child's school.

Please note that our federal government mandates the continued testing of any student, active or parent withdrawal of services, whose home or primary language is other than English, until that student demonstrates proficiency on the WIDA ACCESS for MLs annual assessment.

If you need additional information, please contact your child's school.

Sincerely,
Stacy Bailey

_____ I DO wish to have my child receive ML services.

_____ I DO NOT wish to have my child receive ML services.

Parent's Name _____

Parent's Signature_____ Date_____

**Put the original in the student's cumulative file and send one copy to the ML teacher or Title III Coordinator.

## Decline of Services Letter

OKEMOS PUBLIC SCHOOLS

Office of Curriculum and Instruction

Date: _____

Dear Parent/Guardian,

We understand that you would like to decline participation in the Title III program or particular ML services proposed for your child _____. ML 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 the Title III program or particular ML 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 to your child's school. We will keep this document on file stating that you have declined or do not want these indicated ML 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 Title III program and services the school has available for my child.

_____I have had the opportunity to discuss the available Title III program and 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, _____(parent name), with a full understanding of the above information, wish to
_____ decline all of the Title III program and ML services offered to my child.
_____ decline some of the Title III program and/or particular ML services offered to my child.

I wish to decline (List program/services)

_____

_____

_____ _____ _____
Parent's Signature Student's Name Date

## Potential Eligibility Letter

OKEMOS PUBLIC SCHOOLS

Office of Curriculum and Instruction

Date: _____

To the Parents/Guardians of _____:

When you enrolled your child in Okemos 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, Okemos 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 ML staff.

Your child scored proficient 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. Your child is still considered to be a potentially eligible English Learner, so additional data needs to be gathered before classifying your student as an Multilingual (ML). In December, your child will be given the reading and writing portion of the WIDA screener. A determination of their ML status will be made based on those results, consultation with your child's classroom teacher, and other assessments. If we determine that your child qualifies for ML support, we will notify you.

If you have any questions or concerns, please contact me at 517-706-5009 or via e-mail at stacy.bailey@okemosk12.net.

Sincerely,

Stacy Bailey
Assistant Superintendent for Curriculum and Instruction

**Exiting Services Notification Letter**

OKEMOS PUBLIC SCHOOLS

Office of Curriculum and Instruction

Date _____ School _____

Student Name _____ WIDA Overall Proficiency Level: _____

Dear Parents/Guardians,

Our records and testing indicate your child is no longer eligible to receive English Language Learner services from Okemos Public Schools based on their performance on the WIDA Access 2.0, as well as other academic data. As a district, we will continue to monitor their academic performance for a minimum of four years to ensure their continued academic success. Please refer to both the data below and the attached score report for more information regarding their WIDA Access 2.0 results.

| 1- Entering | 2- Emerging | 3- Developing | 4- Expanding | 5- Bridging | 6- Reaching |
|---|---|---|---|---|---|
| Knows and uses minimal social language and minimal language with visual and social support | Knows and uses some social English and general academic language with visual and graphic support | Knows and uses social English and some specific academic language with visual and graphic support | Knows and uses social English and some technical academic language | Knows and uses social and academic language working with grade level material | Knows and uses social and academic language at the highest level measured by this test |

1- Listening Proficiency Level: ____
2- Speaking Proficiency Level: ____
3- Reading Proficiency Level: ____
4- Writing Proficiency Level: ____
5- Oral Language Proficiency Level: ____
6- Literacy Proficiency Level: ____

**Overall Score Level:** ____

Please contact your school's ML teacher if you have any questions or concerns.

- Bennett Woods Elementary, Deborah Farris
- Cornell Elementary, Michelle Arndt
- Hiawatha Elementary, Breanna Roberts & Lindsey Padlo
- OPM at Central Elementary, Lindsey Padlo
- Kinawa 5-6, Julie LeGoulven
- Chippewa Middle School, Nathan Heim
- Okemos High School, Nathaniel Heim

Sincerely,

Stacy Bailey

Stacy L. Bailey
stacy.bailey@okemosk12.net
Phone: 517-706-5009 Fax: 517-349-6235
*Together...educating with excellence, inspiring each learner for life."*

## APPENDIX C DESCRIPTIONS OF ENGLISH LANGUAGE PROFICIENCY LEVELS

To meet the instructional needs of Multilingual learners (MLs) 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 MLs at each level of proficiency.

| Michigan English Proficiency Levels (WIDA English Language Proficiency Levels) | Description of Multilingual Learners (MLs) |
|---|---|
| **Level 1 Entering** | **Students with limited formal schooling**<br>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 ML beginning students at Level 1. Level 1 students may lack sufficient English literacy for meaningful participation in testing even at the most minimal level.<br><br>**Recently arrived student** (less than 30 days) These students have not been assessed with the WIDA Screener and/or other tests used for placement.<br><br>**Beginning (Pre-production and early production)**<br>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).<br><br>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).<br><br>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). |
| **Level 2 Beginning** | **Early intermediate (Speech emergent)**<br>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).<br><br>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)..<br><br>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 when students try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9) |
| **Level 3 Developing** | **Intermediate**<br>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).<br><br>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).<br><br>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) |
| **Level 4 Expanding** | **Transitional Intermediate**<br>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).<br><br>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).<br><br>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). |
| **Level 5 Bridging** | **Proficient**<br>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).<br><br>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).<br><br>They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012). |
| | **Monitored (Advanced Proficiency)** |

| | |
|---|---|
| **Level 6 Reaching** | Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for MLs 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. |

## APPENDIX D COMPLAINTS REGARDING SCHOOL PERSONNEL

Okemos Public Schools Board of Education Policy 4117

## APPENDIX E DEFINITIONS

***ACCESS for MLs*** 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 ML students:

- Classroom Teacher
- Counselor
- RTI Coach
- Social Worker
- Psychologist
- ML Instructor/Paraprofessional
- General Education Resource Teacher
- Principal

The ML teacher and ML 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 Assistant Superintendent for Curriculum and Instruction will be notified when a particular MLs 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 MLs 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***

Co-teaching is defined as having an ML teacher assist in the instruction for content area classes whenever there is a significant population of MLs in the building.

***ESL/ELD***

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.

***MLs (Multilingual Learners)***

MLs 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 proficiency 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.

***ML Programs***

ML programs emphasize learning English for both social and academic purposes. English is the language of instruction.

***ML Class Period***

A student receives ML instruction during a regular class period, often grouped by English language proficiency levels.

***ML Instruction***

ML 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.

***ML Teacher***

An ML teacher is required to be certified and have specific training in ML instruction. The ML teacher may provide ML instruction or support services to ML 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).

***FEL Students***
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***
An ML 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 MLs that is consistent with Title III of the ESEA and other laws, including Title VI and the EEOA.

***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).

***WIDA Screener*** refers to the English language screening assessment given to students new to Okemos Public 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 F 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.

- ML staff 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.

- All students need time to learn how to interact in an American school setting. Consideration is given to having the ML staff explicitly teach about the culture and language of schools.

- Consideration is given to alternative means of assessment for the English Learner. 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.

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.

## APPENDIX G 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 MLs 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 ML 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 MLs. 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 students achievement data and provided in a systematic and sustained manner to improve instruction and assessment of MLs. 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 MLs.
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 MLs. 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 a child'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 costs (ACCESS for MLs, 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 MLs, 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 H NOTICE OF NON-DISCRIMINATION

Okemos Public Schools Board of Education Policy 5121

# APPENDIX I PROGRAM ENTRY AND EXIT SUMMARY CHART

## Entrance Protocol

### Entrance Protocol and Flowchart for Determining Eligibility for English Learners Services

| Entrance Protocol | Kindergarten (including Young 5s) before December 1 | Kindergarten after December 1 | First Grade before December 1 | First Grade after December 1 through Twelfth Grade |
|---|---|---|---|---|
| **W-APT Score** | Student scores below Exceptional (29) on the **listening** and **speaking** domains.<br><br>(See TABLE 1A.) | Student scores below Exceptional (29) on the **listening** and **speaking** domains;<br>Or scores below 13 on the **reading** domain;<br>Or scores below 15 on the **writing** domain.<br>(See TABLE 1B.) | Student scores below Exceptional (29) on the **listening** and **speaking** domains;<br>Or scores below 13 on the **reading** domain;<br>Or scores below 15 on the **writing** domain.<br>(See TABLE 2.) | Student scores below 5.0 on **one or more** domains.<br>**No Rounding.**<br>Use the hand scoring guide or online calculator.<br><br>(See TABLES 3 and 4.) |

**NOTE:** LEAs must notify parents or guardians of an EL not later than 30 days after the beginning of the school year of the student's identification for participation in such a program, or within ten school days for children who have not been identified as ELs prior to the beginning of the school year. See ESEA Section 1112(e)(3)(A-B).

**YES:** LEA places eligible students in the English learner program and, based on a review of the English proficiency and achievement data, determines the intensity of EL services provided to each student.

**NO:** Student is not enrolled in the English learner program and is monitored regularly through established LEA procedures used to monitor the achievement of all students. Students may be enrolled at a later date if they fail to progress and meet the entrance protocol requirements.

## Exit Protocol

### Exit Protocol and Flowchart for Determining Exit from English Learners Services

**Student is qualified as English learner, according to federal law, and must be enrolled in an English Learner (EL) Program and receiving EL services.**

Trained staff administer the Spring WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs.

District EL team **reviews data to update student placement** and determines the student's **eligibility for the LAP services for the upcoming school year.**

**Did the student meet the exit protocol requirements?**

| Exit Protocol | Kindergarten through Twelfth Grade (Reporting in MSDS will be completed by the state through the auto exit process.) |
|---|---|
| **A student must meet all of the required protocol to be considered for exit from English learner services.** | |
| **WIDA ACCESS for ELLs Domain Level Proficiency** | Student receives a minimum of 4.8 composite proficiency level overall.<br>**No Rounding.**<br><br>(See TABLE 8) |
| **WIDA Alternate Access** | Student receives a minimum of P2 composite proficiency level. |

**YES:** Student is **exited** from the English Learner Program and **reclassified** as Formerly English Learner. MSDS is updated with this information through the auto-exit process. Student is monitored for four years following exit.

**NO:** Student **remains eligible** in the English Language program and continues to receive EL services. English learner services for the following year will be determined based on the results of the WIDA ACCESS for ELLs.