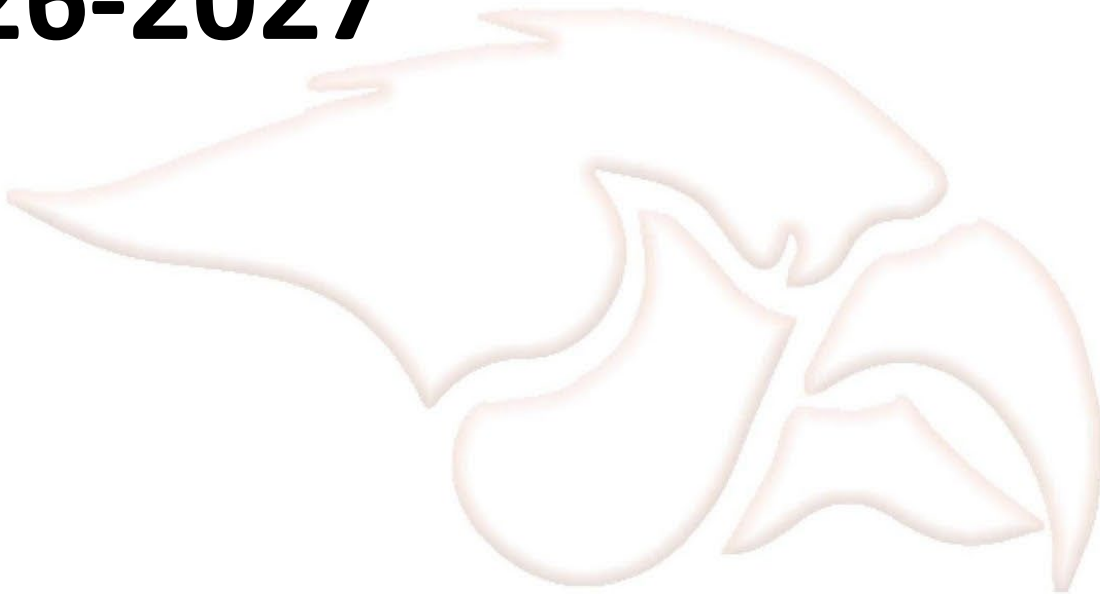




CEDAR SPRINGS PUBLIC SCHOOLS

English Learners Program Handbook 2026-2027



WE CAN. WE WILL. WE ARE. TOGETHER.



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I. INTRODUCTION

Mission Statement

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

Cedar Springs Public 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 as a Second Language (ESL) program which is designed to meet their unique needs.

Cedar Springs Public Schools has prepared this handbook of program policies and procedures to ensure that the EL program in the district is consistent throughout the district.

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

Suzanne Toohey, Supervisor, Instruction & Pedagogy, Oakland Schools

Michigan Department of Education

Office of Civil Rights English Learner Toolkit

Title III Handbook

II. DEFINITION OF ENGLISH LEARNERS (ELs)

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. Who is a Native American or Alaska Native, or a native resident of the outlying areas
 - III. 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
 - IV. 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
- 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. Programs For 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.

Title III funds are to be used to provide supplemental 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.

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 English Learner (EL) is currently accepted term and is therefore used throughout this document. EL is meant to counter the negative connotations of Limited English Proficient. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law.

It includes the following:



1868 Constitution of the United States, Fourteenth Amendment

"... No State shall ... deny to any person within its jurisdiction the equal protection of the laws."

1964 Title VI of the Civil Rights Act of 1964

"No person in the United States shall, on the ground of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance."

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:

1974 Lau v. Nichols

The U.S. Supreme Court ruled that a school district's failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district's educational program in violation of Title VI of Civil Rights Act of 1964; the Court further noted that equality of opportunity is not provided by giving the LEP student the same facilities, text books, teachers, and curriculum which non-LEP students receive.

1982 Plyler v. Doe

The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

IV. PROCEDURES

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

A. Registration/Identification Using Home Language Survey (monitoring indicators 1, 2 & 3)

The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the Cedar Springs Public Schools enrollment forms. It is to be completed at the time of enrollment. The enrollment staff is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed enrollment 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 EL



services. If so, the EL teacher in the building of attendance will be notified. The EL staff will arrange for a prompt assessment of the student to determine eligibility for EL 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) using two immigrant questions on the Home Language Survey (see Appendix A).

Enrollment staff reviews all new enrollee paperwork. If the first question is marked YES, the second question is reviewed and the EL Director is notified. If the child entered US schools within 30 cumulative academic months from the enrollment date, the student is identified as immigrant in the local Student Information System (SIS) and reported in Michigan Student Data System (MSDS) as code 9130 during the following count days.

- In grades K-2 students can be automatically identified as they are in their first 3 years in US schools.
- Outside of K-2, EL Director or teacher conducts an interview to determine where the students are in their 30 cumulative months.

The LEA must de-identify the student once the 30 academic months have passed in the SIS. Under no circumstances will the LEA request any information that asks about a students’ immigration status or citizenship.

B. Initial Assessment for Program Eligibility (monitoring indicators 1, 4, & 6)

Within ten (10) school days of enrollment, or 30 days at the start of the school year, 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/ESL/ELD/Bilingual program services. Assessments assess a student’s language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA ACCESS for ELLs or the WIDA Screener. The EL Director or teacher are responsible for reviewing prior school records to determine current EL eligibility (i.e., previous WIDA ACCESS scores). Alternatively, EL Teacher will administer the WIDA Screener to potential English learners and will complete the applicable training and quizzes in the WIDA Secure Portal. The EL Director and EL Teacher is responsible for ensuring that training is completed and certificates are stored in the WIDA Secure Portal.

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



WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency

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

WIDA ACCESS for ELLs/WIDA Screener Scores	Proficiency Levels WIDA Standards
6	Reaching
5 – 5.9	Bridging
4 – 4.9	Expanding
3 – 3.9	Developing
2 – 2.9	Emerging
0 – 1.9	Entering

Optional Multiple Indicators

- Early literacy assessment approved by MDE
- AIMS Web – both CBM and MAZE subtests
- DIBELS Next
- Discovery Education Assessments
- DRA: Developmental Reading Assessment version 2
- Fountas & Pinnell
- iReady Diagnostic
- MLPP: Michigan Literacy Progress Profile
- NWEA: Northwest Evaluation Association
- Star Early Literacy
- PSAT or SAT
- QRI-5: Qualitative Reading Inventory
- Scantron Performance Series
- SRI: Scholastic Reading Inventory
- Star Early Literacy
- Star Reading

C. Eligibility for EL Program Services (monitoring indicators 1 & 4)

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



tracking timely provision of services by documenting the dates of: initial registration, screening completion, implementation of EL services, and parent notification letters sent.

D. Early Childhood Transition Students (monitoring indicator 33)

Cedar Springs Public Schools has an intentional systematic process for welcoming potential English Learner students into kindergarten via transition meetings. Considerations for potential English Learners transitioning from the School District's Early Childhood Program(s) include: the language proficiency of the child and the prior supports utilized in the pre-k program. The district's EL teacher will conduct a transition meeting to make a plan for potential English Learners as they transition from the pre-k program(s) into kindergarten.

E. Exiting from EL Program Services (monitoring indicators 1)

Scores from the WIDA ACCESS for ELs are utilized for exiting students from EL support services. Other criteria may be used in addition to WIDA ACCESS scores to determine program exiting eligibility.

A student who meets the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol (see flowchart below) may be exited from the EL Program. 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.

F. Monitoring Former English Learners (FELs) (monitoring indicator 16)

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 EL 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. The EL staff member will monitor grades every marking period, seek teacher input about students' progress, and monitor benchmark scores (based on grade level). These evaluations will be recorded on a spreadsheet and updated each marking period. The EL teacher will adjust the student's educational plan and/or refer to the building level MTSS team as needed based on this criteria.

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 EL 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 EL files.



G. Placement in EL Program (monitoring indicators 5, 13, 14, & 15)

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

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

- English as a Second Language Instruction K-12
- Reading Support K-8
- Push-in services where EL teacher works closely with students in their general education classroom and;
- Pull-out services where the EL teacher engages in instructional support or related services are provided in small groups or one-on-one in a separate setting

Language Assistance Program (LAP) Description

Proficiency Levels	Level of Service / Number of Hours Daily (from General Funds)	Mode of Delivery (from General Funds)	Staff Providing Service (from General Funds)
Entering/ Emerging WIDA ACCESS Score 0 – 1.9	300 minutes/week	<ul style="list-style-type: none"> • Intensive, small group ELD instruction using the district approved ELD curriculum/ instructional supports. • Intensive support with academic language in areas identified by the results from the WIDA ACCESS for speaking, listening, reading and writing. • Small group instruction focused on vocabulary development and front loading content. • Push-in for language development and common core content area learning (ELD) • Push-in for language development to newcomers (ELD) • Collaborative teaching between a bilingual / English as a Second Language (ESL) highly qualified staff and classroom teacher (Meaningful Access) 	English as a Second Language (ESL) Endorsed Teacher
Developing/ Expanding WIDA ACCESS Score 2.0–4.7	150 minutes/week	<ul style="list-style-type: none"> • Push-in for language development (ELD) • Focused, small group ELD instruction using the district approved ELD curriculum and instructional supports. • Intensive support with academic language in areas identified by the results from the WIDA ACCESS for speaking, listening, reading and writing. 	English as a Second Language (ESL) Endorsed Teacher
Bridging / Reaching WIDA ACCESS Score 4.8+	Monitoring	<ul style="list-style-type: none"> • Monitoring as a former English Language Learner for 4 years after exiting the EL Program 	English as a Second Language (ESL) Endorsed Teacher/ General Education Teachers



H. Parental Notification (monitoring indicators 10 & 12)

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

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

Parent Notification letters are available in the following languages: Cedar Springs Schools supports all languages translated by Google Translate.

School Districts Must Inform Parents of:

1. The reasons for identifying their child as an English Learner and for placing their child in a language instruction educational program
2. The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement
3. The method of instruction that will be used in the program, including a description of all language programs
4. How the program will meet the educational strengths and needs of the child;
5. How the program will help the child learn English and meet academic achievement standards;
6. How the program will meet the objectives of an individualized education program for a child with a disability;
7. The program exits requirements, including when the transition will take place and when graduation from secondary school is expected
8. 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)

I. ELs who are Struggling Learners (monitoring indicator 17)

When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the school Multi-Tiered System of Supports (MTSS) Team for intervention strategies. An EL teacher is included on the MTSS and multidisciplinary teams and translation/interpretation is offered to families throughout the process including for any meetings, forms, or materials necessary. The MTSS team will regularly (monthly/quarterly/etc.) progress monitor academic, behavior, and social emotional interventions.



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 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. Provision of Services to Private Schools (monitoring indicators 31 & 32)

Cedar Springs Public Schools has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools. Cedar Springs Public Schools facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming. As of the 2025-2026 school year, Cedar Springs Schools does not have any EL students attending private schools. However, if the need arises, we will support EL students in their endeavors at a private school.

K. Title III Consortium (monitoring indicator 35)

Cedar Springs Public Schools was determined eligible for a Title III allocation of less than \$10,000, the district ensures that it has entered into a consortium agreement (Memorandum of Understanding) with LEAs to be eligible to receive Title III, Part A funds and services. The Kent ISD provides funds and services. The Kent ISD as the fiscal agent is legally responsible to MDE for the grant.

Cedar Springs Public Schools as prt of the Title III Consortium agrees to provide a comprehensive EL Program to students who are found eligible for EL services via the exit and entrance criteria.

L. Student Folder Contents and CA-60 (monitoring indicator 5)

Each English Learner's CA-60 contains their WIDA ACCESS testing results from each year the student has taken it. The CA-60 also contains the original Home Language Survey.

The EL Program staff maintains a Google Drive that contains the following information:

- Home language survey **APPENDIX A**
- Parent notification letter **APPENDIX B**
- Sample of student's schedule for EL services
- WIDA ACCESS for ELs & WIDA Screener testing results are available on the DRC website
- Monitoring records

M. Annual Assessment of English Learners (monitoring indicators 19 - 21, 34)

All identified English learners in Cedar Springs Public Schools will take part in state-mandated assessments including unless exempted under State law:



- WIDA ACCESS or Alternate ACCESS
- MSTEP/PSAT/SAT or MI-Access

EL Teachers are responsible for creating testing schedules and rosters and tracking assessment completion, as well as assignment accommodations as needed for individual students. Accommodations are determined by EL Teacher and other educational professionals and communicated and written on the accommodations form. EL Teachers administering the WIDA ACCESS or Alternate ACCESS are trained on administration and security procedures using the applicable training and quizzes in the WIDA Secure Portal. EL Director is responsible for ensuring that training is completed and certificates are stored in the WIDA Secure Portal.

N. Comprehensive High School Education (monitoring indicator 18)

Cedar Springs Public Schools has a program of service for ELs that includes a comprehensive high school education leading to graduation with a high school diploma. Cedar Springs Public Schools provides English Learners (ELs) with access to a comprehensive educational program that leads to graduation with a high school diploma. The district ensures ELs have equitable access to advanced coursework, career and technical education programs, extracurricular activities, athletics, clubs, and other school-sponsored opportunities. Student progress toward graduation, academic achievement, English language development, and participation in these opportunities is regularly monitored by district staff to identify and address barriers and provide supports necessary for student success.

V. STAFF Roles

A. EL Teachers (monitoring indicators 7, 15, 21, & 25)

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

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

EL teacher:

- Provides content instruction and language development
- Assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom
- Meets regularly with the mainstream teacher to determine the academic needs of English Learners enrolled in their classes
- Teaches basic survival skills to the most limited English proficient students



- E. Assists general education staff about culture and language of the EL and the family
- F. Provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class
- G. Works collaboratively with staff to develop curriculum
- H. Identifies, assesses, teaches, and counsels each EL
- I. Provides staff development on English language instruction and cultural awareness

B. Role of EL Paraprofessional/Tutor/Aid (monitoring indicator 26)

The ESL/Bilingual paraprofessional supports and reinforces the English language acquisition and content instruction provided by ESL/Bilingual teacher and mainstream teachers.

Responsibilities of the EL Paraprofessional/Tutor/Aid are to:

- Assist ESL/Bilingual teachers and mainstream teachers in providing content instruction and language development as planned by an endorsed ELD teacher
- Meet regularly with ESL/Bilingual teachers and mainstream teachers to determine the academic needs of ELs enrolled in their classes
- Assist teaching basic survival skills to the most limited English proficient students
- Inform general education staff about culture and language of the ELs and their families
- Provide mainstream teachers with cultural and linguistic background of the language minority students in their classes
- Provide input to staff regarding curriculum development
- Assist in identification, assessment, teaching, and counseling each EL
- Assist in providing staff development on English language instruction and cultural awareness

C. Role of Mainstream General Education Teacher (monitoring indicator 15)

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

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

1. What should be taught
2. How the mainstream class content should be supported by ESL/bilingual staff
3. What the essential concepts in the lessons are
4. How lessons should be differentiated and accommodated
5. How to make appropriate accommodations for assessments
6. How to assess achievement



In addition, the mainstream teacher:

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

D. Role of Special Services Staff (monitoring indicator 15 & 16)

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

Support Staff for English Learners:

- Work in conjunction with the EL and mainstream staff to provide appropriate scheduling of students
- Need to develop an awareness of the culture and language abilities of language minority students
- Provide social and academic guidance to help English Learners become familiar with school culture and academic opportunities
- Have current language proficiency assessment accessible
- Provide academic information to parents/guardians

E. Professional Learning for Staff (monitoring indicator 22 & 23)

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

VI. PARENTAL INVOLVEMENT

A. Parental Communication/Interpreter Services (monitoring indicator 11)

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



Language Access Plan (LAP) for Engagement with Students & Families

	Professional Translators (Formal Documents Requiring Signature from Parents-only available in paper format)	Professional Translator or if less formal, could consider using an App like Google Translate as a last resort (Districtwide Communications)	Translation App such as Google translate or a classroom communication app like Class Dojo, Remind, etc. (School and Classroom Level Notifications & Communications)	Professional Translators (Formal Documents Requiring Signature from Parents-only available in paper format)
Examples:	Formal Documents Requiring Signature (electronic or hand-written) from Parents such as: Field Trip Form, IEP Documentation, Technology Use Forms, Registration Documents, IRIP Reports, Report Cards, etc.	Superintendent Communications to Families Documents available online Requiring Signature (electronic or hand-written) from Parents such as: Field Trip Form, IEP Documentation, Technology Use Forms, Registration Documents, IRIP Reports, Report Cards, etc.	Notifications of Title I Meetings, Conferences, Parent Nights & Events	Formal Documents Requiring Signature (electronic or hand-written) from Parents such as: Field Trip Form, IEP Documentation, Technology Use Forms, Registration Documents, IRIP Reports, Report Cards, etc.
Examples:	In person district-wide and school-based meetings and individual Conferences & IEP Meetings	Districtwide Initiatives or meetings	Newsletters (School and Classroom)	In person district-wide and school-based meetings and individual Conferences & IEP Meetings

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

Prior to the Meeting:

- Accurately determine the parents' native language prior to the meeting and identify an interpreter 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. Students, family members, friends, and untrained staff are not considered qualified translators or interpreters.



- Send notices for school meetings and conferences home in English on one-side and student's native languages (when possible) on the other. Keep a generic file of these notices with blanks for times and dates.
- Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual paraprofessional who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.
- Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar.
- Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is also difficult for most children to translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

During the Meeting:

- Show respect to parents by addressing them directly and allowing the interpreter to simply interpret your words. Sit so that you speak directly to the parents rather than to the interpreter. Often, it works well to place the interpreter to your side rather than between you and the parent.
- Speak at a normal rate and volume.
- Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.
- Stop periodically and ask if there are any questions.
- Support your statements with examples of student work that parents can take with them and examine further.
- Do whatever you can to encourage parents' further school visits and participation in school activities.

Following the Meeting:

- Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter.
- Make a record of significant information discussed. It is helpful to do this in both languages so that parents could have easy access to information. Consider sending a follow-up letter in the language of the parent.



VII. PERSONNEL PRACTICES (monitoring indicator 24, 25, 26, 37)

A. Postings

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

CSPS will ensure the EL program is adequately staffed according to our program model. All teachers providing direct ELD instruction to ELs hold ESL or bilingual endorsements. Staff providing mandated services and assessments in accordance with our LAP are funded with general funds. Supplemental staff funded through grants keep records of their activities and staff ensure compliance with allowable uses of grant funds (see Appendix G).

VIII. PROGRAM EVALUATION (monitoring indicators 27, 28, 29, 30, 36 & 38, 39)

A District Evaluation Committee will meet each spring to assess student progress using standardized test scores, grades, 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 Superintendent 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.

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

As a part of the annual evaluation of the district EL program, Cedar Springs Schools monitors the progress of ELs regarding:

- The number and percent of ELs 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 ELs who have attained full English Language proficiency, are exited from the program and placed on a four-year monitoring status
- The number of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA
- The number and percent of students who have been reclassified as EL

The program evaluation process ensures coordination of activities across funding sources including local, state, and federal sources. Staff ensures that records are maintained and each funding source is coded separately in the district's budget software.



Title III Program Evaluation

The program evaluation also includes an assessment of Title III programming, including:

- Objectives, strategies, and activities
- How Title III funds are used to support implementation of the program
- How funds are used in accordance with allowable activities (See Appendix G)



APPENDIX

APPENDIX A - HOME LANGUAGE SURVEY QUESTIONS

[Home Language Survey](#)

Cedar Springs Public Schools

Cedar Springs Public Schools 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.

1. **What language is used most at home?** _____
2. **What language is used most by the student?** _____

Name of Student: _____ **Grade:** _____ **Age:** _____

School Building: _____

Title III Immigrant Funding Identification Question

1. **Was the student born outside of the US or Puerto Rico?** _____
2. **If yes, when did the student enter the US schools?** _____

Address of Parent/Guardian: _____

Signature of Parent/Guardian: _____

Date: _____



APPENDIX B - PARENT LETTERS

[EL-Previously Identified-Annual Letter](#)

-Insert Date-

Dear Parents or Guardians,

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

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

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

	WIDA Access for ELLs Kindergarten- Grade 12	WIDA Alternate Access for ELLs Grades 1-12
Minimum scores to exit the EL Program	Composite: 4.8	Overall: P2
Your child's score	Composite:	Overall:

- ☐ Based on these results, your child will continue to qualify for services through the EL Program
- ☐ Your child does not have scores for the most recent WIDA Assessment due to (insert reason: COVID-19, extended illness, etc.): _____



These services are offered to support the unique strengths and needs of your child within our EL Program:

- Up to ____ minutes/ week of direct instruction from an English as a Second Language (ESL) certified teacher
- Co-taught classes
- Supports from interventionists
- Accommodated assignments and assessments

Your child will have meaningful access to all grade-level core curriculum in order to be on a path to on-time graduation. If your child also qualifies for additional support with an IEP, he or she will be eligible to receive both services through the Special Education Program and the EL Program through coordinated opportunities. With these educational supports, we would expect your child to exit from the EL Program within 5-7 years after entrance into the EL Program.

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

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

Sincerely,

<teacher name>

EL Teacher

Cedar Springs Public Schools

<phone>

<email>

Devon Raap, LMSW

Director of Student Wellbeing and Support Systems/EL Coordinator

Cedar Springs Public Schools

p: 616.696.1204 x5906

devon.raap@csredhawks.org



EL-Recently Identified Parent Letter

<Insert Date>

Dear Parents and Guardians,

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

To protect the civil rights of our emerging bilingual and multilingual students, and in compliance with federal and state requirements, all public schools are required to assess the English language proficiency of all students who have a home and/or native language other than English. **Your student qualifies for our EL Program based on these scores:**

	Kindergarten Screener	Grades K-12 WIDA Screener
Minimum scores to <i>not</i> qualify for EL services	A score of 5.0 or higher in both the listening and speaking domains	A score of 5.0 or higher in all four domains, and overall: Listening, speaking, reading and writing
Your child's scores	Listening: Speaking:	Reading: Writing: Listening: Speaking: Composite:

These services are offered to support the unique strengths and needs of your child within our EL Program:

- Up to ____ minutes/ week of direct instruction from an English as a Second Language (ESL) certified teacher
- Co-taught classes
- Supports from interventionists
- Accommodated assignments and assessments



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

With these educational services, we would expect your child to exit from the EL Program within 5-7 years. In order to measure growth and determine program eligibility, your child will take an annual English language proficiency assessment (WIDA). Once your child scores 4.8 on the WIDA Access or P2 on the WIDA Alternate Access, your child may exit the EL program.

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

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

Sincerely,

<teacher name>

EL Teacher

Cedar Springs Public Schools

<phone>

<email>

Devon Raap, LMSW

Director of Student Wellbeing and Support Systems/EL Coordinator

Cedar Springs Public Schools

p: 616.696.1204 x5906

devon.raap@csredhawks.org



Parent Opt-Out of EL Services Form

English Learners Services Waiver/Opt-Out Form

Student Information

Last name: _____

First name: _____ M.I. _____ Birth Date _____

School: _____ UIC _____

Parent/ Guardian Information

Last name _____

First name _____ Phone: _____

- ☐ I am aware of my child's English language assessment (WIDA) score and current academic progress, and understand why he/she qualifies for EL services.
- ☐ I am familiar with the EL Program and services available to my child.
- ☐ I have had the opportunity to discuss these services with the school.
- ☐ The school has explained the benefits of EL services.
- ☐ I understand that my child will still be designated as an "English Learner" and will be assessed annually with the WIDA Assessment until he/she meets the Michigan Department of Education's exit criteria.
- ☐ I understand that I can opt my child back into the EL Program at any time.
- ☐ This information has been explained in a language I fully understand.

I, _____ (*insert name*), with full understanding of the above information, wish to

- ☐ Decline **all** of the EL Program services offered to my child.
- ☐ Decline **some** of the EL Program services offered to my child.

I wish to decline (*list services*)

Parent/guardian signature: _____ Date: _____

Administrator signature: _____ Date: _____



APPENDIX C DESCRIPTIONS OF ENGLISH LANGUAGE PROFICIENCY LEVELS

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

Michigan English Proficiency Levels (WIDA English Language Proficiency Levels)	Description of English Learners (ELs)
Level 1 Entering	<p>Students with limited formal schooling Level 1 may include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than other EL beginning students at Level 1. Level 1 students may lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p>Recently arrived student (less than 30 days) These students have not been assessed with the WIDA Screener and/or other tests used for placement.</p> <p>Beginning (Pre-production and early production) Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously (WIDA, 2012).</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually</p>



	<p>construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>
Level 2 Beginning	<p>Early intermediate (Speech emergent)</p> <p>Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012).</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages (WIDA, 2012).</p> <p>Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p>
Level 3 Developing	<p>Intermediate</p> <p>At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012).</p>



	<p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text (WIDA, 2012).</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>
Level 4 Expanding	<p>Transitional Intermediate</p> <p>At this level students' language skills are adequate for most day- to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems (WIDA, 2012).</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing) (TESOL, 1999, p. 21).</p>
Level 5 Bridging	<p>Proficient</p> <p>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</p>



	<p>linguistic complexity in extended oral or written discourse, including stories, essays or reports (WIDA 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade level texts independently (WIDA, 2012).</p> <p>They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).</p>
Level 6 Reaching	<p>Monitored (Advanced Proficiency)</p> <p>Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for ELLs and are on grade level in assessments such as the MSTEP, Common Assessments, SAT, and DRA). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>

APPENDIX D DEFINITIONS

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

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

Bilingual Instruction

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

Bilingual Paraprofessional

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



Bilingual Program

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

Bilingual Teacher

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

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

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

When concerns arise regarding a student's program, curriculum or placement, the team outlined above will address these issues at a Building Instructional Team meeting. The Building Instructional Team referrals may be requested by any staff member. The District EL director 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.

Co-Teaching

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

ELs (English Learners)

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.

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.

ESL Programs

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

ESL Class Period

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

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.

ESL Newcomer Center

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



ESL Resource Center

Students from several classrooms come together for English language and academic content instruction. The resource center concentrates ESL materials and staff in one location.

ESL Student File

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.

ESL 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).

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 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.

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).

Woodcock-Muñoz

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

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

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



APPENDIX E 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 EL teachers or tutors, other content area classes such as science and math may be crucial to maintaining student's interest in school.
- Consideration is given to alternative means of assessment for the English Learner. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of student's progress over time. The placement team recognizes that every test is a language test; the student may understand content but be unable to decipher a multiple-choice test. Finally, the team assists teachers in inventing ways of allowing the student to demonstrate what they have learned without using complex English.

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

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



APPENDIX F TITLE III FUNDS

Allowable Uses of Title III Funds

Title III English Language Acquisition: Generally Allowable Expenditures

Title III funds are supplemental and are to be used over and above the district's required services and resources provided to ELs and their families. **Required** activities include:

- High quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.
- High quality professional development of sufficient intensity and duration that demonstrates effectiveness in improving instruction and assessment and which enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies.
- High quality activities that include parent, family, and community engagement and coordination, and coordination and alignment of related programs (ESEA Section 3115(c)(3)).

Title III supplemental EL funds can be used, in priority order, for the following:

1. Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.
2. Professional development that is planned based on students' achievement data and provided in a systemic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school based or community-based organizational personnel who serve ELs.
3. Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements.
4. Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support 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

- Title III funds may not be used to pick up a cost that was previously funded by general funds.
- Title III may not supplant any other federal, state or local expenses.
- All test administration cost (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
- Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III funds.
- Title III funds may not be used for Intake/Eligibility or Annual progress assessments.

Immigrant Program: Generally Allowable Expenditures

Sub-grants to LEAs and ISDs are made if significant increase is experienced in numbers of immigrant students from ages 3-21; enrolled in public or private school; not born in US; not attended US school for more than three full years. Purpose of Immigrant sub-grants is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth (ESEA Section 3115 (C)). Allowable activities include:

- Support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth (career exploration and shadowing experiences, college visits, etc.) throughout the day and before/after school.
- Identification and acquisition of bilingual curricular materials, bilingual educational software and technologies to be used in the program carried out with these funds.
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.
- Family literacy, parent outreach liaison and activities, training activities designed to assist parents in adjusting to and understanding the American culture and school system in order to become active participants in the education of their children.
- Administrative and indirect cost to Title III Immigrant may NOT exceed 2% of the total allocation.

Title III Immigrant Non-Allowable Expenditures

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 cost (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
4. 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 G [LANGUAGE ASSISTANCE PROGRAM](#)

Language Assistance Program (LAP) Description

Proficiency Levels	Level of Service / Number of Hours Daily (from General Funds)	Mode of Delivery (from General Funds)	Staff Providing Service (from General Funds)
Entering/ Emerging WIDA ACCESS Score 0 – 1.9	300 minutes/week	<ul style="list-style-type: none">• Intensive, small group ELD instruction using the district approved ELD curriculum/ instructional supports.• Intensive support with academic language in areas identified by the results from the WIDA ACCESS for speaking, listening, reading and writing.• Small group instruction focused on vocabulary development and front-loading content.• Push-in for language development and common core content area learning (ELD)• Push-in for language development to newcomers (ELD)• Collaborative teaching between a bilingual / English as a Second Language (ESL) highly qualified staff and classroom teacher (Meaningful Access)	English as a Second Language (ESL) Endorsed Teacher
Developing/ Expanding WIDA ACCESS Score 2.0–4.7	150 minutes/week	<ul style="list-style-type: none">• Push-in for language development (ELD)• Focused, small group ELD instruction using the district approved ELD curriculum and instructional supports.• Intensive support with academic language in areas identified by the results from the WIDA ACCESS for speaking, listening, reading and writing.	English as a Second Language (ESL) Endorsed Teacher
Bridging / Reaching WIDA ACCESS Score 4.8+	Monitoring	<ul style="list-style-type: none">• Monitoring as a former English Language Learner for 4 years after exiting the EL Program	English as a Second Language (ESL) Endorsed Teacher/ General Education Teachers



APPENDIX J PROGRAM ENTRY AND EXIT SUMMARY CHART

May change with updated Michigan Department of Education Entrance and Exit Protocol.

WIDA ELD Levels	WIDA Screener (Placement)	WIDA ACCESS for ELLs
Level 1: Entering	1	1
Level 2: Emerging	2	2
Level 3: Developing	3	3
Level 4: Expanding	3-4	3-4
Level 5: Bridging	5	5

Entrance Criteria

If a student scores below 5.0 in one or more domains (no rounding) **on the WIDA Screener, K-12**, he/she qualifies for entry into the EL Program and should be placed into the continuum of services offered by the district EL Program. Kindergarten students screened before January of the current school year may only take the Listening and Speaking domains of the WIDA Screener. If they score below 5.0 in either domain, they are considered potential English Learners and should be screened with the Reading and Writing domains after December 1 of the current school year to determine eligibility for entry in the district EL Program. **Refer to the Michigan Department of Education Entrance and Exit Protocol for more detailed information.**

Exit Criteria

Students must reach **4.8 overall proficiency on the WIDA ACCESS or P2 on the WIDA Alternate** in order to qualify to exit the EL Program.

Students in grades 3 - 12, scoring at or above 4.8 overall proficiency on the WIDA ACCESS or P2, on the WIDA Alternate, will "auto exit". "Auto exit" refers to the process of automatically exiting a student from EL status in the Michigan Student Data System when they reach the WIDA ACCESS Overall Score of 4.8 or higher or the WIDA Alternate ACCESS overall score of P2. Auto exit is completed by the state (CEPI) over the summer.