



East Lansing  
Public Schools

Nurturing each child, Educating all students, Building world citizens

# East Lansing Public Schools

## ELL Program Handbook



**(2018 - 2019)**

# East Lansing Public Schools Title III/ELL Program Handbook

## Table of Contents

I.	Introduction.....	4
II.	Definition of English Learners (EL) .....	5
III.	Legal Responsibilities	
	A. Title I & Title III Requirements .....	5-8
	B. Federal Law.....	8
IV.	Procedures	
	A. Registration/Identification Using Home Language Survey.....	9
	B. Initial Assessment for Program Eligibility .....	9
	C. Eligibility for ELL Services.....	10
	D. Exiting from Title III/ELL Program Services.....	10
	E. Monitoring Former English Learners (FELs) .....	10-11
	F. Placement in Title III/ELL Program.....	11-12
	G. Parent Notification.....	12
	H. ELs who are Struggling Learners .....	13
	I. Provision of Services .....	13
	J. Student Folder Contents and CA-60.....	13-14
V.	Staff Roles	
	A. ELL Teachers .....	14
	B. ELL Paraprofessionals.....	14
	C. General Education Teachers .....	15
	D. Special Services Staff.....	15
	E. Professional Learning for Staff.....	15
VI.	Parental Involvement	
	A. Parental Communication/Interpreter Services .....	16-17
	B. ELL Parent Advisory Committee.....	17
	C. Code of Conduct.....	17
VII.	Personnel Practices	
	Postings.....	18
VIII.	Program Evaluation.....	18

APPENDIX A	Home Language Survey .....	19
APPENDIX B	Parent Notification and Consent Letters.....	20-21
APPENDIX C	Descriptions of English Language Proficiency Levels.....	22-24
APPENDIX D	Complaints Regarding School Personnel .....	25-27
APPENDIX E	Glossary of Terms.....	28-30
APPENDIX F	Guidelines.....	31
APPENDIX G	Title III Funds .....	32-33
APPENDIX H	Notice of Non-Discrimination .....	34
APPENDIX I	Program Entry and Exit Summary Chart .....	35

## I. INTRODUCTION

### Mission Statement

Nurturing each child, Educating all students, Building world citizens

East Lansing Public Schools strives to provide every student with exemplary instruction in equitable learning environments designed to educate the whole child. In partnership with the community, ELPS endeavors to affirm cultural differences and nurture intellectual curiosity, collaboration, creativity, critical thinking, and effective communication so every student graduates to become a productive member of society.

Consequently, students who are English Learners (ELs) are provided instructional services through an English Language Learner (ELL)/English program which is designed to meet their unique needs.

East Lansing Public Schools has prepared this handbook of program policies and procedures to ensure that the Title III/ELL program in the district is consistent throughout the district.

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

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## 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)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

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

## III. LEGAL RESPONSIBILITIES

### A. Title I & Title III

#### PROGRAMS OF ENGLISH LEARNERS

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

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

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;

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

### **WHAT YOU NEED TO KNOW**

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

### **Title III Schools and School Districts Must:**

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

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

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

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

### **Assessments Required of EL Students:**

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

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

- (7) Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (NCLB/ESEA Title I, Section. 1111(b)(7))
- ESSA requires states:
    - to the extent practical, provide content area assessments in an appropriate language and form for ELs (ESEA Section 1111(b)(2)(B)(vii)(III))
    - identify languages present to a significant extent in the state for which assessments are needed but not available and then work to develop those assessments (ESEA Section 1111(b)(2)(F))
  - ESSA requires districts and schools:
    - to implement reasonable adaptations and accommodations for students with diverse learning needs (inclusive of ELs 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 ELs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))

- Michigan has adopted the following exceptions for Newcomer ELs
  - **Year one** (living in the US for 12 months or less)
    - exempt from ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator
  - **Year two**
    - student takes ELA assessment and ELP assessment and is included in English Language Progress indicator
  - **Year three**
    - Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators
  - **Year four**
    - Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators

## **B. Federal Law**

There exists a substantial body of Federal law which establishes the rights of the LEP student and which defines the legal responsibilities of school districts serving these students. 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 East Lansing 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 East Lansing Public Schools registration form. It is to be completed at the time of registration. The school secretary 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 the student's permanent (CA-60) files.

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

### **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 ELL services. Assessments assess a student's language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA ACCESS for ELLs or the WIDA Screener.

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

### WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency (Appendix C)

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

WIDA ACCESS for ELLs/WIDA Screener Score	Proficiency Levels WIDA Standards	Optional Multiple Indicators
6	Reaching	Early literacy assessment approved by MDE AIMSWeb – both RCBM and MAZE subtests
5 – 5.9	Bridging	DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2
4 – 4.9	Expanding	Fountas & Pinnell iReady Diagnostic MLPP: Michigan Literacy Progress Profile
3 – 3.9	Developing	NWEA: Northwest Evaluation Association Star Early Literacy PSAT or SAT
2 – 2.9	Emerging	QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Early Literacy
0 – 1.9	Entering	Star Reading Gates McGinitie* ITBS: Iowa Test of Basic Skills* Terra Nova*  *Italicized assessments are norm referenced and used only for exiting purposes. 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.

#### C. Eligibility for Title III/ELL Program Services

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

#### D. Exiting from Title III/ELL Program Services (Appendix I)

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

#### E. Monitoring Former English Learners (FELs)

The placement team, composed of ELL teachers, reviews the criteria for a student to exit from the program and also determines if the student needs support services during the transition to the

regular education program. Additionally, an ELL staff member is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The designated staff member assesses the student's progress at a six month, one year, two year, three year, and four year intervals after the student's listed exit date.

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/ELL program, or if other services are appropriate.

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

#### **F. Placement in Title III/ELL Program**

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

The East Lansing Public Schools Title III/ELL program provides language and academic content support to ELs through:

- English as a Second Language Instruction (push-in and pull-out)
- Sheltered Content Classes for middle and high school students
- ELL After-School Help for middle and high school students
- Title I/31A Math and/or Reading Support

#### **Language Instruction Educational Program (LIEP) Description**

##### **ENTERING/ Level 1:**

Eligibility criteria: WIDA ACCESS for ELLs Score 0 – 1.9

Elementary (Grades 1-5): 3-5 hrs. per week by an ELL teacher/paraprofessional

Middle School (Grades 6-8): 8.5-11.5 hrs. per week by an ELL teacher/paraprofessional

High School (Grades 9-12): 10.5-13.5 hrs. per week by an ELL teacher/paraprofessional

##### **BEGINNING/Level 2:**

Eligibility criteria: WIDA ACCESS for ELLs Score 2 – 2.9

Elementary (Grades 1-5): 2.5-4.5 hrs. per week by an ELL teacher/paraprofessional

Middle School (Grades 6-8): 8.5-11.5 hrs. per week by an ELL teacher/paraprofessional

High School (Grades 9-12): 10.5-13.5 hrs. per week by an ELL teacher/paraprofessional

##### **DEVELOPING/ Level 3:**

Eligibility criteria: WIDA ACCESS for ELLs Score 3 – 3.9

Additional district criteria: AIMSweb, Running Records, M-STEP, P-SAT, SAT, Cumulative Grades

Elementary (Grades 1-5): 1-2 hours per week by an ELL teacher/paraprofessional

Middle School (Grades 6-8): 4.25-11.5 hours per week by an ELL teacher/paraprofessional  
High School (Grades 9-12): 4.5-13.5 hours per week by an ELL teacher/paraprofessional

**EXPANDING/Level 4:**

Eligibility criteria: WIDA ACCESS for ELLs Score 4 – 4.9  
Additional district criteria: AIMSweb, Running Records, M-STEP, P-SAT, SAT, Cumulative Grades

Elementary (Grades 1-5): ELL Support in the classroom from the classroom teacher in collaboration with the ELL teacher as needed

Middle School (Grades 6-8): ELL Support in the classrooms from the classroom teachers in collaboration with the ELL teacher as needed

High School (Grades 9-12): ELL Support in the classrooms from the classroom teachers in collaboration with the ELL teacher as needed

**BRIDGING/Level 5:**

Eligibility criteria: WIDA ACCESS for ELLs Score 5 – 5.9  
Additional district criteria: AIMSweb, Running Records, M-STEP, P-SAT, SAT, Cumulative Grades

Elementary (Grades 1-5): ELL Support in the classroom from the classroom teacher in collaboration with the ELL teacher as needed

Middle School (Grades 6-8): ELL Support in the classroom from the classroom teachers in collaboration with the ELL teacher as needed

High School (Grades 9-12): ELL Support in the classroom from the classroom teachers in collaboration with the ELL teacher as needed

**REACHING/Level 6:**

Eligibility criteria: WIDA ACCESS for ELLs Score 6  
Additional district criteria used for exit from program services: AIMSweb, Running Records, M-STEP, P-SAT, SAT, Cumulative Grades

Elementary (Grades 1-5): ELL Support in the classroom from the classroom teacher in collaboration with the ELL teacher as needed

Middle School (Grades 6-8): ELL Support in the classroom from the classroom teachers in collaboration with the ELL teacher as needed

High School (Grades 9-12): ELL Support in the classroom from the classroom teachers in collaboration with the ELL teacher as needed

**G. Parental Notification (APPENDIX B)**

East Lansing Public Schools must inform parents of English Learners (ELs) identified for participation in the district's Title III/ELL program.

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

Parent Notification letters are available in the following languages: Arabic, Mandarin Chinese, and Spanish

School Districts Must Inform Parents of:

- The reasons for identifying their child as an English Learner and for placing their child in a language instruction educational program;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- How the program will meet the objectives of an individualized education program for a child with a disability;
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; 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 conducted for parents and families of EL students.

#### **H. ELs who are Struggling Learners**

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 school personnel for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. East Lansing 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/ELL support services. In the event the various strategies are not successful, the student may be referred for a special education evaluation. The student may require an evaluation administered in his/her native language.

#### **I. Provision of Services**

East Lansing Public Schools has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools. The East Lansing 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.

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

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

- Home Language Survey *APPENDIX A*
- Parent Notification and Consent Letter *APPENDIX B*

- English language assessments (WIDA Access, WIDA Screener, ELPA, etc.)
- Monitoring records
- ELL Report Card (elementary school)

## **V. Staff Roles**

### **A. ELL Teachers**

The ELL teachers are certified in their teaching area and have English as a Second Language endorsements. The ELL teachers have primary responsibility for providing English language instruction to the EL. The ELL teachers also share the responsibility with general education teachers for ensuring that the EL receives content instruction while learning English.

The ELL teachers support the instruction of the general education class by discussing the content using ELL, sheltered or content specific instruction taught in the student's home language and/or English. The ELL teachers are responsible for language development and content specific instructional support.

#### **ELL teachers:**

- provide content instruction and language development (BICS and CALP);
- assume the same functions as the general education teachers when they are the teacher of record in the classroom;
- meet regularly with the general education teachers to determine the academic needs of English Learners enrolled in their classes;
- teach functional language skills (BICS) to the most limited English proficient students;
- assist general education staff about culture and language of the EL and the family;
- provide the general education teachers with the cultural and linguistic background of the EL students in the class;
- work collaboratively with staff to support curriculum;
- identify, assess, teach, and counsel each EL

### **B. ELL Paraprofessionals**

The ELL Paraprofessionals support and reinforce the English language acquisition and content instruction provided by ELL teachers and general education teachers.

#### **Responsibilities of ELL Paraprofessionals are to:**

- assist ELL teachers and general education teachers in providing content instruction, language development (BICS and CALP), and cultural awareness;
- meet regularly with ELL teachers and general education teachers to determine the academic needs of ELs enrolled in their classes;
- assist teaching functional language skills (BICS) to the most limited English proficient students;
- inform general education staff about culture and language of the ELs and their families;
- provide general education teachers with cultural and linguistic background of the EL students in their classes;
- provide input to staff regarding curriculum support;
- assist in identification, assessment, teaching, and counseling each EL

### **C. General Education Teachers**

The general education teachers into whose classes the student is enrolled has primary responsibility for the instruction of the EL. The student spends a significant part of the day in the general education classroom with this teacher and classmates. The general education teachers are responsible for the delivery of the curriculum to all students in their classes. The general education teachers do not accomplish this alone.

#### **The general education teachers and the ELL staff are the ones who determine:**

- what should be taught;
- how the general education class content should be supported by ELL staff;
- what the essential concepts and objectives 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 teachers:**

- are full partners with the ELL staff in educating ELs in their class;
- demonstrate sensitivity and awareness of cultural and linguistic differences;
- individualize instruction to meet the needs of each student;
- use visuals/hands-on activities to facilitate learning;
- provide materials for the ELL staff that support the general education instruction;
- help EL students make friends and be part of the social interaction in the classroom;
- promote intercultural discussion; and,
- suggest the type of help the EL needs to be successful in their class to the ELL teacher.

### **D. Special Services Staff**

Special Services staff members are essential for the success of English Learners in elementary, middle, and high schools in East Lansing Public Schools. The work of counselors, social workers curriculum support personnel, and special education services personnel may be new for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize their expertise as the need arises.

#### **Support Staff for English Learners:**

- work in conjunction with the ELL and general education staff to provide appropriate scheduling for students;
- need to develop an awareness of the culture and language abilities of EL students;
- provide social and academic guidance to help English learners become familiar with school culture and academic and extracurricular opportunities; 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 ELs, administrators, parents, family and community. Professional learning for educators of ELs is evaluated to ensure effectiveness.

## VI. PARENTAL INVOLVEMENT

### A. Parental Communication/Interpreter Services

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

Many 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 their role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participants' 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 the conversation. Teachers should sit so that they speak directly to the parents rather than to the interpreter. Often, it works well to place the interpreter to the side rather than between the teacher 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 statements with examples of student work that parents can take with them and examine further.



6. Do whatever is possible 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 and/or message in the language of the parent.

### **B. ELL Parent Advisory Committee**

Send notification of ELL Parent Advisory Committee Meetings. If possible, send the letter and/or message in the parents' native languages. Phone calls by multilingual staff to remind parents are very helpful. The Parent Advisory Committee is an excellent way to develop rapport and solicit questions and suggestions regarding student progress in the school. Keep a roster of parents who attend and minutes and agendas of meetings.

### **C. Code of Conduct**

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

## **VII. PERSONNEL PRACTICES**

### **Postings**

East Lansing Public Schools will, when seeking new applicants for all content area positions, actively consider those people speaking the language of our student population. This is recommended for all vacancies, not just ELL positions.

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

## **VIII. PROGRAM EVALUATION**

A District Evaluation Committee will meet each summer to assess student progress using standardized test scores. 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; Director of Curriculum, Instruction, and Assessment; 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 East Lansing Public 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 ELL program, the East Lansing Public Schools monitors the progress of ELs regarding:

- the number and percent of ELs making progress toward attaining English language proficiency (based on the WIDA Access) 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 with the LEA
- the number and percent of students who have been reclassified as EL

# APPENDIX A: HOME LANGUAGE SURVEY



## English Language Student Profile & Home Language Survey

*(This form will be used to help determine your child's eligibility to receive additional English Language support.)*

- Donley
- ~~Glencain~~
- Marble
- Pincrest
- ~~Whitehills~~
- MMS
- ELHS

Student Name \_\_\_\_\_ Gender  M  F U.S. Citizen:  Y  N

Is your child's native language a language other than English?  Y  N

If yes, what language? \_\_\_\_\_

Is the **primary** language used in your child's home or environment a language other than English?  
 "Primary language" means "dominant language used by a person for communication."

Y  N If yes, what language? \_\_\_\_\_

**If you answered yes to either question, please fill out the rest of the form.**

Name to be used in School \_\_\_\_\_ Has your child ever attended a US school?  Y  N

Birth Date (month/day/year) \_\_\_\_\_ Date entered the U.S. \_\_\_\_\_

# of years schooled in U.S. \_\_\_\_\_ First date entered U.S. schools? (Month/Day/Year) \_\_\_\_\_

Current Address \_\_\_\_\_ City/State/Zip \_\_\_\_\_

# of years of formal education (K-12) \_\_\_\_\_ # of years child attended pre-school in the U.S. \_\_\_\_\_

Country of birth \_\_\_\_\_ Do you have refugee status?  Y  N

Child's length of English Instruction \_\_\_\_ Years \_\_\_\_ Months

Is your child able to read/write in his/her first language?  Y  N

Did your child have difficulties acquiring his/her first language? \_\_\_\_\_

Please list the names & ages of other children in your family \_\_\_\_\_

How long do you plan to stay in East Lansing? \_\_\_\_\_

**Parent(s) and/or Guardian(s):**

*Mother* \_\_\_\_\_ *Father* \_\_\_\_\_

English Proficiency: None \_\_\_\_ Some \_\_\_\_ Fluent \_\_\_\_ English Proficiency: None \_\_\_\_ Some \_\_\_\_ Fluent \_\_\_\_

Language spoken at home \_\_\_\_\_ Language spoken at home \_\_\_\_\_

Country of Birth \_\_\_\_\_ Country of Birth \_\_\_\_\_

E-mail \_\_\_\_\_ E-mail \_\_\_\_\_

Cell Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Office Use Only

Teacher \_\_\_\_\_ Grade \_\_\_\_\_ Enrollment Date \_\_\_\_\_

Original to CA60 / Copy to ELL Staff ~~~~~

Updated 2/15/2019

## APPENDIX B: PARENT NOTIFICATION AND CONSENT LETTERS

Dear Parent or Guardian,

During enrollment you filled out the home language survey form. This form indicates a language other than English is spoken at home or English is not your child's first/native language. Schools are required by law to screen students in order to determine if they will benefit from English Language Learner (ELL) support in speaking, listening, reading, and/or writing. Schools are also required to give the WIDA Access each spring.

Your child was evaluated and is eligible to receive ELL support services. Please see the back for WIDA results.

**For the 2019 - 2020 school year, we recommend\*\* the following for your child:**

**ELL small group instruction support with ELL teacher or ELL paraprofessional in the ELL classroom**

**ELL Program support in the general education classroom with ELL teacher or ELL paraprofessional**

**ELL Support in the classroom from the classroom teacher in collaboration with the ELL teacher as needed**

**\*\*As your child changes throughout the year, their services may also change.**

The East Lansing Public Schools provides ELL support to empower students to succeed in school and to help them meet graduation requirements on time. If you do not want your child to receive English language support as part of his/her instructional experience, check the box below.

Sincerely,

East Lansing ELL Teacher  
[XXXXXXXXXX@elps.us](mailto:XXXXXXXXXX@elps.us)  
517-333-XXXX

---

Please return before \_\_\_\_\_.

**Yes, I want my child to receive ELL support.**

**No, I do NOT want ELL services for my student\*\*\***

**\*\*\*We will continue to monitor your student's growth and achievement to ensure progress is being made. Students who qualify for services will still be required to take the Spring WIDA assessment even if services are refused.**

PRINT Child's Name: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Your child's overall WIDA screener score:

Kindergarten: \_\_\_\_\_ Low \_\_\_\_\_ MID \_\_\_\_\_ HIGH \_\_\_\_\_ Exceptional  
WIDA 1-12 screener: Overall \_\_\_\_\_

The WIDA screener is required by the federal and state government for students who speak a language other than English or who live in a home where a language other than English is spoken and have recently enter the US schools or moved from another state that does not participate in WIDA. This screener is given to ensure that eligible students receive the services needed to be successful in the classroom.

**WIDA proficiency level to be exited from ELL Services**

- 1) a composite score of 4.0 and a minimum of 4.5 on reading and writing  
AND
- 2) Reading scores at or above grade level on the Michigan Department of Education (MDE) approved list of assessments

\*If the answer to any of the questions is NO, the student continues to be eligible for ELL services.

## 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><b>Students with limited formal schooling</b>            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><b>Recently arrived student</b> (less than 30 days) These students have not been assessed with the WIDA Screener and/or other tests used for placement.</p> <p><b>Beginning (Pre-production and early production)</b>            Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously (WIDA, 2012).</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>

<p><b>Level 2 Beginning</b></p>	<p><b>Early intermediate (Speech emergent)</b>  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>
<p><b>Level 3 Developing</b></p>	<p><b>Intermediate</b>  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>

<p><b>Level 4 Expanding</b></p>	<p><b>Transitional Intermediate</b>          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>
<p><b>Level 5 Bridging</b></p>	<p><b>Proficient</b>          At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports (WIDA 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade level texts independently (WIDA, 2012).</p> <p>They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).</p>
<p><b>Level 6 Reaching</b></p>	<p><b>Monitored (Advanced Proficiency)</b>          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: COMPLAINTS REGARDING SCHOOL PERSONNEL



## EAST LANSING PUBLIC SCHOOLS PARENT/GUARDIAN AND COMMUNITY CONCERN PROCEDURE

When there is a concern on the part of a Parent/Guardian or Community member, the following procedure is designed to bring all parties together to reach a solution. Many issues will be resolved informally at the building level; however, the following steps may be necessary if resolution does not occur at that level.

**While the goal is to resolve concerns as expeditiously as possible, this is not always possible due to scheduling conflicts. East Lansing Public Schools staff is expected to contact the parent/guardian who has a concern within 3 business days, hopefully sooner, to set up a time and forum to discuss the concern.**

*This process is not to be utilized for issues involving student discipline. Discipline issues are governed by the Student Code of Conduct which is separate from this process.*

### **PARENT/GUARDIAN WILL:**

**Step 1: Contact the specific person with whom you have a concern. Please provide that person an opportunity to collaborate with you toward a resolution.**

\* If concern is not resolved, the parent and the staff will complete and forward the **Parent/Guardian and Community Concern Procedure** form to the Assistant Principal/Principal. Proceed to Step 2. Parent receives copy/school maintains a copy.

**Step 2: Conference with Parent and School Assistant Principal or Principal to resolve concern.**

\* If concern is not resolved, the administrator will complete a second meeting/resolution documentation form and forward together with the Parent/Guardian and Community Concern Procedure form to the appropriate school district Director. Proceed to Step 3. Parent receives copy/school maintains a copy.

**Step 3: Conference with the appropriate school district Director to complete the problem solving process and resolve concern.**

\*If concern is not resolved proceed to Step 4.

**Step 4: Conference with the Superintendent or designee to complete problem solving process and resolve concern.**

### **THE SCHOOL WILL:**

**Step 1: The contacted person will set up a meeting within 3 business days for the parent to communicate the concern in one of the following ways:**

- Face to Face Meeting
- Phone call

\* If concern is not resolved, the parent and the staff will complete and forward the **Parent/Guardian and Community Concern Procedure** form to the Assistant Principal/Principal. Proceed to Step 2. Parent receives copy/school maintains a copy.

**Step 2: Assistant Principal/Principal will schedule a conference with the parent within 5 business days and engage classroom teachers, counselors, ELL staff, special education staff or other support services as warranted by the concern.**

\* If concern is not resolved, the administrator will complete a second meeting/resolution documentation form and forward together with the Parent/Guardian and Community Concern Procedure form to the appropriate school district Director. Proceed to Step 3. Parent receives copy/school maintains a copy.

**Step 3: The Superintendent or designee will schedule a meeting within 5 business days to continue to collaborate with the Parent/Guardian to support the resolution strategies.**



**EAST LANSING PUBLIC SCHOOLS**  
**PARENT/GUARDIAN AND COMMUNITY CONCERN PROCEDURE**  
**CONCERN DOCUMENTATION**

Date: _____ Time: _____				
School: _____				
Parent/Guardian's First Name: _____		Last Name: _____		
Phone Number: (____) _____		Alternate Number: (____) _____		
Email Address: _____				
Preferred Method of Contact _____ Phone _____ Email _____ US Mail _____				
Address: _____				
Street	Apt. #	City	State	Zip
Student's Name: _____		Grade: _____	Teacher _____	

<b>Briefly describe concern:</b>  _____  _____  _____  _____  _____  _____  _____
---

<b>For Office Use Only:</b> Person Taking/Assisting with Concern: _____  Source: Walk-in _____ Phone _____ E-mail _____ <p style="text-align: center;">Use space on back of form to document concern resolution</p>
---

<b>Distribution:</b> parent receives a copy and school maintains a copy
---

**East Lansing PUBLIC SCHOOLS**  
**PARENT/GUARDIAN AND COMMUNITY CONCERN PROCEDURE**

<b>MEETING AND RESOLUTION DOCUMENTATION</b>	
<b>MEETING DATE:</b>	
<b>Attendees:</b>	
<b>Resolution:</b>	
<b>Resolved   Not Resolved   Further Action   Forwarded To:</b> _____	<b>Date Fwd:</b> _____
<b>Parent Signature:</b> _____	<b>Agree   Disagree</b>
<b>Principal Review and Signature:</b> _____	<b>Date:</b> _____

**Distribution: parent receives a copy and school maintains a copy**

## APPENDIX E: GLOSSARY OF TERMS

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

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

### ***Building Instructional Team***

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

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

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

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

### ***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)

### ***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.

## ***ELL***

English Language Learner (ELL) 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.

### ***ELL Programs***

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

### ***ELL Instruction***

ELL 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.

### ***ELL After School Program for Middle/High school***

Students from several classrooms come together for English language and academic content instruction. The after school program concentrates ELL materials and staff in one location.

### ***ELL Paraprofessional***

An ELL paraprofessional provides support services to the EL student in collaboration with the ELL teacher, general education teachers, and support staff.

### ***ELL Student File***

This green folder is kept by the ELL teacher at the building of enrollment. It contains a copy of the following documents:

- Home Language Survey ***APPENDIX A***
- Parent Notification and Consent Letter ***APPENDIX B***
- English language assessments (WIDA Access, WIDA Screener, ELPA, etc.)
- Monitoring records
- ELL Report Card (elementary school)

### ***ELL Teacher***

An ELL teacher is required to be certified and have specific training in ELL instruction. The ELL teacher may provide ELL instruction or support services to EL students and may provide consultation services to general education 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/ELL program because:  
The student has scored proficient on the ACCESS, W-APT, and multiple district assessments.

### ***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).

### ***WIDA ACCESS***

The WIDA ACCESS refers to the annual English language assessment given to students in East Lansing Public Schools. It measures students' English proficiencies in reading, writing, speaking, and listening.

### ***WIDA Screener***

The WIDA Screener refers to the English language screening assessment given to students new to East Lansing Public Schools when indicated on the home language survey that a language other than English is spoken in the home.

### ***WIDA***

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.
- 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 ELs.
- ELL paraprofessionals or instructional assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, ELL paraprofessionals 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 should be taken into consideration. The academic backgrounds of students vary greatly. For example, some students may have studied advanced algebra while others may never have attended school. Educational experiences such as this should be taken into consideration when scheduling EL students for their classes.
- All students need time to learn how to interact in an American school setting. Consideration is given to having the ELL staff explicitly teach about the culture and language of schools.
- Initial placement decisions for middle and high school students should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While students are often placed in physical education, art, and music classes, when taught appropriately with the support of ELL teachers or tutors, other content area classes such as science and math may be crucial to maintaining students' interest in school.
- EL's involvement in extracurricular activities at all grade levels should be encouraged. Students learn English and feel connected to school when they are playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir. ELs needs to be actively invited to participate.
- Standardized and curriculum-based assessments beyond the WIDA ACCESS should be taken into consideration when deciding EL academic placement.
- Criteria used to exit a student will be placed in the student's CA-60 and green ELL folder.

## 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 ELs and their families. **Required** activities include:

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

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

1. Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.
2. Professional development that is planned based on 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:**

1. Title III funds may NOT be used to pick up a cost that was previously funded by general funds.



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

**Immigrant Program: Generally Allowable Expenditures:**

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

Allowable activities include:

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

**Title III Immigrant Non-Allowable Expenditures:**

1. Title III Immigrant funds may NOT be used to pick up a cost that was previously funded by general funds.
2. Title III Immigrant funds may NOT supplant any other federal, state or local expenses.
3. All test administration 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 H: NOTICE OF NON-DISCRIMINATION

### **Equal Opportunity/Nondiscrimination Statement**

Equal educational and extracurricular opportunities are available to all students without regard to race, color, nationality, sex, sexual orientation, gender identity, ancestry, age, religious beliefs, disability, status as homeless, or actual or potential marital or parental status, including pregnancy.

No student shall, based on sex or sexual orientation, be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

The following person has been designated to handle inquiries regarding the School District's non-discrimination policies:

Dori Leyko  
509 Burcham Dr  
East Lansing, MI 48823  
517-333-7572  
Dori.Leyko@elps.us

The School District's complaint procedure may be obtained from [identify person/title, website].

For further information, you may also contact:

Office for Civil Rights  
U.S. Department of Education  
1350 Euclid Avenue, Suite 325  
Cleveland, OH 44115  
Telephone: 216-522-4970  
FAX: 216-522-2573  
TDD: 877-521-2172  
E-mail: [OCR.Cleveland@ed.gov](mailto:OCR.Cleveland@ed.gov)

Cross-Reference:

NEOLA 2260 *Nondiscrimination and Access to Equal Educational Opportunity*

## APPENDIX I: PROGRAM ENTRY AND EXIT SUMMARY CHART

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
<b>Exit Criteria</b>		
<p><i>Students must reach 4.5 overall proficiency and 4.0 or higher in the domains of Reading and Writing in order to qualify to exit the ELL Program on the WIDA ACCESS (per Michigan legislation from August 2017).</i></p> <p><i>In addition, students must receive scores at or above grade level equivalency on a state approved local reading assessment (M-STEP, PSAT, SAT, etc.).</i></p>		