



English Learners (EL) Handbook



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English Learner (EL) Handbook

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I. INTRODUCTION

Mission Statement

Compiled throughout the 2008-2009 school year and first published in June of 2009, this EL Handbook was last revised in October, 2018.

Howell Public Schools is an exemplary learning community committed to maximizin every student's success .

The Howell 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 Learners (EL) program which is designed to meet their unique needs.

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

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

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Michigan Department of Education
Office of School Improvement
Title III Handbook

Michigan Department of Education
Guide to State Assessments
September 2016
English Learners(EL) Exit Reporting Guidelines
Updated August 29, 2018

WIDA Consortium
Understanding the WIDA
English Language Proficiency Standards
A Resource Guide
2007 Edition 3rd Edition.
<http://www.wida.us/assessment/w-apt>

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

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II. DEFINITION OF ENGLISH LEARNER (ELs)

Legal Definition

Title IX of the Elementary and Secondary Education Act, No Child Left Behind (ESEA/NCLB), includes the definition of Limited English Proficiency, which identifies those students to whom Title I and Title III requirements apply. The EDFACTS 2011 publication provides additional guidance on the interpretation of the ESEA/NCLB law.

The term "Limited English Proficient" is English Learner -EL, when used with respect to an individual, means an individual:

- (A) Who is age 3 - 21;
- (B) Who is enrolled or preparing to enroll in an elementary school or secondary school;
 - (i) Who was not born in the United States or whose native language is a language other than English:
 - 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
 - (ii) 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
- (C) Whose difficulties in speaking, reading, writing, or understanding the English Language may be sufficient to deny the individual—
 - (i) The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) The opportunity to participate fully in society.

NCLB/ESEA Title IX, Sec. 9101(B)(25)

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).

EDFACTS, 2011

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.

III. LEGAL RESPONSIBILITIES

A. Title I & Title III

PROGRAMS OF ENGLISH LEARNERS

Title I, Section 1112

Title III, Sections 3113, 3212, 3213, 3247, 3302

English Learner provisions are included under Title I and Title III of ESSA. Title I outlines the state standards, assessment, annual yearly progress, and other accountability requirements for EL students. Title III provides funding to state and local education agencies that are obligated by ESSA to increase the English proficiency

and core academic content knowledge of Limited English Proficient students (another term is EL-English Learners, although ESSA uses the term “LEP” for Limited English Proficiency). Under this title, local school districts decide on the method of instruction to be used to teach EL students English, but requires that instructional programs to be scientifically proven to be effective.

State education agencies, school districts and schools must:

1. Ensure that EL students, including immigrant children and youth, develop English proficiency based on state expectations, and meet the same academic content and achievement standards that all children are expected to meet.
2. Provide parental notification as to why their child is in need of placement in a specialized language instruction program.
3. Administer reading assessments using tests written in English to any student who has attended school in the United States for three or more consecutive years, unless it is determined by the school district, on a case-by-case basis, that native-language tests will yield more accurate results.
4. Test at least 95% of those students identified as EL in reading/language arts and math, and by 2006 in science, required by all public school students in the state. The assessment should be designed to provide information on the proficiency of EL students to master English.
5. Assess in a language and a format most likely to elicit the above information and which would allow the state and local school district to make testing accommodations (such as developing an assessment in a student’s native language, providing translation help and/or conducting an oral test).
6. Report the tests scores of EL students as one of the subgroups to be disaggregated, and as part of the state, district and school test scores for all of the students.
7. Involve EL parents in the decision-making process of Title III programs and activities at both the state and local levels.

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. In the absence of Title III funding, funding will be allotted from the district general fund. These programs may make use of both English and the child’s native language to enable the child to develop and attain English proficiency, but school districts are required to “use approaches and methodologies based on scientifically-based research.” Each school or district using Title III funds must implement an effective means of outreach to parents of EL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.

Title III Schools and School Districts Must:

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

Title III Funds May Be Used for the Following School District and/or School Activities:

- English Instruction

- Staff training and professional development
- Curriculum development
- Remedial tutoring, tutorials, and/or youth counseling
- Technology acquisition
- Parent Involvement
- Support for teacher aides trained to provide services to EL students

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

- Must report the district's EL students' results from the EL English proficiency assessment;
- How many EL students are attaining proficiency by the end of each school year;
- Show what percentage of the district's EL students:
 - o Are making progress in English proficiency;
 - o Have achieved English proficiency; and
 - o Have transitioned out of the EL program, meaning that they are no longer in EL classrooms and are proficient enough to achieve academically in English.

Assessments Required of EL Students:

1. All EL students must be included in the state assessment (M-STEP) required of all students. Inclusion in this assessment must begin immediately when the student enrolls in school, and no exemptions are permitted on the basis of English proficiency. For the first two years, however, EL students may take the assessment in the student's native language, but the assessment must be aligned with the state content and achievement standards. After two years of attending school in the United States, a student MUST be assessed in reading/language arts in English, unless the school district determines, on a case-by-case basis (504 or IEP), that a native language assessment would yield more accurate and reliable information.
2. Districts must annually assess EL students on their English language proficiency through (World -Class Instructional Design Assessment, WIDA) to determine how proficient they are in listening, speaking, reading and writing, and this proficiency data must be sent to the state for compilation. Each state is required to set annual measurable objectives for school districts in moving EL students toward English proficiency.

B. Federal Law

There exists a substantial body of Federal law which establishes the rights of the LEP student and which defines the legal responsibilities of school districts serving these students. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

1868 Constitution of the United States, Fourteenth Amendment

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

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 Howell 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 Howell Public Schools registration form. It is to be completed at the time of registration. The registrar, secretaries, and counselors are responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary or home language other than English on the Home Language Survey, and is therefore potentially eligible for EL services, the EL tutor in the building of attendance will be notified. The EL tutor will arrange for a prompt assessment, or review of prior assessments if student is coming from another school within the United States to determine appropriate EL service needs.

B. Initial Assessment for Program Eligibility

Within ten (10) school days of enrollment, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for EL program services by administering the *WIDA Screener*. Assessments assess a student's language skills in listening, speaking, reading, writing, and comprehending English using the *World -Class Instructional Design and Assessment* (WIDA) during the testing window beginning in February through mid-March or the *WIDA Screener* from April until February when the WIDA testing window begins again.

Staff is also encouraged to assess the math ability of the student using standardized instruments.

WIDA & Level of Proficiency

The following chart WIDA and the *WIDA Screener* Charts shows level of proficiency. The following chart may assist you to determine the level of the student's proficiency and the student's placement into grade level or courses with appropriate EL/Bilingual language and academic support.

Grade Level	WIDA Screener	Reading
		Student scores below grade level as defined by the assessment.

Kindergarten (before Dec 1 st)	<p><i>Student scores below Exceptional (29) in Listening and Speaking</i></p> <p><i>*Kindergarten WIDA Screener is reported in raw scores</i></p> <p><i>*See NOTE regarding potentially eligible Kindergarten students who do not qualify as EL. Additional monitoring is required.</i></p> <p>Listening Speaking Proficiency</p>	<ul style="list-style-type: none"> - Early literacy assessment approved by MDE (link): Acceptable Assessment Tools for Early Literacy Educators - AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & PinnEL - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy <p>January DRA reading score -(Then placed if qualify in January. The student can receive services or wave services. The student will progress monitored</p> <p>The LEA will review local writing assessments to determine student's proficiency in writing.</p>

Table 2B Required Entrance Protocol: Kindergarten (After December 1st)

Grade Level	WIDA Screener	Reading
		Student scores below grade level as defined in the assessment.
<p>Kinder (after Dec 1st)</p> <p>If added in January -</p> <p>WIDA Screener</p> <p>Listening, Speaking, Reading, Writing</p>	<p><i>Student scores below Exceptional (29) in Listening and Speaking or below 13 in Reading or below 15 in Writing</i></p> <p><i>*Kindergarten WIDA Screener is reported in raw scores</i></p>	<ul style="list-style-type: none"> - AIMSWeb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & PinnEL - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p>

Grade Level	WIDA Screener	Reading
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		Student scores below grade level as defined by the assessment.
First Grade (after Dec 1st) And Second Grade	<p><i>WIDA Screener: Student scores below 5.0 on one or more domains (listening, speaking, reading, or writing).</i></p> <p>NO ROUNDING</p> <p><i>Use the hand scoring guide or online calculator.</i></p> <p><i>If available, the previous year's WIDA domain specific information from another district or state may be used in place of the W-APT. All protocol requirements apply.</i></p>	<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA2: Developmental Reading Assessment version 2 - Fountas & PinnEL - iReady Diagnostic - MLPP: Michigan Literacy Progress Profile - NWEA: Northwest Evaluation Association - Star Early Literacy <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p>

Required Entrance for 3-12 grades

Grade Level	WIDA Screener	Reading
		Student scores below grade level as defined by the assessment.
Third Fourth Fifth	<p><i>WIDA Screener: Student scores below 5.0 on one or more domains (listening, speaking, reading, or writing).</i></p> <p>NO ROUNDING</p> <p><i>Use the hand scoring guide or online calculator.</i></p>	<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA Developmental Reading Assessment version 2 - Fountas & PinnEL - iReady Diagnostic - NWEA: Northwest Evaluation Association - QRI-5: Qualitative Reading Inventory - Star Reading
Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth	<p><i>If available, the previous year's WIDA domain specific information from another district or state may be used in place of the W-APT. All protocol requirements apply.</i></p>	<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests (6th – 8th) - Discovery Education Assessments - DRA Developmental Reading Assessment version 2 (6th – 8th) - Fountas & PinnEL (6th – 8th) - iReady Diagnostic - NWEA: Northwest Evaluation Association - PSAT or SAT - QRI-5: Qualitative Reading Inventory - Scantron Performance Series

		<ul style="list-style-type: none"> - SRI: Scholastic Reading Inventory - Star Reading
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C. Eligibility for EL Program Services - K-12 Students

The Michigan Department of Education's Entrance and Exit Protocol document states:

Each summer, after the administration of the annual WIDA: ACCESS for ELs, districts review the WIDA results to determine student placement in EL services, to exit students who have met the protocol requirements, and to evaluate the effectiveness of the language assistance program services and supplemental EL services.

All English learners must receive scores in all four domains (listening, speaking, reading, and writing) on the spring WIDA: ACCESS for ELs administration in order to be considered for exit from EL services. Students are not exited by the WIDA Screener. Students are not exited if they do not meet all of the exit protocol requirements.

Since pre-school students do not take the full spring WIDA: ACCESS for ELs, they are not be considered for exit.

Students of parents who opt out of some or all of the a language assistance program/Title III services must meet the exit protocol requirements to be considered for exit.

Grade Level	WIDA: ACCESS for ELLs	Reading
		Student scores at or above grade level as defined by the state-approved assessment.
Kinder First Second	<p><i>Student receives a minimum composite score of 4.5 and a minimum of 4.0 in both reading and writing domains</i></p> <p>No ROUNDING</p>	<ul style="list-style-type: none"> - AIMSweb – 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 - <i>Gates McGinitie*</i> - <i>ITBS: Iowa Test of Basic Skills*</i> - <i>Terra Nova*</i> <div> <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p> </div>

**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 state-approved reading assessments administered must include the comprehension subtests.*

Third through Twelfth Grade

Students who receive a composite score of 4.5 or higher on the spring WIDA: ACCESS for ELLs 2.0, **and** minimum scores of 4.0 in the reading and writing domains **and** demonstrate grade level proficiency in reading on the state approved local reading assessment, may exit EL services. WIDA domain proficiency scores are used as a decimal and not rounded up. LEAs must monitor English Learners for four years and continue to provide the necessary support to them in the domain (L, S, R, or W) in which they scored less than 5.0 even if they meet the minimum criterion for exit.

A student must meet all of the protocol requirements to be considered for exit from EL services.

TABLE 9 REQUIRED EXIT PROTOCOL: THIRD THROUGH TWELFTH GRADE

**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 state-approved reading assessments administered must include the comprehension subtests.*

Grade Level	WIDA: ACCESS for ELLs	Reading
		Scores at the proficient or advanced proficient level on the State Assessment, or scores at or above grade level as defined by the assessment.
Third Fourth Fifth	<i>Student receives a minimum composite score of 4.5 and a minimum of 4.0 in both reading and writing domains</i> No ROUNDING	<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests - DIBELS Next - Discovery Education Assessments - DRA Developmental Reading Assessment version 2 - Fountas & Pinnell - iReady Diagnostic - NWEA: Northwest Evaluation Association - QRI-5: Qualitative Reading Inventory - Star Reading
Sixth Seventh Eighth Ninth Tenth Eleventh Twelfth		<ul style="list-style-type: none"> - AIMSweb – both CBM and MAZE subtests (6th – 8th) - DRA: Developmental Reading Assessment version 2 (6th – 8th) - Discovery Education Assessments - Fountas & Pinnell (6th – 8th) - iReady Diagnostic - NWEA: Northwest Evaluation Association - QRI-5: Qualitative Reading Inventory - Scantron Performance Series - SRI: Scholastic Reading Inventory - Star Reading - <i>PSAT/SAT*</i> - <i>Gates McGinitie*</i> - <i>ITBS: Iowa Test of Basic Skills*</i> - <i>Terra Nova*</i> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The LEA will review local writing assessments to determine each student's proficiency in writing.</p> </div>

**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.*

D. Placement in EL Program

Howell Public Schools provides an instructional program to meet the language and academic content needs of English Language 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.

Howell Public Schools' EL program provides language and academic content support to ELs through:

- Content Tutorial
- Language Tutorial
- Title I Reading Support

(May be provided through small group, whole group or one on one.)

EL Tutor Guidelines/Accommodations (Push in - Pull out - Intervention Model)

Entering / Level 1:

Eligibility criteria: **WIDA Score of Entering 1**

Elementary (K – 2):	150 minutes per week	Tutor/Gen. Ed. Classroom Teacher, Title I
Elementary (Grades 3-5):	150 minutes per week	Tutor/Gen. Ed. Classroom Teacher, Title I
Middle School (Grades 6-8):	250 minutes per week	Tutor/Gen. Ed. Classroom Teacher
High School (Grades 9-12):	250 minutes per week	Tutor/Gen. Ed. Classroom Teacher

Beginning 2/Level 2:

Eligibility criteria: **WIDA Score of Beginning 2**
Additional district criteria

Elementary (Grades K-2):	150 minutes per week	Tutor /Gen. Ed. Classroom Teacher, Title I
Elementary (Grades 3-5):	150 minutes per week	Tutor /Gen. Ed. Classroom Teacher, Title I
Middle School (Grades 6-8):	250 minutes per week	Tutor/Gen. Ed. Classroom Teacher School
(Grades 9-12):	250 minutes per week	Tutor/Gen. Ed. Classroom Teacher

Developing 3/ Level 3:

Eligibility criteria: **WIDA Score of Developing 3**
Additional district criteria

Elementary (Grades K-2):	150 minutes per week	Tutor, Title I Tutor, Gen. Ed. Teacher
Elementary (Grades 3-5):	150 minutes per week	Tutor, Title I Tutor, Gen. Ed. Teacher
Middle School (Grades 6-8):	100 minutes per week	Tutor, Gen Ed. Classroom Teacher
High School (Grades 9-12):	100 minutes per week	Tutor, Gen Ed Classroom Teacher

Expanding 4/Level 4:

Eligibility criteria: **WIDA Score of Expanding 4**

Elementary (Grades K-2):	90-100 minutes per week	EL Tutor, Title I Tutor, Gen Ed. Teacher
Elementary (Grades 3-5):	90-100 minutes per week	EL Tutor, Title I Tutor, Gen Ed. Teacher
Middle School (Grades 6-8):	90-100 minutes per week	EL Tutor, Title I Tutor, Gen Ed. Teacher
High School (Grades 9-12):	90-100 minutes per week	EL Tutor, Title I Tutor, Gen Ed. Teacher

Bridging/ Level 5

Eligibility criteria: **WIDA Score of Bridging 5**
As Needed

E. Exiting from EL Program Services

Exit Protocol: State-Approved Assessments or Additional Sources of Diagnostic Data

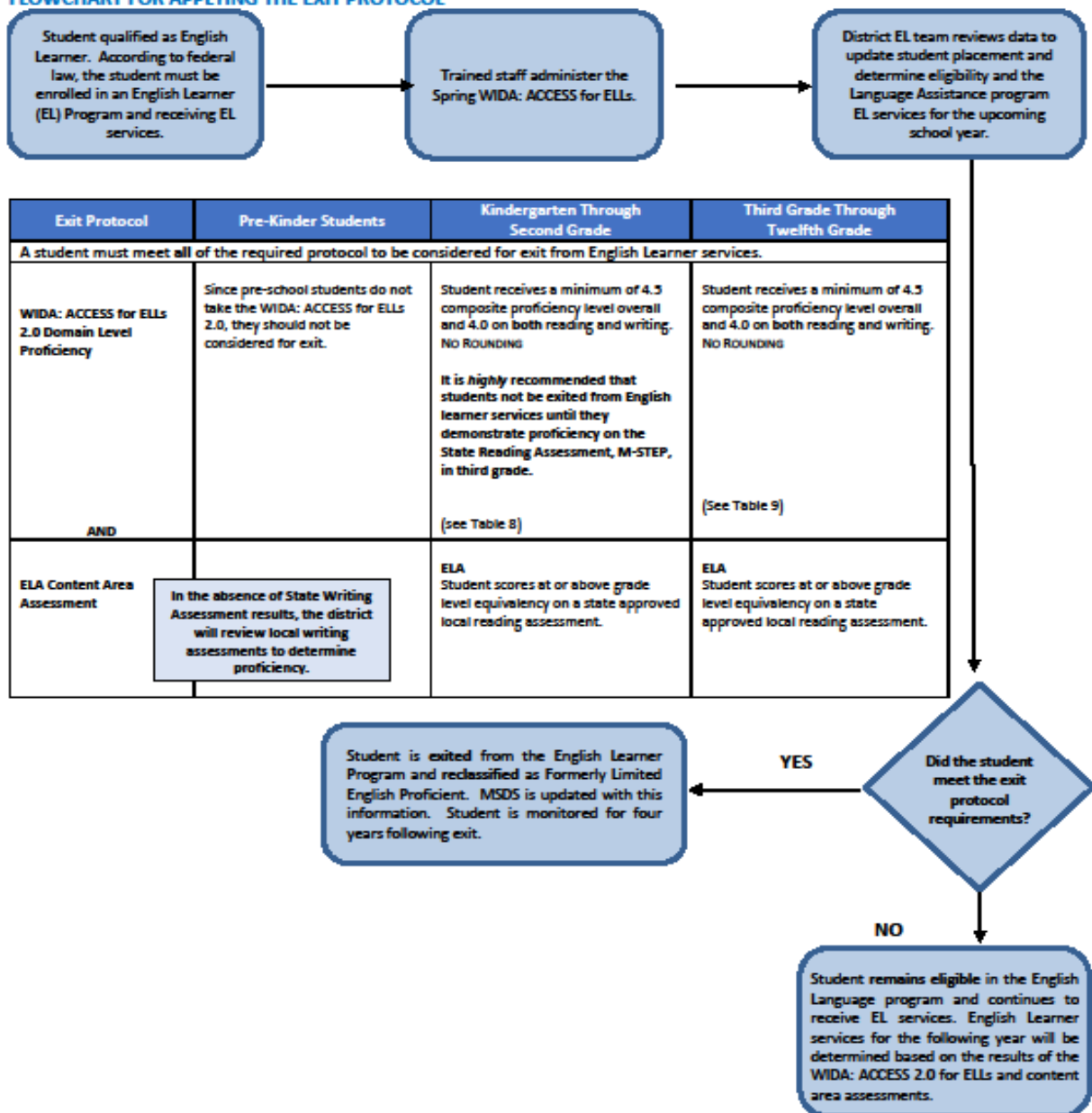
A student may be exited from the language/Title III program services if he/she obtains a score of 4.0 or higher in the reading and writing domains **and** a 4.5 composite proficiency level score on the spring WIDA: ACCESS for ELLs 2.0 and performs at or above grade level equivalency on one of the state-approved reading assessments listed on the next page. The full battery of subtests for the selected state-approved reading assessment is required to determine if the student has met the protocol requirements for exit. The LEA will review local writing assessments for each English learner.

The state-approved reading assessment lists found in Tables 8-10 include norm-referenced assessments. Many districts reported using norm-referenced assessments in their end-of-year data reviews as they conducted their Comprehensive Needs Assessments. Since these assessments are summative and administered only at the end year, they do not provide the timely, formative data that is needed to determine if a student initially qualifies for entry into the a language assistance program services. Therefore, the italicized norm-referenced assessments should be used only for

exiting purposes.

Exit Protocol

FLOWCHART FOR APPLYING THE EXIT PROTOCOL



A student who scores Proficient and meets the additional standardized and curriculum-based assessments identified by the district may be exited from the EL Program through a placement team (classroom teacher, EL tutor, building administrator, other instructional staff who have worked with the student) review process and monitored for two (2) years. This student is also exited from the program in the Michigan SDS (SRSD) and considered FLEP (Formerly Limited English Proficient) for two years. Criteria used to exit a student will

be placed in the student's CA 60. If a student transfers to the Howell Public School District from another school within the United States, and has been exited from EL programming, the decision may be made by the placement team to continue monitoring beyond the two years.

EXIT CRITERIA

A student in grade K-2 will exit the EL program when:

1. He/she receives a proficient score (4.5 overall composite score individual domain - Listening, Speaking, Reading and Writing) on the WIDA

AND

2. The teacher input on students overall grade level performance.

AND

3. A review of district approved assessment scores (Ex: DRA, NWEA, DIBELS)

A student in grades 3-12 will exit the EL Program when:

1. He/she receives a proficient score (4.5 overall composite score individual domain - Listening, Speaking, Reading and Writing) on the WIDA

AND

2. A review of district and state approved assessment scores (Ex: DRA, NWEA, DIBELS, M-STEP and MME)

AND

3. The teacher input on students overall grade level performance..

ADDITIONALLY,

An EL Student Team [(consisting of the child's teacher(s), a principal/counselor, and a highly qualified EL Teacher/tutor)]

After considering the student's grades, standardized assessment scores, teacher input the EL team, may recommend that a student be exited from the EL program with consideration of at least **two** of the following criteria:

- a. Extent and nature of prior educational EL services and social experiences [the child's instructional and assessment accommodations have been appropriate for an appropriate length of time (5-7 years or more years depending on prior formal schooling and first language literacy)]
- b. Level of proficiency in English for the child's grade according to appropriate local, state and national criterion-referenced standards
- c. Grades from the current year or previous years
- d. Determination and documentation that the deficit is not due to a language interference

At any time a parent/guardian(s) and student may provide input to the teacher/ or EL tutor. A parent/guardian(s) has the right to deny services or exit his/her child from the EL Program at any time. In the case that this occurs, the parent/guardian must be informed both in writing and orally – in a language comprehensible to him/her – about the specific accommodations and support that the student will lose after exiting the program. The student however, is required to take the spring WIDA Language proficiency assessment every year.

The Exit Team will determine criteria/assessment used. In addition an overall program survey is provided to the parent in the spring to seek additional feedback.

APPENDIX

F. Monitoring Formerly Limited English Proficient Students (EL)

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 general education program. Additionally, an EL tutor is designated to monitor the student's progress (such as grades, attendance, and standardized test scores) every marking period. The designated tutor assesses the student's progress using the WIDA for a minimum of two years after exiting program.

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

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

G. Parental Notification See APPENDIX B

Howell Public Schools must inform parents of a English Language Learners (ELs) identified for participation in the district's EL 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: Spanish and Chinese

School Districts Must Inform Parents of:

- The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for EL students;
- 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 (IEP) 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.

School Districts are required to notify parents of student academic failure:

Local school districts are required to provide notice to the parents of EL students of any failure of the program to help the child make progress on annual measurable achievement objectives. This notice is to be provided no later than 30 days after this failure occurs and must be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

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 for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. Howell Public Schools has an established procedure for referring students for special education evaluations. These intervention strategies must be utilized to determine what further strategies may be necessary. These 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.

I. Student Folder Contents and CA-60

Each EL student will have a folder maintained by the EL tutor at the building. The folder will contain:

- Home language survey **APPENDIX A**
- Parent notification letter **APPENDIX B**
- Sample of student's schedule for EL services
- W-APT/WIDA Screener
- Monitoring records
- Record of placement decisions (Description of program for individual student, including type and amount of alternative program services)

V. STAFF Roles

A. Role of EL/Bilingual Tutor

The EL/Bilingual tutor supports and reinforces the English language acquisition and content instruction provided by mainstream teachers.

Responsibilities of the K-12 EL/Bilingual tutor are to:

- assist mainstream teachers in providing content instruction and language development;
- meet regularly with 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; and
- assist in identification, assessment, teaching, and counseling each EL

B. Role of Classroom General Education Teacher

The classroom 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/Bilingual tutors are the ones who decide:

- what should be taught;
- how the mainstream class content should be supported by EL/bilingual staff;
- what the essential concepts in the lessons are;
- how lessons should be modified;
- how to modify assessment; and
- how to assess achievement.

In addition, the mainstream teacher:

- is a full partner with the EL/Bilingual tutors in educating ELs in his/her class;

- demonstrates sensitivity and awareness of cultural and linguistic differences;
- individualizes/differentiate instruction to meet the needs of each student;
- uses visuals/hands-on activities to facilitate learning;
- provides materials for the EL/Bilingual tutors that support the mainstream instruction;
- helps ELs make friends and be part of the social interaction in the classroom;
- promotes intercultural discussion; and,
- suggests the type of help the EL needs to be successful in his/her class to the EL/Bilingual tutor.

C. Role of Special Services Staff

Special Services staff members are essential for the success of EL students in elementary, middle, and high schools in Howell 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 parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

Support Staff for EL students:

- work in conjunction with the EL/Bilingual tutors 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 EL students become familiar with school culture and academic opportunities;
- have current language proficiency assessment accessible; and,
- provide academic information to parents/guardians.

VI. PARENTAL COMMUNICATION

A. Parental Communication/Interpreter Services

Parents of EL students 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, open houses 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 languages prior to the meeting and identify an interpreter (may be an adult family member) who is fluent in that language. Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate.
2. Send notices for school meetings and conferences home in English on one-side and student's native languages (when possible) on the other. Keep a generic file of these notices with blanks for times and dates.
3. Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual tutor who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.

4. Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar.
5. Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is also difficult for most children to translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

During the Meeting

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

Following the Meeting

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

B. Bilingual Parent Advisory Committee (One per building)

Send notification of EL/Bilingual Parent Advisory Committee Meetings. If possible, send the letter in the parents' native languages. Phone calls by bilingual staff to remind parents are very helpful. The Parent Advisory Committee is an excellent way to develop rapport and solicit questions and suggestions regarding student progress in your schools. 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.

Howellschools.com - Students - Student Handbook

Please click on the language below for translations

[Spanish](#)

[German](#)

[Hawaiian](#)

[Indonesian](#)

(Please contact the EL teacher or tutor if you need the code of conduct in another language)

VII. PERSONNEL PRACTICES

A. Postings

The District will, when seeking new applicants for all content area positions, actively recruit those people speaking the language of our student population. This is recommended for all vacancies, not just EL or bilingual positions.

The District will encourage the designation of EL/Bilingual tutors as a distinct category. This will provide trained personnel and consistent instruction. Presently, the tutors are highly trained with specific skills to meet the needs of ELs.

B. Inservices

EL/Bilingual tutors meet regularly to update knowledge and skills, obtain additional training, and share information and materials.

Professional development for general education classroom teachers on EL/Bilingual issues will be provided.

VIII. PROGRAM EVALUATION

A District Evaluation Committee will meet each spring/summer to assess student progress using standardized test scores and writing samples. They will also assess the program's effectiveness, resources and staff needs. This committee will make any necessary program recommendations to the Superintendent 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.



HOME LANGUAGE SURVEY

The Howell Public School District is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1151 - 380.1158 of the School code of 1976, Michigan's Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation.

Date: _____

Student Name: _____ Grade: _____ Age: _____ School Year: _____

Home School: _____

1. Is your child's native tongue a language other than English?
___ Yes ___ No If yes, what is that language? _____

2. Is the primary language used in the child's home or environment a language other than English?
___ Yes ___ No If yes, what is that language? _____

Signature of Parent: _____ Date: _____

Address: _____

"Primary Language" means "dominant language used by a person for communication."

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



Parental Notification

Date: _____

Dear Parents:

The Howell Public School District is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

Your child _____ has been selected to enroll in the EL (English Language Learner) program based on his/her preliminary language and academic achievement tests. Please see test results below that have guided our decision. Also included is information about our language programs and a parent agreement section that you should complete and return to school as soon as possible.

The WIDA (World-Class Instruction Design and Assessment) is a test that is mandated by the State of Michigan for all K-12 students from bilingual homes, in the spring. It is used to assess students in reading, writing, listening, speaking, and comprehension of the English language. If students enter Howell Public Schools between May and March, the W-APT Screener is used to place students in the EL program.

Test Used:

_____ WIDA (Screener)

_____ WIDA

Level of English Proficiency:

_____ Entering

_____ Beginning

_____ Developing

_____ Expanding

_____ Bridging

Program Description:

- ☐ Content Tutorial
- ☐ Language Tutorial
- ☐ Title I Reading Support
- ☐ Monitored by the EL tutor

EL/Bilingual Instruction: English is used as the language of instruction for speaking, reading, writing and comprehension, and assistance in other subjects are given in English and/or the native language when available.

Classroom English instruction: Students are instructed in English at all times; native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

Exit Procedures:

While parents may request to have their child exit the program at any time, instruction is provided to participating students so that they may reach academic proficiency in English.

If you have any questions, we would be happy to meet with you. Please call your child's school building for an appointment. _____

School building phone number

Respectfully,

The EL Team

Note: Please return to your child's school by _____

Date: _____ **School:** _____

Student's Name: _____

☐ No, I do not want my child enrolled in the EL Program.

☐ Yes, I would like my child enrolled in the EL Program.

Parent/ Guardian(s) Print: _____ **Signature:** _____

_____ **Date** _____ **(school name)**

APPENDIX B



Parental Waiver of English Language Learner (EL) Services *Request for EL Program Denial of Enrollment or Withdrawal*

School Year: _____

Date: _____

Student Name: _____ Home School: _____

Dear Parent(s):

Howell Public Schools offers strong English Language Learner programming at three magnet schools within our district. They are Southwest Elementary, Highlander Way Middle School and Howell High School. Students who indicate a need for servicing based on the state WIDA Screener or WIDA assessment are recommended for this programming.

Although we are offering a supportive program that we believe to be the most appropriate education for your child's level of English proficiency, you have the right to (a) decline to enroll your child in our EL program at a magnet school or, (b) request removal of your child from the EL program at a magnet school by completing this form.

I, _____, parent or guardian of
_____, student, have been informed of my right to decline to have my child enrolled in the English language development program offered by Howell Public Schools. I have been informed that programming is offered at a designated elementary and middle school, and I request the following action be taken on behalf of my child:

_____ Do not enroll my child in an EL program

_____ Withdraw my child from the EL program

Signature of Parent/Guardian

Date

Please return this form to your child's HPS home school.

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, and writing skills. Included in the table below is a general description of the characteristics of ELs at each level of proficiency.

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

Understanding the WIDA English Language Proficiency Standards - a Resource Guide -2007 Edition- page RG-45 2007

APPENDIX D

DEFINITIONS

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/EL Student File

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

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 Tutor

A bilingual tutor provides support services to the EL 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 EL instruction or support services to the ELs. Frequently, this teacher will provide consultative services to the regular classroom teacher.

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)

Co-Teaching

Co-teaching is defined as having an EL/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.

EL Programs

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

EL Class Period

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

EL Instruction

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

EL Newcomer's Center

EL Newcomer's Center is an EL 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.

EL Resource Center

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

EL Teacher

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

ESL

English as a Second Language (ESL) 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.

ESSA - Every Student Succeeds Act

Education law that was signed by President Obama on December 10, 2015. The bipartisan measure reauthorizes the 50 year old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. The previous version was the No Child Left Behind Act (NCLB), of 2001.

FLEP Students

Formerly Limited English Proficient (FLEP) student has been exited from EL program because:
The student has scored proficient on the WIDA ACCESS, W-APT Screener and multiple district assessments.

Inclusion

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

Placement Team

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

- Classroom Teacher
- Counselor
- Social Worker
- Psychologist
- EL/Bilingual Instructor/Tutor
- General Education Resource Teacher
- Principal

The EL/Bilingual tutors assigned to the building will provide instructional support and materials.

When concerns arise regarding a student's program, curriculum, and placement, the team outlined above will address these issues at a Student Assistance Team (SAT) meeting. The Student Assistance Team (SAT) referrals may be requested by any staff member. The District EL supervisor will be notified when a Student Assistance Team (SAT) meeting for an EL is planned or when a particular student's problem persists after interventions have been implemented as recommended by the Student Assistance Team (SAT).

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.

NCLB Title III

Title III is an entitlement program under No Child Left Behind Act of 2002. 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 for ELs 2.0

Michigan's federally required, summative assessment for students identified as English Learners(ELs). This annual assessment is designed to measure K-12 ELs on their progress in learning the English language. This includes a status of their development of Reading, Listening, Writing, and Speaking skills. WIDA ACCESS for ELs 2.0 is aligned to the WIDA English Language Development. The assessment can be administered online or paper/pencil.

W-APT

WIDA-ACCESS Placement Test. it is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of the WIDA's comprehensive assessment system..

Woodcock-Muñoz

Woodcock-Muñoz is used to determine English language proficiency.

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 paraeducators 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 background 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 EL/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/Bilingual 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 EL student. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of student's progress over time. The placement team recognizes that every test is a language test; the student may understand content but be unable to decipher a multiple-choice test. Finally, the team assists teachers in inventing ways of allowing the student to demonstrate what they have learned without using complex English.
- The placement team encourage the EL student'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 EL student 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/Bilingual file.



CONSIDERATION FOR PROGRAM EXIT
To be completed for all EL Students Yearly

Student:_____ **Student ID#:**_____ **Grade:**____ **Review Date:** __/__/____
Teacher/Counselor:_____ **Administrator:**_____

WIDA Screener:

Overall Proficiency: _____ (If Applicable)_____

Remarks:_____

WIDA Overall

Listening _____ Speaking _____ Reading _____ Writing _____ Overall _____

Classroom Teacher Observation: (Complete with classroom teacher)

Does student score proficient? (circle one) YES NO

Area(s) of identified support: _____

Is student working at grade level in:

Reading - Y/N Math - Y/N Social Studies - Y/N Science - Y/N Other - Y/N

If no, is the below-level performance due to language interference? Y/ N

If yes, attach documentation (test scores, report card, exit review).

District Approved Assessments:

Test(s) Name: _____

Score: _____ Remarks: _____

State Assessment Results:

Does the student meet benchmarks/standards in test areas? (circle one) YES NO

If no, in what area(s) is the student deficient?

NOTE: It must be determined that the EL student did not meet the benchmark due to language interference in order for the state assessment results to be considered as a criteria to retain the student in the EL Program.

What are the service recommendations?

1. ____ Continue in the EL program
2. ____ Exit EL program - monitor for 2 years

Teacher/Counselor Signature:_____ Date:_____

Principal's Signature:_____ Date:_____



Student Name:

Student ID:

DOB:

Grade:

District/School:

**Secondary
Assessment/Performance Monitoring**

First Year Post-Program Monitoring Year: _____ ELA SS: _____ NWEA: _____ M-STEP: _____ Date: _____ Met Standard? Y N	Subject	Current Grade	Signatures: _____ Parent/Guardian _____ School Administrator: _____ Other Teacher Comments:
Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when it is determined that students lack of success is due to cognitive academic language). <input type="checkbox"/> Continue in regular program. Additional interventions (cognitive, linguistic, affective):		ELA Math Science Social Studies Other content: Other content: Other content:	
Second Year Post-Program Monitoring Year: _____ ELA SS: _____ NWEA: _____ M-STEP: _____ Date: _____ Met Standard? Y N	Subject	Current Grade	Signatures: _____ Parent/Guardian _____ School Administrator: _____ Other Teacher Comments:
Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when it is determined that students lack of success is due to cognitive academic language). <input type="checkbox"/> Continue in regular program. Additional interventions (cognitive, linguistic, affective):		ELA Math Science Social Studies Other content: Other content: Other content:	

APPENDIX G



Student Name:

Student ID:

DOB:

Grade:

District/School:

Elementary Assessment/Performance Monitoring

First Year Post-Program Monitoring Year: _____ ELA SS: _____ NWEA: _____ M-STEP: _____ Date: _____ Met Standard? Y N	Subject	Current Grade	Signatures: _____ Teacher _____ School Administrator: _____ Other Teacher Comments:
	ELA		
	Math		
	Science		
	Social Studies		
	Other content:		
	Other content:		
Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when it is determined that students lack of success is due to cognitive academic language). <input type="checkbox"/> Continue in regular program. Additional interventions (cognitive, linguistic, affective):			
Second Year Post-Program Monitoring Year: _____ ELA SS: _____ NWEA: _____ M-STEP: _____ Date: _____ Met Standard? Y N	Subject	Current Grade	Signatures: _____ Teacher _____ School Administrator: _____ Other Teacher Comments:
	ELA		
	Math		
	Science		
	Social Studies		
	Other content:		
	Other content:		
Recommendations: <input type="checkbox"/> Reclassification/Re-entry (occurs when it is determined that students lack of success is due to cognitive academic language). <input type="checkbox"/> Continue in regular program. Additional interventions (cognitive, linguistic, affective):			

APPENDIX H



**Howell Public Schools
Team Approach to
Grade Placement of ELs from Foreign Countries**
Form is courtesy of Lamphere Public Schools

PART A: General Categories of ELs from Foreign Countries

Check (√) one	
	1. No interruptions in formal schooling, similar school calendar to Michigan schools
	2. Formal schooling, but different school calendar than Michigan schools and/or different age of school entry
	3. Interrupted schooling
	4. No formal schooling

PART B: Information to consider in decision-making, on a CASE-BY-CASE basis

Complete	Needed	
		1. Information from parents
		2. Home Language Survey (in your school office, 5 languages)
		3. Chronological History (new form, see attached)
		4. WIDA Screener (within 10 school days)
		5. Writing sample in home language
		6. EL Math Test
		7. Consultation with Bilingual/EL staff
		8. Age of the student
		9. Appropriate articulation to grade in home country
		10. Amount of interrupted schooling
		11. Trauma, war, orphanage (possible Post Traumatic Stress Disorder)
		12. EL/Bilingual support and/or other school support available
		13. Level of education in home

PART C: Resources needed

Needed	1. Additional translation support (for enrollment and initial evaluation)
	2. Refugee resources
	3. Community resources (Health Department, FIA, Social Security)
	4. Other (please specify)