

# Northview Public Schools English Language Learner Program Description and Guidelines



Updated: September 12, 2013

It is the policy of the Northview Public Schools District that no person shall, on the basis of sex, race, color, national origin, age, or handicap be excluded from participation in, be denied the benefits of, or be subjected to discrimination, in employment or any of its programs or activities.

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## Mission Statement

The English Language Learner Department at Northview Public Schools is dedicated to providing and supporting English language acquisition for all LEP students, moving them toward English language proficiency. Meaningful English instruction, with a focus on comprehension, will be facilitated in a natural, effective manner in the areas of listening, speaking, reading, and writing. Instruction will focus on developing language through content. In addition to language acquisition through content, students will also receive support with acculturation skills that will enable them to become independent, responsible citizens.

## 2012-2013 Goals for the ELL Program

1. Improve documentation of individual student growth throughout the year.
2. As students transition to the subsequent grade, provide future teachers with strategies specific to each student.
3. Successfully implement new Entrance/Exit criteria.

## Legal Requirements

### **Title VI of the Civil Rights Act of 1964**

The Office of Civil Rights within the United States Department of Education has responsibility for enforcing the Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Under the USDOE's Title VI regulations, practices of discrimination which are prohibited, when based on race, color or national origin, include:

- providing services, financial aid, or other benefits that are provided in a different manner;
- restricting an individual's enjoyment of an advantage or privilege enjoyed by others;
- denying an individual the right to participate in federally assisted programs;
- defeating or substantially impairing the objectives of federally assisted programs.

These Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. Thus Title VI protects those students who are limited in their English language skills such that they are unable to participate in, or benefit from, regular or special education school instructional programs.

## Supreme Court Decision

In the Supreme Court decision, *Lau v Nichols*, 414 U.S. 563 it is stated:

*"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum - for students who do not understand English are effectively foreclosed from any meaningful education."*

*"Where inability to speak and understand the English language excludes national origin minority groups from effective participation in the educational programs offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."*

The Supreme Court decision in the cases of *Lau v Nichols* is the most significant legal statement on the educational rights of limited English speaking students in the United States. Receiving unanimous support, the Lau Decision has served as a cornerstone nationwide for the development of bilingual education and other special education services to allow the country's linguistically different children an equal access to quality education.

## **Principles for Serving English Language Learner Students** **(Michigan Department of Education)**

### **First Principle: Selecting the Educational Approach**

It is the prerogative of each district to select a specific educational approach to meet the needs of its particular ELL student population. A district may use any educational approach that is recognized as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy. Regardless of the educational approach selected by the district, in assessing compliance with Title VI, a twofold inquiry applies:

- (1) whether the approach provides for English language development; and
- (2) whether the approach provides for meaningful participation of ELL students in the district's educational program.

### **Second Principle: Implementing the Educational Program**

Once a district has selected an educational approach, it needs to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

### **Third Principle: Evaluating the Educational Program**

Under federal law, adopting an ELL program with a sound education design is not sufficient if the program as implemented proves ineffective. As a result, a central element of satisfying Title VI requirements regarding services for ELL students is an ongoing evaluation of a district's ELL program.

- Is the program working?
- Are ELL students gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

If a program is not working effectively, a school district is responsible for making appropriate program adjustments or changes. This requirement is based on the obligation arising from Title VI for a school district to provide ELL students with meaningful opportunities to participate in its educational program.

## **The Cornerstone of WIDA's Standards: Guiding Principles of Language Development**

(cited from WIDA. *WIDA Guiding Principles*. <http://www.wida.us/>)

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.  
Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)
2. Students' home, school, and community experiences influence their language development.  
Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)
3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.  
Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.  
Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)
5. Students learn language and culture through meaningful use and interaction.  
Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987) © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA, [www.wida.us](http://www.wida.us)
6. Students use language in functional and communicative ways that vary according to context.  
Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.  
Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)
8. Students' development of academic language and academic content knowledge are inter-related processes.  
Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

## Enrollment Process into the ELL Program

### **Step #1- The Home Language Survey**

English language learners will be identified through the use of the district Home Language Survey included on the Registration form. If responses on the Home Language Survey indicate that the student's first language is not English or a language other than English is primarily spoken in the home, the survey will be forwarded to the ELL program staff.

### **Step #2- English Language Proficiency Assessment**

Once the ELL staff receives a home language survey, they will place a call to the parents/guardians, notifying them regarding administration of the language assessment. Upon parent notification, ELL staff will administer the WIDA-ACCESS Placement Screener. This test judges the student's abilities to listen, speak, read, and write in English and is written in accordance with WIDA's five ELP standards—Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies. The student's responses will be recorded on the State of Michigan's Bureau of Assessment and Accountability site. The ELL staff is then given the student's proficiency level by the state. There are six levels: Entering, Emerging, Developing, Expanding, Bridging and Reaching. The following criteria are used to determine program eligibility.

### **How we identify and enroll ELL students into the program according to State law:**

The State of Michigan, in response to the requirements of Lau vs. Nichols, ESEA/NCLB, and Title VI of the Civil Rights Act of 1964, has developed *common Entrance and Exit Criteria* for Limited English Proficient\* (LEP) students. All educational entities will use the common Entrance criteria to determine initial eligibility for LEP services and the common Exit criteria to exit and reclassify students as Formerly Limited English Proficient (FLEP).

***\*Definition of Limited English Proficient***

The Elementary and Secondary Education Act, NCLB, defines an English Language Learner as:

A student who is a Limited English Proficient student is 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 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 LEP, 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)

**MDE-OFS LEP ENTRANCE CRITERIA 2013**

The WIDA—ACCESS Placement Test is required of any student who indicates a language other than English for either of the two questions required by the Home Language Survey. If the student was previously enrolled in a Michigan school, results from the Spring ELPA (2013) are to be reviewed.

After administering the WIDA-ACCESS Placement Test to determine eligibility, if an LEA believes a student still may not qualify for an alternative language program [ie. the student has met the below criteria on the W-APT and is not in Pre-K], the LEA may administer one of the approved Reading and Math assessments. If the student is at grade level in both reading and math, the student is not coded in MSDS as LEP and does not take the full spring ACCESS for ELLs.

The student must be performing at or above grade level in both Reading and Math. If the student is not performing at or above grade level in both areas, he/she qualifies for an alternative language program.

The LEA must code these students as LEP and provide services as required by OCR and Title III.

**The following criteria is taken from MDE 2013 Entrance Protocol**

**Table 1: Entrance Criteria: Pre-K**

	Required Criteria
<b>Grade Level</b>	<b>Home Language Survey</b>
Pre-K	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, non-profit programs that support children ages 3 to 5 years old.

**Table 2: Entrance Criteria: Kindergarten & Developmental Kindergarten (before December 1<sup>st</sup>)**

	Required Criteria
Grade Level	Home Language Survey
Kindergarten (Before December 1 <sup>st</sup> )	All Kindergarten and DK students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1 <sup>st</sup> . These students must be tested on the W-APT in two of the four domains—Listening and Speaking. These results, along with performance on reading and math assessments will be used to place the student within the continuum of alternative language services provided within the LEA.

**Table 3: Entrance Criteria: Kindergarten & Developmental Kindergarten (after December 1<sup>st</sup>)**

A student qualifies if he/she meets one or more of the criteria listed in the chart.

**Required Criteria Kindergarten & Developmental Kindergarten (after December 1<sup>st</sup>)**

W-APT	Reading	Math
<p><i>W-APT:</i> Student (assessed in all four language domains) scores below Exceptional (29) in Listening and Speaking, or scores below 13 in Reading, or scores below 15 in Writing.</p> <p>*KW-APT is reported in raw scores.</p>	<p>Student scores below grade level as defined by the assessment.</p> <ul style="list-style-type: none"> <li>• AIMSweb—both CBM and MAZE subtests</li> <li>• MLPP: Michigan Literacy Progress Profile</li> <li>• Star Early Literacy</li> <li>• Discovery Education Assessments</li> <li>• Fountas &amp; Pinnell</li> <li>• DRA: Developmental Reading Assessment version 2</li> <li>• Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>• LAS Links: Language Assessment Scales</li> </ul>	<p>Student scores below grade level as defined by the assessment.</p> <p>Local common assessments aligned to state standards and benchmarks.</p>

*Student meets one or more of the above criteria to enter ELL alternative language program.*

**Table 4: Entrance Criteria: First and Second Grade**

A student qualifies if he/she meets one or more of the criteria listed in the chart.

**Required Criteria First and Second Grade**

<b>W-APT</b>	<b>Reading</b>	<b>Math</b>
<p><i>W-APT:</i> Adjusted Overall Composite Proficiency Level (CPL) is below 5.0 Bridging (no rounding), or score below 5.0 (no rounding) on one or more domains.</p> <p><i>2013 Annual Spring ELPA:</i> Student scores <i>Basic, Low Intermediate, High Intermediate</i></p>	<p>Student scores below grade level as specified by the assessment.</p> <ul style="list-style-type: none"> <li>• AIMSWeb—both CBM and MAZE subtests</li> <li>• Discovery Education Assessments</li> <li>• DRA: Developmental Reading Assessment version 2</li> <li>• Fountas &amp; Pinnell</li> <li>• LAS Links: Language Assessment Scales</li> <li>• MLPP: Michigan Literacy Progress Profile</li> <li>• Star Early Literacy</li> <li>• Woodcock Muñoz Complete Battery 2005/2010 Editions</li> </ul>	<p>Local common assessments aligned to state standards and benchmarks.</p>

**Table 5: Entrance Criteria: Third through Twelfth Grade**

A student qualifies if he/she meets one or more of the criteria listed in the chart.

**Required Criteria Third-Twelfth Grade**

<b>W-APT</b>	<b>Reading (&amp; Writing) Assessments</b>	<b>Math</b>
<p><i>W-APT:</i> Adjusted Overall Composite Proficiency (CPL) is below 5.0 Bridging (no rounding), or score below 5.0 (no rounding) on one or more domains.</p> <p><i>2013 Annual Spring ELPA:</i> Student scores <i>Basic, Low Intermediate, High Intermediate</i></p> <p><i>*If expectations are met or exceeded on W-APT, review MEAP or MME reading and math scores (in some grades, writing in addition to reading and math).</i></p> <p><i>*Where MEAP/MME reading and math are not administered, alternative state-approved test is required.</i></p> <p><i>* If a student's MEAP or MME scores are unavailable, districts may elect to use one of the approved, alternate assessments for determining grade level performance in reading in addition to administering the W-APT or procuring recent ELPA (2013) results. Students must also demonstrate grade level achievement on local common assessments in math.</i></p>	<p>Student scores <i>not proficient or partially proficient</i> on one or more of the previous year's state standardized assessments, or below grade level as defined by the state-approved assessment listed.</p> <p style="text-align: center;"><b><u>Third through Eighth</u></b> <b>MEAP</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing (4<sup>th</sup> &amp; 7<sup>th</sup>)</li> </ul> <p style="text-align: center;"><b><u>Ninth and Tenth</u></b></p> <ul style="list-style-type: none"> <li>• Discovery Education Assessments</li> <li>• DRA: Developmental Reading Assessment version 2 (6<sup>th</sup>-8<sup>th</sup>)</li> <li>• Fountas &amp; Pinnell (6<sup>th</sup>-8<sup>th</sup>)</li> <li>• LAS Links: Language Assessment Scales</li> <li>• QRI-5: Qualitative Reading Inventory</li> <li>• Scantron Performance Series</li> <li>• SRI: Scholastic Reading Inventory</li> <li>• Star Reading</li> <li>• Woodcock Muñoz Complete Battery 2005/2010 Editions</li> </ul> <p style="text-align: center;"><b><u>Eleventh</u></b> <b>MME—ELA Reading, Writing</b></p> <p style="text-align: center;"><b><u>Twelve</u></b> <b>MME—ELA Reading, Writing</b> (from previous year)</p>	<p>Student scores <i>not proficient or partially proficient</i> on one or more of the previous year's state standardized assessments, or below grade level as defined by the state-approved assessment listed.</p> <p style="text-align: center;"><b><u>Third through Eighth</u></b> <b>MEAP</b></p> <ul style="list-style-type: none"> <li>• Math</li> </ul> <p style="text-align: center;"><b><u>Ninth and Tenth</u></b> Local common assessments aligned to state standards and benchmarks.</p> <p style="text-align: center;"><b><u>Eleventh</u></b> <b>MME—Math</b></p> <p style="text-align: center;"><b><u>Twelfth</u></b> <b>MME—Math</b> (from previous year)</p>

*Student meets one or more of the above criteria to enter ELL alternative language program.*

**\*\***According to MDE, the reading assessments listed above in grades K-12 must include the reading comprehension subtests.

**Table 6: Entrance Criteria: Alternative State-Approved Assessments to MEAP/MME**

Grade Level	Assessment (Alternative State-Approved)
K-2	AIMSWeb—both CBM and MAZE subtests Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales MLPP: Michigan Literacy Progress Profile Star Early Literacy Woodcock Muñoz Complete Battery 2005/2010 Editions
3-5	AIMSWeb—both CBM and MAZE subtests Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions
6-12	AIMSWeb—both CBM and MAZE subtests (6 <sup>th</sup> -8 <sup>th</sup> ) Discovery Education Assessments DRA: Developmental Reading Assessment version 2 (6 <sup>th</sup> -8 <sup>th</sup> ) Fountas & Pinnell (6 <sup>th</sup> -8 <sup>th</sup> ) LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions

**Additional Entrance Considerations**

If a student was tested previously (within the last 12 months) in another state that administers the WIDA (ACCESS for ELLS) or the W-APT and the scores are received within the 10 day window, the score may be used to determine eligibility into ELL services within the state of Michigan. WIDA's Adjusted Composite Proficiency Levels must be used to determine eligibility (see above requirements for each grade level). If scores are not received within the 10 day window, a student must be screened using the W-APT in order to aid in determining LEP eligibility.

FLEP students moving within the state of Michigan may re-enter EL program if not at grade level in math and reading or they may be monitored, upholding the previous district's decision to exit.

### **Step #3- Permission to Provide Services**

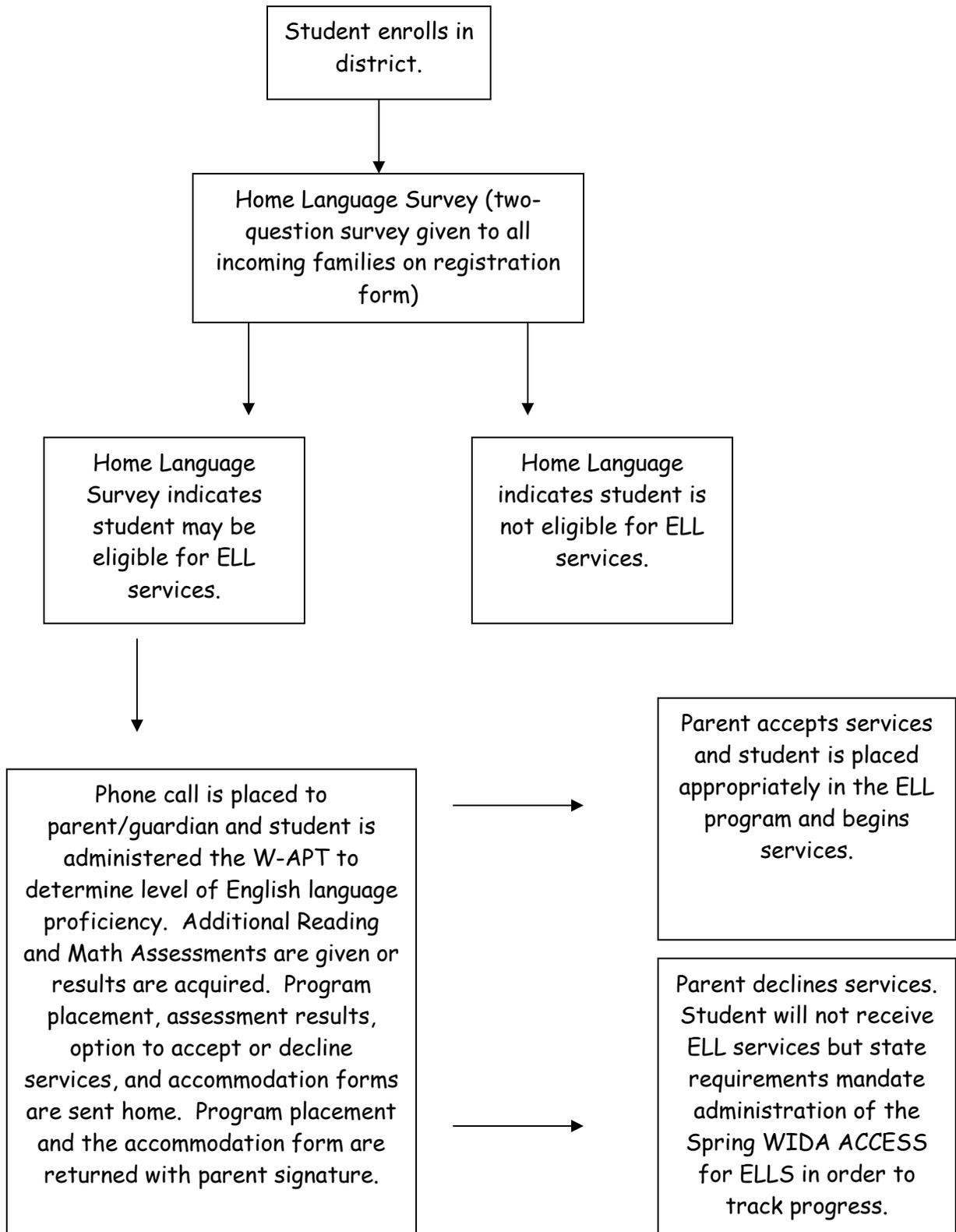
Upon receipt of a student's English language proficiency results, program placement forms are sent home to the student's parents/guardians with a section seeking permission to provide services. This form is sent along with the assessment results and accommodations so that parents/guardians can determine if they desire ELL services for their student. All parents/guardians have the right to decline services if they wish. The form is then given back to the ELL staff. If services have not been denied, the ELL staff will determine the level of services that the student needs based on the district's service delivery plan and will begin to provide those services immediately. If services have been declined, the ELL staff will only test the student every spring according to State mandates until the student has been exited from the ELL program entirely. Every time a student is tested, a new service letter will be sent home giving parents/guardians the opportunity to accept or decline ELL services.

### **Step #4- Additional Testing**

Every spring, ELL students will be re-tested with the entire WIDA ACCESS for ELLS in order to track progress. When results of this state assessment become available they are used to help determine which previously identified ELL students should continue receiving services and which may be exited from any ELL programming. Additional state standardized assessments along with local common assessments are also considered when determining appropriate services for each individual student.

\*A student will not receive ELL services until steps 1-3 have been completed. The ELL staff will consult with classroom teachers during the transition time.

## Policy/Identification Process



## Program Design

Northview Public Schools English Language Learner Program will provide services to identified English Language Learner students in grades K-12 to assist them in achieving the overall goals of the program. The *WIDA English Language Development Standards* will provide the foundation for English language acquisition and the academic development of identified ELL students in the district. The school district is aware that second language acquisition, beyond basic communication skills, that allows ELL students to learn academic content using English, may take between five and ten years. It is understood that this time frame can also be impacted by the student's previous educational and social experiences.

A number of different program components will combine to provide a program that meets the needs of all identified ELL students in the district. Components will range from placement of the ELL student in the regular education classroom with various scaffolding strategies implemented by the classroom teacher to regular withdrawal from the classroom for Sheltered English language instruction provided by an English Language Learner Teacher. The design of the program will be flexible each year according to the numbers and levels of students enrolled at each building in the district. Students qualifying as LEP, like all students, have access to other title programs and resources in addition to language support.

## Instructional Methodology

The instructional methodology used for ELL instruction is intense English immersion. English is used as the language of instruction. Some of the strategies used are from the *Newcomers* curriculum, Kendall & Khuon's *Making Sense: Small Group Comprehension Lesson for ELLs*, Kendall & Khuon's *Writing Sense: Intergrated Reading and Writing Lessons for ELLs*, *Scaffolding Comprehension Toolkits for ELLs*, *99 Ideas and Activities for Teaching English Learners with The SIOP Model*, *120 Content Strategies for ELLs*, and *Accommodating Differences Among English Language Learners Best Practices: 75+ Literacy Lessons*.

## Program Components

### **English Language Learner Instruction**

Explicit English as a second language instruction will take place outside the regular classroom and will provide instruction using English as the language of delivery. Bilingual support in Spanish is provided by the bilingual ELL teacher as well as by the bilingual ELL paraprofessional to Spanish-speaking students. Specialized ELL methodology will be utilized by an ELL teacher and ELL paraprofessional to assist students with English skills including listening, speaking, reading, writing, comprehension, vocabulary, and cultural orientation. ELL instruction will connect with academic content standards. Withdrawal from the regular classroom at all levels will be temporary and flexible according to the language and academic needs of the student.

### **Regular Classroom Accommodations**

As all ELL students are participating in a regular classroom setting, the teacher will be encouraged to utilize various recommended accommodations and modifications necessary to meet the needs of the individual ELL student. Teachers will use strategies that provide visual clues for content and specialized vocabulary development with use of graphic organizers, charts, word walls, labeling, illustrations, and other methods that reduce the amount of text a student must use to achieve understanding of content. The ELL teacher will be a resource for ideas and strategies for modifications and accommodations in the regular classroom. The ELL staff will also monitor each ELL within his/her regular classroom to ensure that appropriate accommodations are being made and that the student is being successful

### **English Language Learner Academic Support**

When high school ELL students score below *Bridging* (5.0), ELL academic support will be provided before and after school to assist students with academic language in their content area classes. The ELL teacher will coordinate with classroom teachers and extend the classroom material in the academic support time. The ELL teacher will also focus on study skills and English language instruction. The ELL teacher will use English as the main language of delivery. However, when needed, Spanish will be used to support the district's bilingual Spanish speaking students.

## Program Delivery

### **Elementary**

ELL students at the elementary level will receive ELL services in the form of accommodations in the regular education classroom and pull-out instruction with the ELL teacher. Classroom teachers will receive training and support from the ELL department on how to make accommodations to instruction, classroom management, and the classroom environment. Pull-out ELL instruction will take place in another classroom conducive to learning within the student's school. Classroom teachers will receive notice in September of the ELL student's pull - out schedule.

### **Middle School and High School**

At the beginning of the year, the ELL teacher will meet with content area teachers who have ELL students in their classrooms and share strategies and accommodations that are appropriate for each individual ELL student. The ELL teacher will collaborate with the school counselor to develop an appropriate class schedule for each ELL student. The ELL teacher will also work with the staff to ensure graduation requirements are met.

## Program Delivery

### ELL Core Services Description Alternative Language Program for all ELL Students

Northview Public Schools

Proficiency Level	Service Time	Service Providers	Mode of Delivery
Entering	4-5 hours/week	ESL teacher or ESL para-professional	Stand-alone ESL support (pull-out/push-in for standard English instruction and content area support) *bilingual support is available for Spanish speakers from ESL teacher and para-pro
Emerging	3-4 hours/week	ESL teacher or ESL para-professional	Stand-alone ESL support (pull-out/push-in for standard English instruction and content area support) *bilingual support is available for Spanish speakers from ESL teacher and para-pro
Developing	2.5-3.5 hours/week	ESL teacher or ESL para-professional	Stand-alone ESL support (pull-out/push-in for standard English instruction and content area support) *bilingual support is available for Spanish speakers from ESL teacher and para-pro
Expanding	1.5-2.5 hours/week	ESL teacher or ESL para-professional	Stand-alone ESL support (pull-out/push-in for standard English instruction and content area support) *bilingual support is available for Spanish speakers from ESL teacher and para-pro
Bridging	Not proficient— Reading and/or Math 1-2 hours/week  Proficient—Reading and/or Math n/a	ESL teacher or ESL para-professional	Consultation as needed
Reaching	n/a	ESL teacher & classroom teachers	Consultation as needed
FLEP	n/a	ESL teacher & classroom teachers	Monitored

ELL modifications will be made for high school level ELL students in courses required for graduation. Modifications will ensure that standards and benchmarks are taught with the support from the ELL staff and the regular classroom teacher.

**Suggested 2013/2014 ELL Service Delivery Plan  
Building Overview & Student Detail Overview**

**Northview High School and East Campus**

--Identification of potential ELL students

- Examine/re-examine home language surveys and enrollment paperwork
- Examine/re-examine records of new and transfer students
- Discuss necessary support with counselors, administration, teachers, and other staff

**Crossroads Middle School**

--Identification of potential ELL students

- Examine/re-examine home language surveys and enrollment paperwork
- Examine/re-examine records of new and transfer students
- Discuss necessary support with counselors, administration, teachers, and other staff
  - 1.5-3.5 hours of service per student (\*flexible—depending on need)

**Highlands Middle School**

--Identification of potential ELL students

- Examine/re-examine home language surveys and enrollment paperwork
- Examine/re-examine records of new and transfer students
- Discuss necessary support with counselors, administration, teachers, and other staff
  - 4-5 hours of individual support for Entering level proficiency
    - Occasional small group, when appropriate
  - 3-4 hours of support for Emerging level proficiency
  - 2.5-3.5 hours of support for Developing level proficiency
  - 1.5-2.5 hours of support for Expanding level proficiency
  - 1-2 hours of support for Bridging students, not yet at grade level in Reading and/or Math
  - Consultation/Achievement monitoring for Bridging and Reaching students at grade level in Reading and/or Math
    - ESL support when appropriate
  - Achievement monitoring for FLEP students within 2 years of exit from ELL program
    - Assistance if needed

**Suggested 2013/2014 ELL Service Delivery Plan  
Building Overview & Student Detail Overview**

**North Oakview Elementary, West Oakview Elementary, East Oakview Elementary**

--Identification of potential ELL students

- Examine/re-examine home language surveys and enrollment paperwork
- Examine/re-examine records of new and transfer students
- Discuss necessary support with counselors, administration, teachers, and other staff
  - 4-5 hours of individual support for Entering level proficiency
    - Occasional small group, when appropriate
  - 3-4 hours of support for Emerging level proficiency
  - 2.5-3.5 hours of support for Developing level proficiency
  - 1.5-2.5 hours of support for Expanding students
  - 1-2 hours of support for Bridging students, not yet meeting grade level in ELA and/or Math
  - Consultation/Achievement monitoring for Bridging and Reaching students (at grade level for ELA and Math)
    - ESL support when appropriate
  - Achievement monitoring for FLEP students within 2 years of exit from ELL program
    - Assistance if needed

## Program Exiting

In accordance with MDE-OFS Exit Criteria 2013, each summer the district will review spring WIDA ACCESS for ELLS results to determine student placement and student exit. Pre-school students do not take the WIDA ACCESS and therefore will not be eligible for exit. Students in grades Knd through 2<sup>nd</sup> must score an overall proficiency score of *Bridging* (5.0) or *Reaching* (6.0) (no rounding) and must demonstrate grade level proficiency in reading and math. Approved assessments (listed below) must be used to determine grade level proficiency in math and reading. If approved assessments are not used, a student is not eligible for exit until demonstrating proficiency on the WIDA ACCESS and MEAP assessments in third grade. Demonstrated proficiency on MEAP is recommended. For students in grades 3<sup>rd</sup>-12<sup>th</sup>, a WIDA ACCESS overall score of 5.0 *Bridging* and a score of 5.0 on each domain must be obtained in order for consideration of exit. In addition, students must also demonstrate grade level proficiency in reading and math on Michigan's standardized assessments, MEAP or MME, or on an alternative, approved assessment if MEAP/MME data is not available. At grade levels where state standardized assessments are not administered, approved assessments for math and reading must be used (listed below). All students in grades Knd-12<sup>th</sup> must be at or above grade level in both reading and math to be considered for exit. ELL students may not be exited using the W-APT. Results from the most recent full WIDA ACCESS assessment are required (Overall Composite Proficiency Level).

If criteria for exit are met, the classroom teacher and ELL staff must agree that exiting the program would be appropriate. It is recommended the student have passing grades in all four major content areas. A student may also be removed from the ELL program at the request of the parent/guardian. However, the student must continue to take the WIDA ACCESS until language proficiency is obtained along with grade level proficiency in reading and math. Once a student is removed from the program, they are considered *Formerly Limited English Proficient* (FLEP). Classroom teachers will be aware of FLEP students and will contact the ELL staff if any academic concerns arise. The state requires that FLEP students are monitored for two years after they have exited the ELL program. These students are considered "exit monitored."

**Table 7: Exit Criteria: Kindergarten through Second Grade**

A student must meet all of the required criteria to be considered for exit from services.

**Required Criteria Kindergarten-Second Grade**

<b>SPRING WIDA ACCESS</b>	<b>Reading</b>	<b>Math</b>
<p><i>Spring WIDA ACCESS:</i> Students receive an Overall Composite Proficiency Level of <i>Bridging</i> (5.0) or higher and receive 5.0 or higher on each individual domain (no rounding).</p>	<p>Student scores at or above grade level as defined by the assessment.</p> <ul style="list-style-type: none"> <li>• MLPP: Michigan Literacy Progress Profile</li> <li>• Discovery Education Assessments</li> <li>• Star Early Literacy</li> <li>• Fountas &amp; Pinnell</li> <li>• DRA: Developmental Reading Assessment version 2 (1<sup>st</sup> &amp; 2<sup>nd</sup>)</li> <li>• Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>• LAS Links: Language Assessment Scales</li> <li>• AIMSweb—both CBM and MAZE subtests</li> <li>• <i>Gates McGinitie*</i></li> <li>• <i>ITBS: Iowa Test of Basic Skills*</i></li> <li>• <i>NWEA: Northwest Evaluation Association*</i></li> <li>• <i>Terra Nova*</i></li> </ul>	<p>Student scores at or above grade level as defined by the assessment.</p> <p>Local common assessments aligned to state standards and benchmarks.</p>

*\*Italicized assessments are norm referenced and used only for exiting purposes.*

**Table 8: Exit Criteria: Third through Twelfth Grade:**

A student must meet all of the required criteria to be considered for exit from services.

**Required Criteria Third through Twelfth Grade**

Spring WIDA ACCESS	Reading	Math
<p><i>Spring WIDA ACCESS:</i> Students receive an Overall Composite Proficiency Level of <i>Bridging</i> (5.0) or higher and receive 5.0 or higher on each individual domain (no rounding).</p>	<p>Student scores at the proficient or advanced proficient level for the subtests. Student scores at or above grade level as defined by the assessment.</p> <p style="text-align: center;"><b><u>Third through Eighth</u></b> <b>MEAP</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing (4<sup>th</sup> &amp; 7<sup>th</sup>)</li> </ul> <p style="text-align: center;"><b><u>Ninth and Tenth</u></b></p> <ul style="list-style-type: none"> <li>• Discovery Education Assessments</li> <li>• LAS Links: Language Assessment Scales</li> <li>• QRI-5: Qualitative Reading Inventory</li> <li>• Scantron Performance Series</li> <li>• SRI: Scholastic Reading Inventory</li> <li>• Star Reading</li> <li>• Woodcock Muñoz Complete Battery 2005/2010 Editions</li> <li>• <i>ACT PLAN/EXPLORE*</i></li> <li>• <i>Gates McGinitie*</i></li> <li>• <i>ITBS: Iowa Test of Basic Skills*</i></li> <li>• <i>NWEA: Northwest Evaluation Association*</i></li> <li>• <i>Terra Nova*</i></li> </ul> <p style="text-align: center;"><b><u>Eleventh</u></b> <b>MME—Reading, Writing</b></p> <p style="text-align: center;"><b><u>Twelve</u></b> <b>MME—Reading, Writing</b> (from previous year)</p>	<p>Student scores at the proficient or advanced proficient level for the subtests. Student scores at or above grade level as defined by the assessment.</p> <p style="text-align: center;"><b><u>Third through Eighth</u></b> <b>MEAP</b></p> <ul style="list-style-type: none"> <li>• Math</li> </ul> <p style="text-align: center;"><b><u>Ninth and Tenth</u></b> Local common assessments aligned to state standards and benchmarks.</p> <p style="text-align: center;"><b><u>Eleventh</u></b> <b>MME—Math</b></p> <p style="text-align: center;"><b><u>Twelfth</u></b> <b>MME—Math</b> (from previous year)</p>

*\*Italicized assessments are norm referenced and used only for exiting purposes.*

*\*If a student's MEAP scores are unavailable, districts may elect to use one of the approved, alternate assessments for determining grade level performance in reading in addition to administering the spring WIDA ACCESS for ELLS (see Table 10 below). Students must also demonstrate grade level achievement on local common assessments in math.*

*\*ELL students not present in the state of Michigan during the entire WIDA testing window are able to take an alternative language assessment, either the Woodcock Muñoz Complete Battery 2005/2010 Editions or the LAS Links: Language Assessment Scales. If the student scores in the proficient range and meets exit criteria in Reading and Math, the student may be exited from ELL services. Keep documentation in the case submission is requested.*

**Table 9: ACT Testing and Benchmark Scoring—Support in meeting Exit Protocol**

	Composite Score Range	Minimum Score Necessary for Exit		
		Reading	English	Math
EXPLORE—8 <sup>th</sup> grade	1 to 25	15	13	17
EXPLORE—9 <sup>th</sup> grade	1 to 25	16	14	18
PLAN—10 <sup>th</sup> grade	1 to 32	17	15	19
ACT—11 <sup>th</sup> & 12 <sup>th</sup> grade	1 to 36	21	18	22

*\*As indicated by MDE, per ACT's representative, districts that choose off-grade level testing are to apply the grade level benchmark shown above—ACT does not present off-level benchmarking.*

**Table 10: Exit Criteria: Alternative State-Approved Assessments to MEAP/MME**

<b>Grade Level</b>	<b>Assessment</b>
<b>K-2</b>	AIMSWeb—both CBM and MAZE subtests Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales MLPP: Michigan Literacy Progress Profile Star Early Literacy Woodcock Muñoz Complete Battery 2005/2010 Editions <i>Gates McGinitie*</i> <i>ITBS: Iowa Test of Basic Skills*</i> <i>NWEA: Northwest Evaluation Association*</i> <i>Terra Nova*</i>
<b>3-5</b>	AIMSWeb—both CBM and MAZE subtests Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions <i>Gates McGinitie*</i> <i>ITBS: Iowa Test of Basic Skills*</i> <i>NWEA: Northwest Evaluation Association*</i> <i>Terra Nova*</i>
<b>6-12</b>	AIMSWeb—both CBM and MAZE subtests (6 <sup>th</sup> -8 <sup>th</sup> ) DRA: Developmental Reading Assessment version 2 (6 <sup>th</sup> -8 <sup>th</sup> ) Discovery Education Assessments Fountas & Pinnell (6 <sup>th</sup> -8 <sup>th</sup> ) LAS Links: Language Assessment Scales QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading Woodcock Muñoz Complete Battery 2005/2010 Editions <i>ACT PLAN/EXPLORE*</i> <i>Gates McGinitie*</i> <i>ITBS: Iowa Test of Basic Skills*</i> <i>NWEA: Northwest Evaluation Association*</i> <i>Terra Nova*</i>

*\*Italicized assessments are norm referenced and used only for exiting purposes.*

Does the ELL student fulfill the exiting criteria?

- Scores an overall proficiency score of *Bridging* (5.0) or higher and does not score below 5.0 on each domain on the WIDA ACCESS for ELLS (*and*)
- Is at or above grade level in reading and math (*and*)
- Classroom teacher and ELL teacher both recommend exiting (*and*)
- Successful in content area subjects

Student fulfills exiting criteria

Student does not fulfill exiting criteria

Student exits from ELL program services and is monitored for two years to ensure academic success.

Student continues to receive services from the district's ELL program.

Program Re-entry

Formerly Limited English Proficient students will be monitored for two years following their exit to ensure academic success. To aid in the monitoring process, the ELL teacher will inform general education teachers who have *FLEP* students in their classrooms. Students' grades and assessment results will also be monitored during this time period. If, in the event it is believed that an exited ELL student needs to be re-entered into the program, the ELL staff will evaluate the student's work and progress from the time after their exit date. If it is believed to be a language barrier (after using the W-APT), the ELL staff may re-enter the student and once again identify him/her as an ELL student. If after the testing it is believed to not be a language barrier, the ELL staff will recommend the student to the appropriate intervention staff.

## Staffing

The current staffing for the Northview Public Schools ELL Program will include one certified bilingual ELL teacher along with one bilingual paraprofessional. Students at the Entering and Emerging level will receive support from the bilingual ELL teacher. Students in levels Developing to Bridging will receive support from either the bilingual ELL teacher or bilingual paraprofessional. The ELL staff will provide direct language instruction and assist regular classroom teachers.

The ELL teacher and paraprofessional will be supervised by the Director of Special Education. The Director has oversight of the program and any curricular issues related to the program. The Curriculum office will also approve all professional development opportunities as well. These staff members and the regular classroom teachers will work together to implement a program that is effective in helping ELL students with both language proficiency and academic achievement.

## Materials

In addition to supporting ELL students in the use of regular classroom instructional materials, materials specifically designed for the development of language proficiency will be used by all ELL staff members working in this program. Some of these materials include:

- Picture dictionaries
- Newcomer materials
- Leveled books
- Computer applications
- Bilingual materials (take-home, not instructional)
- First language textbooks (when available)
- Picture cards
- Grade level ELL resource material and curriculum containing many of the items listed
- CD/tape players

The district ELL team will be responsible for reviewing and selecting appropriate materials for any components of the ELL instructional program.

## Professional Development

### **ELL Staff**

As the ELL program continues to expand and develop, the ELL staff will attend professional development trainings at, and outside of, the Kent ISD. It will be the responsibility of the ELL staff to present new information to the regular classroom staff and the administration.

### **Regular Classroom Staff**

Even though the ELL teacher will provide direct language instruction for many of the identified ELL students in the district, much of the responsibility for ELL student instruction will fall to the regular classroom teacher. Regular classroom teachers will need to have an understanding of how to make appropriate accommodations based on the following information:

- The language proficiency level of the student
- The length of time the student has been in the country
- What past educational experiences the student has had

The district will provide ongoing professional development opportunities for the regular classroom teachers to enable them to meet the needs of ELL students in their classroom. Opportunities for teachers to attend conferences and workshops related to ELL instruction will be provided. The ELL teacher along with the Curriculum/Intervention administration personnel will advise administrators regarding what types of professional development are most needed in this area and how to best provide it on an ongoing basis.

The basic goals of professional development related to the ELL program will be:

1. Enable teachers to develop skills in modifying instruction to meet the needs of ELL students.
2. Maximize the impact and effectiveness of limited ELL resources.
3. Develop a collaborative relationship between the ELL staff and the regular classroom teachers.

4. Expand the number of teachers annually who have an understanding of the needs of ELL students.
5. Develop an ELL training session for all incoming teachers.
6. Familiarize teachers and administrators with WIDA's English Language Development Standards and how to implement them in the classroom.

### Communication with Parents

State and federal regulations require districts to provide information about assessment and related academic achievement to parents of ELL students in a language that they can understand. When a student is identified as a potential ELL student, by the Home Language Survey, the parents will be notified before any testing begins. The parents will then receive notification of the test results within 30 days of the assessment date. The notification will include the assessment results and what ELL services the student qualifies for. The parents then have the right to accept or decline ELL services.

Individual ELL student progress with English proficiency and academic achievement goals will be reported to parents, in a language they can understand, on a regular basis throughout the school year. Notification about academic progress will at the minimum be equivalent with notices given to parents of non-ELL students regarding non-ELL student progress, such as report cards.

Parents will have the opportunity to attend ELL conferences with the ELL staff during the scheduled parent-teacher conference week to review student progress and any assessment results. Any changes in the services that an ELL student receives will also be communicated to the parents. If parents desire to have a translator, one will be provided by the district.

## **ELL COMPLAINT RESOLUTION PROCESS**

Parents are advised to use the following process to address concerns regarding the English Language Learner Program:

- Step 1) Parent, child's teacher and building principal will meet to resolve the concern. Translation services will be provided.
  
- Step 2) If a resolution is not reached, then the matter will be addressed with the Asst. Superintendent for Student Services.
  
- Step 3) Asst. Superintendent for Student Services will send a written resolution in English and in the home language to parent within 10 school days. Copies of the ELL Complaint/Resolution form will be distributed to principal and file in the students CA-60.

**Parent Complaint and Resolution Form**

Northview Public Schools  
English Language Learners Program (ELL)

Title III requires all school districts to adopt written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the ELL Programs. This form is to be completed by parents/guardians who wish to address specific components, and/or file an official complaint within Northview Public Schools. Written complaints are accepted by mail, fax, E-mail or in person. All complaints will be responded to and completed within 30 days of submission.

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

Parent/Guardian: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

Home/Cell Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Student(s): \_\_\_\_\_ Age: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_  
\_\_\_\_\_ Age: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

1. Nature of Complaint (Please state the actions, facts and documentation on which you base your complaint)

2. Provide information and evidence supporting the complaint.

3. State the resolution you expect to reach.

Complainant Signature \_\_\_\_\_ Date: \_\_\_\_\_

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

Received by School Personnel

## Translation Services

Translating for ELL related services and parent-teacher conferences will be provided by the ELL Department if the translation is English/ Spanish and the ELL staff has enough notice to make arrangements before the translation is needed. If another language is needed, the ELL teacher can arrange translation through *Linguistic Liaisons*. The ELL teacher and ELL paraprofessional will translate various district documents into Spanish, either orally with parents or in written form. The ELL staff will translate, or have translated, additional documents as needed and as are reasonable.

## Program Monitoring and Evaluation

The Office of Civil Rights Policy:

*Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipients cannot comply with this requirement without periodically evaluating their programs.*

To evaluate the ELL program a district ELL committee will be formed. The committee will consist of the ELL staff, regular classroom teachers at the elementary and secondary level, as well as Curriculum administration staff. The committee will meet at the end of each school year to conduct an evaluation of the ELL program. The following items will be reviewed by the committee to determine the overall effectiveness of the program.

- The program's effectiveness with respect to student identification, the assessment process, exiting, monitoring, staffing, and parental notifications.
- The adequacy of instructional materials and staff development.
- The growth of the program and the possible need for additional classroom space, bussing, etc.
- The rate of students' progress toward full proficiency in English.
- How well students in the ELL program are keeping up with their peers in all curriculum areas.
- How well students are able to participate successfully in all of the school's programs as measured by graduation rates, academic

- achievement, awards, honors, sports and other extracurricular activities.
- Comparison of state assessment test scores of exited students and non-ELL students.
  - Whether students in the ELL program have access to all of the district's programs including vocational and special education.
  - Whether students in the ELL program are being retained or are dropping out at rates similar to non-ELL students.
  - Is the student data collected sufficient so the success of the program can be determined?

Information sources may include MEAP results, ELPA scores, WIDA scores, teacher observations, parental feedback, records of program participation, grades in core classes, and retention and graduation rate data. After the evaluation, all deficits in the ELL program will be subject to immediate modifications. Recommendations made as a result of this program evaluation will be implemented within a reasonable amount of time after the evaluation by the district ELL committee.

### Special Programs and Related Services

ELL Students will receive equal access to all district special opportunity programs. These programs include but are not limited to special education, Title 1, at-risk, gifted and talented programs, and nonacademic and extracurricular activities. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. Northview Public Schools will seek to provide assistance necessary for effective participation by ELL students in these programs.

### Services to Private Schools

ELL services will be provided to qualifying students attending Northview Public Schools on a full time basis. Students attending private schools within the Northview Public Schools' boundaries who wish to receive services will be provided with ELL and bilingual support as is appropriate.

## Resources for this Document

English Learner Program Entrance & Exit Protocol. Michigan Department of Education, Office of Field Services, Special Populations Unit, Revised September 2013

Hudsonville Public Schools English Language Learner Program Description and Guidelines, Revised June 2012

*Lau v. Nichols, 1974*

Michigan Department of Education English Language Learner Programs  
[http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_40078---,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html)

Michigan Department of Education State Manual: To assist school districts in their work with English Language Learners. Office of Field Services, Michigan Department of Education, December 2003  
[www.michigan.gov/.../Revised\\_State\\_Manual\\_2003\\_64173\\_7.pdf](http://www.michigan.gov/.../Revised_State_Manual_2003_64173_7.pdf)

Programs for English Language Learners (OCR). U.S. Department of Education. <http://www2.ed.gov/about/offices/list/ocr/ell/index.html>

*Title VI of the Civil Rights Act of 1964*

WIDA. *WIDA Guiding Principles*.  
<http://www.wida.us/>