

Willow Run Community Schools English Language Learner Program Description and Guidelines



Revised April, 2011

**English Language Learner
Program Description and
Guidelines**

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Mission Statement

The mission of the Willow Run Community Schools is to provide the highest quality education for all students by:

- Offering a challenging and comprehensive curriculum
- Meeting the diverse intellectual, social and emotional needs of each student
- Cultivating collaborative efforts between school, family and community partnerships
- Developing learning communities for continuous improvement that ensures academic achievement by providing the highest standards of instructional practice in every class, every day
- Being responsible and accountable for the public trust and resources



The mission of the English Language Learner Program is to provide instruction in English as well as provide academic support to students who have difficulty reading, writing, speaking, listening to and/or comprehending English, enabling them to become successful in the regular classroom, the overall school environment and the community at large.

Vision

The vision of the Willow Run Community Schools is to prepare students to excel in a global society.

The Willow Run Community Schools seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Language Learners (ELLs) are provided instructional services through the English Language Learner (ELL) program which is designed to meet their unique needs.

Definition of English Language Learner (ELL)



NCLB Definition of a "Limited English Proficient" Student

A limited English proficient student (LEP) is described according to the federal government definition used in NCLB and in Michigan is referred to as an English language learner (ELL). The federal government classifications follow.

An ELL is a student age 3-21, who is enrolled (or about to enroll), in a U.S. elementary or secondary school and meets these two requirements:

1. Belongs to one of the following categories:

- Was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;
- Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where language other than English has had a significant impact in the individual's level of English language proficient; or
- Is migratory, speaks a native language other than English, and comes from an environment where language other than English is dominant.

2. May be unable, because of difficulties in speaking, reading, writing, or understanding the English language, to:

- Score at the proficient level on state assessments of academic achievement;
- Learn successfully in classrooms that have language of instruction in English; or
- Participate fully in society

Legal Responsibilities

Title I & Title III

Programs of English Language Learners

Title I, Section 1112

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

English Language Learner provisions are included under Title I and Title III of NCLB. Title I outlines the state standards, assessment, annual yearly progress, and other accountability requirements for ELL students. Title III provides funding to state and local education agencies that are obligated by NCLB to increase the English proficiency and core academic content knowledge of Limited English Proficient students (another term is ELL-English Language Learners, although NCLB 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 ELL 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 ELL 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 ELL in reading/language arts, math, and science, as required by all public school students in the state. The assessment should be designed to provide information on the proficiency of ELL 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 ELL 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 ELL parents in the decision-making process of Title III programs and activities at both the state and local levels.

Title III funds are to be used to provide language instruction educational programs — defined as courses in which ELL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child's native language to enable the child to develop and attain English proficiency, but school districts are required to "use approaches and methodologies based on scientifically-based research." Each school or district using Title III funds must implement an effective means of outreach to parents of ELL 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 District Activities:

- English Instruction, before or after school
- Staff training and professional development
- Curriculum development

- Remedial tutoring, tutorials, and/or youth counseling
- Technology acquisition
- Parent Involvement

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

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

Assessments Required of ELL Students:

1. All ELL students must be included in the state assessment 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 three years, however, ELL 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 three 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, that a native language assessment would yield more accurate and reliable information.
2. Districts must annually assess ELL students on their English language proficiency 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 ELL students toward English proficiency.

Federal Law

There exists a substantial body of Federal law which establishes the rights of the LEP student and which define 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 are 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 a meaningful opportunity to participate in the district’s educational program in violation of Title VI of Civil Rights Act of 1964

In the Supreme Court decision 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 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.”

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.

Identification and Eligibility

Registration/Identification Using Home Language Survey

The Home Language Survey approved by the Michigan Department of Education (Appendix A) is included in the Willow Run Community Schools registration packet. It is to be completed at the time of registration. The building administration is responsible for ensuring that a Home Language Survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in students permanent (CA-60) files and ELL files in the ELL office.

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 ELL services, the ELL coordinator will be notified by the secretaries. The ELL coordinator will arrange for a prompt assessment of the student to determine eligibility for ELL services.

Initial Assessment for Program Eligibility

Within 30 days of enrollment at the beginning of the school year, or within 10 days of enrollment during the school year, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for ELL program services. Assessments will measure a student's language skills in listening, speaking, reading, writing, and comprehension of English. The *English Language Proficiency Assessment Screener* (ELPA Screener) will be used for assessment from the beginning of the school year, until the end of the school year, *except* during the ELPA testing window from mid-March until the end of April. Staff is also encouraged to assess the math ability of the student using standardized instruments to address needs in other content areas. A student who scores Basic (B), Low Intermediate (LI), High Intermediate (HI), or Proficient (P) on the ELPA is eligible for ELL Program Support. For a student scoring Proficient (P) to continue receiving ELL support services, the district takes into account additional multiple academic criteria as noted on the chart below.

ELPA & Level of Proficiency


The following chart shows ELPA/ELPA Screener levels of proficiency correlated to the Michigan English Language Proficiency Standards Levels 1-5.

ELPA Score	Proficiency Levels ELP Standards	ELPA Screener Score	Proficiency Levels ELP Standards	Multiple indicators
Basic (B)	1	Basic (B)	1	
Low Intermediate (LI)	2	Intermediate (I)	2/3	Standardized reading diagnostic Star reading AR Writing sample MEAP ACT/MME
High Intermediate (HI)	3			
Proficient (P)	4	Proficient (P)	4/5	Standardized reading diagnostic Star reading AR Writing sample MEAP ACT/MME
Advanced Proficient (AP)	4/5			


Program Design

Willow Run Community Schools provides an instructional program to meet the language and academic content needs of English Language Learners (ELL) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. Below you will find the guide for ELL program instruction described by level of language proficiency and level of instruction.

Program Delivery-Elementary Levels

	<p>English Language Proficiency Levels 1-2</p>	<p>English Language Proficiency Levels 3-4</p>	<p>English Language Proficiency Level 5</p>
<p>Preschool</p>	<p>Placement in a regular classroom with Sheltered English Strategies Minimum 45 minutes a week of withdrawal for ELL instruction</p>	<p>Placement in a regular classroom with Sheltered English Strategies Minimum 30 minutes a week of withdrawal for ELL instruction</p>	<p>Placement in regular classroom with monitoring.</p>
<p>Kindergarten</p>	<p>Placement in a regular classroom with Sheltered English Strategies Minimum 90 minutes a week of withdrawal for ELL instruction</p>	<p>Placement in a regular classroom with Sheltered English Strategies Minimum 60 minutes a week of withdrawal for ELL instruction</p>	<p>Same as above</p>
<p>Grades 1-2</p>	<p>Same as above.</p>	<p>Same as above</p>	<p>Same as above</p>
<p>Grades 3-4</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>
<p>Grades 5-6</p>	<p>Same as above</p>	<p>Same as above</p>	<p>Same as above</p>

Program Delivery Middle and high School

	<p>English Language Proficiency Levels 1-3</p>	<p>English Language Proficiency Level 4</p>	<p>English Language Proficiency Level 5</p>
<p>ELL Support</p>	<p>Placement in a dedicated ELL Class. Sheltered English Strategies and ELL Accommodations</p>	<p>Regular Education with Sheltered English Strategies and ELL Accommodations. Tutoring with ELL teacher as needed</p>	<p>Regular Education with monitoring</p>
<p>Content Area Courses</p>	<p>Regular Education with Sheltered English Strategies and ELL Accommodations</p>	<p>Regular Education with Sheltered English Strategies and ELL Accommodations</p>	<p>Regular Education with Sheltered English Strategies and ELL Accommodations</p>

Support is provided through:

- English Language Instruction
- Reading Support
- Title I Support
- Monitoring by the ELL Coordinator

Exiting from ELL Program Services

A student who scores Proficient (P) or Advanced Proficiency (AP) on the ELPA, and meets the additional standardized and curriculum-based assessments identified by the district, may be exited from the ELL Program and must be monitored for two (2) years. This student is also exited from the program in the MSDS 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 and ELL files in the ELL office.

Monitoring Formerly Limited English Proficient Students (FLEP)

The ELL Coordinator reviews the criteria for a student to exit from the program and determines if the student needs support services during the transition to the regular education program. Additionally, the ELL coordinator is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The coordinator assesses the student's progress every marking period for the first year and every semester for the second year. (Appendix F)

If, during the monitoring, it appears that the student is not succeeding in the general education program, the ELL Coordinator will determine if further assessment of the student is warranted, if the student will be reentered into the ELL 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 ELL files in the ELL Office.



ELL Students who are Struggling Learners

Willow Run Community Schools does not place any student in a special education program based on his/her English proficiency. The guidelines for special education are the same for both ELL and non-ELL students in accordance with the *Individuals with Disabilities Act*. Willow Run Community Schools has an established procedure for referring students for special education evaluations. The student may require an evaluation administered in his/her native language. ELL students identified as special education students may continue to receive ELL services as determined by the student's IEP. ELL instruction would be provided by the ELL teacher or ELL accommodations would be made in the regular classroom by the regular classroom teacher.

Special education services would be provided by appropriately qualified special education teachers.

Student Folder Contents

Each English Language Learner will have a folder maintained by the ELL Coordinator. The folder will contain:

- Home language survey **Appendix A**
- Parent notification letter **Appendix**
- ELL students Service Records
- ELPA results
- Monitoring records
- Record of placement decisions (Description of program for individual student, including type and amount of alternative program services)



Staff Roles

ELL Coordinator/teacher

The ELL coordinator/teacher is certified and has an NS endorsement. The ELL teacher has primary responsibility for providing English language instruction to the ELL students. The ELL teacher also shares the responsibility with mainstream general education teachers for ensuring that the ELL receives content instruction while learning English. The ELL teacher is responsible for language development and content specific instructional support.

ELL Coordinator/teacher:

- provides language development
- assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom
- meets regularly with the mainstream teacher to determine the academic needs of LEP students enrolled in their classes
- teaches basic survival skills to the most limited English proficient students
- instructs general education staff about culture and language of the ELL and their family
- provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class
- works collaboratively with staff to develop curriculum

- identifies, assesses, teaches, and counsels each ELL
- provides staff development on English language instruction and cultural awareness

Role of ELL/Bilingual Tutors

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

Responsibilities of the K-12 ELL/Bilingual Tutors are to:

- assist ELL teachers and mainstream teachers in providing content instruction and language development
- meet regularly with ELL teachers and mainstream teachers to determine the academic needs of ELL students enrolled in their classes
- assist teaching basic survival skills to the most limited English proficient students
- provide mainstream teachers with cultural and linguistic background of the language minority students in their classes
- provide input to ELL Coordinator regarding curriculum development
- assist with translation throughout the district and for parent conferences
- assist ELL Coordinator in providing staff development on English language instruction and cultural awareness

Role of Mainstream General Education Teacher

The mainstream teacher into whose class the student is enrolled has primary responsibility for the instruction of the ELL. 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 ELL staff are the ones who decide:

- What should be taught
- How the mainstream class content should be supported by ELL 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 will:

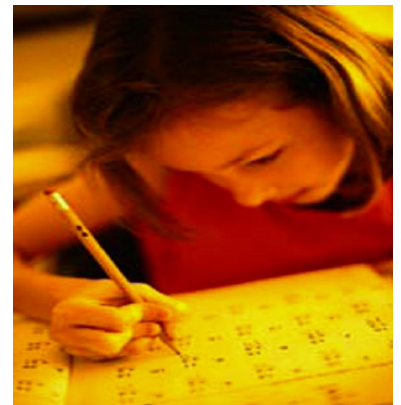
- partner with the ELL staff in educating the ELL students in his/her class
- demonstrate sensitivity and awareness of cultural and linguistic differences
- individualize instruction to meet the needs of each student
- use visuals/hands-on activities to facilitate learning
- provide materials for the ELL staff that support the mainstream instruction
- help language minority students make friends and be part of the social interaction in the classroom
- promote intercultural discussion
- suggests the type of help the ELL needs to be successful in his/her class to the ELL teacher

Role of Special Services Staff

Special Services staff members are essential for the success of LEP students in elementary, middle, and high schools in Willow Run Community Schools. Counselors, social workers and curriculum support personnel are very new phenomena for many ELL students and their families. The role of the special services staff needs to be explained to parents/guardians and students so that the 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 LEP students:

- works in conjunction with the ELL 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 LEP students become familiar with school culture and academic opportunities
- have current language proficiency assessment accessible
- provide academic information to parents/guardians



Parental Communication

Parental Communication/Interpreter Services

Parents of limited English proficient 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 and parent/teacher conferences. Certainly, the more informed parents are the more likely it is that they will be able to support their child's learning. However, many teachers and administrators may be unfamiliar with using an interpreter and may consequently be reluctant to make routine use of the parents' native languages. The following suggestions may facilitate successful communication when using an interpreter:



Prior to the Meeting

- 1. Accurately determine the parents' native language prior to the meeting and identify an interpreter (may be an adult family member) who is fluent in that language. Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate.**
- 2. Send notices for school meetings and conferences home in English on one-side and student's native languages on the other.**
- 3. Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual paraprofessional who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.**
- 4. Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar.**
- 5. Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is also difficult for most children to**

translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

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.

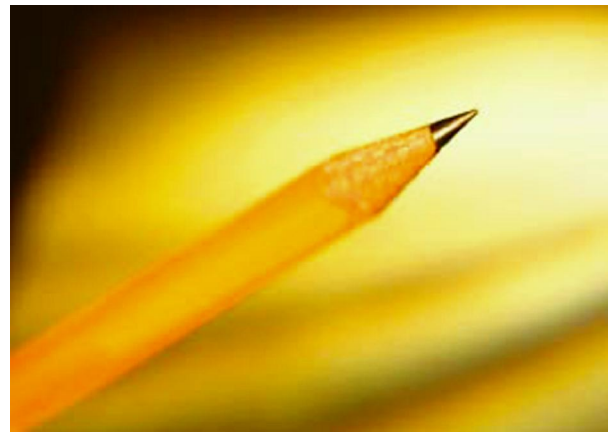
Parental Notification (See Appendix B)

Willow Run Community Schools must inform parents of English Language Learners (ELL) identified for participation in the district's ELL program.

- within 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 Language Learners (ELL) prior to the beginning of the school year.
- letters are available in the following languages: Spanish & French

Title III 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 LEP 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 help the child learn English and meet academic achievement standards
- The program exit requirements, including when the transition will take place
- The parents' rights, including written guidance that
 - specifies the right to have their child immediately removed from a language instruction educational program upon request



- describes the options that parents have to decline to enroll their child in such a program

Bilingual Parent Meetings

Parent meetings will be held at least twice a year. These meetings will inform parents about the ELL program, provide literacy training, and assist in welcoming parents into the school community. Notification of Parent Meetings should be sent in parents' native language. Phone calls by bilingual staff to remind parents are very helpful. A roster of parents who attend and agendas of meetings will be kept.

Code of Conduct

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

Professional Development

In-services

ELL staff meets regularly to update knowledge and skills, obtain additional training, and share information and materials.

ELL staff will have the opportunity to attend conferences and in-services inside and outside the district.

Training for regular education teachers on ELL issues will be provided.



Program Evaluation

District Evaluation Committee will meet each spring 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. Monitoring data such as district-wide test results, dropout and retention rates, and grades will be included in the periodic program evaluation.

Appendix B (Use letterhead)

Date: _____

Dear Parents/Guardians,

Willow Run Community Schools 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 ELL (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 ELPA (English Language Proficiency Assessment) is a test that is mandated by the State of Michigan for all K-12 students from bilingual homes. It is used to assess students in reading, writing, listening, speaking, and comprehension of the English language. If students enter Willow Run schools between May and March, the ELPA screener is used to place students in the ELL program.

Test used:

_____ ELPA

_____ ELPA screener

Level of English proficiency

_____ 1. Basic

_____ 2. Low Intermediate

_____ 3. Intermediate

_____ 4. High Intermediate

_____ 5. Proficient on ELPA or ELPA screener, but recommended by teacher for continued support

_____ 6. Proficient on ELPA or ELPA screener and recommended by teacher and other test scores for exit from ELL program.

_____ 7. Advanced Proficient –exit program

Program Description:

- ___ ELL Classroom Instruction
- ___ ELL Tutorial support
- ___ Reading support from the reading or Title I teacher
- ___ Monitoring by the ELL staff

Title III/ELL Instruction: English is used as the language of instruction for speaking, reading, writing and comprehension, and the assistance in other subjects are given in English and/or the native language.

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 reach academic proficiency in English.

If you have any questions, we would be happy to meet with you.

Respectfully,

ELL Coordinator and Instructor
Willow Run Community Schools
235 Spencer Lane
Ypsilanti MI 48198
734-481-8325

Please return attached services form to your child’s school by _____ if you wish to continue or discontinue ELL program services during the _____ school year.

**Willow Run Community Schools
Parent Permission Form**

To: ELL Coordinator WRMS

Date: _____

School: _____

Student's name: _____

_____ Yes, I would like to enroll my child in the ELL program

_____ No, I do not want to enroll my child in the ELL program

Parent signature: _____

Date: _____

Please return this form to your child's teacher

Return By: _____

Appendix B (Spanish Version)

La Fecha: _____

Estimados Padres/Guardianes,

La Comunidad de las Escuelas de Willow Run está cometida a facilitar instrucción y los programas del enriquecimiento que satisfarán las necesidades de todos estudiantes en nuestras escuelas. De acuerdo con las metas educativas de este distrito, nosotros hemos desarrollado un programa de la instrucción académica que dirige las necesidades especiales del idioma de nuestros estudiantes.

Su niño _____ ha sido escogido para matricularse en el ELL (inglés) el programa está basado en su idioma preliminar y pruebas académicas de lucro. Vea por favor la prueba los resultados debajo de que ha indicado nuestra decisión. También incluido es información acerca de nuestros programas del idioma y una sección del acuerdo de padre que usted debe completar y deber volver a la escuela tan pronto como posible.

El ELPA (la Evaluación inglesa de Dominio del idioma) es una prueba que es puesta bajo del mandato por el Estado de Michigan para todos los estudiantes K-12 de hogares bilingües. Está utilizado para evaluar estudiantes en la lectura, en el escribo, en el escucho, en el hablo, y en la comprensión del idioma inglés. Si estudiantes entran las escuelas de Willow Run entre mayo y marzo, el screener de ELPA está utilizado para colocar estudiantes en el programa de ELL.

La prueba utilizó:

_____ ELPA

_____ ELPA screener

El nivel de la pericia inglesa

_____ 1. Básico

_____ 2. Intermedio bajo

_____ 3. Intermedio

_____ 4. Intermedio alto

_____ 5. Competente en ELPA o el ELPA screener, pero esta recomendado por maestro para el apoyo continuado.

_____ 6. Competente en ELPA o ELPA screener y está recomendado por maestro para la salida del programa de ELL.

Programa la Descripción:

- ELL en la clase
- ELL apoyo con un tutor de las materias
- Instrucción Bilingüe
- Apoyo de Tutor
- Especialista de leer o el maestro del programa Titulo I
- Monitorear por el personal de ELL

La Instrucción de ELL: Inglés está utilizado como el idioma de la instrucción para hablar, para leer, para escribir y comprensión, y para ayudar en otros materiales, como ciencias y los además. La instrucción esta dado en inglés y/o la lengua materna si es posible.

En la clase la Instrucción inglesa: Los estudiantes son instruidos en inglés siempre; lengua materna no está utilizada. La meta de instrucción es para lograr los requisitos del grado apropiado y de los estándares académicos para la promoción del grado y la graduación.

Los Procedimientos de salir del programa:

Mientras padres pueden solicitar para que su niño sale del programa, la instrucción esta diseñado para que participen los estudiantes para que ellos alcancen la pericia académica en inglés. El programa es gratis para su estudiante y le va a ayudar mucho.

Si usted tiene cualquier pregunta, nosotros seríamos felices de encontrar con usted.

Atentamente,

Current
ELL Coordinador y Instructor
Willow Run Community Schools
235 Spencer Lane
Ypsilanti MI 48198
734-481-8325

*Por favor regresa el papel conectado para pedir los servicios para su estudiante, a su escuela del niño antes del _____ si usted desea continuar o discontinuar los servicios del programa de ELL durante el _____ año escolar.

Appendix B (French Version)

Date : _____

Ches Parents/Gardiens,

Les Ecoles Willow Run sont commises à fournissant programmes d'instruction et d'enrichissement qui répondra aux besoins de tous étudiants dans nos écoles. Conformément aux buts éducatifs de ce quartier, nous avons développé un programme d'instruction académique qui adresse les besoins de langue spéciaux de nos étudiants.

Votre enfant _____ a été choisi pour inscrire dans l'ELL (l'anglais) le programme a basé la langue du sien/son préliminaire et les tests d'accomplissement académiques. S'il vous plaît voir que les résultats de test au dessous de qu'a dirigé notre décision. Aussi inclus est l'information de nos programmes de langue et une section d'accord de parent que vous doit compléter et doit retourner instruire le plus tôt possible.

L'ELPA (l'Evaluation de Compétence de Langue anglaise) est un test qui est rendu obligatoire par l'Etat du Michigan pour tout K-12 étudiants des maisons bilingues. Il est utilisé pour évaluer des étudiants dans la lecture, l'écriture, écouté, parler, et la compréhension de la langue anglaise. Si les étudiants entrent les écoles de Willow Run entre mai et mars, l'ELPA screener est utilisé pour placer des étudiants dans le programme d'ELL.

Le test a utilisé :

_____ ELPA

_____ ELPA screener

Le niveau de compétence anglaise

_____ 1. Fondamentale

_____ 2. Bas intermédiaire

_____ 3. Intermédiaire

_____ 4. Haute intermédiaire

_____ 5. Compétente mais a recommandé pour continuer dans le programme

_____ 6. Compétent et a recommandé pour sortir le programme

Programmer la Description:

- ___ 1. L'Instruction de Salle de classe d'ELL
- ___ 2. Les travaux pratiques d'ELL soutiennent
- ___ 3. Les travaux pratiques bilingues soutiennent
- ___ 4. Le soutien de lecture de la lecture ou de l'enseignant
- ___ 5. L'interception par le personnel d'ELL

ELL Instruction : L'anglais est utilisé comme la langue d'instruction pour parler, la lecture, écrivant et la compréhension, et l'assistance dans les autres sujets est donnée dans et/ou d'anglais la langue natale.

La salle de classe Instruction anglaise : Les étudiants sont instruits dans l'anglais à tout instant ; la langue natale n'est pas utilisée. Le but d'instruction est de rencontrer le degré approprié les normes d'accomplissement académiques pour la promotion de degré et la remise des diplômes.

Procédures des sortir :

Pendant que les parents peuvent demander d'avoir leur enfant sort le programme à tout moment, l'instruction est fournie à participer d'étudiants pour qu'ils atteignent la compétence académique dans l'anglais. S'il vous plaît savoir que ceci est un service libre et est très valable à votre enfant.

Si vous avez n'importe quelles questions, nous serions heureux de rencontrer avec vous.

Respectueusement,

Current
ELL Coordinator and Instructor
Willow Run Community Schools
235 Spencer Lane
Ypsilanti MI 48198
734-481-8325

*** S'il vous plaît le retour a attaché des services forment à l'école de votre enfant par _____ si vous souhaitez continuer ou interrompre les services de programme d'ELL pendant la _____ année scolaire.**

Willow Run Community Schools
Request for English Language Development
Program Withdrawal

Date: _____

Dear Parents:

You have indicated that you do not want your child enrolled in an English language development program or that you would like a change in your student's English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to request removal of your child from the program.

Thank you.

Signature of Parent/Guardian

Date

Appendix C

Descriptions of English Language Proficiency Levels

To meet the instructional needs of English Language Learners 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 ELLs at each level of proficiency.

Federal NCLB Categories of English Proficiency	Michigan English Proficiency Levels	Description of English Language Learners (ELLs)
BASIC (B)	Level 1A	<p>Students with limited formal schooling Level 1A includes student’s whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than ELL beginning students at Level 1B. Level 1A students lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p>Recently arrived student (less than 30 days) These students have not been assessed with the Michigan English Language Proficiency Test or other tests used for placement.</p>

<p style="text-align: center;">BASIC (B)</p>	<p style="text-align: center;">Level 1B</p>	<p>Beginning (Pre-production and early production) Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously.</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete.</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>
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<p style="text-align: center;">LOW INTERMEDIATE (LI)</p>	<p style="text-align: center;">Level 2</p>	<p>Early Intermediate (Speech emergent) Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation. When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages. Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p>
<p style="text-align: center;">HIGH INTERMEDIATE (HI)</p>	<p style="text-align: center;">Level 3</p>	<p>Intermediate At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate</p>

<p style="text-align: center;">HIGH INTERMEDIATE (HI)</p>	<p style="text-align: center;">Level 3</p>	<p>orally in most settings.</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text.</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>
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<p style="text-align: center;">PROFICIENT (P)</p>	<p style="text-align: center;">Level 4</p>	<p>Transitional Intermediate At this level students’ language skills are adequate for most day- to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts.</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems.</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing). (TESOL, 1999, p. 21)</p>
<p style="text-align: center;">ADVANCED PROFICIENCY (AP)</p>	<p style="text-align: center;">Level 5</p>	<p>Monitored (Advanced Proficiency) Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (ELPA). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>

Appendix D

Definitions

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)

ELL Student File

This file is kept by the ELL coordinator. It contains a copy of the district registration, assessment data, and family information.

Bilingual Paraprofessional

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

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)

ELLs (English Language Learners)

ELLs 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.

ELPA

The English language Proficiency Assessment (ELPA) is the annual assessment that measures English language proficiency in listening, speaking, reading, writing and comprehension for ELL in Michigan. It is administered in the spring.

ELPA Screener

The English Language Proficiency Assessment Screener (ELPA Screener) is a short version of the ELPA used to measure English language proficiency in listening, speaking, reading, writing and comprehension for ELL in Michigan for newly arrived students in a school district. It is administered after the ELPA window from May through mid-March.

ELL Programs

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

ELL Class Period

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

ELL Instruction

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

ELL Teacher

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

FLEP Students

Formerly Limited English Proficient (FLEP) student has been exited from Title III/ELL program because:

The student has scored proficient on the ELPA, ELPA Screener and multiple district assessments.

Inclusion

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

Content-based Language Development Programs

Content-based Language Development programs group ELLs 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 2001. 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).

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 Language Learners need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lecture, memorization, and worksheets may be least appropriate for second language learners.
- Bilingual Para-educators or instructional assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, Para-educators or instructional assistants have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.
- Previous schooling is considered. The academic backgrounds of students vary greatly. Some students may have studied advanced algebra while others may never have attended school.
- All students need time to learn how to interact in an American school setting. Consideration is given to having the ELL staff explicitly teach about the culture and language of schools.
- Initial placement decisions for middle and high school students should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While a student is often placed in physical education, art, and music classes, when taught appropriately with the support of ELL teachers or tutors, other content area classes such as science and math may be crucial to maintaining student's interest in school.
- Consideration is given to alternative means of assessment for the LEP 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.

- Counselors should encourage the LEP student's involvement in extra-curricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing sports, acting in the school play, or preparing something for a bake sale. The LEP student needs to be invited to participate.
- Additional standardized and curriculum-based assessments inform school counselors.

Appendix F

Exit Criteria

A student in grades K-2 will exit the ELL program when:

1. He/she scores proficient (P) or advanced proficient (AP) on the ELPA
and
2. The child's teacher feels that the student is performing at grade level

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

1. He/she scores proficient (P) or advanced proficient (AP) on the ELPA
and
2. He/she receives at/above level 2 on both the reading and the language sub-parts of a standardized test (ex. MEAP)
and
3. The child is performing at grade level (teacher input and grades).

CONSIDERATION FOR PROGRAM EXIT
To be completed for all ELL Students considered for Program Exit

Student: _____ Student ID#: _____

Reviewer's Name: _____ Date of Review: _____

ELPA Screener:

Overall Proficiency: _____

Remarks:

ELPA Overall

Listening

Speaking

Reading

Writing

Comprehension _____

Overall Proficiency: _____

Classroom Teacher Observation:

Is student working at grade level in:

Reading

Writing

Math

Science

Social Studies

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

Teacher Signature

Date

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 ELL 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 ELL Program.

What are the service recommendations?

1. ____ Continue in the ELL program
2. ____ Exit ELL program – monitor for 2 years

Reviewer's Signature

Date

Principal's Signature

Date

**ELL Student
Two-Year
Post-ELL Service
Evaluation**

Year 1 Evaluation Date: _____

Year 2 Evaluation Date: _____

Monitoring Forms

<p><i>First Year of Monitoring</i> (1st academic year after exit date).</p>	<p>ELA: _____ MEAP Date: _____</p> <p>Grades: 1st Semester _____</p> <p>2nd Semester _____</p>	<p>MATH: _____ MEAP DATE: _____</p> <p>Grades: 1st Semester _____</p> <p>2nd Semester _____</p>	<p>SCIENCE: _____ MEAP Date: _____</p> <p>Grades: 1st Semester _____</p> <p>2nd Semester _____</p>	<p>S.S: _____ MEAP Date: _____</p> <p>Grades: 1st Semester _____</p> <p>2nd Semester _____</p>
<p><i>Recommendations:</i></p> <p><input type="checkbox"/> Reclassification/Re-entry (occurs when it is determined that students lack of success is due to cognitive academic language).</p> <p><input type="checkbox"/> Continue in regular program.</p> <p>Additional interventions (cognitive, linguistic, affective)</p>		<p>Signatures: _____</p> <p>Parent/Guardian _____</p> <p>School Administrator: _____</p> <p>Comments: _____ _____</p>		

Second Year of Monitoring (2 nd academic year after exit date).	ELA: _____ MEAP Date: _____ _____ Grades: 1 st Semester _____	MATH: _____ MEAP DATE: _____ _____ Grades: 1 st Semester _____	SCIENCE: _____ MEAP Date: _____ _____ Grades: 1 st Semester _____	S.S: _____ MEAP Date: _____ _____ Grades: 1 st Semester _____
	_____ 2 nd Semester _____	_____ 2 nd Semester _____	_____ 2 nd Semester _____	_____ 2 nd Semester _____

<p>Recommendations:</p> <p><input type="checkbox"/> Reclassification/Re-entry (occurs when it is determined that students lack of success is due to cognitive academic language).</p> <p><input type="checkbox"/> Continue in regular program.</p> <p>Additional interventions (cognitive, linguistic, affective)</p>	<p>Signatures:</p> <p>_____</p> <p>Parent/Guardian</p> <p>_____</p> <p>School Administrator:</p> <p>Comments:</p> <p>_____</p> <p>_____</p>
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