



English Learners Procedures, Guidelines, and Requirements



Task	Procedures, Guidance, and Resources	Timeline	Who is responsible?
<p style="text-align: center;">Identifying and Reporting ELs Step 1 Identification</p>	<ul style="list-style-type: none"> • The Home Language Survey (HLS) is included in the enrollment. It should contain a clause that states the purpose of the HLS. • If there is a “yes” on one or more of the questions (home language or native language/tongue of the student) on the HLS, give the HLS to the ESL teacher (Mid-Michigan Migrant & EL Program Staff), and place the original in the CA60. • Proceed to Step 2 (W-APT Screener administration) to determine eligibility. • Please use the attached HLS (include District logo). There is a Spanish and English version provided for you. <p>MDE Approved HLS-English http://www.michigan.gov/mde/0,4615,7-140-22709_40192---,00.html MDE Approved HLS-Spanish http://www.michigan.gov/documents/mde/Encuesta_Sobre_El_Idioma_Del_Hogar_Revised_101910_336252_7.pdf</p>	<p style="text-align: center;">Upon Enrollment</p>	<p style="text-align: center;">District School Secretary Enrollment Clerk *The HLS should not be changed or completed by district staff.</p>
<p style="text-align: center;">Step 2 W-APT Screener Administration</p>	<ul style="list-style-type: none"> • The W-APT Screener is administered to all potentially eligible students (including foreign exchange students) with a “yes” marked on one or more of the HLS questions, if there are not any previous WIDA scores available. The school or MMMEP staff may have to call the students’ previous school, because the NEW student’s WIDA data may not be available in the BAA Secure Site (or MSIX, if student is also migrant) until the student is attached to the new district (identified in student management system, MSDS, through a Student Maintenance Report has been uploaded). School District staff are only able to see WIDA test results for the students who are enrolled (claimed by) their district. • W-APT Screener Cycle #1 (before Dec. 1st) 1st, 3rd, 6th, and 9th graders take the previous year assessment (1st grade takes Kinder test). Kindergarten only takes listening/speaking, then test on the local district’s benchmark literacy assessment in January. • W-APT Screener Cycle #2 (after Dec. 1st). All potentially eligible English Learners arriving after December 1st students take the assessment according to grade level. Kindergarten takes all 4 domains. 	<p>Within the first 30 days of schools.</p> <p>After the first 30 days of school, the screener must be given within 10 days of the new student enrolling in the school district.</p>	<p>Secretary gives the MMMEP staff members a copy of the HLS.</p> <p>The MMMEP administers the W-APT Screener to the student. The MMMEP staff keep a copy of the results and gives the originals to the MMMEP</p>

	<ul style="list-style-type: none"> Those K students who scored exceptional in the fall must be monitored to ensure proficiency on local reading and writing assessments between Dec. 1st and the end of Jan. Kinder determinations made after Dec. 1st using all four domains are considered final determinations and not re-evaluated in January. Please be sure to refer to the entrance protocol for K students. Use the online calculator from the WIDA website. <p>W-APT Frequently Asked Questions (FAQ) How to Check for W-APT Scores Entrance and Exit Protocol (Updated 6/9/16) </p>		Consortium Member.
<p>Determining Eligibility & Reporting</p> <p>Identifying ELs in the District's Student Management System</p>	<ul style="list-style-type: none"> Students who meet the Entrance Protocol criteria must be identified as LEP/ELs in the Student Management System (PowerSchool, Skyward, Infinite Campus, and etc.) and in MSDS. Use the Grade Adjusted Composite Proficiency Score. Students who score less than a 5.0 or less than a 5.0 in all four domains (reading, writing, listening, and speaking) qualify as an English learner and need to be entered into the Student Management System as LEP/EL immediately. No rounding is allowed. This will require coordination between district staff. <p>Guide to Entering LEP/EL into Skyward (screenshots) Guide to Entering LEP/EL into MSDS (screenshots) Skyward, MSDS, and BAA Secure Site</p> <p><u>MSDS Guidance for Program Codes:</u> It's the collection details manual – the EL component starts on page 251. Instructional program codes start on page 257. http://www.michigan.gov/documents/cepi/Collection_Details_SY1617_v1.0_524119_7.pdf</p>	Immediately after administering the W-APT	Consortium Member Superintendent
<p>Reporting</p> <p>BAA Secure Site</p>	<ul style="list-style-type: none"> Immediately after administration of the W-APT Screener, the W-APT Screener scores need to be entered into the secure site. Place a copy of the W-APT Screener into the CA-60. All W-APT Screener scores need to be entered into the BAA Secure Site. <p>How to Enter W-APT Scores Guide to Entering LEP/EL (screenshots)</p>	Immediately following administration of the W-APT Screener	District Superintendent

	<u>Skyward, MSDS, and BAA Secure Site</u>		
Step 5 Parent Notification Letters	<ul style="list-style-type: none"> Parents, Guardians, and Host families need to be informed that their child or student has qualified for EL services. There are nine required components in the Parent Notification Letter. Please use the attached letter that has been approved by MDE. Insert your District Logo and contact information. This is an annual required process. WIDA results must also be sent to parents. <p>Parent Notification-Letter-English-fall-2016 Fall 2016 Parent Notification-Spanish-wida</p>	Within the first 30 days of school	MMMEP Staff will send and give a copy to Consortium Members
Determining Exit Status 1. Use MDE Exit Protocol. 2. Notify parents. 3. FLEP Monitoring	<p><u>Entrance and Exit Protocol (Updated 6/9/16)</u> </p> <p>Exit Letter-in-English-Fall-2016 Exit Letter-in-Spanish-Fall-2016</p> <ul style="list-style-type: none"> Please be sure to read through the exit protocol that clearly states that districts must use WIDA scores, local reading assessment, and local writing assessments to make decisions about exiting English Learners. Students must be monitored for four years after being exited from the EL programs. <p>FLEP Monitoring Sheet (with interventions recorded) FEP Monitoring Sheets updated July 2016</p>	Immediately after spring WIDA scores are made available	<p>The District decides which students should be exited based on the Exit protocol. The MMMEP staff sends home the Exit Letter.</p> <p>The district is responsible for completing the FLEP Monitoring Sheet in order to record student's interventions in conjunction with the MMMEP staff.</p>
FEL Monitoring Sheet	<ul style="list-style-type: none"> English Learners who are exited from the EL program are required to be monitored for four years. A monitoring sheet must be completed and the student's interventions must be recorded. 	Immediately upon exiting	The District and EL Teacher monitor the

(Changing to FEL with ESSA)	FLEP Monitoring Sheet (with interventions recorded) FEP Monitoring Sheets updated July 2016	from the EL Program	exited EL student and works with the general education staff to advocate and record student's interventions.
EL Waiver	<ul style="list-style-type: none"> EL Waivers are only given to parents, guardians, and or host families upon request and only after the school district has explained the services provided to participating ELs and the benefits of participating in the program. The district must notify parents that other services (Title I, 31a,etc.) will be provided if they waive EL services to ensure students' language and academic needs are being met, thus encouraging parents to acknowledge the benefits of language instructional services. <p>See EL Comprehensive Program of Services. EL Comprehensive Program of Services</p> <ul style="list-style-type: none"> Students who have a signed waiver must still take the WIDA. An EL Waiver must be signed every school year. The EL Waiver can be withdrawn an ANY time upon parent/guardian request. A copy of the EL Waiver goes in the CA60, EL Teacher's folders, and MMEP Coordinator. <p>EL Waiver</p>	Immediately upon the request of the Parent, Guardian, and/or Host Family	Superintendent Principal Consortium Member Title III Director
False LEP	<p>The False LEP window opens the first week of December.</p> <p>Please note that once MDE approves your 'false LEP/EL' appeal, do not test the students in the spring of 2016 or thereafter and do not re-report these students as ELs in MSDS. If such students move to another district, please inform the receiving district of their status to avoid re-reporting them as ELs. Any students reported as ELs in MSDS must take WIDA Spring until they exit as proficient or graduate!</p> <ul style="list-style-type: none"> The status of a "False LEP/EL appeal" can be checked in the Secure Site. Please direct questions to the following contact person, Tina Foote. FooteT@michigan.gov 	The MDE determines when the False LEP Window Opens- typically the first week of December.	Superintendent Consortium Member Title III Director

	http://www.michigan.gov/documents/mde/WIDA_False_LEP_Guidance_507305_7.pdf		
Alternative Language Program	<ul style="list-style-type: none"> Each district must have an Alternative Language Program that outlines the number of minutes of EL service according to the student’s English Language Proficiency level. The district provides an Alternative Language Program paid for with general funds. <p>Alternative Language Program</p>	Ongoing	District MMMEP Coordinator with work with districts to develop an Alternative Language Program.
Title III Plan	<p>http://www.michigan.gov/documents/mde/Guiding_Questions_for_Improving_Tite_III_Plan_536508_7.pdf</p> <p>Supplement and Not Supplant https://www2.ed.gov/programs/sfgp/supplefinalattach2.pdf Title III Act https://www2.ed.gov/policy/elsec/leg/esea02/pg39.html</p>	Ongoing	District/Consortium Lead
Providing ELs Equal Access to Curricular & Extracurricular Programs	<p>Meaningful access to the core curriculum (e.g. reading/language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time.</p> <p>See Chapter, pgs. 1-5 in the U.S. Department of Education English Learner Tool Kit https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap4.pdf</p>		
Key Principles for English Learner Instruction	<p>Key Principles for English Learner Instruction:</p> <ol style="list-style-type: none"> 1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem. 2. Instruction leverages ELs’ home language, cultural assets, and prior knowledge. 3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds. 		
General Education Accommodations for English Learners	<p>All English Learners need to have an individualized plan.</p> <p>U.S. Department of Education Tool Kit Download the entire English Learner Tool Kit Teaching Academic Content and Literacy to English Learners in Elementary and Middle School</p>		

	<p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf High School students may have a Personalized Curriculum, and there is not a limit on the number of Personal Curriculums allowed in any district. Rules for writing a Personalized Curriculum must be followed.</p> <p><u>Personal Curriculum Updates (Posted September 2014)</u>  <u>Personal Curriculum Additional Resources : Supplement to the Personal Curriculum Parent and Educator Guide</u>  <u>Personal Curriculum Frequently Asked Questions: Supplement to the Personal Curriculum Parent and Educator Guide</u> General Education Accommodations for English Learners MMMEP EL Accommodations & Can Do Descriptors The MMMEP has an EL Accommodations PPT for General Education staff and administrators. Power Point Accommodations for English Learners</p>		
Newcomers & Refugees	<p>U.S. Department of Education Newcomer Tool Kit https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf Checklist for Newcomers Services Contact Kimberly Tanis or Jennifer McAlpine, MMMEP Coach to work with general education staff to develop an individualized plan for newcomers and learn about accommodations for English learners. Refugee Education Center https://refugeeeducationcenter.org/</p>	Prior to enrollment or the first day of enrollment	Superintendent Principal
Video Resources	The Immigrants' Story Video: https://www.youtube.com/watch?v=WTSIAfzvYUU		
Graduation Plan	<ul style="list-style-type: none"> This Graduation Plan is intended to start in eighth grade and to be done with the English Learner in order to encourage students to set goals and work towards mastering English, mastering content standards at each grade level, and earning a high school diploma. 	Eighth Grade	EL Teacher General Education Staff High School Counselor
Communicating with Parents	<ul style="list-style-type: none"> Ensure that parent and family communication is sent in a language understandable to the parent and family. Remind and Class Dojo have multiple language options. <p>https://www.remind.com/</p>	Ongoing	All stakeholders

	https://www.classdojo.com/ https://translate.google.com/ See Spanish Translated Documents below.		
Communicating with Teachers	<ul style="list-style-type: none"> • General education staff who work with identified English Learners must be given a copy of W-APT Screener scores, WIDA scores, and Can DO Descriptors. • General education staff who work with identified English Learners must be given a copy of the EL Accommodations Checklist. • General education staff who work with identified English Learners should be given a copy of the Mid-Michigan Migrant and EL Program description and objectives. Contact the Mid-Michigan Migrant and EL Coach for instructional support: mcalpinj@bas-k12.org EL Accommodations and Can Do Descriptors MMMEP EL Accommodations & Can Do Descriptors	Ongoing	District
Special Education	Guidance Handbook for Educator of English Learners with Suspected Disabilities http://www.michigan.gov/documents/mde/Guidance_Handbook_for_Educators_of_English_Learners_with_Suspected_Disabilities_-_January_2016_515881_7.pdf	Ongoing	District
EL Testing Policies	English Learners who have been here less than one full year do not have to take the ELA M-STEP. Testing Policy for Recently Arrived, First Year English-Learner Students Spring 2016 EL Assessment Accountability Pitfalls FAQ		District
Translated Documents	<p style="text-align: center;">Translated Documents</p> IEP 101 (Basics of IEPs Power Point in Spanish) IEP 101 (Spanish)– IEP Forms IEP forms in Spanish IEP Model Form - Spanish [PDF] - Updated July 2010 IEP Model Form - Arabic [PDF] - Updated July 2010		District

	<p>Procedural Safeguards for Special Education in Spanish and Arabic http://www.michigan.gov/mde/0,4615,7-140-6530_6598_36168-188305--,00.html</p> <p>Health Forms in Spanish *Please note that all of these letters need to have District logs, dates changed, and contact information updates.</p> <p>Vision Screening (Spanish) Vision Screening Letter (Spanish) Asthma Letter (Spanish) Asthma letter (Spanish) Medicaid Consent Medicaid Consent (Spanish) Seizure Letter (Spanish) Seizure Health Concern information (Spanish) Chicken Pox Letter (Spanish) Chicken Pox (Spanish) Home Language Survey (various languages)</p>		
<p>U.S. Department of Education EL Tool Kit</p>	<p>https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html</p> <p>Chapter Overviews: Chapter 1: Identifying all English Learner Students (Sample Home Language Surveys & SEA and LEA Agency Checklists) Chapter 2: Language Assistance Program (Alternative Language Program)</p> <ul style="list-style-type: none"> • Tool #1-Guiding Questions to Learn About Your EL Population • Tool #2-Long Term English Learners, provides a checklist for schools to address the needs of this particular group of ELs. • Tool #3-Research-Based Considerations, offers broad-based considerations for EL services and programs. • Tool #4-English Learner Program Chart, gives a brief overview of some EL programs. <p>Chapter 3: Tools and Resources for Staffing and Supporting Learner Program</p> <ul style="list-style-type: none"> • Tool #1-Professional Development for Teaching ELs • Tool #2-Professional Development for General Education Teachers of ELs • Tool #3-Meeting the Needs of ELs • Tool #4-Frameworks for Supporting Classroom Teaching of ELs 		

	<ul style="list-style-type: none"> *See Chapter 3, pg.7 Support Oral Language Development, Explicitly Teach Academic English (pg. 7 & 8), and Value Cultural Diversity (pg.8) <p>Chapter 4: Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs</p>		
U.S. Department of Education Newcomers Tool Kit	<ul style="list-style-type: none"> 		
EL Instructional Resources	<ul style="list-style-type: none"> Online Dictionary http://www.wordreference.com/ Spanish Picture Dictionary https://www.pdictionary.com/spanish/ Picture Dictionary (Spanish, Chinese, and English) http://www.opdome.com/ SIOP Model Academic Language and Literacy Using the SIOP Model REACH EL Thinking Maps iLit ELL 45 software Lexia software 		
EL Parent & Community Engagement Plan	<ul style="list-style-type: none"> Plan ongoing Parent and family events (consider train parent “how to”, meetings, family nights, literacy events, and workshop/trainings). Survey parents (Perception data is a requirement for all federal funding) <p>Parent Engagement Toolkit (English, Spanish, and Arabic) http://www.michigan.gov/mde/0,4615,7-140-5233---,00.html Why Parent Engagement is Important? http://www.michigan.gov/documents/mde/why_parent_engagement_is_important_370120_7.pdf</p>	Ongoing	District
EL Parent Complaint Form	Parent Complaint Form Parent Compliance and Resolution-form-fall-2016	Ongoing	District
Professional Development for ELs	Academic Language and Literacy Using the SIOP Model <ul style="list-style-type: none"> A 2017 Summer Session will be offered (TBE) 		

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| | <ul style="list-style-type: none">• Sessions 5 and 6 (Day) will be offered to all participants who participated in the Academic Language and Literacy Using the SIOP Model in Belding, Ionia, St. Louis, and St. Johns during the 2016-17 school year. | | |
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ALL DATES Academic Language and Literacy Training Session Schedule

SIOP

SIOP Flyers for all locations

Online ESL Endorsement

<http://www.wgu.edu/#>

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