English Learner Plan

Table of Contents

	Pages
I: Introduction	**4**
II: Definition of English Learner	**5**
III: Legal Responsibilities	**5- 8**
A. Title I & Title III Requirements	
B. Federal Law	
IV: Procedures	**8-13**
A. Identification Using Home Language Survey	
B. Initial Assessment for Program Eligibility	
C. Eligibility for English Language Development Services	
D. Transcript Evaluation for Students Entering Grades 9-12	
E. Exiting from English Language Development Program-Meets Criteria	
F. Refusal of English Language Development Program	
G. Monitoring Formerly Limited English Proficient (FLEP)	
H. Placement in English Language Development Program	
I. Parent Notification	
J. English Learners Who are Struggling Learners	
K. English Learners' Student Folder Contents and CA-60	
L. Parent Complaint Process	
V: Staff Roles	**13-16**
A. Role of English Language Development Specialist	
B. Role of English Language Development Para-Educator	
C. Role of General Education Teacher	
D. Role of Sheltered-Content Teachers	
E. Role of Special Services Staff	
F. Role of English Language Development Parent Liaison	
G. Role of Director of English Language Development, Federal Grants and State Assessments	
VI: Parent Communication	**17-18**
A. Parent communications/Interpreter Services	
B. English Language Development Parent Advisory Committee	
C. Code of Conduct	
VII: Personnel Practices	**18**
A. Postings	
B. In-services/Professional Development	
VIII: Program Evaluation	**18**

APPENDIX A:	Language Use Survey	**19**
APPENDIX B:	Troy School District Parent Notification Letter (1) Elementary W-APT Kindergarten (2) Elementary W-APT First Grade (3) Elementary W-APT 2nd-5th grades/ACCESS Kindergarten – 5th (4) Secondary (5) Parent Refusal Confirmation Letter	**20-24**
APPENDIX C:	Definitions	**25-26**
APPENDIX D:	Guidelines	**27**
APPENDIX E:	Entrance Protocol	**28-29**
APPENDIX F:	Exit Protocol	**30-31**
APPENDIX G:	Monitoring Form (1) Elementary (2) Secondary	**32-39**
APPENDIX H:	Documentation of Services (1) Elementary Placement Form (2) Secondary Summary of Student Services Form	**40-41**
APPENDIX I:	Parent Complaint Procedure	**42**
APPENDIX J:	Grading (1) Guidelines for Grading Elementary English Learners (2) Grade Reporting G/H Grading Guidelines – Secondary (3) Letter Regarding Eligibility for G/H Grading (4) G/H Grading Form	**43-47**
APPENDIX K:	Academic Concerns/Special Education (1) Academic Concerns Procedure (2) Academic Concerns Flow Chart (3) Guidelines When Considering a Special Education Evaluation of an English Learner (4) Provision of Service to Students Who Are Both English Learners and Eligible for Special Education Support	**48-59**

I. INTRODUCTION

Mission Statement

The purpose of the Troy School District is to ensure learning for all members of the school community. The Troy School District seeks to provide every child, regardless of national origin or native language, quality and meaningful educational instruction. Consequently, students who are English Learners (ELs) are provided additional instructional services through the English Language Development Program designed to meet their unique needs.

The Troy School District has prepared this handbook of program policies and procedures to ensure that the English Language Development Program is consistent throughout the district.

II. DEFINITION OF ENGLISH LEARNERS (ELs)

ESA defines an "English learner" as an individual who, among other things, has difficulties in speaking, reading, writing or understanding English language that may be sufficient enough to deny him or her the ability to meet challenging state academic standard. The federal government classifications are listed below.

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

A. Belongs to one of the following categories:
   1. 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;
   2. 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 on the individual's level of English language proficiency;
   3. Is migratory, speaks a native language other than English, and comes from an environment where language other than English is dominant.
B. May be unable, because of difficulties in speaking, reading, writing, or understanding the English language, to:
   1. Score at the proficient level on state assessments of academic achievement; or
   2. Learn successfully in classrooms that have language of instruction in English;
   3. Participate fully in society.

III. LEGAL RESPONSIBILITIES

A. Title I & Title III: Programs of English Learners

English Learner provisions are included under Title I and Title III of ESSA. Title I outlines the state standards, assessment, annual yearly progress, and other accountability requirements for ELs. Title III provides funding to state and local education agencies that are obligated by ESSA to increase the English proficiency and core academic content knowledge of English Learners. Under this title, local school districts decide on the method of instruction to be used to teach ELs English, but require that instructional programs be scientifically proven to be effective.

State education agencies, school districts and schools must:

1. Ensure that ELs, 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. *Please note: In Michigan,*

guidelines require that any student who has been enrolled for one calendar year or more must be tested. Native language tests are only used in bilingual education programs. The Troy School District does not have a bilingual program so native language tests will not apply.

4. 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.
5. Report the test scores of ELs as one of the subgroups to be disaggregated, and as part of the state, district and school test scores for all of the students.
6. Involve EL parents in the decision-making process of Title III programs and activities at both the state and local levels.

Title III Schools and School Districts Must:

1. 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.
2. 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.
3. Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents, and in a method that is effective.

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

1. Added English Instruction
2. Staff Training and Professional Development
3. Curriculum Development
4. Remedial Tutoring, Tutorials, and/or Youth Counseling
5. Technology Acquisition
6. Parent Involvement
7. Support for Para-Educator Trained to Provide Services to EL Students
8. Field Trips

Academic Information Tracked by the Troy School District About ELs

1. W-APT and ACCESS for ELs
2. The number of ELs attaining proficiency by the end of each school year
3. Percentage of the district's ELs:
    - Making progress in English proficiency;
    - Achieving English proficiency; and
    - Transitioning out of the ELD program, meaning that they are no longer in EL classrooms and are proficient enough to achieve academically in English

Assessments Required of ELs:

1. All ELs 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, ELs may take the assessment in the student's native language, but the assessment must be aligned with the state content, achievement standards and proficiency 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. *Please note: In Michigan, guidelines require that any student who has been enrolled for one calendar year or more must be tested. Native language tests are only used in bilingual education programs. The Troy School District does not have a bilingual program so native language tests will not apply.*

2. Districts must annually assess ELs 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 ELs toward English proficiency.

B. 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:

1968 Constitution of the United States, fourteenth Amendment

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

Title VI of the Civil Rights Act of 1964

"No person in the United States shall, on the grounds of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language-minority students. These cases may be summarized as follows:

1974 Lau v. Nichols

The U.S. Supreme Court ruled that a school district's failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district's educational program in violation of Title VI of the Civil Rights Act of 1964; the court further noted that equality of opportunity is not provided by giving the LEP student the same facilities, textbooks, teachers, and curriculum which non-LEP students receive.

1982 Plyler v. Doe

The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems

are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

The U.S. Fifth Circuit Court of Appeals set forth a three-part test to determine whether a school district takes appropriate actions to overcome language barriers that confront language-minority students.

1981 Castaneda v. Pickard
A program for Limited-English proficient students is acceptable if:

1. A program is based on educational theory that is recognized by experts in the field;
2. The programs or practices used are reasonably calculated to effectively implement the adopted theory; and
3. The program successfully produces results that indicate that the language barriers are being overcome.

IV. PROCEDURES

The following procedures are established for the Troy School District to meet the requirements of requirements of Title I and Title III.

A. Identification Using Language Use Survey

The district uses the Michigan Department of Education two-question Language Survey during the enrollment process. When either question receives an answer of "yes," parents complete the Troy School District Language Use Survey (SEE APPENDIX A). It is to be completed at the time of enrollment. The district enrollment designee (secretary) ensures the Language Use Survey is completed, and ELD staff is notified as appropriate. The completed Language Use Survey and registration forms shall be placed in the students' ELD file.

If a student is identified as having a native or primary home language that is other than English on the Language Use Survey and is, therefore, potentially eligible for English Language Development services, the ELD specialist in the building of attendance will be notified. The district enrollment designee or ELD staff will arrange for a prompt assessment of the student to determine eligibility for English Language Development services.

The Language Survey is available in multiple languages.

B. Initial Assessment for Program Eligibility

Within ten school days of the entry date, a student who is identified as potentially eligible on the Language Use Survey must be assessed to determine if he/she is eligible for ELD program services. ELD staff will contact sending school for most recent ACCESS or W-APT assessment results. If current ACCESS or W-APT scores are available, these scores may be used to determine eligibility. If they are not available, the W-APT is used to determine eligibility, along with the Entrance Protocol (SEE APPENDIX E).

A student's language skills in listening, speaking, reading, and writing English are assessed, using the *Assessing Comprehension and Communication in English State-to-State* (ACCESS) for EL or the ACCESS Placement Test (W-APT) during the required testing windows.

WIDA ACCESS, W-APT and Level of Proficiency

The following chart shows the WIDA levels of proficiency. The following chart may assist you to determine the level of the student's proficiency and the student's placement into each grade level or courses with appropriate ELD language and academic support.

WIDA ACCESS/W-APT Score	Proficiency Levels
Entering	1
Emerging	2
Developing	3
Expanding	4
Bridging	5
Reaching	6

C. Eligibility for English Language Development Program Services

A student who scores Entering, Emerging, Developing, Expanding, Bridging or Reaching on the WIDA ACCESS/W-APT is eligible for ELD program support. For a student scoring Bridging or Reaching to continue receiving ELD support services, the district takes into account the State of Michigan's Entrance Criteria (SEE APPENDIX E).

D. Transcript Evaluation for Students Entering Grades 9-12

The W-APT or WIDA ACCESS score will be the method used to ascertain whether English credit will be awarded for English courses listed on a transcript that were taken in a foreign country. Within ten days of registration, the student will take the W-APT or WIDA ACCESS. Grade adjusted composite proficiency levels below level four on these assessments are below the threshold required for English credit to be awarded for English courses. Students scoring below level four may apply their previous English courses, if completed with passing grades, toward elective credit requirements. Students scoring at levels four or higher on the W-APT or WIDA ACCESS may apply English courses taken and passed in a foreign country toward English credit requirements. A maximum of one full English credit may be awarded. If the student enrolled in another high school in the U.S. before enrolling in the Troy School District, and the transcript has already been evaluated, credits will be processed in the same manner that they are processed for any student transferring from a high school in the U.S.

E. Exiting from the English Language Development Program - Meets Criteria

A student who meets district exit criteria (noted in Appendix F) will be exited from the ELD Program. This student is also exited from the program in eSchoolPlus and considered Formerly Limited-English Proficient (FLEP) for two years.

F. Refusal of English Language Development Program

Parents may refuse services. Refusals do not carry over from year to year. ELs whose parents have refused services will continue to take the WIDA ACCESS until they reach a passing level. At which point students will be exited as described in Section D.

G. Monitoring Formerly Limited-English Proficient Students (FLEP)

A student who is excited after receiving ELD services and scoring Bridging or Reaching on the WIDA ACCESS and who has met additional state academic achievement requirements will be monitored in English Language Arts (Reading and Writing) and Math. ELD staff will monitor students formally, at the end of each quarter. If, during monitoring, it appears that the student is not succeeding in the general education program, the staffing team will meet to determine if further assessment of the student is warranted, if the student will be re-entered into the ELD program, or if other services are appropriate. Between these formal monitoring times, ELD staff will communicate with general education teachers regularly. A record of the monitoring, as well as any placement changes resulting from the monitoring, will be placed in the student's ELD file. (SEE APPENDIX G)

H. Placement in English Language Development Program

The Troy School District provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The student will receive service that is appropriate based upon their needs. Below is the guide for ELD program instruction.

The Troy School District's English Language Development program provides language and academic content support to ELs through:

- Support for Classroom Teachers: Pre K-12
- Limited English Language Development Instruction: K
- English Language Development Instruction: 1-12
- Push-in support, unless data indicates individualized or group instruction is needed.
- Language Support Classes: 9-12 (Sheltered English) core-content areas
- Content Support: K-12 in core-content areas
- ELD Specialist will collaborate with classroom teacher, and intervention staff, if available

Entering and Emerging/Level 1 and 2:

- Eligibility criteria: WIDA ACCESS or W-APT Score of Entering or Emerging
- Program support: ELs will receive an appropriate level of support depending on student need as determined by ELD specialists.
    - Elementary: 120 minutes a week (recommended minimum)
    - Middle School: 500 minutes a week (recommended minimum)
    - High School: 500 minutes a week (recommended minimum)

Developing/Level 3:

- Eligibility criteria: WIDA ACCESS or W-APT Score of Developing
- Program support: ELs will receive an appropriate level of support depending on student need as determined by ELD specialists.
    - Elementary: 90 minutes a week (recommended minimum)
    - Middle School: 500 minutes a week (recommended minimum)
    - High School: 500 minutes a week (recommended minimum)

Expanding/Level 4:

- Eligibility criteria: WIDA ACCESS or W-APT Score of Developing
- Program support: ELs will receive an appropriate level of support depending on student need as determined by ELD specialists.
    - Elementary: 60 minutes a week (recommended minimum)
    - Middle School: 60 minutes a week (recommended minimum)
    - High School: 60 minutes a week (recommended minimum)

Bridging/Level 5:

- Eligibility criteria: WIDA ACCESS or W-APT Score of Bridging
- Program support: ELs will receive an appropriate level of support depending on student need as determined by ELD specialists.
    - Elementary: 30 minutes a week (recommended minimum)
    - Middle School: 30 minutes a week (recommended minimum)
    - High School: 30 minutes a week (recommended minimum)

Reaching/Level 6:

- Eligibility criteria: WIDA ACCESS or W-APT Score of Reaching and struggles in one or more of the areas listed on the State's Recommended Entrance Criteria (Appendix E)
- Program support: ELs will receive an appropriate level of support depending on student need as determined by ELD specialists.
- All Levels: As needed

*Service will be interrupted at the elementary level during WIDA ACCESS.

I. Parent Notification (SEE APPENDIX B)

The Troy School District must inform parents of English Learners (ELs) identified for participation in the district's ELD program:

- No later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- Within 10 school days of attendance for children who have not been previously identified.

The Troy School District, a Title III school district, will inform parents of:

- The reasons for identifying their child as being limited English proficient and for placing their child in an English language development program;
- The child's current level of English proficiency, including how the level was assessed;
- The method of instruction that will be used in the program, including a list of all services;
- The program "exit" requirements; and
- The parents' rights to refuse service.

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

- Notice is to be provided no later than 30 days after this failure occurs.
- Notice must be provided in an understandable and uniform format.

J. English Learners Who Are Struggling Learners

When indicators suggest that an English Learner (EL) is having difficulties meeting linguistic, academic and social expectations, which are unrelated to the student's English language proficiency, classroom and ELD interventions are identified and implemented. If the student does not respond to these interventions, then the student will be referred to the school Student Assistance Process possibly for additional intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. The Troy School District has an established procedure for referring students for special education evaluations (SEE APPENDIX K).

When an EL who is certified for Special Education completes a full-year ELD course at the secondary level, but is unable to move to the next level due to reasons other than English language proficiency, he/she will not repeat the class. The student will be placed in an appropriate course offering outside the ELD curriculum, as decided by the Special Education team.

K. English Learners' Folder Contents and CA-60

Student Folder:

The EL folder moves with the student and is maintained by the ELD staff at the building. The folder will contain:

- Language Use Survey – (SEE APPENDIX A)
- Enrollment Form Information

- Parent refusal letter if applicable – (SEE APPENDIX B)
- Assessment results (WIDA ACCESS/W-APT)
- Monitoring records
- Placement form at the elementary level
- Summary of student services at the secondary level

After the monitoring period, the EL folder will be disposed of according to the district protocol.
CA-60:

- WIDA ACCESS test results on test record card
- ELD services recorded on the Special Services Card (blue)

L. Parent Complaint Process (SEE APPENDIX I)

V. STAFF ROLES

A. Role of English Language Development Specialist

The ELD specialist is certified in his/her teaching area and has an ESL endorsement. At times, the ELD specialist may be working towards an ESL endorsement. The ELD specialist has primary responsibility for providing English language instruction to the ELs. The ELD specialist also shares the responsibility with mainstream general education teachers for ensuring that the ELs receive content instruction while learning English.

Responsibilities of the ELD Specialist:

- Identify, assess, place, and monitor all ELs
- Provide for English language development, acculturation, and content instruction
- Support ELs in all aspects of the school environment
- Meet with staff to determine the academic needs of individual students
- Collect data for reports and program monitoring
- Coordinate ELD para-educator's schedules and responsibilities
- Serve as liaison with the parent/guardian of ELs, community, and the school
- Provide a complete report on the delivery of services which will include student's levels, services provided, and schedules to the building principal twice a year (September/October and January/February) when requested

B. Role of English Language Development Para-Educator

The ELD para-educator assists the ELD specialist in meeting instructional needs of ELs.

Responsibilities of the K-12 ELD Para-Educator:

- Assist ELD Specialists and general education teachers in providing content instruction and language development
- Meet with ELD Specialist who determines the academic needs of ELs
- Assist in assessment
- Assist in record keeping and maintenance of ELD files

- Assist in maintaining communication with ELs' parents
- Assist in maintaining communication with general education teachers
- Provide translation/interpretation and communication as needed
- Maintain confidentiality regarding all aspects of ELD services

C. Role of General Education Teacher

The general education teacher into whose class the student is enrolled has primary responsibility for the instruction of the EL. The student spends a significant part of the day in the general education classroom with this teacher. Because of this, the general education teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The general education teacher and the ELD staff work together to decide how the main stream class content should be supported by ELD staff.

Responsibilities of the General Education Teacher:

- Act as a full partner with the ELD staff in educating ELs in his/her class
- Demonstrate sensitivity and awareness of cultural and linguistic differences
- Provide individualized instruction to meet the needs of each student
- Use visuals/hands-on activities to facilitate learning
- Provide materials for the ELD staff that support general education instruction
- Encourage positive social interaction
- Promote intercultural discussion
- Consult with the ELD specialist on matters of grading and accommodating ELs (SEE APPENDIX J)

D. Role of Language Support (Sheltered-Content) Teachers

The Language Support teacher is certified in his/her teaching area and collaborates with the ELD Specialist.

Responsibilities of the Language Support (Sheltered-Content) teacher

- Provide content instruction that is aligned with the district's subject area curriculum
- Recognize and accommodate the English language proficiency of the students
- Use the approved materials for the content class
- Consult with the ELD specialist and/or counselors on matters of grading and accommodating ELs

E. Role of Special Services Staff

Special Services staff members are essential for the success of ELs in elementary, middle, and high schools in the Troy School District. The role of the Special Services staff may need to be explained to ELs and their parents so that they will have an understanding of the services available to them.

Responsibilities of the special services staff:

- Work in conjunction with the ELD and general education staff to provide appropriate scheduling of students
- Develop an awareness of the culture and language abilities of ELs

- Provide social and academic guidance to help ELs become familiar with school culture and academic opportunities
- Provide academic information to parents/guardians

F. Role of English Language Development Parent Liaison

The ELD Parent Liaison assists ELD specialists and parents in meeting the needs of English learners.

Responsibilities of the ELD Parent Liaison:

- Provide information to parents about school procedures and expectations, instructional programs, and the names and roles of administrators and staff members
- Assist parents who request help in completing specific forms for school enrollment
- Provide information to parents about the resources available to them throughout the school district and community
- Connect new families with other families in the district that speak the same language and who would be willing to assist in school and community-related affairs
- Facilitate translation for families during parent-teacher conferences and other school/district meetings, and facilitate translation of information when necessary
- Make home visits to parents, as appropriate
- Contact parents to serve on school committees or to attend special events at the school
- Serve as coordinator for transportation arrangements for parents who request this assistance
- Serve as a contact person for parents to call with questions about school services or specific activities and events
- Meet with parents/families who request assistance to ease the transition into US schooling and culture
- Collaborate with ELD specialist to provide school staff with culturally and linguistically appropriate information and resource materials to aid in school improvement
- Must be able to interpret in near-native language fluency and translate in writing between English and designated language. Oral interpretations may include meetings, conferences and presentations with parents, teachers, administrators, volunteers and other community members. Written translations may include class handouts, letters, documents, newsletters, PTO notices, etc.
- Coordinate social/parent meetings in individual elementary school buildings (Coffee Clubs)
- Work with Diversity Council to increase parent involvement and attendance
- Maintain confidentiality in carrying out responsibilities

G. Role of Director of English Language Development, Federal Grants and State Assessments

The Director of English Language Development, Federal Grants and State Assessments provides leadership in the development, implementation and evaluation of the district's English language development programs.

Responsibilities of the ELD, Federal Grants and State Assessments:

- Directs, coordinates, evaluates, and supervises all matters related to the district's English language development programs
- Assists the Superintendent in the execution and implementation of adopted policies of the Board of Education
- Provides personnel, including administration and teachers, leadership and guidance in researching, developing, implementing and evaluating EL programs
- Schedules periodic visits to all schools and confers with principals and ELD staff around matters related to policy, process or instructional improvement
- Reports on the status of the district's ELD programs at the request of the Superintendent or Deputy Superintendent of the Teaching and Learning
- Oversees WIDA standard implementation and assessments
- Monitors to ensure compliance of Title I, II and III related requirements in collaboration with the Director of Finance
- Prepares and submits all required State and Federal Reports
- Recommends to the Deputy Superintendent, Teaching and Learning, and Superintendent (where necessary) the number of personnel needed for each building
- Collaborates with the Department of Teaching and Learning in determining professional development for teachers and principals through conferences, workshops, group discussions, committee studies and use of consultants consistent with district determined initiatives and/or state and federal requirements
- Attends regular meetings, workshops and retreats of the Board of Education when directed by the Superintendent of Schools and/or Deputy Superintendent, Teaching and Learning
- Collaborates with the Assistant Superintendent, Business Services, on planning the budget for the ELD programs and supervises expenditures from this budget
- Reviews, evaluates and reports results of ELD related testing
- Co-chairs district Diversity and Inclusion Council
- Collaborates with the Director of Student Growth, Equity and Accountability to ensure the school improvement and accreditation process is compliant with requirements related to State and Federal grants
- Performs other such duties related to the general administration of the instructional programs as may be assigned by the Superintendent and/or Deputy Superintendent, Teaching and Learning

VI. PARENT COMMUNICATION

A. Parental Communication/Interpreter Services

Parents of ELs will receive notices of school programs and activities impacting their child's education.

Many parents of ELs need interpreters/translators to participate in school activities such as registering students and Parent-Teacher Conferences. The more informed parents are, the more likely it is that they will be able to support their child's learning. Do not rely on students to interpret for their parents. 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. Talk with the interpreter prior to meeting parents to clarify his/her role and explain the anticipated content of the meeting.

During the Meeting:

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

Following the Meeting:

1. Clarify any confusing interactions with the interpreter.
2. Ask for feedback and suggestions on the interpreting process from the interpreter.
3. Make a record of significant information discussed.

B. ELD Parent Advisory Committee

The Troy School District has organized an ELD Parent Advisory Committee. The purpose of the

district committee is to gather information from parents of ELs, about the ELD program. The committee is organized and facilitated by ELD specialists.

C. Code of Conduct

The Code of Conduct will be translated as needed and made available to parents of ELs.

VII. PERSONNEL PRACTICES

A. Postings

The district will post all ELD positions in compliance with current policies.

B. In-Services/Professional Development

- ELD staff meets regularly to update knowledge and skills, obtain additional training and share information and materials.
- ELD staff will have the opportunity to attend conferences and in-services inside and outside the district.
- Professional Development for general education teachers on ELD issues will be provided.

VIII. PROGRAM EVALUATION

The Troy School District will have an ELD Evaluation Committee that will consist of the following people:

- Deputy Superintendent, Teaching and Learning
- Assistant Superintendent, Elementary Instruction
- ELD Elementary Specialists
- ELD Secondary Specialists
- Director of ELD, Federal Grants and State Assessments
- Administrative Data Specialists

This committee will assess student progress using standardized test scores. They will also assess the program's effectiveness, resources and staff needs. This committee will present their findings to the Superintendent and the Board of Education, when requested.

APPENDIX A: Language Use Survey

Troy School District Language Use Survey

Building _____

Grade _____

Student Information

Last Name _____ First Name _____

Birthdate(mm/dd/yyyy) _____ Phone Number _____

Date **FIRST** Arrived in US if not born in the US _____ Parent Email Address _____

Country of Birth _____ City of Birth _____

School Information

Has the student **EVER** lived in the US? circle one YES NO

When did the student last live in the US? (mm/dd/yyyy) _____

Has the student ever attended a US school? circle one YES NO

Name the last US school attended? _____

When did your child attend this school? _____

City and State of last school attended? _____

Has your child missed school for an extended period of time (interrupted school)? _____

_____

Language Use Information

Is your child's native (first) language a language other than English?

circle one YES NO What is the language? _____

Is the primary (main) language used in your child's home a language other than English?

circle one YES NO What is the language? _____

What language do you use most frequently to speak to your child? _____

Which language is most often used by the adults in the home? _____

Do vou need translation services for school communications? circle one YES NO

Siblings (Brother and Sisters)

Siblings Name	School Name	Grade	Brother/Sister

APPENDIX B (1): Elementary W-APT Kindergarten Parent Letter

Christin Silagy, Ed.S.
Director of ELD, Federal Grants and State Assessments

Richard M. Machesky, Ed.D.
Superintendent of Schools

Administration Building
4400 Livernois
Troy, Michigan 48098-4777

csilagy@troy.k12.mi.us
248.823.4036

Date: _____

To the Parent/Guardian of: _____

The WIDA-ACCESS Placement Test (W-APT) was administered to your child to determine eligibility in the Troy School District English Language Development Program. This test is required of all students whose first language or any language spoken in the home is not English.

Assessment Used: W-APT (ACCESS Placement Test)

Level of Oral English Proficiency:
(This only includes listening and speaking, it does not reflect reading and writing skills at this time.)

____ 1 Low

____ 2 Mid

____ 3 High

____ 4 Exceptional

The following services are recommended for your child and will take place during the school day:

___ English Language Development Program Instruction

___ ELD Specialist will collaborate with classroom teachers and intervention staff (for those buildings with intervention staff). Your child will not receive direct service at this time.

While parents may refuse services for their child at any time, instruction is provided to participating students so that they may reach academic proficiency in English. All students that qualify for the program will be assessed on a yearly basis. The WIDA ACCESS assessment will take place in February and March. Please contact your building ELD Specialist if you have any questions regarding the ELD Program.

_____ _____
Principal ELD Specialist

If you **DO NOT** want your child, _____, to receive ELD services this school year, place a check on the line, sign and date this letter. Please return this signed form to your child's school.

____ I **DO** want English Language Development services for my child this school year (you do not need to return this form).

____I **DO NOT** want English Language Development services for my child this school year. I understand that my child is required by law to take the WIDA ACCESS until he/she receives a score of Reaching.

_____ _____
Parent/Guardian Signature Date

APPENDIX B (2): Elementary W-APT First Grade Parent Letter

Christin Silagy
Director of ELD, Federal Grant and State Assessments

Richard M. Machesky, Ed.D.
Superintendent of Schools

Administration Building
4400 Livernois
Troy, Michigan 48098-4777

csilagy@troy.k12.mi.us
248.823.4036
Fax: 248.823.4013

Date: _____

To the Parent/Guardian of: _____

The WIDA-ACCESS Placement Test (W-APT) was administered to your child to determine eligibility in the Troy School District English Language Development Program. This test is required of all students whose first language or any language spoken in the home is not English.

Assessment Used: W-APT (ACCESS Placement Test)

Level of Oral English Proficiency:

____ 1 Low

____ 2 Mid

____ 3 High

____ 4 Exceptional

The following services are recommended for your child and will take place during the school day:

____ English Language Development Instruction

____ ELD Specialist will collaborate with classroom teachers and intervention staff (for those buildings with intervention staff). Your child will not receive direct service at this time.

____ No ELD Program Support

English Reading Proficiency: ____ Out of 15

English Writing Proficiency: ____ Out of 18

While parents may refuse services for their child at any time, instruction is provided to participating students so that they may reach academic proficiency in English. All students that qualify for the program will be assessed on a yearly basis.
The WIDA ACCESS assessment will take place in February and March. Please contact your building ELD Specialist if you have any questions regarding the ELD Program.

_____ Principal

_____ ELD Specialist

If you DO NOT want your child, _____, to receive ELD services this school year, place a check on the line, sign and date this letter. Please return this signed form to your child's school.

____ I DO want English Language Development services for my child this school year (you do not need to return this form.

____ I DO NOT want English Language Development services for my child this school year. I understand that my child is required by law to take the WIDA ACCESS until he/she receives a score of Reaching.

_____ Parent/Guardian Signature

_____ Date

Christin Silagy, Ed.S.
Director of ELD, Federal Grants and State Assessments

Richard M. Machesky, Ed.D.
Superintendent of Schools

Administration Building
4400 Livernois
Troy, Michigan 48098-4777

csilagy@troy.k12.mi.us
248.823.4036
Fax: 248.823.4013

Date: _____

To the Parent/Guardian of: _____

The WIDA *Assessing Comprehension and Communication in English State-to-State* (ACCESS) test was administered to your child to determine eligibility in the Troy School District English Language Development Program. This test is required of all students whose first language or any language spoken in the home is not English.

Assessment Used: _____ ACCESS ____W-APT (ACCESS Placement Test)

Level of English Proficiency:

____ 1 Entering

____2 Emerging

____3 Developing

____4 Expanding

____5 Bridging*

____6 Reaching*

***Note**: Students scoring Bridging/Reaching on the ACCESS, who have a score of 4.5 in each domain, and who meet state and district requirements for English language proficiency, will be exited from the ELD program.*

Students who score Bridging/Reaching on the ACCESS will continue to qualify for ELD services for one or more of the following reasons:

- Student exhibits need for language support in the general education classroom.
- Teacher, parent, or support staff has documented the student's need for English language support.
- Student scores below passing level on state assessments in the areas of reading or writing.
- Student scores below grade level on the Fountas and Pinnell reading assessment and/or district writing assessment.

APPENDIX B (4): Secondary Parent Letter

Christin Silagy, Ed.S.
Director of ELD, Federal Grants and State Assessments

Richard M. Machesky, Ed.D.
Superintendent of Schools

Administration Building
4400 Livernois
Troy, Michigan 48098-4777

csilagy@troy.k12.mi.us
248.823.4036
Fax: 248.823.4013

Date: _____

To the Parent/Guardian of: _____

The WIDA *Assessing Comprehension and Communication in English State-to-State* (ACCESS) test was administered to your child to determine eligibility in the Troy School District English Language Development Program. This test is required of all students whose first language or any language spoken in the home is not English.

Assessment Used: ___ ACCESS ___ W-APT (ACCESS Placement Test)

Level of English Proficiency:

___ 1 Entering

___ 2 Emerging

___ 3 Developing

___ 4 Expanding

___ 5 Bridging*

___ 6 Reaching*

***Note**: Students scoring Bridging/Reaching on the ACCESS, who have a score of 4.5 in each domain, and who meet state and district requirements for English language proficiency will be exited from the ELD program.*

Students who score Bridging/Reaching on the ACCESS will continue to qualify for ELD services for one or more of the following reasons:

- Teacher, parent, or support staff has documented the student's need for English language support.
- Student scores below passing level on state assessments in the areas of reading, writing or math.
- Report card indicates need for ELD support.
- Student scores below grade level on additional district reading and writing assessments.

Christin Silagy, Ed.S.
Director of ELD, Federal Grants and State Assessments

Administration Building
4400 Livernois
Troy, Michigan 48098-4777

csilagy@troy.k12.mi.us
248.823.4036
Fax: 248.823.4013

Richard M. Machesky, Ed.D.
Superintendent of Schools

APPENDIX B (5): Refusal Confirmation Parent Letter

Date:

Dear Parents:

You have indicated that you **DO NOT** want your child enrolled in our English Language Development Program for this school year. 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 refuse this service.

This letter confirms that your child will not participate in the Troy School District English Language Development Program for this school year. However, your child is required by law to take the ACCESS for ELs until proficiency is established.

_____

Principal

_____

ELD Specialist

APPENDIX C: Definitions

ELD Student Folder
The ELD staff at the building of enrollment keeps this file. It contains a copy of the Language Use Survey, district enrollment information, assessment data, monitoring records and placement or student service data.

ELD Para-Educator
An ELD para-educator provides support services to the ELs. Para-educators must demonstrate English-language proficiency in listening, speaking, reading, writing, and comprehension.

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, standardized test scores, report cards, and other official documents including ELD services.

EL (English Learner)
EL refers to a student whose primary or home language is not English, and encompasses both students who are just beginning to learn English and those who have already developed considerable proficiency.

ACCESS
WIDA Assessing Comprehension and Communication in English State-to-State (ACCESS) for ELLs is the annual assessment that measures English language proficiency in listening, speaking, reading and writing for ELs in Michigan.

W-APT
The WIDA- ACCESS Placement Test (W-APT) is a short version of the ACCESS used to measures English language proficiency in listening, speaking, reading and writing for ELs in Michigan for newly arrived students in a school district.

English Language Development (ELD)
ELD instruction is used to teach English language components (grammar, vocabulary, and pronunciation) and language skills (listening, speaking, reading, writing, and comprehension) as well as content areas.

Language Support (Sheltered Content) Class
A content class at the secondary level that is designed for ELs and is aligned with the general education curriculum.

ELD Specialist
An ELD Specialist is required to be certified and have specific training in ESL instruction. The ELD Specialist may provide English Language Development instruction or support services to ELs, and may collaborate with classroom teachers. In some cases, the ELD Specialist will be working on certification while in the position.

Formerly English Proficient Students (FLEP)
Formerly Limited English Proficient (FLEP) student has been exited from the ELD program because the student has scored proficient on the ACCESS, and multiple district assessments.

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

Placement Team
The following staff should be part of the team working with ELs

- Classroom Teacher
- ELD Specialist
- ELD Para Educator
- Administrator

Content-Based Language Development Programs
Content-based Language Development programs group ELs from different languages together in classes where teachers use English as the medium for providing content area instruction. Teachers modify classroom language to the proficiency level of the students.

APPENDIX D: Guidelines

Most students should be placed in an age-appropriate classroom. Even if the student has not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions may include students who have not attended school for more than a year.

- A student should be placed in classrooms that utilize the most interactive methods of teaching. English Learners (ELs) need to listen, speak, read, and write in meaningful contexts, at their proficiency level, to acquire English.

- All students need time to learn how to interact in an American school setting. ELD staff teach about the culture and language of school.

- Consideration is given to alternative means of assessment for the ELs. 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. Every test is a language test; therefore, the student may understand content but be unable to decipher a multiple-choice test. The ELD Specialists collaborate with teachers in identifying ways of allowing the student to demonstrate what they have learned without using complex English. Assessments should be accommodated to meet the child's proficiency level.

- Student involvement in extra-curricular activities is encouraged for ELs at all grade levels.

- Additional standardized and curriculum-based assessments inform the decision of the team.

APPENDIX E: Entrance Protocol

<table>
<tr><th colspan="3">Entrance Protocol:
K-12 Grade Students qualify if they meet one of more of the following criteria listed in the chart</th></tr>
<tr><th>Grade Level</th><th colspan="2">Home Language Survey</th></tr>
<tr><td>Pre-K</td><td colspan="2">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.</td></tr>
<tr><td>Kindergarten (before December 1st)</td><td colspan="2">All kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1st. These students must be tested on the W-APT which includes only the Listening and Speaking domains before December 1st. These results will be used to place the student within the continuum of alternative language services provided within the LEA.</td></tr>
<tr><th>Grade Level</th><th>W-APT</th><th>Reading</th></tr>
<tr><td></td><td></td><td>Student scores below grade level as defined by the assessment.</td></tr>
<tr><td>Kindergarten (after December 1st)</td><td rowspan="2">W-APT:
Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or Scores below 15 on Writing.
*Kindergarten W-APT is reported in raw scores
*First Grade (before December 1) W-APT is reported in raw scores</td><td rowspan="3">-AIMSWeb-both CBM and MAZE subtests
-DIBELS Next
-Discovery Education Assessments
-DRA2: Developmental Reading Assessment version 2
-Fountas & Pinnell
-MLPP: Michigan Literacy Progress Profile
-NWEA: Northwest Evaluation Association
-Star Early Literacy
The LEA will review local writing assessments to determine each student's proficiency in writing.</td></tr>
<tr><td>First Grade (before December 1st)</td></tr>
<tr><td>First</td><td rowspan="2">W-APT:
Student scores below 5.0 on one or more domains (listening, speaking, reading and writing).
NO ROUNDING
Use the hand scoring guide or online calculator. If available, the previous year's WIDA domain specific information from another district or sate may be used in place of the W-APT. All protocol requirements apply.</td></tr>
<tr><td>Second</td><td></td></tr>
<tr><th>Grade Level</th><th>W-APT</th><th>Reading (& Writing)</th></tr>
<tr><td colspan="2"></td><td>The student scores not proficient or partially proficient on one or more of the previous year's state standardized ELA assessments, or below grade level as defined by the state-approved assessment listed. If the State Assessments are not available, administer one of the state-approved reading assessments used for evaluating entrance eligibility.</td></tr>
<tr><td>Third
Fourth
Fifth
Sixth
Seventh
Eighth</td><td rowspan="4">W W-APT:
Student scores below 5.0 on one or more domains or (listening, speaking, reading and writing).
NO ROUNDING
Use the hand scoring guide or online calculator.
If available, the previous year's WIDA domain specific information from another district or sate may be used in place of the W-APT. All protocol requirements apply.</td><td>-Discovery Education Assessment
-DIBELS Next
-Discovery Education Asessmnet
-DRA: Developmental Reading Assessment version 2
-Fountas & Pinnell
-NWEA: Northwest Evaluation Association
-QRI-5: Qualitative Reading Inventory
-Scantron Performance Series (6th-8th)
-SRI: Scholastic Reading Inventory (6th-8th)
-Star Reading
The LEA will review local writing assessments to determine each student's proficiency in writing.</td></tr>
<tr><td>Ninth
Tenth</td><td>-Discovery Education Assessment
-DRA: Developmental Reading Assessment version 2 (6th-8th)
-Fountas & Pinnell (6th-8th)
-NWEA: Northwest Evaluation Association
-QRI-5: Qualitative Reading Inventory
-SRI: Scholastic Reading Inventory
-Scantron Performance Series
-Star Reading
The LEA will review local writing assessments to determine each student's proficiency in writing.</td></tr>
<tr><td>Eleventh</td><td>ELA Reading
State Assessment (ACT/SAT)
(or Michigan's Alternative Content Assessments as applicable)</td></tr>
<tr><td>Twelfth</td><td>ELA Reading
State Assessment (from previous year)
(or Michigan's Alternative Content Assessments as applicable)</td></tr>
</table>

Entrance Protocol:
Alternative State-Approved Reading Assessments to the State Assessments (M-STEP or ACT/SAT) and Sources of Additional Diagnostic Data

Grade Level	Program
K-2	AIMSWeb-both CBM and MAZE subtest DIBELS Next Discovery Education Assessment DRA: Developmental Reading Assessment version 2 (1st and 2nd) Fountas and Pinnell MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy
3-5	AIMSWeb-both CBM and MAZE subtest DIBELS Next Discovery Education Assessment DRA: Developmental Reading Assessment version 2 Fountas and Pinnell NWEA: Northwest Evaluation Association QRI-5: Qualitative Reading Inventory Star Early Literacy
6-12	AIMSWeb-both CBM and MAZE subtest (6-8th) Discovery Education Assessment DRA: Developmental Reading Assessment version 2 (6th-8th) Fountas & Pinnell (6th-8th) NWEA: Northwest Evaluation Association QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading

APPENDIX F: Exit Protocol

<table>
<tr><th colspan="3">Exit Protocol: K-12 Grade
A student must meet all the required protocol to be considered for exit from English Learner services.</th></tr>
<tr><th>Grade Level</th><th>ACCESS for ELs</th><th>Reading</th></tr>
<tr><td colspan="2"></td><td>Student scores at or above grade level as defined by the assessment.</td></tr>
<tr><td>Kindergarten
First
Second</td><td>Student receives a minimum composite score of 5.0 <u>and</u> a minimum of 4.5 on all four domains (listening 4.5 speaking 4.5, reading 4.5, writing 4.5)

NO ROUNDING</td><td>-AIMSWeb-both CBM and MAZE subtests
- DIBELS Next
- Discovery Education Assessment
- DRA: Developmental Reading Assessment version 2
- Fountas and Pinnell
- MLPP: Michigan Literacy Progress Profile
- NWEA: Northwest Evaluation Association
- Star Early Literacy
- Gates McGinitie*
- ITBS: Iowa Test of Basic Skills*
- Terra Nova*

The LEA will review local writing assessments to determine each student's proficiency in writing.</td></tr>
<tr><td colspan="2"></td><td>Scores at the proficient or advanced proficient level for the subtests. Student scores at or above grade level as defined by the assessments.</td></tr>
<tr><td>Third
Fourth
Fifth
Sixth
Seventh
Eighth</td><td rowspan="4">Student receives a minimum composite score of 5.0 <u>and</u> a minimum of 4.5 on all four domains (listening 4.5 speaking 4.5, reading 4.5, writing 4.5)

NO ROUNDING</td><td>State Assessments
(or Michigan's Alternative Content Assessment as applicable)
-Reading (M-STEP)</td></tr>
<tr><td>Ninth
Tenth</td><td>- Discovery Education Assessment
- NWEA: Northwest Evaluation Association
- QRI-5: Qualitative Reading Inventory
- Scantron Performance Series
- Star Reading
- SRI: Scholastic Reading Inventory
- ACT PLAN/EXPLORE*
- Gates McGinitie*
- ITBS: Iowa Test of Basic Skills*
- Terra Nova*</td></tr>
<tr><td>Eleventh</td><td>ELA Reading
State Assessment (ACT/SAT)
(or Michigan's Alternative Content Assessments as applicable)</td></tr>
<tr><td>Twelfth</td><td>ELA Reading
State Assessment (from previous year)
(or Michigan's Alternative Content Assessments as applicable)</td></tr>
</table>

Exit Protocol: Alternative Assessments to the State Standardized Assessments (M-STEP and ACT/SAT)

If selecting the ACT, ACT Plan or ACT Explore assessments as the alternative assessment, the following proficiency chart must be applied.

	Composite Score Range	Minimum Score Necessary for Exit
		Reading
EXPLORE – 8th grade	1 to 25	17
EXPLORE – 9th grade	1 to 25	18
PLAN – 10th grade	1 to 32	19
ACT – 11th and 12th grade	1 to 36	20

Exit Protocol: Alternative Approved Assessments
for the State Assessment and/or Additional Sources of Diagnostic Data

Grade Level	Program
K-2	AIMSWeb-both CBM and MAZE subtests DIBELS Next Discover Education Assessments DRA: Developmental Reading Assessment version 2 Fountas and Pinnell MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy Gates McGinitie* ITBS: Iowa Test of Basic Skills* Terra Nova*
3-5	AIMSWeb-both CBM and MAZE subtests DIBELS Next Discover Education Assessments DRA: Developmental Reading Assessment version 2 Fountas and Pinnell NWEA: Northwest Evaluation Association QRI-5: Qualitative Reading Inventory Star Early Literacy Gates McGinitie* ITBS: Iowa Test of Basic Skills* Terra Nova*
6-12	AIMSWeb-both CBM and MAZE subtests (6^{th}-8^{th}) Discover Education Assessments DRA: Developmental Reading Assessment version 2 (6^{th}-8^{th}) Fountas & PennEL (6^{th}-8^{th}) NWEA: Northwest Evaluation Association QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading ACT PLAN/EXPLORE* Gates McGinitie* ITBS: Iowa Test of Basic Skills* Terra Nova*

*Italicized assessments are norm references and used only for exiting purposes. Non-italicized assessments (which are criterion-based, or both nor references and criterion-based) may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.

Exit Date_____

APPENDIX G (1): Elementary Monitoring

ELEMENTARY EL MONITORING FORM

Student Name: _____

Classroom Teacher: _____

Year One: _____

Subject	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Reading	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level
Writing	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level
Math	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level

M-Step Scores: Year _____ ELA Reading _____ Math _____

Additional Services Provided (Special Ed, Reading Recover, MTSS):

Additional Notes:

Action Taken:

Student Name: _____

Classroom Teacher: _____

Year Two: _____

Subject	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Reading	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level
Writing	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level
Math	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level

M-Step Scores: Year _____ Reading _____ Math _____

Additional Services Provided (Special Ed, Reading Recover, MTSS):

Additional Notes:

Action Taken:

Student Name: _____

Classroom Teacher: _____

Year Three: _____

Subject	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Reading	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level
Writing	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level
Math	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level	_____Below Grade Level _____On or Above Grade Level

M-Step Scores: Year _____ Reading _____ Math _____

Additional Services Provided (Special Ed, Reading Recover, MTSS):

Additional Notes:

Action Taken:

Student Name: _____

Classroom Teacher: _____

Year Four: _____

Subject	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Reading	_____Below Grade Level _____On or Above Grade Level	__Below Grade Level __On or Above Grade Level	__Below Grade Level __On or Above Grade Level	__Below Grade Level __On or Above Grade Level
Writing	_____Below Grade Level _____On or Above Grade Level	__Below Grade Level __On or Above Grade Level	__Below Grade Level __On or Above Grade Level	__Below Grade Level __On or Above Grade Level
Math	_____Below Grade Level __On or Above Grade Level	__Below Grade Level __On or Above Grade Level	__Below Grade Level __On or Above Grade Level	__Below Grade Level __On or Above Grade Level

M-Step Scores: Year _____ Reading _____ Math _____

Additional Services Provided (Special Ed, Reading Recover, MTSS):

Additional Notes:

Action Taken:

SECONDARY MONITORING FORM - YEAR 1

Last Name_____ First Name_____

Date Exited_____ Student Number _____

Student Assessment Profile is attached to this form

First Year of Monitoring **Fall 20____** **(Satisfactory= Grade of C- or higher)**

Report Card #1 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #2 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #3 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #4 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Summary of Exited Year 1:

_____ Student is succeeding without ELD support in general education. Continue monitoring.

Or:

_____ Student is receiving grade of D or lower in one or more content classes. Consult with counselor and classroom teacher. Decide to:

_____ Continue monitoring _____ Return for service in ELD Program

SECONDARY MONITORING FORM - YEAR 2

Last Name_____ First Name_____

Date Exited_____ Student Number _____

Student Assessment Profile is attached to this form

Second Year of Monitoring **Fall 20____** **(Satisfactory= Grade of C- or higher)**

Report Card #1 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #2 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #3 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #4 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Summary of Exited Year 2:

_____ Student is succeeding without ELD support in general education. Continue monitoring.

Or:

_____ Student is receiving grade of D or lower in one or more content classes. Consult with counselor and classroom teacher. Decide to:

_____ Continue monitoring _____ Return for service in ELD Program

SECONDARY MONITORING FORM - YEAR 3

Last Name_____ First Name_____

Date Exited_____ Student Number _____

Student Assessment Profile is attached to this form

Third Year of Monitoring **Fall 20____** **(Satisfactory= Grade of C- or higher)**

Report Card #1 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #2 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #3 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #4 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Summary of Exited Year 3:

_____ Student is succeeding without ELD support in general education. Continue monitoring.

Or:

_____ Student is receiving grade of D or lower in one or more content classes. Consult with counselor and classroom teacher. Decide to:

_____ Continue monitoring _____ Return for service in ELD Program

SECONDARY MONITORING FORM - YEAR 4

Last Name_____ First Name_____

Date Exited_____ Student Number _____

Student Assessment Profile is attached to this form

Fourth Year of Monitoring **Fall 20____** **(Satisfactory= Grade of C- or higher)**

Report Card #1 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #2 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #3 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Report Card #4 _____ Satisfactory _____Unsatisfactory

If unsatisfactory, action taken:

_____

_____

_____

Summary of Exited Year 4:

_____ Student is succeeding without ELD support in general education. Continue monitoring.

Or:

_____ Student is receiving grade of D or lower in one or more content classes. Consult with counselor and classroom teacher. Decide to:

_____ Continue monitoring _____ Return for service in ELD Program

APPENDIX H (1): Elementary Placement Form

Troy School District
Elementary English Language Development Program
Placement Form

Student's Name: _____ Date: _____

Student Number: _____ Year: _____

School: _____ Entering Grade: _____

W-APT/WIDA ACCESS Score:

Entering	Emerging	Developing	Expanding	Bridging	Reaching
1	2	3	4	5	6

Overall Composite Score:

(Please Circle)

Student is being provided direct services by ELD staff: _____YES _____NO

Classroom teacher comments:

_____

_____

_____

_____
ELD Specialist Signature

_____
Classroom Teacher Signature

_____
Principal Signature

APPENDIX H (2) Secondary Summary of Services Form

Secondary Summary of Student Services

Name: _____Student #: _____

School: _____ School Year: _____ Proficiency Level:____

Hours Tutored: _____ Enrolled in ELD/LD Classes: _____YES_____NO

Comments and staff signature:

School: _____ School Year: _____ Proficiency Level:____

Hours Tutored: _____ Enrolled in ELD/LD Classes: _____YES_____NO

Comments and staff signature:

School: _____ School Year: _____ Proficiency Level:____

Hours Tutored: _____ Enrolled in ELD/LD Classes: _____YES_____NO

Comments and staff signature:

School: _____ School Year: _____ Proficiency Level:____

Hours Tutored: _____ Enrolled in ELD/LD Classes: _____YES_____NO

Comments and staff signature:

APPENDIX I: Parent Complaint Procedure

If/when a parent complaint is made about any facet of ELD services, the following steps will be taken to resolve the parent complaint:

1. The complaint will be brought to the classroom teacher or ELD Specialist.

2. The classroom teacher, the ELD specialist or the parent issuing the complaint will take the complaint to the building principal.

3. The building principal will contact the Director of ELD, Federal Grants and State Assessments regarding the complaint.

4. The Director of ELD, Federal Grants and State Assessments will explain the ELD eligibility process, ELD services, or appropriate portion of the ELD program to the parent and building principal. This explanation will include the requirements of Title III/ESSA as it related to the unresolved issue.

5. The appropriate documentation will be on file as having been completed by the parent issuing the complaint.

6. The appropriate documentation will be returned to the building principal, with a copy sent to the ELD Specialist and a copy placed in the ELD file for the student connected with the complaint, along with a copy of the formal complaint issued by the parent.

7. If the complaint cannot be resolved with the above procedure, further action on the part of the parent issuing the complaint will be shared with the Superintendent of Schools as necessary.

APPENDIX J (1): Guidelines for Grading Elementary ELs

These guidelines have been written so that ELs can be accurately assessed based on their abilities to perform academic tasks. They allow ELs to be assessed in their general education classes based on their current English language proficiency level rather than being penalized for their lack of English language proficiency.

There are two options on the report card:

1. Along with grades, EL is in the pull down menu for all subject areas on the report card. The report card key reads "EL=English Learner, needs more time to acquire the English language."
2. There is a check box on report cards. It reads "This student is an English Learner. The student's work was accommodated to meet his/her level of English Proficiency." This box should be checked when **accommodations are being made in the classroom**.

Non-English Speaking (NES) English Learners:

The student's First Marking Period:
- No grades-only EL for subject areas
- No effort grades required, but may be included

The student's Second Marking Period:
- No grades-only EL for subject areas (math computation may be graded)
- Add effort grades

After the student's Second Marking Period, grades can be added **when appropriate.**

Levels 1-5 English Learners Being Pulled for Services:

No grade lower than a C or P should be given to an English Learner, unless the report card descriptor indicates grade level. If an EL cannot earn these grades on his/her own, classroom accommodations **NEED** to be made. If the EL is receiving accommodations in the classroom, grades **NEED** to be accompanied by a checkmark in the English Language Learner Box.

Only exceptions: (Must consult with ELD staff and/or Principal)

- When the grade is because of a lack of student effort
- When the lower grade is not due to English proficiency
- A student that is not progressing at all, even with accommodations, and is possibly being considered for Special Education

Level 4-6 English Learners Not Being Pulled for Services:

No grade lower than a C or P should be given to an English Learner, unless the report card descriptor indicates grade level.

Only exceptions: (alert ELD staff of your concerns so that service can resume if necessary)

- When the grade is because of a lack of student effort
- When the lower grade is not due to English proficiency
- A student that is not progressing at all, even with accommodations, and is possibly being considered for Special Education

<u>English Learner When Parent Refuses Services:</u>

- No ELD accommodation for service or grades
- General classroom accommodation are required

The ELD staff is always available to assist with report cards. We can help the classroom teacher determine an appropriate grade, and write comments.

APPENDIX J (2): Grade Reporting "G/H" Grading Guidelines - Secondary

"G" Grading (credit)

To be considered for a G grade the student must be passing the class for the semester, but is unable to complete all of the course requirements due to one of the following:

1. A student is unable to attend and/or participate due to medical circumstances.
2. A student is new to the school and has not been in attendance long enough to be evaluated for a grade.
3. A foreign exchange student or ELs (Level 1 or 2 or with administrative approval, Level 3) who is experiencing language difficulties.
4. Using the G as a grading accommodation
5. The class meets every other day and it is the first card-marking period of the class (middle school only).

"H" Grading (no credit)

To be considered for an H grade the student must meet one of the following criteria:

1. A student is unable to attend and/or participate due to medical circumstances.
2. A student is new to the school and has not been in attendance long enough to be evaluated for a grade.
3. A foreign exchange student or ELs (Level 1 or 2 or with administrative approval, Level 3) who is experiencing language difficulties.
4. A student is passing a class, but has lost credit due to a violation of the district attendance policy (high school only).
5. The class meets every other day and it is the first card-marking period of the class (middle school only and the student is not passing the class.

NO DEVIATION OF THE ABOVE IS ALLOWED WITHOUT PERMISSION OF THE ASSISTANT SUPERINTENDENT OF TEACHING AND LEARNING OR HIS/HER DESIGNEE.

Christin Silagy, Ed.S.
Director of ELD, Federal Grants and State Assessments

APPENDIX J (3): Letter Regarding Eligibility for G/H Grading - Secondary

Richard M. Machesky, Ed.D.
Superintendent of Schools

Administration Building
4400 Livernois
Troy, Michigan 48098-4777

csilagy@troy.k12.mi.us
248.823.4036
Fax: 248.823.4013

Date: _____

To the Parent/Guardian of: _____

The WIDA *Assessing Comprehension and Communication in English State-to-State* (ACCESS) or Placement Test (W-APT) was administered to your child to determine eligibility in the Troy School District English Language Development Program. This test is required, on an annual basis, of all students whose native language or home language is not English. Your student's results, as indicated below, qualify him/her to receive G/H grading at the discretion of his/her teacher. A "G" grade indicates that the student has earned credit for the class. An "H" grade indicates that the student has NOT earned credit for the class.

Assessment Used: ____ WIDA ACCESS ____ W-APT (ACCESS Placement Test)

Level of English Proficiency:

____1 Entering
____2 Emerging
____3 Developing

The following information regarding eligibility for G/H grading can be found in Appendix I(2) of the Troy School District (TSD) Title III Handbook:

GRADE REPORTING "G/H" GRADING GUIDELINES – SECONDARY

"G" grading (credit)

To be considered for a G grade the student must be passing the class for the semester, but is unable to complete all of the course requirements due to one of the following:

1. A student is unable to attend and/or participate due to medical circumstances.
2. A student is new to the school and has not been in attendance long enough to be evaluated for a grade.
3. A foreign exchange student or ELL student (Level Entering through Developing) who is experiencing language difficulties.
4. Using the G as a grading accommodation (see E-116).
5. The class meets every other day and it is the first card-marking period of the class (middle school only).

"H" Grading (no credit)

To be considered for an H grade the student must meet one of the following criteria:

1. A student is unable to attend and/or participate due to medical circumstances.
2. A student is new to the school and has not been in attendance long enough to be evaluated for a grade.
3. A foreign exchange student or ELL student (Level Entering through Developing) who is experiencing language difficulties.
4. A student is passing a class, but has lost credit due to a violation of the district attendance policy (high school only).
5. The class meets every other day and it is the first card-marking period of the class (middle school only and the student is not passing the class.

NO DEVIATION OF THE ABOVE IS ALLOWED WITHOUT PERMISSION OF THE DEPUTY SUPERINTENDENT OF TEACHING AND LEARNING OR HIS/**HER DESIGNEE.**

APPENDIX J (4): G/H Grading Form - Secondary

Troy School District "G/H" Grading Form

Last Name: _____ First Name: _____

Student Number:_____ Teacher: _____

Course Name: _____ Course#/Section: _____

CLASSIFICATION OF ELIGIBILITY:

- ☐ Special Education Student
- ☐ Basic Skills Student
- ☐ EL
- ☐ 504 Student
- ☐ Other: Student identified through consultations with counselor, administrator, and teacher (example: Medical problems, new student)

Describe:

_____

_____

_____

CRITERIA FOR RECEIVING A "G/H" GRADE:

Has the student made an effort to understand the content subject matter?

Has the student demonstrated progress during the grading period?

Has the student made an effort to do the assigned task(s)?

Does the student come prepared for class?

Does the student seek help when necessary?

LIST THE TEACHING ADAPTIONS AND CURRICULUM MODIFICATIONS USED

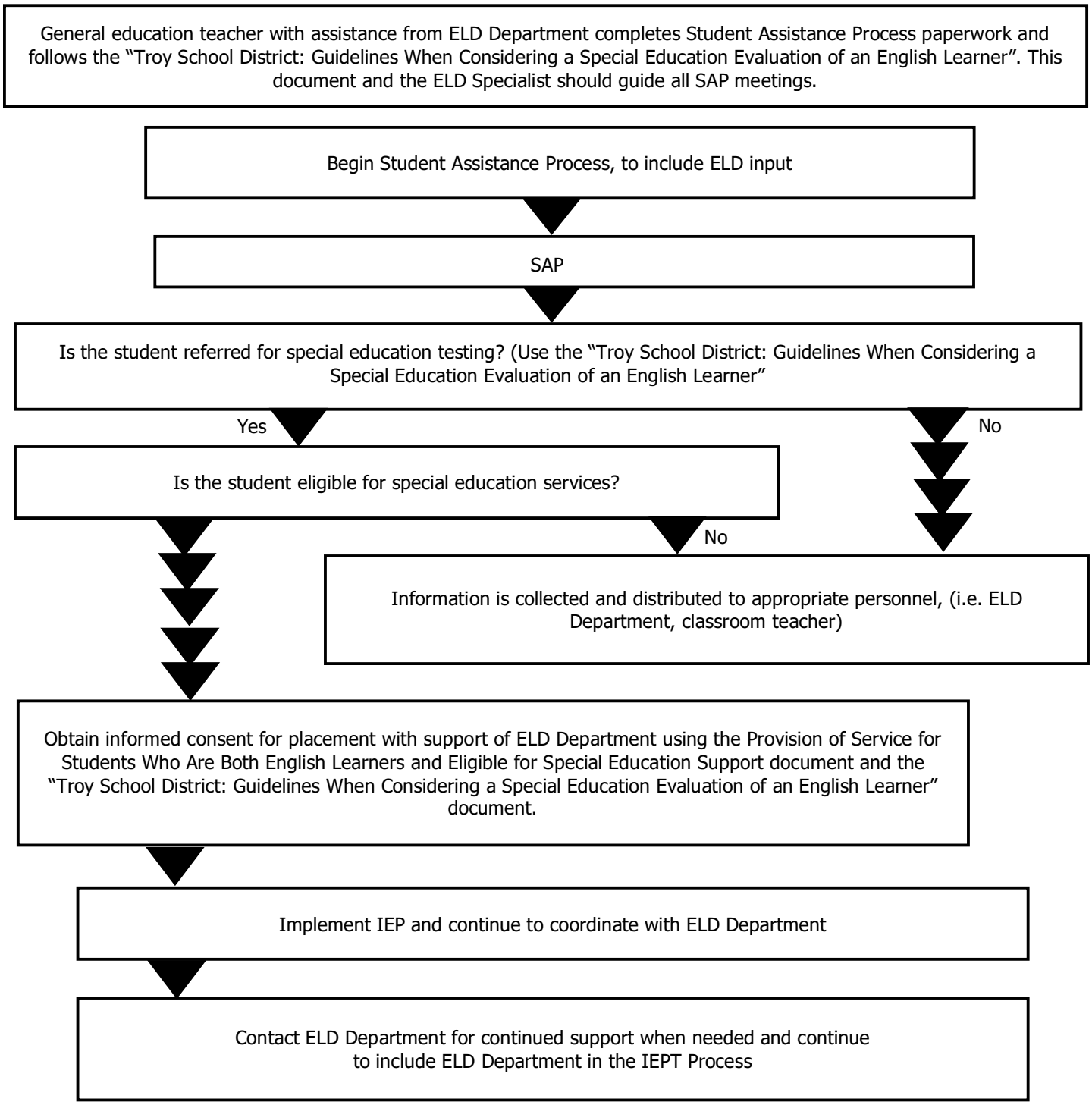
APPROVAL

_____	_____	_____	_____
Teacher	Date	Counselor	Date
_____	_____	_____	_____
Guidance Department Head	Date	Administrator	Date

APPENDIX K (1): Academic Concerns Procedure

1. Talk to the ELD staff (We are a great resource for what is "normal" or "expected" progress).
2. Provide the ELD specialists with the SAP paperwork.
3. Sign the EL up for SAP and notify the ELD specialists about the SAP meeting.
4. After testing, the ELD specialist needs to be notified of the MET/IEPT meeting.
   The above is the classroom teacher's responsibility.

APPENDIX K (2): Academic Concerns Flow Chart



APPENDIX K (3): Guidelines When Considering a Special Education Evaluation of an English Learner

Evaluation of an English Learner

I. Definition of English Learners (ELs):

An English Learner (EL) is as an individual who, among other things, has difficulties in speaking, reading, writing or understanding English language that may be sufficient enough to deny him or her the ability to meet challenging state academic standard

II. IDEA Federal Regulations:

The Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, passed by Congress, is the statute or law that is the basis of special education in the United States. The Office of Special Education and Rehabilitative Services in the Department of Education is the agency that promulgates the federal regulations needed to implement the IDEIA. These regulations are referred to herein as the Federal Regulations (2006).

The Federal Regulations (2006) are very clear that a student should not be found eligible as a student with a disability if the determinant factor is limited English Proficiency. A team must rule out that the primary cause of the student's inadequate achievement is not a student's limited English proficiency. In determination of eligibility, the Individual Educational Program Team (IEPT) must consider the child's cultural and language differences. Assessment tools must be non-discriminatory with respect to race and culture.

CONSIDERING A SPECIAL EDUCATION EVALUATION

Second language acquisition is a lengthy, developmental process, whereby students acquire English listening, speaking, reading, and writing skills at the same time they are learning classroom academic content. Appropriate instruction should focus on both teaching the English language and providing access to and participation in all content area instruction at the ELs grade level. Even with the best instruction, there may be cases of students who are lacking progress and educators might wonder if the student might have a disability. The following are factors to consider when ELs are suspected of having academic difficulties.

I. Language Learning Differences Are Not Disabilities

ELs are learning English differently than their peers who are enrolled in English schools and have been learning only English throughout their entire lives. This difference does not constitute a disability. However, just as educationally-handicapping disabilities occur in students with English as their primary language, an EL student may also have a disability, in addition to learning English as a second language.

II. A Team Approach is Required

A Student Assistance Team (SAT) can develop a more accurate picture of the student than any one person can do separately. When possible, the team may include an ESL resource teacher and/or a bilingual/bicultural interpreter in the language and culture of the child/family.

III. Meaningful Data Collection and Analysis Must Occur Prior to Any Special Education Referral

One of the first tasks the team needs to do is to conduct a parent interview (with an interpreter of the family's native language, when possible) in order to obtain information about the student's native language development, language experience at home, and any prior literacy and school experience.

- The attached Parent Interview form will be completed in an in-person interview by a member of the SAT (Appendix A). It is meant to guide the discussion and all questions may not be pertinent. Consideration for the parent's level of English proficiency and education must be given at all times. Use parent friendly language.

The SAT needs to review the core Title III ESL services that the student has been receiving and the student's progress with the English Language Development (WIDA-ELD) standards that have been taught prior to the development of intervention strategies or a special education evaluation.

- The attached General Education Teacher Questionnaire (Appendix B) and the ESL Staff Questionnaire (Appendix C) should be used to gather relevant data. Not all questions may pertain to every student.

The SAT will assess reasonable progress by gathering repeated assessments of student performance over time on **similar tasks at the ELs proficiency level**. This allows the team to study a student's individual growth. Progress monitoring data should be collected to determine the student's response to these intervention strategies, including observable and measureable data. Periodic reviews will be conducted to determine the success or failure of the strategies. In the event the various strategies are not successful after being delivered with sufficient intensity, fidelity, and a reasonable amount of time, the student may be referred for a special education evaluation.

IV. Understanding Second Language Acquisition is Crucial for Accurate Data Interpretation

As students acquire English as a second language, they develop both Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) in English (Cummins, 1984). BICS represent the day-to-day vocabulary, grammar, and conversational skills that students use to engage in social interactions and meet their basic wants and needs. BICS are usually attained within the first two - three years of exposure to a second language. CALP represents more advanced, higher-level knowledge of the academic vocabulary, sentence structures, and classroom discourse that enable students to comprehend and express classroom academic knowledge. CALP develops over a longer period of time and may take from five to seven years or longer for ELs to master. CALP is a complex process that is impacted by previous schooling, age, cultural values, and background experiences. Students who have never received schooling in their primary language may take seven to ten years to become proficient. In general, ELs who have acquired solid literacy skills in their primary language (i.e.: possess primary language CALP) are more likely to master English CALP within the five to seven-year period. Conversely, younger ELs who have not had an opportunity to fully develop CALP in their primary language will generally take longer to develop English CALP. When language loss occurs, there may appear to be a lack of proficiency not only in English, but also in the primary language for a period of time. It is important to remember that this language loss is typical during second language acquisition because concepts are developing in two languages rather than just one. As ELs continue to be exposed to their primary language at home and English at school, they overcome this temporary loss and gain proficiency in both languages.

V. Determining "Adequate Progress" for EL Students is a Multifaceted Process

Evaluating the progress of ELs is accomplished by determining individual progress, **not** progress against grade level standards or national norms. Therefore, it is essential to establish a baseline of linguistic proficiency (speaking and listening) and academic performance (reading, writing, and math) in both L1 and L2. It is important to be able to determine individual progress from this baseline information.

Adequate Progress ***(Team not likely to recommend a special education evaluation)***	**Inadequate Progress** ***(Team likely to recommend a special education evaluation)***
A half year of progress per grade level as a student is learning both the English language and academic skills in English.	Less than half year growth per grade level in English reading, writing or math skills
Acceleration in rate of progress in English reading, writing, or math skills as the student becomes more proficient in English.	Lack of acceleration in English reading, writing or math skills across school years.
In using the WIDA ACCESS, there should be yearly growth that can be compared. Typically, students may start at Level 1 (Entering) and move quickly to Emerging (Level 2); however, they may remain in Emerging (Level 2) for two or more years. The same pattern can happen within Developing (Level 3), where the student may remain for several years. As a general guideline, teams should consider one third to one half level of growth per year as typical	Less than one third to one half level of growth per year on the WIDA ACCESS.

VI. Be Aware of the Major Methodological Issues When Using Standardized Tests for EL Students

Assessment of culturally and linguistically diverse students using standardized tests raises validity and reliability issues for three major reasons: 1) lack of representation in the norm sample, 2) cultural loading in any given test, and 3) linguistic demands required by the test.
Reporting statistical scores from standardized, norm-referenced tests is inappropriate when a student does not share the same characteristics as the normative sample used to develop the test. Standardized or norm-referenced tests should be used with extreme caution and only with a skilled examiner who understands both the linguistic and cultural load of the test. While standard scores, percentile ranks, or age-equivalents may provide baseline information about a student's accuracy with the skills assessed on norm-referenced tests, they should not be used as the sole indicator of his/her skills or used to gauge how discrepant the student's performance is from the average of his/her peers to determine eligibility for special education.

VII. Be Aware of IDEA 2004 Requirements

A student's communication and learning difficulties must not be primarily due to cultural factors or limited English proficiency to be eligible for special education services under Federal Law (IDEA 2004, Sec. 614.(5),(C)) and State of Michigan Rules and Regulations (2012, R. 340.1713). Therefore, essential components must be addressed in the special education evaluation process for students learning English as a second language:

- Socio-Cultural History- Parent interview should occur in the parent's primary language
- Student's proficiency in their primary language (L1)
- Student's proficiency in their secondary language (L2)
- Student's history of core ESL instruction in school

To determine eligibility for special education, the following student characteristics must be considered.

Student Characteristics	**Special Education Recommendation**
Difficulties only in English (L2) that are typical of students learning English as a second language	Not eligible as a student with a disability
Difficulties in both English (L2) and the student's primary language (L1), with no history of L1 concerns prior to beginning English schooling "Language Loss" in the primary language (L1) may result from the process of learning English and a lack of sustained academic literacy support in L1	Not eligible as a student with a disability
Difficulties in both English (L2) and the student's primary language (L1) Difficulties in the primary language (L1) are explained by a true language disability present from early on and atypical of students learning English as a second language	Eligible as a student with a Speech and Language Impairment
Even with access to instructional level content in English reading, writing, or math, a pattern of strengths and weaknesses in achievement exists that is significantly discrepant from grade-level standards, both in rate of progress and overall achievement This pattern of strengths and weaknesses in achievement cannot be attributed to specific differences associated with a culture or its language This pattern represents atypical differences in achievement that are not predicated on a speech and language impairment * Please refer to Appendix D: Limited English Proficiency Key Decision Points adapted from the 2011 Oakland Schools SLD Guidance Document for further information on SLD identification for EL's	Eligible as a student with a Learning Disability

CONCLUSION

This document was jointly developed by members of the Troy School District ELD Department and the Special Education Department. It is based on a similar, more comprehensive document written by staff at Oakland Schools and available at Oakland.k12.mi.us. The purpose of this document is to facilitate a common understanding of the Big Ideas and Best Practices to be used by teams as they work together to meet the needs of EL's.

CULTURALLY AND LINGUISTICALLY DIVERSE PARENT INTERVIEW

Student:_____Birth Date:_____Age:_____Date:_____

Parents' Names:_____

Person Interviewing:_____Interpreter: _____

Native Language: _____Other Languages/Dialects Spoken: _____

1. At what age did the child begin speaking? _____
2. What was the child's first language? If not English, when did the child begin speaking English?

_____

3. What language is used most often by your child at home? _____
4. What language is used most often by the child's brothers, sisters, and friends? _____
5. What language do you use most often when you talk to your child? _____
6. What language do you use most often when you talk to your spouse? _____
7. In what language does your child speak when he/she is upset? _____

	First Language	**English**
8. How often does your child speak each language at home?	Frequently Sometimes Not at all	Frequently Sometimes Not at all
9. How often does your child hear others use each language at home?	Frequently Sometimes Not at all	Frequently Sometimes Not at all
10. How often does your child talk with people who speak each language outside of the home?	Frequently Sometimes Not at all	Frequently Sometimes Not at all
11. How often do you read stories to your child in each language?	Frequently Sometimes Not at all	Frequently Sometimes Not at all
12. Does your child read or write at home in either language?	Yes/No	Yes/No

	First Language	English
13. Do other children make fun of the child's speech?	Yes/No	Yes/No
14. Do adults understand what the child says?	Yes/No	Yes/No
15. Does your child have problems understanding or new words?	Yes/No	Yes/No
16. Does your child pause, repeat words or parts of words?	Yes/No	Yes/No
17. Does your child follow directions?	Yes/No	Yes/No
18. Does your child use complete sentences?	Yes/No	Yes/No
19. Does your child use gestures to communicate?	Yes/No	Yes/No
20. Can your child pronounce so that most of his speech is understood?	Yes/No	Yes/No

21. How does your child relate with children who speak the native language? _____

_____

22. How does the parent feel about the child's speaking ability in both languages?

First Language: _____

English: _____

23. How does the child's speaking ability compare to younger siblings in both languages?

First Language: _____

English: _____

24. How does the child's speaking ability compare to other children of the same age and background?

First Language: _____

English: _____

25. Are there current or past medical concerns? _____

26. Was there anything unusual or difficult about your child's pregnancy, delivery or infant/baby development? _____

CULTURALLY AND LINGUISTICALLY DIVERSE GENERAL EDUCATION TEACHER QUESTIONNAIRE

Student:_____Date: _____Teacher:_____

PLEASE ANSWER ALL QUESTIONS THAT PERTAIN TO THIS STUDENT

What are your major concerns with the student's communication in the classroom? _____

_____

Give examples of the concerns: _____

Are the child's difficulties, the result of adaptation to a different culture in the classroom environment?
_____ Yes _____ No

Students in the beginning stage of learning another language may be in what is called the "silent period." How long has the student been exposed to the second language? _____

What language does the child feel comfortable using in social contexts? _____

What language does the child feel comfortable using in academic contexts? _____

Has language dominance been determined? (From parents' perspective, or bilingual staff's perspective?) _____Yes ____No Comments:_____

Does the child receive ESL support in the classroom? _____ Yes ____ No

How has that support benefited the student's learning in your classroom? _____

_____

What other interventions measures have you tried? _____

_____

Did the interventions work? How long has the intervention program been in place? _____

_____

Has the child participated in reading interventions? ____ Yes ___ No

How do the student's communications skills compare with other student's with his or her linguistic background? _____

Does the child initiate verbal interactions with peers? ___ Yes ____ No

Does the child initiate or organize play activities with peers? _____Yes_____No

Does the child demonstrate facial, eye contact, and gestures deemed culturally appropriate by peers?
____ Yes ____ No Describe:
_____

_____

CULTURALLY AND LINGUISTICALLY DIVERSE ELD STAFF QUESTIONNAIRE

Student's Name:_____Birth Date/Age: _____Date: _____

Staff Member's Name and Title:_____

Does the student demonstrate language competencies in their native language?_____Yes_____ No

Describe: _____

Does the student demonstrate narrative language competencies comparative of their peers?
_____Yes _____No Describe: _____

Dialect variation: _____Primary language spoken in the home? _____

What are the parent's perspectives about using English at home or school? _____

_____

What are the student's perspectives about using English at home or school? _____

_____

What support services do you provide for the student?_____

_____

What strategies have you found to be useful for developing academic success for this student?

_____

Does the child follow directions? ___ Yes ___ No Describe: _____

Can the child pronounce words so that his or her speech is understood in their primary language?
___ Yes ___ No Describe: _____

Does the child initiate verbal interactions with peers? ___ Yes ___ No
Describe: _____

Does the child initiate or organize play activities with peers? ___ Yes ___ No
Describe: _____

Does the child demonstrate facial expressions, eye contact and gestures deemed appropriate by peers? ___ Yes ___ No Describe: _____

Can the child tell stories that are representative of their peers in their primary language?
___ Yes ___ No Describe: _____

Does the child use code-switching (moving from on language to another inside a sentence or across sentences) in the classroom? ___ Yes ___ No Describe: _____

_____

Have you observed the child using code-switching in social situations (i.e., lunch room, playground)?
___ Yes ___ No Describe: _____

_____

Limited English Proficiency Key Decision Points

Question	Tool or Data Source	Evidence of Inadequate Achievement Supporting SLD Eligibility *(LEP Ruled Out- difficulty accessing or learning English is not the primary cause of Inadequate Achievement)*	Evidence of Inadequate Achievement Not Supporting SLD *(LEP Ruled In- difficulty accessing or learning English is the primary cause of Inadequate Achievement)*
What is the EL's primary language? What language is spoken at home? By whom and to whom?	MDE Home Language Survey* Parent Interview Form*	The student's primary language is English. Student has a history of difficulty learning the primary language (speaking, listening, reading, or writing) compared to siblings or peers, even before English was introduced.	Student has no history of difficulty learning his primary language (compared to siblings or peers).
What is the EL's proficiency in the primary language (consider speaking, listening, reading and writing)? Have cognitive academic language skills (CALP) in the primary language been established?	Parent Interview Form* Oral Language Samples Written Language Samples Bilingual language assessment (speaking, listening, reading, writing)	Student participated in schooling in primary language and struggled, even before English was introduced. CALP in the primary language has not been established as a result of difficulties with schooling in the primary language.	Student participated in schooling in primary language and did not struggle. CALP is established in the primary language. CALP in the primary language has not been established because the student did not participate in schooling in the primary language.
What is the EL's schooling history? Has any education taken place in the primary language? How formal and consistent has this schooling been?	Parent Interview Form* Formal Schooling Inventory*	Student participated in schooling in primary language, and struggled even before English was introduced. Although schooling was consistent in the primary language, CALP in the primary language has not been established as a result of learning difficulties in the primary language.	Student participated in schooling in primary language and did not struggle. CALP is established in the primary language. CALP in the primary language has not been established because the student did not participate in schooling in the primary language, or because schooling was inconsistent.
What is the EL's level of English language proficiency (consider speaking, listening, reading and writing)?	WIDA-APT and/or WIDA ACCESS Results Oral Language Samples Written Language Samples Classroom Observations Bilingual language assessment (speaking, listening, reading, writing)	Student 's English proficiency is judged to be at an English Language Development Level 5 (Bridging) or above (Reaching). Student's English proficiency falls in Levels 1-4; however English proficiency is not the primary cause of inadequate achievement. Student is showing negative growth or plateauing of proficiency levels over time on the WIDA-APT and/or WIDA ACCESS.	Student's English proficiency falls in Levels 1-4, and appears to the primary cause of inadequate achievement. Student is showing positive growth in proficiency levels over time on the WIDA-APT and/or WIDA ACCESS.
What has been the extent of primary language "language loss" experienced while learning English as a second language?	Parent Interview Form*	"Language loss" is occurring at an unexpected rate.	"Language loss" is occurring at an expected rate (i.e., as English learning increases and exposure to primary language remains constant or decreases, the student's proficiency with the primary language may decrease temporarily).
Has the EL been provided with instruction to foster English language learning?	Teacher Interview Classroom Observations WIDA English Language Development Standards	Student has not been provided with instruction to foster English language learning; however, student has a history of difficulty learning his primary language (speaking, listening, reading, writing) compared to siblings or peers, even before English was introduced. Student has been provided with instruction to foster English language learning; however, the student has a history of difficulty learning his primary language (speaking, listening, reading, writing) compared to siblings or peers, even before English was introduced.	Student has not been provided with instruction to foster English language learning, however there is no history of difficulty learning the primary language. Student has been provided with instruction to foster English language learning, and appears to be learning well.

Question (continued)	Tool or Data Source	Evidence of Inadequate Achievement Supporting SLD Eligibility (LEP Ruled Out- difficulty accessing or learning English is not the primary cause of Inadequate Achievement)	Evidence of Inadequate Achievement Not Supporting SLD (LEP Ruled In- difficulty accessing or learning English is the primary cause of Inadequate Achievement)
Has the EL been provided with instruction to foster access to and progress in the classroom academic content?	Teacher Interview Classroom Observations WIDA English Language Development Standards	Student has not been provided with instruction to foster progress in classroom academic content; however, student has a history of difficulty learning his primary language (speaking, listening, reading, or writing) compared to siblings or peers, even before English was introduced. Student has been provided with instruction to foster progress in classroom academic content; however, the student has a history of difficulty learning his primary language (speaking, listening, reading, or writing) compared to siblings or peers, even before English was introduced.	Student has not been provided with instruction to foster progress in classroom academic content; however, there is no history of difficulty learning the primary language. Student has been provided with instruction to foster progress in classroom academic content, and appears to be learning well.
What has the EL's response been to both English language instruction and classroom academic instruction?	Oral Language Samples Written Language Samples Classroom Observations State Assessment Results and WIDA ACCESS Results District-wide Assessment Results Progress Monitoring Data Specific Indicators from Title III Program Evaluation Report or Title III Handbook Single Case Design Study WIDA English Language Development Standards	Student has been provided with instruction to foster English language learning and progress in classroom academic content, and his rate of response is below what is expected for students with similar language-learning and schooling backgrounds. For reading, student is making less than 6 months of growth in decoding per grade-level with no acceleration of skills occurring as the student gains English proficiency. Student is not meeting criteria specified in the district's Title III Program Evaluation Report or Title III Handbook.	Student has been provided with instruction to foster English language learning and progress in classroom academic content, and his rate of response is expected for students with similar language-learning and schooling backgrounds. For reading, student is making gains of at least 6 -18 months' growth in decoding per grade-level, with acceleration of skills occurring as the student gains English proficiency. Student is meeting criteria specified in the district's Title III Program Evaluation Report or Title III Handbook.
How does the EL respond when provided with effective instruction, implemented with treatment integrity, for a sufficient length of time?	WIDA ACCESS Results WIDA English Language Development Standards Classroom Observations Specific Indicators from Title III Program Evaluation Report or Title III Handbook	Student is demonstrating negative growth or plateauing with WIDA English Language Development Standards.	Student is demonstrating positive growth with WIDA English Language Development Standards.
Is the EL's response to English instruction and classroom academic instruction similar to or different from the response of the majority of the ELs with similar language-learning and schooling backgrounds?	Oral Language Samples Written Language Samples Classroom Observations State Assessment Results WIDA ACCESS Results WIDA English Language Development Standards District-wide Assessment Results Progress Monitoring Data Specific Indicators from Title III Program Evaluation Report or Title III Handbook	Student's response to adequate instruction is very different from the response of other ELs with similar language-learning and schooling backgrounds. Inadequate achievement is not a result of difficulty accessing or learning the English language.	Student's response to adequate instruction is very similar to the response of other ELs with similar language-learning and schooling backgrounds. The primary reason for academic delays is related to acquiring English.

***Note: See *Michigan Department of Education Home Language Survey*, *Oakland Schools Formal Schooling Inventory*, and *Oakland Schools Parent Interview Form* at www.oakland.k12.mi.us/SLD.**

APPENDIX K: (4) Provision of Service to Student Who Are Both English Learners and Eligible for Special Education Support

According to Federal laws, including the Vocational Rehabilitation Act, the Civil Rights Act, and IDEA 2004, individuals with disabilities cannot be excluded from or denied the benefits of programs or activities supported with federal funds solely on the basis of their disability. Therefore, students with disabilities who are also English Learners have the right to participate in both English Language Development Programs and/or Services as well as Special Education Programs and/or Services. In other words, a school district may not automatically exclude such students from either type of program/and or service. Rather, decisions about how to provide programs and services to meet the student's unique needs must be made on an individualized basis.

A variety of factors should be considered in developing coordinated SE-ELD services for the student:

- The learner's disability.
- The learner's current stage of English acquisition, proficiency level, and corresponding ELD service level.
- Effects of the certified disability on the student's ability to benefit from ELD service.
- Scheduling that balances all support services and provides the most appropriate and inclusive educational opportunity.

ELD Service Options:

At all grade levels:

- ELD service at or below the number of minutes recommended in the ELD Handbook
- Monitoring, collaboration and consultation in place of direct service

At the elementary level:

- Push-in English language intervention
- Pull-out English language development instruction

At the middle school level:

- Transitional Language Arts classes
- Content area or English language tutoring

At the high school level:

- ELD Language Arts classes
- Language Support classes
- EL Tutorial class
- Individual content-tutoring