

MISSION STATEMENT

To educate each linguistically and culturally-diverse student with the academic and social skills needed to succeed based on high standards for English literacy in listening, speaking, reading, and writing.

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English Learners (ELs)

Byron Center Public Schools

2020-2021



Parent Handbook

Revised: September 2020

Definition of English Learners (ELs)

The ESSA Definition of a “English Learner” (EL) “ Student: Limited English Proficient (LEP) students as described according to the federal government definition used in ESSA and in Michigan referred to as English Language Learners (ELLs). 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
2. Learn successfully in classrooms that have language of instruction in English
3. Participate fully in society

Legal Responsibilities

Title I & Title III: PROGRAMS OF ENGLISH LEARNERS

Title I, Section 1112

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

English Learner provisions are included under Title I and Title III of NCLB. Title I outlines the state standards, assessment, annual yearly progress, and other accountability requirements for EL students. Title III provides funding to state and local education agencies that are obligated by ESSA to increase the English proficiency and core academic content knowledge of Limited English Proficient students (another term is EL-English Learners, although ESSA uses the term “LEP” for Limited English Proficiency). Under this title, local school districts decide on the method of instruction to be used to teach EL students English, but requires that instructional programs be scientifically proven to be effective.

State education agencies, school districts and schools must:

1. Ensure that EL students, including immigrant children and youth, develop English proficiency based on state expectations, and meet the same academic content and achievement standards that all children are expected to meet.
2. Provide parental notification as to why their child is in need of placement in a specialized language instruction program.
3. Administer reading assessments using tests written in English to any student who has attended school in the United States for three or more consecutive years, unless it is determined by the school district, on a case-by-case basis, that native-language tests will yield more accurate results. (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 Byron Center School District does not have a bilingual program so native language tests will not apply.)
4. Test at least 95% of those students identified as EL in reading/language arts and math, and by 2006 in science, required by all public school students in the state. The assessment should be designed to provide information on the proficiency of EL students to master English.
5. Assess in a language and a format most likely to elicit the above information and which would allow the state and local school district to make testing accommodations (such as developing an assessment in a student's native language, providing translation help and/or conducting an oral test).
6. Report the tests scores of EL students as one of the subgroups to be disaggregated, and as part of the state, district and school test scores for all of the students.
7. Involve EL parents in the decision-making process of Title III programs and activities at both the state and local levels.

Legal Requirements

A. Federal Law

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

1868 Constitution of the United States, Fourteenth Amendment

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

1964 Title VI of the Civil Rights Act of 1964

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

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

1974 *Lau v. Nichols*

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

1982 *Plyler v. Doe*

The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

What You Need to Know

Government funds (e.g. Title III) are to be used to provide supplemental support to the district's core language educational program. Supplemental support is defined as any program provided above and beyond core language instruction during the general school day to ensure success of ELs who required additional aid to attain English proficiency and/or to meet challenging state academic content and student academic achievement standards. These programs may make use of both English and the child's native language to enable the child to develop and attain English proficiency, but school districts are required to "use approaches and methodologies based on scientifically-based research." Each school or district using Title III funds must implement an effective means of outreach to parents of EL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet state standards.

Title III Schools and School Districts Must:

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

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

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

Academic Information Tracked by Byron Center Public Schools about ELs:

- WIDA results
- The number of ELs attaining proficiency by the end of each school year
- Percentage of the district's ELs:
 - ◊ Making progress in English proficiency
 - ◊ Achieving English proficiency
 - ◊ Transitioning out of the ELs program, meaning that they are no longer in ESL 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. EL students who are in their first year of being in the U.S. are exempt from the reading portion. After one year 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. Byron Center Public School District does not have a bilingual program so native language tests will not apply.)
2. Districts must annually assess EL students on their English language proficiency to determine how proficient they are in listening, speaking, reading and writing, and this proficiency data must be sent to the state for compilation. Each state is required to set annual measurable objectives for school districts in moving EL students toward English proficiency.

Procedures

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

A. Registration/Identification Using Home Language Survey

The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in Byron Center Public School District's registration form. It is to be completed at the time of registration. The building secretary ensures that the Home Language Survey is completed and ESL staff is notified as appropriate. The completed registration forms shall be placed in the student's permanent (CA-60) file.

If a student is identified as having a native or primary home language that is other than English on the Home Language Survey and is, therefore, potentially eligible for ESL services, the ESL teacher will be notified. The ESL staff will arrange for a prompt assessment of the student to determine eligibility for ESL services.

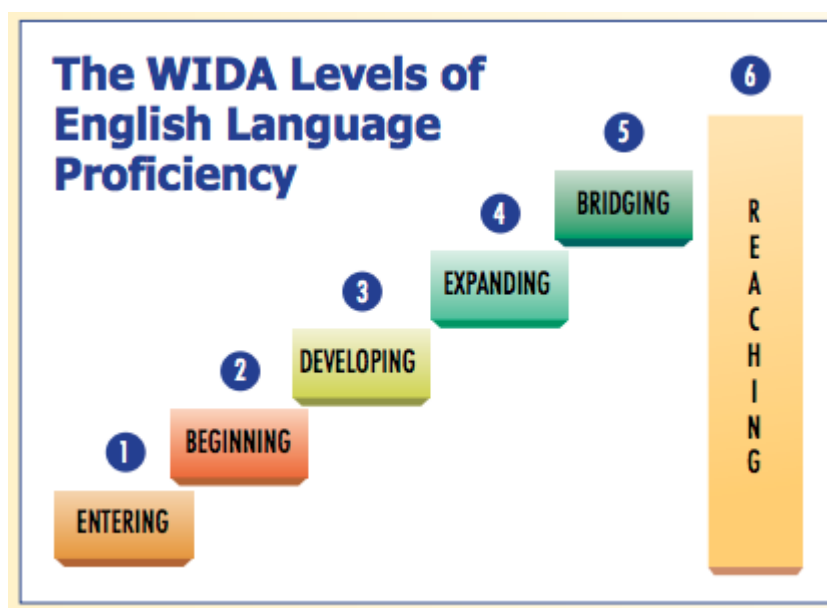
B. Initial Assessment for Program Eligibility

Within 30 days of the first day of school or within ten school days of the entry date, a student who is identified as potentially eligible on the Home Language Survey must therefore be assessed to determine if he/she is eligible for ESL program services. ESL staff will contact sending school for most recent WIDA assessment results. If the current WIDA scores are available, eligibility is determined by the WIDA scores. If they are not available, the WIDA Screener is used to determine eligibility.

A student's language skills in listening, speaking, reading, writing, and comprehending English are assessed using the *WIDA* or the *WIDA Screener* during the required testing windows.

C. WIDA and Level of Proficiency

The following chart shows WIDA or WIDA Screener level of proficiency correlated to the Michigan English Language Proficiency Standards Levels 1-5. 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 ESL language and academic support.



D. Eligibility for ESL Program Services

A student is eligible for ESL Program support if they score the following on the WIDA:

K-1st: Eligibility is a student scores below exceptional on the WAPT WIDA Screener (Low, Intermediate, Moderate.)

2nd -12th Grade: Below a 5.0 in any domain (reading, writing, speaking, listening) on the WIDA Screener (upon arrival) -or- below a 4.8 overall on the WIDA Access Test (given each spring to all ELs.)

E. Exiting From ESL Program Services

A student who scores a 4.8 or higher on their overall WIDA Access Test may be exited from the ESL Program and monitored for four years. This student is also exited from the program in our Student Management System and considered FEL (Former English Learner) for four years.

F. Monitoring Former English Learners (FEL)

A student who is exited after receiving ESL services will be monitored for four academic school years. At the elementary level, ESL staff will consult with classroom teachers to ensure the monitored students are making adequate progress. At the secondary level, EL staff will monitor grades at the end of each semester.

If, during the monitoring, it appears that the student is not succeeding in the general education program, the placement team will meet to determine if further assessment of the student is needed, if the student will reenter the ESL program, or if other services are appropriate.

A record of the monitoring as well as any placement changes resulting from the monitoring will be placed in the student's ESL file.

G. Placement in ESL Program

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

Byron Center's ESL program provides language and academic content support to ELs through:

- English as a Second Language Instruction: K-12
- Sheltered Content Classes: 9-12 core-content areas
- Content Tutorial (ESL): K-12 in core-content areas
- ESL study skills: 7-12
- Consultation with classroom teacher: K-12

H.

Pre-Kindergarten

Students ages 3 to 5 will be supported through their regular classroom with Sheltered English Accommodations. The certified ESL teacher or ESL paraeducator will collaborate with the general education teacher and monitor their progress.

Kindergarten

WIDA SCORE	EL SERVICES	EL COURSES Provided by
Basic to Intermediate	Placement in regular classroom with Sheltered English Accommodations Classroom teacher consults with ESL instructor as needed Pull out/push in ESL instruction minimum of 30 minutes weekly	A certified ESL/Bilingual endorsed teacher. Additional support from ESL Para educator.
Exceptional	Placement in regular classroom with Sheltered English Accommodations Classroom teacher consults with ESL instructor as needed Pull out/push in ESL instruction minimum of 15 minutes weekly	

Grades 1-6

WIDA SCORE	EL SERVICES	EL COURSES Provided by
1-2	Placement in regular classroom with Sheltered English Accom- modations Classroom teacher consults with ESL instructor as needed Pull out/push in ESL instruction minimum of 1.5 hours weekly	A certified ESL/Bilingual endorsed teacher; Additional support from ESL Para educator.
3-4	Placement in regular classroom with Sheltered English Accom- modations Classroom teacher consults with ESL instructor as needed Pull out/push in ESL instruction minimum of 1 hour weekly	
5-6	Placement in regular classroom with monitoring Classroom teacher consults with ESL instructor as needed Pull out/Push in ESL instruction minimum of 15 minutes bi- weekly	

Grades 7-12

W-APT/Access Score	EL Services	EL Courses provided by
1-2	Placement in ESL Class (within class schedule) for 5 hours weekly Placement in regular classroom with Sheltered English Accommodations Classroom teacher consults with ESL instructor as needed	A certified ESL/Bilingual endorsed teacher. Additional support from ESL Para educator.
3-4	Placement in regular classroom with Sheltered English Accommodations Classroom teacher consults with ESL instructor as needed Pull out/Push in ESL instruction minimum of 1 hour weekly	
5-6	Placement in regular classroom with monitoring Classroom teacher consults with ESL instructor as needed Pull out/Push in ESL instruction minimum of 15 minutes bi-weekly	

Special Note regarding MICI (Mild Cognitively Impaired and MOCI (Moderately Cognitively Impaired) students:

A MICI or MOCI student that has a language other than English noted on their Home Language Survey is considered for ELL services on an individual basis. The Special Ed team and ESL team will consult and decide if ESL services are appropriate for the student.

If the team decides ESL services are not needed due to the student's language needs being met through the CI curriculum, the MICI or MOCI teacher will place on the IEP the following; "ESL needs are being met within the CI language curriculum."

I. Parental Notification

Byron Center Public Schools will inform parents of English Learners who are identified for participation in the district's ESL 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 15 school days of attendance for children who have not been previously identified

Byron Center Public Schools, a Title III school district, will inform parents of the following:

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

J. ELs 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 ESL teacher interventions are identified and implemented. If the student does not respond to these interventions, then the student will be referred to the school Response to Intervention program for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. In the event the various strategies are not successful, the student may be referred for a special education evaluation. The formal Special Education Multidisciplinary Team will evaluate the student and ensure their lack of achievement is not related to language background or a need for more ESL support services.

K. Student Records

Each ESL student will have an electronic folder maintained by ESL staff. The folder will contain:

- Home Language Survey
- Parent refusal letter if applicable
- WIDA results
- Monitoring records
- Parent Notification Letter
- Language Acquisition Plan

L. Complaint Procedure

If a student and /or the student's parent/guardian is not satisfied with the district's Title III/ESL program of service, the following procedure should be followed:

1. The student's parent/guardian should communicate directly with the student's ESL teacher by arranging an appointment convenient for all parties.
2. If the parent/guardian is still unsatisfied after speaking with the student's ESL teacher, he/she should arrange an appointment with the student's building-level principal.
3. If the parent/guardian is still unsatisfied after speaking with the building-level principal, he/she should arrange an appointment with the Title III Director.
4. If the parent/guardian is still unsatisfied after speaking with the Title III Director, he/she should request an appointment with the Superintendent.

Staff Roles

A. Role of ESL Teacher

The ESL teacher is certified in his/her teaching area and has an ESL endorsement. The ESL teacher has primary responsibility for providing English language instruction to the ELs. The ESL teacher also shares the responsibility with the general education teachers for ensuring that the ELs receive content instruction while learning English. The ESL teacher supports the instruction of the mainstream class by discussing the content using sheltered- or content-specific instruction taught in the student's home language and English. The ESL teacher is responsible for language development and content-specific instructional support.

Responsibilities of the K-12 ESL Teacher

- 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
- Work collaboratively with staff to develop instructional strategies
- Collect data for reports and program monitoring
- Coordinate ESL para-educator's schedules and supervise responsibilities
- Serve as liaison with the parent/guardian of ELs, community, and the school

B. Role of ESL Para-Educator

The ESL para-educator assists the ESL teacher in meeting instructional needs of ELs in both the tutoring and classroom settings.

Responsibilities of the K-12 ESL para-educator

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

Responsibilities of the K-12 ESL para-educator continued

- Assist in maintaining communication with EL's parents/guardians
- Assist in maintaining communication with general education teachers
- Provide translation/interpretation and communication as needed
- Maintain confidentiality regarding all aspects of ESL 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 ELs. The student spends a significant part of the day in the general education classroom with this teacher and classmates. 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 ESL staff work together to decide how the mainstream class content should be supported by ESL staff.

Responsibilities of the general education teacher:

- Act as a full partner with the ESL 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 ESL staff that support general education instruction
- Encourage positive social interaction
- Promote intercultural discussion
- Consult with the ESL teacher on matters of grading and accommodating ELs

D. Personnel Practices

Postings

Byron Center will, when seeking new applicants for all content-area positions, actively recruit those people speaking the language of our student population. This is recommended for all vacancies, not just ESL positions.

Professional Development

ESL staff will meet regularly to update knowledge and skills, obtain additional training, and share information and materials. ESL staff will have the opportunity to attend conferences and professional development inside and outside the district. Training for general education teachers on ESL issues will also be provided.

Parent Communication

A. Parental Communication

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

Many parents need interpreters (translators) to participate in school activities such as registering students and parent/teacher conferences. Certainly, the more informed parents are the more likely it is that they will be able to support their child's learning.

B. Code of Conduct

The Code of Conduct will be translated into the major languages and distributed to parents of ELs upon request.

This will assure that students and parents are informed in their home language.

Program Evaluation

Byron Center Public Schools will evaluate our ESL program each year.

A Title III Committee involving the Title III/ESL Coordinator and other designated ESL staff will meet at the end of the school year to assess student progress using WIDA scores and other achievement data.

They will also review the program's effectiveness, resources and staff needs. Monitoring data such as district-wide test results, drop-out and retention rates, and grades will be included in the periodic program evaluation.

This committee will make any necessary program recommendations to the Title III/ESL Coordinator, who will then bring the recommendations for each school to the superintendent and the Board of Education.

Appendix A : Home Language Survey

Dear Parent/Guardian: In order to assist school districts to provide an equal opportunity for a meaningful education to all students, the state of Michigan requires that schools identify and report the primary language of their students, as well as some other necessary information.

“Primary Language” is defined as the language the student learned when he or she first began to talk; the language that usually is spoken in the student home; or the language that the student usually speaks.

If you note a language other than English, your child will be screened for ESL (English as a Second Language) services.

Student Name: _____ **Gender:** **M** or **F**
First Last Circle one

Address: _____ **Main Phone:** _____

Grade: _____ **Birth date:** ____/____/____ **Age:** ____
Month Day Year

1. Was your child born in the U.S.? ☐ Yes ☐ No If not, what was their country of birth? _____
2. If your child was born outside of the U.S., when did your child enter the U.S.? ____/____/____
Month Day Year
3. What year did your child start school in the United States? _____
4. Are you temporarily or seasonally employed in agricultural or fishing work? ☐ Yes ☐ No
5. What is your child's first spoken language? _____
6. What is the primary (dominant) language used in your child's home? _____
7. What language do you use to speak to your child? _____
8. What language does your child use to speak to you? _____
9. Does your child speak any language other than their primary language and English? ☐ Yes ☐ No
If yes, what language(s)? _____
10. Did your child attend preschool in the U.S.? ☐ Yes ☐ No
11. In what language do you prefer to receive communications from the school? _____

World Language Credit

Has the student attended school for at least one semester in a country other than the United States in which a language other than English is spoken? ☐ Yes ☐ No

If yes, what country and language? _____

For every documented semester, please supply the secretary of the school with a copy of transcripts or report cards to verify successful completion of semesters in order to exempt students from applicable World Language requirements when he/she reaches high school.

Signature of Parent/Guardian

Date