Kent City Community Schools
Multilingual Learner (ML)
and
English Learner (EL)
Program Description and Guidelines

Updated: August 2023

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

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*At all times in this handbook, ML and Multilingual Learner are used interchangeably with EL and English Learner. The state of Michigan continues to use EL in its policies. We are using the term ML for students who qualify for EL services.

Mission Statement

The Multilingual Learner Department (ML) at Kent City Community Schools is
dedicated to providing and supporting English language acquisition for all multilingual learners
(ML), moving them toward greater English language proficiency (ELP) while supporting them in
the continued development in their other language(s) to become biliterate. Instruction, in the
domains of listening, speaking, reading and writing will focus on developing language through
content. In addition to language acquisition through content, students will also receive support
with acculturation skills that will enable them to become independent, responsible citizens.

Goals for the KCCS ML Program

1. Grow English Language Proficiency by successfully implementing WIDA standards and
assessment practices.

2. Support KCCS staff and multilingual students in content area learning through sheltered
instruction and direct support.

3. Improve documentation of individual student language growth throughout the year and
communicate this to parents and guardians.

4. Increase community awareness and appreciation for the multilingual population and provide
resources and school and to families.

Legal Requirements

Title VI of the Civil Rights Act of 1964

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

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

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

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

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

Supreme Court Decision

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

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

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

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

Principles for Serving Multilingual Students Learning English
(Michigan Department of Education)

First Principle: Selecting the Educational Approach

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

(1) whether the approach provides for English language development; and

(2) whether the approach provides for meaningful participation of ML students in the district's educational program.

Second Principle: Implementing the Educational Program

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

Third Principle: Evaluating the Educational Program

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

· Is the program working?

· Are ML students gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

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

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

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

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
   Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.
   Nieto (2008); Payne (2003); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
   Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
   Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schellpegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.
   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987) © 2010 Board of Regents of the University of Wisconsin System, on behalf of WIDA, www.wida.us

6. Students use language in functional and communicative ways that vary according to context.
   Schellpegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

7. Students develop language proficiency in listening, speaking, reading, and writing

interdependently, but at different rates and in different ways.
Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.
Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

9. Students' development of social, instructional, and academic language, a complex and the long-term process is the foundation for their success in school.
Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.
Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

Enrollment Process into the ML Program

Step #1- The Home Language Survey

Multilingual learners who are not yet proficient in English will be identified through the use of the district Home Language Survey included when enrolling online. If responses on the Home Language Survey indicate that the student's first language is not English or a language other than English is primarily spoken in the home, the survey will be forwarded to the ML program staff.

Step #2- English Language Proficiency Assessment

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

How ML students are identify and enroll into the ML program according to State law:

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

Definition of Multilingual Learner

The Elementary and Secondary Education Act, NCLB, defines a Multilingual
Learner as:

A student who is an Multilingual Learner is an individual

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)
  (i) who was not born in the United States or whose native language is a language
      other than English;
  (ii)
      (I) who is a Native American or Alaska Native, or a native resident of the
           outlying areas; and
      (II) who comes from an environment where a language other than English
            has had a significant impact on the individual's level of English
            language proficiency; or
  (iii) who is migratory, whose native language is a language other than
        English, and who comes from an environment where a language other
        than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English
    language may be sufficient to deny the individual—
    (i) the ability to meet the State's proficient level of achievement on State
        assessments described in section 1111(b)(3);
    (ii) the ability to successfully achieve in classrooms where the language of
         instruction is English; or
    (iii) the opportunity to participate fully in society.
        NCLB/ESEA Title IX, Sec. 9101, (B) (25)

To be classified as ML, an individual must meet the criteria of A, B, C and D in the definition above. To
meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii,
then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be
denied one of the three listed, i or ii or iii. (EDFACTS, 2011)

Entrance Protocol

Entrance Protocol and Flowchart for Determining Eligibility for English Learners Services

Entrance Protocol	Kindergarten (including Young 5s) before December 1	Kindergarten after December 1st through Twelfth Grade
WIDA Screener Score	Student scores below 5.0 on the **listening** or **speaking** domains. (See TABLE 1.)	Student scores below 5.0 on **one or more** domains. (See TABLES 1 and 2.)

NOTE: LEAs must notify parents or guardians of an EL not later than 30 days after the beginning of the school year of the student's identification for participation in such a program, or within ten school days for children who have not been identified as ELs prior to the beginning of the school year. See ESEA Section 1112(e)(3) (A-B).

YES: LEA places eligible students in the English learner program and, based on a review of the English proficiency and achievement data, determines the intensity of EL services provided to each student.

NO: Student is not enrolled in the English learner program and is monitored regularly through established LEA procedures used to monitor the achievement of all students. Students may be enrolled at a later date if they fail to progress and meet the entrance protocol requirements.

Michigan Department of Education ML Entrance Protocol Overview

Potential English learners are first identified by the Home Language Survey (HLS). Locate the State Board of Education approved HLS under Resource Materials at the MDE English Learner website: MDE English Learner Program (www. michigan.gov/MDE-EL).

K-12 Students

New students entering kindergarten through twelfth grade, including students who were previously enrolled in other states, are tested using the WIDA Screener. If the student was enrolled in another state and assessed on the WIDA ACCESS for ELLs, results from the previous year's cycle are reviewed. Potentially eligible EL students who score below the levels indicated in TABLES 1 and 2 on the WIDA Screener are eligible for the ML program.

Students are not found eligible as MLs if they exceed the WIDA Screener or WIDA ACCESS for ELLs levels, as shown in TABLES 1 and 2. A student who is not found eligible as an ML is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be identified as an ML at a later date if they fail to progress and fall below the Entrance Protocol requirements.

Table 1:

Kindergarten and Young Fives (Before December 1st)	Required Criteria
	All kindergarten students who indicate a language other than English on the Home Language Survey(HLS) and who enroll before the first day of December must be assessed using the WIDA Screener for Kindergarten in the two available domains of listening and speaking. Kindergarten students qualify as ELs if the criteria below apply: • the HLS lists a language other than English, **and** • the student scores below 5.0 on the WIDA Screener Listening or Speaking domains. ***** A kindergarten student will not qualify as an ML if the student achieves 5.0 or higher on the WIDA Screener Listening and Speaking domains. Such a kindergarten student is not reported in MSDS as an ML and remains potentially eligible until the mid-year or winter the reading and writing domains of the WIDA Screener are administered.

Table 2:

Kindergarten and Young Fives (After December 1st) Through Twelfth Grade	Required Criteria
	Students are eligible for ML services if the following protocol requirement is met for entrance into the program: the student scores below 5.0 (no rounding) on one or more domains (listening, speaking, reading, and writing). A student does not qualify for ML services if **all** of the following are true: the student scores at or above 5.0 in listening, at or above 5.0 in speaking, at or above 5.0 in reading, **and** at or above 5.0 in writing.

State-Approved Assessments

In order to ensure the use of multiple measures to drive instruction and determine placement in the language assistance program services , KCCS administers one of the state-approved grade-level reading assessments listed in TABLE 3 and reviews local writing assessments to determine each student's proficiency in writing.

Table 3:

Grade Level	Alternative State-Approved Reading Assessments and Sources of Additional Diagnostic Data
K-2	• AIMSWeb – both CBM and MAZE subtests DIBELS Next • Discovery Education Assessments • DRA: Developmental Reading Assessment version 2 • Fountas & Pinnell • iReady Diagnostic • MLPP: Michigan Literacy Progress Profile • NWEA: Northwest Evaluation Association • Star Early Literacy
3-5	AIMSWeb – both CBM and MAZE subtests DIBELS Next • Discovery Education Assessments • DRA: Developmental Reading Assessment version 2 • Fountas & Pinnell • iReady Diagnostic

	• NWEA: Northwest Evaluation Association • QRI-5: Qualitative Reading Inventory Star Reading
6-12	AIMSWeb – both CBM and MAZE subtests (6th–8th) • Discovery Education Assessments • DRA: Developmental Reading Assessment version 2 (6th–8th) • Fountas & Pinnell (6th–8th) • iReady Diagnostic • NWEA: Northwest Evaluation Association • PSAT or SAT • QRI-5: Qualitative Reading Inventory • Scantron Performance Series • SRI: Scholastic Reading Inventory • Star Reading

Additional Considerations

As districts apply the common Entrance Protocol, they may encounter the following special circumstances.

English Language Proficiency Interim Assessments

Interim assessments are an important tool for monitoring the progress of ML students in the area of English proficiency. The district may find that additional diagnostic information is needed to determine appropriate LAP services. TABLE 4 provides a list of off-the-shelf English Language Proficiency Assessments that are recommended for this purpose. These assessments do not replace the WIDA ACCESS for ELLs, or the WIDA Screener.

Table 4:

K-12 Language Proficiency Assessments
• LAS Links: Language Assessment Scales • WIDA MODEL (additional formative assessment; may NOT replace the   WIDA ACCESS for ELLs, or the WIDA Screener.) • Woodcock Muñoz Complete Battery 2005/2010 Editions

WIDA ACCESS for ELLs and WIDA Screener Out-of-State Scores

 If a student has been assessed with the WIDA ACCESS for ELLs, or the WIDA Screener in another state within the last 12 months and the scores are obtained by the receiving district within the allowable 2-week (10 days) window (or 30 school days from the start of school) ESEA Section 1112(e)(3)(A-B), the score may be used to determine eligibility within Michigan by applying the same EEP requirements. If WIDA ACCESS for ELLs results are not acquired within

the allotted time frame, the student must be screened using the WIDA Screener to determine eligibility according to the EEP requirements.

In-State Moves of ML Students

Once a student is identified as an ML, this information is added to the student's record in the Michigan Student Data System (MSDS). This ML designation is not district specific and the KCCS ML staff must apply entrance protocol requirements when making ML determinations, so when a student moves between schools or districts, his or her ML designation remains the same.

In order to ensure timely entry into the program as well as appropriate placement and continuation of services, the receiving district must acquire the student's previous WIDA ACCESS for ELLs scores within 30 school days from the beginning of the school year or within 10 school days during the year—ESEA Section 112(e)(3)(A-B).

In-State Moves of Former English Learner (FEL) Students

If a student was exited by another district within the State of Michigan and then enrolls in Kent City Community Schools, KCCS must continue the FEL monitoring procedures. It is ML staff's responsibility to ensure that the FEL student continues to be successful after exiting the EL Program.

Students Who Do Not Qualify for the ML Program

A student who has been identified by the HLS for WIDA Screener testing, scores at or above 5.0 on all four domains, does not qualify for the EL Program. This student is not coded in MSDS as EL and does not take the annual WIDA ACCESS for ELLs in the spring. Such students are monitored for academic achievement to ensure they do not experience future failures. The student may be identified for Title I, Part A, other services, or be re-evaluated for possible entry to the ML program at a later time.

Teacher input is an important factor in designing the language assistance program services and in determining what supplemental help a student may need. Documentation, including concerns and subsequent follow-up, is maintained in the district.

Opt-Outs

In accordance with federal law [ESEA 1112(e)(3)(A)(viii) and DOJ/OCR Dear Colleague Letter: English Learners and Limited English Proficient Parents, January 2015 (https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501. pdf)], parents or guardians have the right to opt-out of the LAP services. Opting out of the LAP services can only occur after eligibility has been determined.

Students whose parents decline all language assistance services provided by the district are considered to have opted out. Districts must have a formal procedure in place to ensure parents or guardians have been informed of their child's English language proficiency assessment data, the language assistance plan services provided by the district, and the expected results of participation in the program.

Parents may choose to decline only some of the language assistance services (such as "pull-out" services) and continue to participate in programs such as supplemental ML after-school programs.

A mulitlingual learner who has opted out and declined all language assistance services must be monitored regularly to ensure academic progress, must be provided adequate support to reduce any language barriers, and must still participate in the annual WIDA ACCESS for ELLs until meeting the exit protocol requirements. After meeting the exit protocol requirements, the student who has opted out is formally exited and receives the required FEL monitoring for four years as required by (ESSA 3121(a)(5)).

Content Area Support

The KCCS ML staff use reading, writing, mathematics, science, and social studies assessment data in determining specific language assistance services. If students are not meeting the state standards in one or more content areas, KCCS Staff reviews multiple measures to determine the needs of the student in the content area. This review would include a certified and endorsed Bilingual/ESL teacher.

Suggested data measures include:
1. Quarterly local common assessment results
2. State assessments
3. Grades from standards-based assessments
4. Teacher input on student's mastery of content standards

Entrance Protocol Summary

Kindergarten through twelfth-grade students identified by the Home Language Survey must be screened using the WIDA Screener. Entrance protocol requirements for students in kindergarten before December 1 utilize domain-specific scores. Students in Kindergarten after December 1 through twelfth grade qualify for LAP/supplemental EL services if they do not obtain a score of at least 5.0 each and every domain (listening, speaking, reading, and writing)

ML Program Design

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

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

Instructional Methodology

The instructional methodology used for ML instruction is intensive English immersion. English is used as the language of instruction. Some of the strategies used are from the Access Newcomers curriculum, 99 Ideas and Activities for Teaching English Learners with The SIOP Model, Evidence Based Literacy Instruction (EBLI), technology-based language experiences such as iEarn projects, experiential learning with key content-area concepts.

English Language Learner Instruction

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

Regular Classroom Accommodations

As all ML students are participating in a regular classroom setting, the teacher will be encouraged to utilize various recommended accommodations and modifications necessary to meet the needs of the individual ML student.

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

Mulitilingual Learner Academic Support

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

ML Program Delivery

Kent City Elementary

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

Kent City Middle School and High School

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

ML Core Services Description
Alternative Language Program for all ML Students
Kent City Community Schools

Proficiency Level	Service Time	Service Providers	Mode of Delivery
Newcomer/Entering	2-2.5 hours/week	Certified Endorsed ESL Staff with additional support from a highly qualified paraprofessional under guidance of ESL staff Sheltered Instruction trained grade level or department staff to offer additional instructional support	Stand-alone ESL support (pull-out/push-in for standard English instruction and common core content area support) Collaborative Teaching between English as a Second Language teacher (ESL) and highly qualified classroom teacher.
Entering/Emerging	1.5-2 hours/week	. Certified Endorsed ESL Staff with additional support from a highly qualified paraprofessional under guidance of ESL staff Sheltered Instruction trained grade level or department staff to offer additional instructional support.	Stand-alone ESL support (pull-out/push-in for standard English instruction and common core content area support) Collaborative Teaching between English as a Second Language teacher (ESL) and highly qualified classroom teacher.
Emerging/Developing	1-1.5 hours/week	Certified Endorsed ESL Staff with additional support from a highly qualified paraprofessional under guidance of ESL staff Sheltered Instruction trained grade level or department staff to offer additional instructional support.	Same as above, and/or small group content-based instruction, or language development during guided practice or independent practice time (language arts, math, science, or social studies).
Expanding	0.5-1 hours/week	Certified Endorsed ESL Staff with additional support from a highly qualified paraprofessional under guidance of ESL staff Sheltered Instruction trained grade level or department staff to offer additional instructional support. l	Same as above, and/or providing focused instruction on specific content not yet mastered by students.
FEL (Expanding 4.8+ Bridging Reaching)	n/a	Certified Endorsed ESL Staff with additional support from a highly qualified paraprofessional under guidance of ESL staff Sheltered Instruction trained grade level or department staff to offer additional instructional support.	Consultation as needed

ML modifications will be made for high school level ML students in courses required for graduation. Modifications will ensure that standards and benchmarks are taught with the

support from the ML staff and the regular classroom teacher.

ML Service Delivery Plan
Building Overview & Student Detail Overview

Kent City High School and Alternative High School
--Identification of potential ML students
- Examine/re-examine home language surveys and enrollment paperwork
- Examine/re-examine records of new and transfer students
- Discuss necessary support with counselors, administration, teachers, & other staff
  - 1.5-3.5 hours of service per student (*flexible—depending upon need)

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

Kent City Elementary

--Identification of potential ML students
- Examine/re-examine home language surveys and enrollment paperwork
- Examine/re-examine records of new and transfer students
- Discuss necessary support with counselors, administration, teachers, and
- other staff
- 4-5 hours of individual support for Entering level proficiency
  - Occasional small group, when appropriate
- 3-4 hours of support for Emerging level proficiency
- 2.5-3.5 hours of support for Developing level proficiency

- 1.5-2.5 hours of support for Expanding level proficiency
- 1-2 hours of support for Bridging students, not yet at grade level in Reading and/or Math
- Consultation/Achievement monitoring for Bridging and Reaching students at grade level in Reading and/or Math
  - ESL support when appropriate
- Achievement monitoring for FEL students within 4 years of exit from ML program
  - Assistance if needed

Exit Protocol

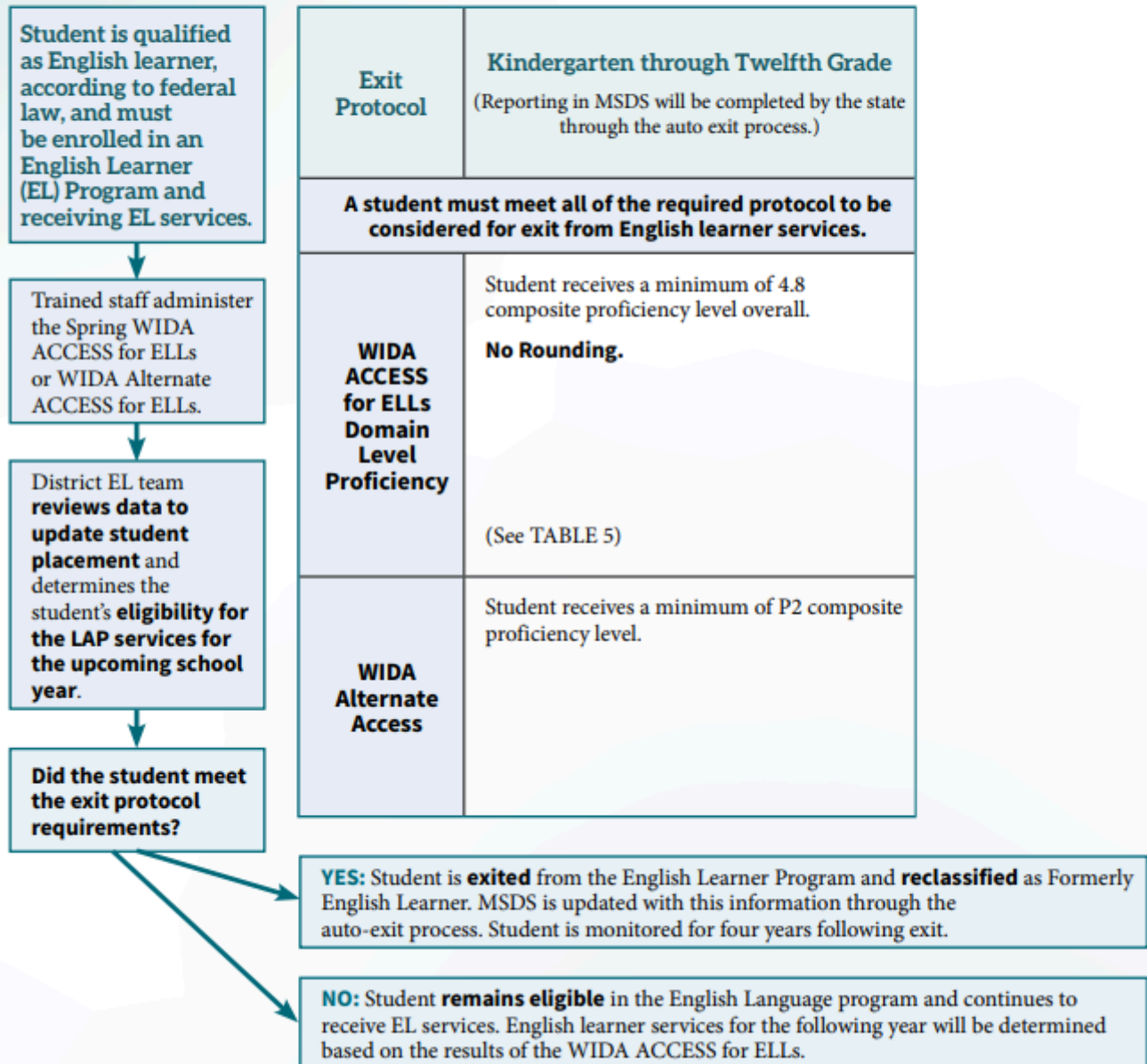## Exit Protocol and Flowchart for Determining Exit from English Learners Services

Student is qualified as English learner, according to federal law, and must be enrolled in an English Learner (EL) Program and receiving EL services.

Trained staff administer the Spring WIDA ACCESS for ELLs or WIDA Alternate ACCESS for ELLs.

District EL team **reviews data to update student placement** and determines the student's **eligibility for the LAP services for the upcoming school year**.

Did the student meet the exit protocol requirements?

Exit Protocol	Kindergarten through Twelfth Grade (Reporting in MSDS will be completed by the state through the auto exit process.)
A student must meet all of the required protocol to be considered for exit from English learner services.	
WIDA ACCESS for ELLs Domain Level Proficiency	Student receives a minimum of 4.8 composite proficiency level overall. **No Rounding.** (See TABLE 5)
WIDA Alternate Access	Student receives a minimum of P2 composite proficiency level.

YES: Student is **exited** from the English Learner Program and **reclassified** as Formerly English Learner. MSDS is updated with this information through the auto-exit process. Student is monitored for four years following exit.

NO: Student **remains eligible** in the English Language program and continues to receive EL services. English learner services for the following year will be determined based on the results of the WIDA ACCESS for ELLs.

Michigan Department of Education ML Exit Protocol Overview

Each summer, after the administration of the annual WIDA ACCESS for ELLs, districts review the WIDA results to determine student placement in LAP services, to update the local records for students who were exited through the auto exit process, and to evaluate the effectiveness of the LAP services and supplemental ML services. All English learners must receive scores in all four domains (listening, speaking, reading, and writing) on the spring WIDA ACCESS for ELLs administration in order to be considered for exit from EL services. Students are not exited by the WIDA Screener. Students are not exited if they do not meet all of the exit protocol requirements. Students whose parents have chosen to opt out of some or all of the LAP/supplemental ML services must meet the exit protocol requirements to be considered for an exit.

K-12 Students

Students who receive a composite score of 4.8 or higher on the spring WIDA ACCESS for ELLs or receive an overall score of P2 on the WIDA Alternate ACCESS for ELLs will exit EL services. WIDA domain proficiency scores are used as a decimal and not rounded up. LEAs must monitor English learners for four years and continue to provide the necessary support to them in the domain (listening, speaking, reading, and writing) if additional support is needed.

Students in all grades obtaining a minimum overall score of 4.8 or P2 will be ML-exited from MSDS at the state level via an "auto-exit" process. The Exit Protocol for Kindergarten through twelfth grade is summarized in TABLE 5.

Students who demonstrate a continued need for supplemental Ml services may be re-entered into the ML program.

Table 5:

Kindergarten and Young Fives Through Twelfth Grade (Reporting in MSDS will be completed by the state through the auto exit process.)	Required Criteria
	WIDA ACCESS for ELLs
	Students receive a minimum composite score of 4.8 overall. No Rounding. NOTE: All students meeting an overall score of 4.8 will be exited automatically.
	WIDA Alternate ACCESS for ELLs

	Students receive a minimum composite score of P2 overall. NOTE: All students meeting an overall score of P2 will be exited by CEPI automatically. No action is required by the LEA.

Additional Provisions

Students who qualify for Special Education services and do not meet the common exit protocol requirements:

When a Multilingual Learner has a disability, KCCS is required to provide both bilingual/ESL as well as special education services. Please see DOJ/OCR Dear Colleague Letter: English Learners and Limited English Proficient Parents, January 2015 (https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf), for more information about this and other ML services guidance. Such students are not to be exited from the ML program until they meet the state exit protocol requirements. Current accommodations include requesting test waivers from the Office of Educational Assessment and Accountability on a case-by-case basis.

The WIDA Alternate ACCESS is available for MLs with disabilities for whom the WIDA ACCESS for ELLs is not an appropriate assessment. The exit criteria for WIDA Alternate ACCESS is P2 overall composite score.

KCCS uses a collaborative and comprehensive educational approach to identifying, assessing, and placing MLs with possible disabilities. Such best practices should follow the OCR and IDEA guidance and requirements (Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990). IEP teams include a Bilingual/ESL certified and endorsed teacher in the pre-planning, planning, and implementation phases of such process and Bilingual/ESL certified and endorsed teachers participate in the academic component of the) process that KCCS utilizes for determining pre-referral interventions.

Students with an Exit Determination (Former English Learner Reclassification) from Another State

Each State is required by the United States Department of Education to have Language Proficiency Standards, a State English Language Proficiency Assessment, and Entrance/Exit requirements. A student who is entering Michigan with an FEL reclassification or exit status from another state and who was previously considered ML in Michigan (according to coding in MSDS) may be considered FEL in Michigan if the following requirements are met:

1. Results from the previous state's English Language Proficiency (ELP) Assessment are

obtained, and

2. The FEL reclassification—EL exit status—is verified from school records. A student who has met these requirements can be exited from the Michigan district's LAP/supplemental EL services.

The student must be monitored for four years following the district's FEL monitoring procedures. If the ELP assessment records or the FEL status verification are not obtained in a timely fashion, the student remains eligible as an EL in Michigan.

Exit Protocol Summary

Kindergarten through twelfth-grade students are exited from the language assistance services when they receive a composite score of 4.8 on the spring WIDA ACCESS for ELLs or an overall score of P2 on the WIDA Alternate ACCESS for ELLs. All students meeting the exit criteria will be automatically exited in MSDS via the auto-exit process.

Monitoring Process Former English Learner (FEL) Students

Former English learner (FEL) students are those students who have met the exit protocol requirements and been exited from the LAP/supplemental EL services, or have been reclassified and are no longer FEL eligible. FEL includes those English Learner students who "opted out" of the LAP/supplemental ML services and then received exit status by successfully meeting the exit protocol requirements. See page 15 for the required monitoring activities of English learners who have opted out of services.

Monitoring Process
• A designated district team, including but not limited to a certified and endorsed Bilingual/ESL teacher, must meet regularly to monitor FEL student progress.
• Districts must have a plan for monitoring FEL students that utilizes local assessments to review individual student progress for four years once they are exited from services and classified as FEL. FEL students are found to be succeeding if they maintain proficiency on local assessments. If concerns about a FEL student's academic progress are raised, a team that includes a certified and endorsed Bilingual/ESL teacher will meet to discuss the student's data and possible reasons for the student's academic challenges. Then, the team should choose interventions that might include re-entry into the LAP/supplemental ML services. In its January 7, 2015 "Dear Colleague Letter," the Department of Justice and USED/OCR released the following guidance on the monitoring of exited students:

When a school district's monitoring of an exited EL student indicates that a persistent language barrier may be the cause of academic difficulty because general education and remediation [acceleration] services have proven inadequate, school districts should re-test the student with a valid and reliable, grade-appropriate ELP test to determine if there is a persistent language barrier and must offer additional language assistance services where needed to meet it's civil rights obligations.

FEL students experiencing difficulty can:
• be tested using the WIDA ACCESS for ELLs, Kindergarten W-APT, or WIDA Screener and re-qualified for the ML comprehensive system of supports;
• be assessed locally in the content area(s), which can be used to identify specific standards with which the student is experiencing difficulties; and/or
• receive support from Title I or other support services based on the needs of the student.
Note: WIDA ACCESS for ELLs may be administered only for determinations for the following school year. One possible context for the assessment would be following six months of MTSS interventions targeted at the specific standards in the content area where the student is

struggling, and the team (including the Bilingual/ESL Certified teacher) determines that additional English language proficiency testing is necessary to assess the student's current language needs.

Staffing

The current staffing for the Kent City Community Schools ML Program will include three certified bilingual EL teachers along with two certified paraprofessionals. Students at the Entering and Emerging level will receive support from the ML teacher. Students in levels Developing to Bridging will receive support from either the ML teacher or paraprofessional. The ML staff will provide direct language instruction and assist regular classroom teachers.

The ML teacher and paraprofessional will be supervised by the Coordinator of Title III and Title I Part C Services. The Coordinator has oversight of the program and any curricular issues related to the program. The KCCS Administrative team will also approve all professional development opportunities as well. These staff members and the regular classroom teachers will work together to implement a program that is effective in helping ML students with both language proficiency and academic achievement.

Materials

In addition to supporting ML students in the use of regular classroom instructional materials, materials specifically designed for the development of language proficiency will be used by all ML staff members working in this program. Some of these materials include:
• Picture dictionaries
• Newcomer materials
• Leveled books
• Computer applications
• Bilingual materials (take-home, not instructional)
• First language textbooks (when available)
• Picture cards
• Grade level ML resource material and curriculum containing many of the items listed
• CD/tape players

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

Professional Development

ML Staff

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

Regular Classroom Staff

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

• The language proficiency level of the student
• The length of time the student has been in the country
• The student's past educational experiences

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

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

1. Enable teachers to develop skills in modifying instruction to meet the needs of ML students.
2. Maximize the impact and effectiveness of limited ML resources.
3. Develop a collaborative relationship between the EL staff and the regular classroom teachers.
4. Expand the number of teachers annually who have an understanding of the needs of ML students.
5. Develop an ML training session for all incoming teachers.
6. Familiarize teachers and administrators with WIDA's English Language Development Standards and how to implement them in the classroom.

Communication with Parents

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

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

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

ML Complaint Resolution Process

If a parent or guardian is not in agreement with the treatment of a student or the decisions of the school staff in relation to that student, there is a process by which to complain. If you need to or would like to register a complaint, please follow these steps.
1. Discuss the problem with the teacher, either through written communication or through verbal conversation.
    - Please be specific in describing the problem.
    - Please tell me what you think would be a possible solution to the problem.
    - Please be sure to include information on how we will be able to make contact with you.
2. After discussing it with the teacher, if you still feel dissatisfied:
    - You may discuss the situation or problem with the principal.
    - Please give her/him an explanation of what has happened before, including your contact with the teacher and the results.
    - If possible, please tell how you think the problem or situation could be resolved.

- ○ You can discuss the situation or the problem with the principal of the school.
3. If you are not satisfied with the results of your interaction with the principal:
    - ○ You are able to discuss the situation or problem with the Superintendent, either by appointment or in writing.
    - ○ Please give him the history of what has happened previously, including the contact with the teacher and the principal and the results of those contacts.
    - ○ If possible, please include how you think we might resolve the problem.
    - ○ Please also indicate how we will be able to contact you.
4. If you remain dissatisfied with the results of your interaction with the superintendent:
    - ○ You may give notice by letter or in attendance at the regular monthly meeting of the Kent City Community Schools School Board, which meets the second Monday of each month at 7:00 p.m. in the Administration Building at 200 Clover Street, Kent City, 49330.

Translation Services

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

Program Monitoring and Evaluation

The Office of Civil Rights Policy:
 Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipients cannot comply with this requirement without periodically evaluating their programs.
To evaluate the ML program a district ML committee will be formed. The committee will consist of the ML staff, regular classroom teachers at the elementary and secondary level, as well as administrative staff and Title III parents.
The committee will meet at the end of each school year to conduct an evaluation of the ML program. The following items will be reviewed by the committee to determine the overall effectiveness of the program.

• The program's effectiveness with respect to student identification, the assessment process, exiting, monitoring, staffing, and parental notifications.
• The adequacy of instructional materials and staff development.
• The growth of the program and the possible need for additional classrooms, bussing, etc.

• The rate of students' progress toward full proficiency in English.
• How well students in the ML program are keeping up with their peers in all curriculum areas.
• How well students are able to participate successfully in all of the school's programs as measured by graduation rates, academic achievement, awards, honors, sports and other extracurricular activities.
• Comparison of state assessment test scores of exited students and non-ML students.
• Whether students in the ML program have access to all of the district's programs including vocational and special education.
• Whether students in the ML program are being retained or are dropping out at rates similar to non-ML students.
• Relevance and appropriateness of data collected to sufficiently evaluate the program.
Information sources for this evaluation may include MEAP results, ELPA scores, WIDA scores, teacher observations, parental feedback, records of program participation, grades in core classes, and retention and graduation rate data. After the evaluation, all deficits in the ML program will be subject to modifications. Recommendations made as a result of this program evaluation will form the basis for changes in programs and services within a reasonable amount of time after the evaluation by the district ML committee.

Special Programs and Related Services

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

ML Services to Private Schools

ML services will be provided to qualifying students attending Kent City Community Schools on a full time basis. Students attending private schools within the Kent City Community Schools' boundaries who wish to receive services will be provided with ML support as is appropriate.

Resources for this Document

English Learner Program Entrance & Exit Protocol. Michigan Department of Education, Office of Field Services, Special Populations Unit, Revised September 2021

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

Northview Public Schools English Language Learner Program Description and Guidelines, Revised September 2013

Lau v. Nichols, 1974

Michigan Department of Education English Language Learner Programs
http://www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

Michigan Department of Education State Manual: To assist school districts in their work with English Language Learners. Office of Field Services, Michigan Department of Education, December 2003
www.michigan.gov/.../Revised_State_Manual_2003_64173_7.pdf

Programs for English Language Learners (OCR). U.S. Department of Education. http://www2.ed.gov/about/offices/list/ocr/EL/index.html
Title VI of the Civil Rights Act of 1964

WIDA. WIDA Guiding Principles.
http://www.wida.us/