Novi Community Schools

Title III: English as a Second Language (ESL) Program For English Learners (ELs)

DISTRICT HANDBOOK

Novi Community Schools
Title III: ESL Program Handbook
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I. INTRODUCTION

Mission Statement

In partnership with parents and community, the Novi Community School District is to ensure that all students construct the knowledge and develop the skills and the attitudes necessary for a lifetime of learning and participation in a diverse, competitive and changing world.

The Novi Community 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 instructional services through an English as a Second Language (ESL) program, which is designed to meet their unique needs.

The Novi Community School District has prepared this handbook of program policies and procedures to ensure that the Title III: ESL Program in the district is consistent throughout the district.

The information contained herein has been compiled using the following sources:
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Michigan Department of Education
Office of School Improvement
Title III Director's Guide

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II. DEFINITION OF ENGLISH LEARNER (ELs)

NCLB Definition of a "Limited English Proficient" Student

A limited English proficient (LEP) is described according to the federal government definition used in NCLB and in Michigan is referred to as English learners (ELs). The EDFACTS 2011 publication provides additional guidance on the interpretation of the ESEA/NCLB law.

The term "Limited English Proficient" (LEP), when used with respect to an individual, means an individual:

1. Who is age 3-21
2. Who is enrolled or preparing to enroll in an elementary school or secondary school,
3. Who was not born in the United States or shows native language is a language other than English;
    a. Who is a Native American or Alaska native, or a native resident of the outlying areas; and
    b. 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
    c. 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
4. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
    a. The ability to meet the State's proficient level of achievement on State assessments described in section 1111 (b)(3);
    b. The ability to successfully achieve in classrooms where the language of instruction is English; or
    c. The opportunity to participate fully in society.

NCLB/ESEA Title IX, Sec. 9101, (B) (25)

To be classified as LEP, an individual must meet the criteria of 1, 2, 3, and 4 in the definition above. To meet the criteria of 3, an individual can meet the criteria of a, b, or c. If the criterion to meet 3 is a, then the individual must meet the b and c as well. To meet the criteria for 4, an individual must be denied one of the three listed below 4 (a or b or c).

EDFACTS, 2011

The term Limited English Proficient (LEP) and English Learner (EL) are used interchangeably throughout this document. LEP is the term used in federal and state legal documents. EL is a common alternate meant to counter the negative connotations of Limited English Proficient.

III. LEGAL RESPONSIBILITIES

A. Title I & Title III

PROGRAMS OF ENGLISH LANGUAGE LEARNERS

Title I, Section 1112
NCLB Title III, Sections 3113, 3212, 3213, 3247, 3302

English Learner provisions are included under Title I and Title III of NCLB/ESEA. 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 NCLB/ESEA to increase the English proficiency and core academic content knowledge of Limited English Proficient students (another term is EL-English Learners, although NCLB uses the term "LEP" for Limited English Proficiency). Under this title, local school districts decide on the method of instruction to be used to teach EL students English, but requires that instructional programs to be scientifically proven to be effective to achieve the state academic standards.

State education agencies, school districts and schools must:

- Academic assessments of English language proficiency – each state plan shall demonstrate that local educational agencies (LEA) in the state will, beginning not later than school year 2002-2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (NCLB/ESEA Title I, Section 1111, (b) (7))
- Each local plan shall also contain assurances that –
    1. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this grant;
    2. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children;
    3. The eligible entity will ensure that the programs will enable children to speak, read, write and comprehend the English language and meet challenging State academic content and student academic achievement standards.
    4. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with Sections 3126 and 3127

    (NCLB/ESEA Title III, Section 3116, (d) (2-5)

- 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.
- Provide parental notification as to why their child is in need of placement in a specialized language instruction program.
- 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.
- 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.
- Involve EL parents in the decision-making process of Title III programs and activities at both the state and local levels.

WHAT YOU NEED TO KNOW

Title III funds are to be used to provide language instruction educational programs — defined as courses in which EL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child's native language to enable the child to develop and attain English proficiency, but school districts are required to "use approaches and methodologies based on scientifically-based research." Each school or district using Title III funds must implement an effective means of outreach to parents of 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 ESL/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 beyond the school day
- Staff training and professional development
- Remedial tutoring, tutorials, and/or youth counseling
- Technology acquisition
- Parent Involvement
- Summer programs

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

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

Assessments Required of EL Students:

1. All EL students must be included in the state assessment required of all students. Inclusion in this assessment must begin immediately when the student enrolls in school, and no exemptions are permitted on the basis of English proficiency. For a student who has entered the U.S. education system for the first time in any state, the student is given an exemption from the English Language Arts (ELA) portion of the state assessment for the first (1^{st}) year in U. S. Education system as long as the student has participated in the state English language proficiency assessment or English language proficiency screener

(WIDA ACCESS or W-APT). EL students may take the content assessments (Math, Science, Social Studies) in the student's native language (available in Spanish and Arabic), as the assessment is aligned with the state content and achievement standards.

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.

III. LEGAL RESPONSIBILITIES:

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:

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.

IV. PROCEDURES

The following procedures are established for the Novi Community 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 the Novi Community School District registration form. It is to be completed at the time of registration for all students Grades K-12. The school secretary or the counseling secretary is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary or home language other than English on the Home Language Survey, and is therefore potentially eligible for ESL services, the ESL teacher in the building of attendance 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 ten school days of enrollment, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if he/she is eligible for ESL/Title III program services. Assessments determine a student's language skills in listening, speaking, reading, writing, and comprehending English using the *WIDA ACCESS* during the testing window beginning February through end of March or *WIDA ACCESS Placement Test (W-APT)* from April until February when *WIDA ACCESS* testing window begins.

All Pre-K students qualify as LEP based on identifying a language other than English during the preschool enrollment process. This applies to school-based, non-profit programs that support children ages 3 to 5 years old. The Novi Community Schools offers a preschool program where students with limited English proficiency are encouraged to participate. This program is tuition-based and is offered through our Community Education department.

C. Levels of English Proficiency

The following chart *WIDA ACCESS* and *W-APT* shows 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 grade level or courses with appropriate ESL language and academic support.

WIDA ACCESS	**Performance Definition** *(Proficiency Level)*	**W-APT score**	**Multiple indicators** *(May be used to understand EL proficiency)*
Entering	1	Entering (1.0-1.9)	Student Background Survey Fountas & Pinnell Benchmark Assessment Writing sample (Grades 1-12) M-STEP (Grades 3-9) MME/SAT (Grade 11) NWEA MAP PSAT Classroom teacher input
Emerging	2	Emerging (2.0-2.9)	Student Background Survey Fountas & Pinnell Benchmark Assessment Writing sample (Grades 1-12) M-STEP (Grades 3-9) MME/SAT (Grade 11) NWEA MAP PSAT Classroom teacher input
Developing	3	Developing (3.0-3.9)	Student Background Survey Fountas & Pinnell Benchmark Assessment Writing sample (Grades 1-12) M-STEP (Grades 3-9) MME/SAT (Grade 11) NWEA MAP PSAT Classroom teacher input
Expanding	4	Expanding (4.0-4.9)	Student Background Survey Fountas & Pinnell Benchmark Assessment Writing sample (Grades 1-12) M-STEP (Grades 3-9) MME/SAT (Grade 11) NWEA MAP PSAT Classroom teacher input GPA in core classes
Bridging/Reaching	5/6	Bridging/Reaching (5.0-6.0)	Student Background Survey Fountas & Pinnell Benchmark Assessment Writing sample (Grades 1-12) M-STEP (Grades 3-9) MME/SAT (Grade 11) NWEA MAP PSAT Classroom teacher input GPA in core classes

Monitored FLEP	FLEP	Monitored FLEP (No WIDA ACCESS testing)	Monitored for two years: Every marking period GPA Progress reports Yearly: Fountas & Pinnell Benchmark Assessment Writing sample (Grades 1-12) M-STEP (Grades 3-9) MME/SAT (Grade 11) NWEA MAP PSAT Classroom teacher input In-district assessments

D. Eligibility for Title III ESL Program Services

A student qualifies for the alternative language program if he/she demonstrates English language proficiency or demonstrates ability as defined by WIDA Performance Definitions in Levels 1, 2, 3, or 4. For a student scoring at or above Level 5 (Bridging/Reaching) to continue receiving ESL/Title III services, the district takes into account additional multiple academic criteria as noted in the chart.

E. Exiting from Title III-ESL Program Services

A student must meet all of the protocol requirements as outlined in the Michigan Department of Education (MDE) Office of Field Services, Special Populations Unit English Learner Program Entrance and Exit Protocol 2012 (updated Spring 2015). A student who scores Level 5.0 comprehensive score on WIDA ACCESS with sub-domain scores of 4.5 or higher as well as meets the additional standardized and curriculum –based assessments identified by the district may be considered for exit from ESL/Title III programming through a placement team review process and monitored for two (2) years. Students in Kindergarten or Grade 1 who score Level 5 composite and 4.5 or higher in sub-domains are not automatically exited from programming as state assessments have not been administered. The student may be considered for exit when he/she demonstrates proficiency on standardized in-district assessments (listed in Table A). The student is also exited from the program in the SRSD/MSDS and considered FLEP (Formerly Limited English Proficient) for two years. Criteria used to exit a student will be placed in the student's CA 60.

F. Monitoring Formerly Limited English Proficient Students (FLEP)

The placement team who reviews the criteria for a student to exit from the program also determines if the student needs support services during the transition to the general education program. Additionally, an ESL staff member is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The ESL teacher assesses the student's progress

If, during the 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 reentered into the ESL/Title III program, or if other services are appropriate.

A record of the monitoring as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 and ESL files.

G. Placement in ESL/Title III Alternative Language Program

Novi Community Schools provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. Below is the guide for ESL program instruction described by level of language proficiency.

Novi Community Schools ESL/Title III program provides language and academic content support to EL students through:

- English as a Second Language Instruction (K-12)
- Sheltered Content Classes (Grades 7-12)

Program Description

Entering/Level 1:

Elementary (K-4):	90-480 minutes per week ESL Teacher
Meadows (Grades 5-6):	120 minutes per week ESL Teacher
Middle School (Grades 7-8):	250 minutes per week ESL Teacher Up to 3750 minutes per week from Sheltered Content Classes
High School (Grades 9-12):	260-780 minutes per week ESL Teacher Up to 3750 minutes per week from Sheltered Content Classes

Emerging/Level 2:

Elementary (K-4):	90-480 minutes per week ESL Teacher
Meadows (Grades 5-6):	120 minutes per week ESL Teacher
Middle School (Grades 7-8):	250 minutes per week ESL Teacher Up to 3750 minutes per week from Sheltered Content Classes
High School (Grades 9-12):	260-780 minutes per week ESL Teacher Up to 3750 minutes per week from Sheltered Content Classes

Developing/ Level 3:

Elementary (K-4):	90-480 minutes per week ESL Teacher
Meadows (Grades 5-6):	120 minutes per week ESL Teacher
Middle School (Grades 7-8):	250 minutes per week ESL Teacher Up to 3750 minutes per week from Sheltered Content Classes
High School (Grades 9-12):	260-780 minutes per week ESL Teacher Up to 3750 minutes per week from Sheltered Content Classes

Expanding/Level 4:

Elementary (K-4):	Teacher consultation** ESL Teacher
Meadows (Grades 5-6):	Teacher consultation** ESL Teacher
Middle School (Grades 7-8):	Teacher consultation** ESL Teacher Sheltered Content Classes
High School (Grades 9-12):	260 minimum- 780 maximum minutes per week ESL Teacher Academic Support in other content areas Sheltered classes

Bridging/Reaching/Level 5-6:

Elementary (K-4):	Teacher consultation** ESL Teacher
Meadows (Grades 5-6):	Teacher consultation** ESL Teacher
Middle School (Grades 7-8):	Teacher consultation** ESL Teacher Sheltered Content Classes
High School (Grades 9-12):	Teacher consultation** ESL Teacher Sheltered Classes

***ESL instruction is programmed on a case-by-case basis*

H. Parental Notification - See APPENDIX B

Novi Community Schools must inform parents of an English Learners (ELs) student identified for participation in the district's ESL/Title III 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 the first two weeks (10 school days) of attendance for children who have not been identified as English Language Learners (ELs) prior to the beginning of the school year.

School Districts Must Inform Parents of:

- The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- How the program will meet the objectives of an individualized education program for a child with a disability;
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

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

Local school districts are required to provide notice to the parents of EL children participating in a ESL/Title III program of any failure of the program to help the child make progress on annual measurable achievement objectives. This notice is to be provided no later than 30 days after this failure occurs and must be provided in an understandable and uniform format and, to the extent realistic, in a language that the parent can understand.

I. ELs who are Struggling Learners

When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the school Student Support Team (SST) for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. Novi Community Schools has an established procedure for referring students for special education evaluations. These special intervention strategies must be utilized to determine what further strategies may be necessary. These special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more ESL/Title III support services. In the event the various strategies are not successful, the student may be referred for a special education evaluation. The student may require an evaluation administered in his/her native language.

J. Student Folder Contents and CA-60

Each ESL student will have a folder maintained by the ESL teacher at the building. The folder will contain:

- Home language survey ***APPENDIX A***
- Parent notification letter ***APPENDIX B***
- Sample of student's schedule for ESL services
- WIDA ACCESS, WIDA Alternative ACCESS, W-APT Teacher Reports
- Student Profile (for Students moving from elementary to middle school and from middle school to high school) or Student ESL folder with ELP standards checklist
- FLEP Monitoring records
- Record of placement decisions (Description of program for individual student, including type and amount of alternative program services)

V. STAFF Roles

A. ESL Teachers

The ESL teacher is certified at his/her grade level and has an ESL/TESOL endorsement. The ESL teacher has primary responsibility for providing English language instruction to the EL. The ESL teacher also shares the responsibility with mainstream general education teachers for ensuring that the EL receives content instruction while learning English.

The ESL teacher supports the instruction of the mainstream class by discussing the content using ESL, sheltered or content specific instruction taught in English. The ESL teacher is responsible for language development and content specific instructional support.

ESL teacher:

- provides content instruction and language development;
- assumes the same functions as the mainstream teacher when s/he is the teacher of record in the classroom;
- meets regularly with the mainstream teacher to determine the academic needs of LEP students enrolled in his/her classes;
- teaches basic survival skills to the most limited English proficient students;
- assists general education staff about culture and language of the EL and the family;
- provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class;
- works collaboratively with staff to develop curriculum;
- identifies, assesses, teaches, and counsels each EL; and
- provides staff development on English language instruction and cultural awareness.

The ESL teacher plays an essential role in the instruction of EL students.

B. Role of Mainstream General Education Teacher

The mainstream 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 mainstream classroom with this teacher and classmates. Because of this, the mainstream teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The mainstream teacher does not accomplish this alone.

The mainstream teacher and ESL staffs are the ones who decide:

- what should be taught;
- how the mainstream class content should be supported by ESL staff;
- what the essential concepts in the lessons are;
- how lessons should be modified;
- how to modify assessment; and
- how to assess achievement.

In addition, the mainstream teacher:

- is a full partner with the ESL staff in educating ELs in his/her class;
- demonstrates sensitivity and awareness of cultural and linguistic differences;
- individualizes instruction to meet the needs of each student;
- uses visuals/hands-on activities to facilitate learning;
- provides materials for the ESL staff that support the mainstream instruction;
- helps ELs make friends and be part of the social interaction in the classroom;
- promotes intercultural discussion; and,

- suggests the type of help the EL needs to be successful in his/her class to the ESL teacher.

D. Role of Special Services Staff

Special Services staff members are essential for the success of LEP students in elementary, middle, and high schools in Novi Community Schools. Counselors, social workers and curriculum support personnel are very new phenomena for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise. This explanation occurs during each of the Newcomer Parent Information meetings led by the Title III Community Liaison.

Support Staff for LEP students:

- works in conjunction with the ESL/Bilingual and mainstream staff to provide appropriate scheduling of students;
- needs to develop an awareness of the culture and language abilities of language minority students;
- provides social and academic guidance to help LEP students become familiar with school culture and academic opportunities;
- has current language proficiency assessment accessible; and,
- provides academic information to parents/guardians.

E. Role of Office Staff

The Office personnel are the initial contact with new families into the Novi Community Schools. It is their responsibility to determine possible ESL program eligibility during the completion of the Home Language Survey in the enrollment process. They often act as the main liaison with ESL staff within the school and across the district.

Office Staff for LEP students:

- administers the Home Language Survey during enrollment process to determine next steps in the ESL program qualifications;
- notifies ESL teacher, classroom teacher, transportation, food services of newly enrolled students and begins the initial screening for eligibility into ESL program. (Appendix
- ensures SRSD information for LEP students is accurate for district reporting (ESL/Title I coordinator)

VI. PARENTAL COMMUNICATION

A. Parental Communication/Interpreter Services

Parents of limited English proficient students will receive notices of school programs and activities impacting their child's education.

Many bilingual parents need interpreters (translators) to participate in school activities such as registering students and parent/teacher conferences. Certainly, the more informed parents are the more likely it is that they will be able to support their child's learning. However, many teachers and administrators may be unfamiliar with using an interpreter and may consequently be reluctant to make routine use of the parents' native languages. The following suggestions may facilitate successful communication when using an interpreter:

Prior to the Meeting

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

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 student work that parents can take with them and examine further.
6. Do whatever you can to encourage parents' further school visits and participation in school activities.

Following the Meeting

Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter.

B. Parent Advisory Committee

The district will send notification of ESL Parent Coalition Meetings. If possible, we will send the letter in the parents' native language or place phone calls by Title III Community Liaison to remind parents. The ESL Parent Coalition Meetings are an excellent way to develop rapport and solicit questions and suggestions regarding student progress in our schools. It also serves as a strong base for an International/Multicultural Task Force. A roster is maintained of parents who attend these meetings and minutes and agendas are shared through email listserv services. The Novi Community Schools supports a Title III Community Liaison for our Japanese community. As our ESL population changes and language needs alter, the Novi Community Schools is committed to provide language support to the community in all languages with translators and interpreters.

C. Code of Conduct

The Code of Conduct/Student Handbook is translated into Japanese and available to parents on the Novi Schools District website at:

http://www.novi.k12.mi.us/academics/esl/japanesedocs/

VII. PERSONNEL PRACTICES

A. Postings

The Novi Community Schools 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 or bilingual positions.

B. Professional Development/ In-service

ESL staff meet as a professional learning community on a monthly basis to update knowledge and skills, obtain additional training, and share information about instructional practice and delivery. Common district assessments are developed and analysis of student progress takes place within the professional dialogue

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

Training for regular education teachers on ESL issues is also provided by ESL teachers and other ESL staff members.

IX. PROGRAM EVALUATION

A written evaluation of the Novi Community Schools ESL Program will be completed every two years by the Office of Academics. A presentation on the data findings and conclusions will be shared with the Novi Board of Education in August and at the annual Fall Parent ESL District meeting in September of the year when the data is analyzed. The complete report will be found on the district website at http://www.novi.k12.mi.us/academics/esl/ .

APPENDIX A

HOME LANGUAGE SURVEY

1. Is your child's native language a language other than English?
2. Is the primary language used in your child's home or environment a language other than English?

APPENDIX B

Novi Community Schools
English Language Learning (ELL)
Kindergarten Parental Notification

Date:

Dear Parents:

The Novi Community Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

During the enrollment process, you completed a home language survey indicating a second language other than English is spoken in the home or is used by your child. Newly enrolled students were screened using the WIDA ACCESS Placement Test (W-APT) to place students in the ESL program.

As a kindergarten student, _____ qualifies as an English learner in the Novi Community Schools ESL program. Below you will see what type of services are available for your child in this program. Please see the attached Individual Student Report for your child's W-APT scores.

Test Used: _____ W-APT

Level of English Proficiency:

____ Level 1- *(Entering)*
Service: Your child may receive additional support with the ESL teacher. Your child will take the WIDA ACCESS test in the spring.

____ Level 2- *(Emerging)*
Service: Your child may receive additional support with the ESL teacher. Your child will take the WIDA ACCESS test in the spring.

____ Level 3- *(Developing)*
Service: Your child may receive additional support with the ESL teacher Your child will take the WIDA ACCESS test in the spring.

____ Level 4- (*Expanding)*
Service: Your child will be receiving ESL support from his/her classroom teacher under consultation with the ESL teacher. Your child will take the WIDA ACCESS test in the spring.

_____Level 5 – *(Bridging/Reaching) Your child has demonstrated English proficiency*

Program Description:

____ Monitored
____ In collaboration with special education IEP team

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

Classroom English Instruction: Students are instructed in English at all times; native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

The Novi Community Schools believes ESL support is an essential part of your child's education. If you have any further questions, please call 248-449-1212, ext._____. If you wish to refuse ESL support for your child, please contact your child's ESL teacher at e-mail addresses.

Respectfully,

_____-ESL teacher
_____-Principal

Novi Community Schools
English Language Learning (ELL)
Grade 1 - Parental Notification

Date:

Dear Parents:

The Novi Community Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

During the enrollment process, you completed a home language survey indicating a second language other than English is spoken in the home or is used by your child. Newly enrolled students were screened using the WIDA ACCESS Placement Test (W-APT) to place students in the ESL program.

As an entering first grade student, _____ qualifies as an English learner in the Novi Community Schools ESL program. We use the Kindergarten W-APT tool as your child has recently completed kindergarten expectations and has not received Grade 1 content instruction. Below you will see the type of services available for your child in this program. Please see the attached Individual Student Report for your child's W-APT scores.

Test Used: _____ Kindergarten W-APT

Level of English Proficiency:

____ Level 1- *(Entering)*
Service: Your child will receive additional support with the ESL teacher.
Your child will take the WIDA ACCESS test in the spring.

____ Level 2- *(Emerging)*
Service: Your child will receive additional support with the ESL teacher.
Your child will take the WIDA ACCESS test in the spring.

____ Level 3- (*Developing)*
Service: ESL support is performed through total immersion in the classroom.
Your child will take the WIDA ACCESS test in the spring.

____ Level 4- *(Expanding)*
Service: ESL support is performed through total immersion in the classroom.
Your child will take the WIDA ACCESS test in the spring.

____ Level 5 –(*Bridging/Reaching)*
Service: ESL support is not necessary at this time

Program Description:

____ Monitored
____ in collaboration with special education IEP team

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

Classroom English Instruction: Students are instructed in English at all times; native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

The Novi Community Schools believes ESL support is an essential part of your child's education. If you have any further questions, please call 248-449-1212, ext._____. If you wish to refuse ESL support for your child, please contact your child's ESL teacher at e-mail addresses.

Respectfully,

_____-ESL teacher
_____-Principal

Novi Community Schools
English Language Learning (ELL)
1st- 4th Grade Parental Notification

Date:

Dear Parents:

The Novi Community Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

The WIDA ACCESS placement test (W-APT) is mandated by the State of Michigan for all K-12 students from bilingual homes. It is used to assess students in reading, writing, listening, speaking, and comprehension of the English language. The WIDA ACCESS was administered in the spring for previously enrolled students eligible for ESL programming. If students enter Novi Community Schools between April and March, the W-APT is used to determine academic programming for fall. Students enrolled August 1 to the present are screened to determine eligibility in the ESL program.

Your child _____ has been selected to enroll in the ESL (English as a Second Language) program based on his/her scores on the WIDA ACCESS or W-APT test along with other district level language and academic achievement tests. Please see the test results as described in the attached Individual Student Report.

Test Used: _____ WIDA ACCESS _____ W-APT

Level of English Proficiency:

____ Level 1- *Entering*
Service: Your child will receive 90-480 minutes from the building ESL teacher per week. Your child will take the WIDA ACCESS test in the spring.

____ Level 2- *Emerging*
Service: Your child will receive 90-480 minutes from the building ESL teacher per week. Your child will take the WIDA ACCESS test in the spring.

____ Level 3- *Developing*
Service: Your child will receive 90-480 minutes from the building ESL teacher per week. Your child will take the WIDA ACCESS test in the spring.

____ Level 4- *Expanding*
_____*Services: Your child is recommended for continued support by the classroom teacher in collaboration with the ESL teacher and will need to participate in the WIDA ACCESS test in the spring.*

_____ *Service: Your child is recommended for continued ESL support from the classroom teacher in collaboration with the ESL teacher. . Your child will take the WIDA ACCESS test in the spring.*

____ Level 5- *Bridging/Reaching*
Service: Your child is recommended by ESL teacher for continued support. Your child will take the WIDA ACCESS test in the spring.
Service:
_____
_____

____ Level 5- *Bridging/Reaching* and recommended by teacher for exit from the ESL program.
.

Program Description:

____ ESL Classroom Instruction
____ Monitored
____ In collaboration with special education IEP team

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

Classroom English Instruction: Students are instructed in English at all times; native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

The Novi Community Schools believes ESL support is an essential part of your child's education. If you have any further questions, please call 248-449-1212, ext._____. If you wish to refuse ESL support for your child, please contact your child's ESL teacher at email address@novi.k12.mi.us

Respectfully,

_____-ESL teacher

_____-Principal

Novi Community Schools
English Language Learning (ELL)
5th and 6th Grade Parental Notification

Date:

Dear Parents:

The Novi Community Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

The WIDA ACCESS placement test (W-APT) is mandated by the State of Michigan for all K-12 students from bilingual homes. It is used to assess students in reading, writing, listening, speaking, and comprehension of the English language. The WIDA ACCESS was administered in the spring for previously enrolled students eligible for ESL programming. If students enter Novi Community Schools between April and March, the W-APT is used to determine academic programming for fall. Students enrolled August 1 to the present are screened to determine eligibility in the ESL program.

Your child _____ has been selected to enroll in the ESL (English as a Second Language) program based on his/her scores on the WIDA ACCESS or W-APT test along with other district level language and academic achievement tests. Please see the test results as described in the attached Individual Student Report.

Test Used: _____ WIDA ACCESS _____ W-APT

Level of English Proficiency:

____ Level 1- *Entering*
Service: Your child will receive a minimum of 130 minutes from the building ESL teacher. Your child will take the WIDA ACCESS test in the spring.

____ Level 2- *Emerging*
Service: Your child will receive a minimum of 130 minutes from the building ESL teacher. Your child will take the WIDA ACCESS test in the spring.

____ Level 3- *Developing*
Service: Your child will receive a minimum of 130 minutes from the building ESL teacher. Your child will take the WIDA ACCESS test in the spring.

____ Level 4- *Expanding*
Services: Your child is recommended for continued support by the classroom teacher in collaboration with the ESL teacher and will need to participate in the WIDA ACCESS test in the spring.

____ Level 5- *Bridging/Reaching*

Your child is recommended by ESL teacher for continued support. *Your child will take the WIDA ACCESS test in the spring.*
Service:

_____
_____

____ Level 5- *Bridging/Reaching* and recommended by teacher for exit from the ESL program.

Program Description:

____ ESL Classroom Instruction
____ Monitored
____ In collaboration with special education IEP team

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

Classroom English Instruction: Students are instructed in English at all times; native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

The Novi Community Schools believes ESL support is an essential part of your child's education. If you have any further questions, please call 248-449-1212, ext._____. If you wish to refuse ESL support for your child, please contact your child's ESL teacher at email address@novi.k12.mi.us

Respectfully,

_____-ESL teacher

_____-Principal

_____-Principal

Novi Community Schools
English Language Learning (ELL)
7th and 8th Grade Parental Notification

Date:

Dear Parents:

The Novi Community Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

The WIDA ACCESS placement test (W-APT) is mandated by the State of Michigan for all K-12 students from bilingual homes. It is used to assess students in reading, writing, listening, speaking, and comprehension of the English language. The WIDA ACCESS was administered in the spring for previously enrolled students eligible for ESL programming. If students enter Novi Community Schools between April and March, the W-APT is used to determine academic programming for fall. Students enrolled August 1 to the present are screened to determine eligibility in the ESL program.

Your child _____ has been selected to enroll in the ESL (English as a Second Language) program based on his/her scores on the WIDA ACCESS or W-APT test along with other district level language and academic achievement tests. Please see the test results as described in the attached Individual Student Report.

Test Used: _____ WIDA ACCESS _____ W-APT

Level of English Proficiency:

____ Level 1- *Entering*
Service: Your child will receive a minimum of 250 minutes from the building ESL teacher and up to 3750 minutes of sheltered classroom instruction. Your child will take the WIDA ACCESS test in the spring.

____ Level 2- *Emerging*
Service: Your child will receive a minimum of 250 minutes from the building ESL teacher and up to a maximum of 3750 minutes of sheltered classroom instruction. Your child will take the WIDA ACCESS test in the spring.

____ Level 3- *Developing*
Service: Your child will receive a minimum of 250 from the building ESL teacher and up to 3750 minutes of sheltered classroom instruction. Your child will take the WIDA ACCESS test in the spring.

____ Level 4- *Expanding*

Services: Your child may receive up to 3750 minutes of sheltered classroom instruction and progress is monitored by the counselors and the ESL teacher. Your child will take the WIDA ACCESS test in the spring.

____ Level 5- *Bridging/Reaching*

Your child is recommended by ESL teacher for continued support. *Your child will take the WIDA ACCESS test in the spring.*

Service:

_____

_____

____ Level 5- *Bridging/Reaching* and recommended by teacher for exit from the ESL program.

Program Description:

____ ESL Classroom Instruction
____ Sheltered Content Support (7-12)
____ Monitored
____ In collaboration with special education IEP team

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

Classroom English Instruction: Students are instructed in English at all times; native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

The Novi Community Schools believes ESL support is an essential part of your child's education. If you have any further questions, please call 248-449-1212, ext._____. If you wish to refuse ESL support for your child, please contact your child's ESL teacher at e-mail address@novi.k12.mi.us.

Respectfully,

_____-ESL teacher
_____-Principal

Novi Community Schools
English Language Learning (ELL)
9th and 12th Grade Parental Notification

Date:

Dear Parents:

The Novi Community Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

The WIDA ACCESS placement test (W-APT) is mandated by the State of Michigan for all K-12 students from bilingual homes. It is used to assess students in reading, writing, listening, speaking, and comprehension of the English language. The WIDA ACCESS was administered in the spring for previously enrolled students eligible for ESL programming. If students enter Novi Community Schools between April and March, the W-APT is used to determine academic programming for fall. Students enrolled August 1 to the present are screened to determine eligibility in the ESL program.

Your child _____ has been selected to enroll in the ESL (English as a Second Language) program based on his/her scores on the WIDA ACCESS or W-APT test along with other district level language and academic achievement tests. Please see the test results as described in the attached Individual Student Report.

Test Used: _____ WIDA ACCESS _____ W-APT

Level of English Proficiency:

____ Level 1- *Entering*
Service: Your child will receive a minimum of 250 minutes from the building ESL teacher and up to 3750 minutes of sheltered classroom instruction. Your child will take the WIDA ACCESS test in the spring.

____ Level 2- *Emerging*
Service: Your child will receive a minimum of 250 minutes from the building ESL teacher and up to a maximum of 3750 minutes of sheltered classroom instruction. Your child will take the WIDA ACCESS test in the spring.

____ Level 3- *Developing*
Service: Your child will receive a minimum of 250 from the building ESL teacher and up to 3750 minutes of sheltered classroom instruction. Your child will take the WIDA ACCESS test in the spring.

____ Level 4- *Expanding*
Services: Your child may receive up to 3750 minutes of sheltered classroom instruction and progress is monitored by the counselors and the ESL teacher. Your child will take the WIDA ACCESS test in the spring.

____ Level 5- *Bridging/Reaching*

Your child is recommended by ESL teacher for continued support. *Your child will take the WIDA ACCESS test in the spring.*
Service:

_____
_____

____ Level 5- *Bridging/Reaching* and recommended by teacher for exit from the ESL program.

Program Description:

____ ESL Classroom Instruction
____ Sheltered Content Support (7-12)
____ Monitored
____ In collaboration with special education IEP team

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

Classroom English Instruction: Students are instructed in English at all times; native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

The Novi Community Schools believes ESL support is an essential part of your child's education. If you have any further questions, please call 248-449-1212, ext._____. If you wish to refuse ESL support for your child, please contact your child's ESL teacher at e-mail address@novi.k12.mi.us.

Respectfully,

_____-ESL teacher
_____-Principal

Novi Community Schools
English Language Learning (ELL)
Kindergarten Parental Notification

Date:

Dear Parents:

The Novi Community Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

During the enrollment process, you completed a home language survey indicating a second language other than English is spoken in the home or is used by your child. Newly enrolled students are screened using the WIDA ACCESS Placement Test (W-APT) to determine eligibility in ESL programming.

Your child _____ scored successfully on the W-APT and demonstrated academic proficiency in English literacy. He/She will not require additional support in English. Please see the attached Individual Student Report for your child's scores.

Test Used: _____ W-APT

Level of English Proficiency:

____ Level 5- *(Exceptional)*
Additional ESL support is not necessary at this time

If you have any further questions, please call 248-449-1212, ext._____.

Respectfully,

_____-ESL teacher
_____-Principal

Novi Community Schools
English Language Learning (ELL)
1st- 12th Grade Parental Notification

Dear Parents: **Date:**

The Novi Community Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

During the enrollment process, you completed a home language survey indicating a second language other than English is spoken in the home or is used by your child. Newly enrolled students are screened using the WIDA ACCESS Placement Test (W-APT) to determine eligibility in ESL programming.

Your child _____ scored successfully on the W-APT as well as demonstrated grade level academic proficiency on state and local assessments. You child will not require additional support in English. Please see the attached Individual Student Report for your child's scores.

Test Used: _____ W-APT

Level of English Proficiency:

____ Level 5/6 - *Bridging/Reaching*

If you have any further questions, please call 248-449-1212, ext._____.

Respectfully,

_____-ESL teacher

_____-Principal

Novi Community Schools
Request for English Language Development
Program Withdrawal/Denial of Enrollment

Date: _____

Dear Parents:

You have indicated that you do not want your child enrolled in the English language development program offered by the Novi School District. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to request removal of your child from the program or decline to enroll your child in such a program.

Please note that refusal of services does not exclude your child from demonstrating English language proficiency as measured by the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners). <u>Your child will participate in the administration of the WIDA ACCESS test in February/March of this academic year.</u> It will be your responsibility to assist your child in their academic English language development at home. Your child's classroom teacher and other Novi Community School district staff will work with you to promote his/her English language development.

Thank you.

Novi Community Schools
Request for English Language Development
Program Withdrawal/Denial of Enrollment

I,_____(parent/guardian)of_____ (student) have been informed of my right to decline to have my child enrolled in the English language development program offered by the school or district. I request the following action be taken on behalf of my child.

_____ Withdraw my child from the program offered by the school.

I understand that my child will need to take the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) in the spring until s(he) demonstrates advanced proficiency in English as well as academic grade level proficiency in state and local assessments.

_____ _____

Signature of Parent/Guardian **Date**

APPENDIX C

Descriptions of English Language Proficiency Levels

To meet the instructional needs of English Learners (ELs) in Michigan, six (6) levels of English language proficiency are used to more accurately describe student proficiency in listening, speaking, reading, and writing skills. Included in the tables below is a general description of the characteristics of ELs at each level of proficiency.

WIDA Performance Definitions—Listening and Reading K-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 Reaching			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content area language • Words and expressions with shades of meaning for each content area
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

...within sociocultural contexts for language use.

WIDA Performance Definitions—Speaking and Writing K-12

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 Reaching			
Level 5 Bridging	• Multiple complex sentences • Organized, cohesive and coherent expression of ideas	• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content area language • Words and expressions with precise meaning related to content area topics
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	• Specific and some technical content area language • Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	• Specific content words and expressions (including content-specific cognates) • Words or expressions related to content area
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases or chunks of language • Single words used to represent ideas	• Simple grammatical constructions (e.g., commands, Wh-questions, declarations) • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and familiar expressions

...within sociocultural contexts for language use.

DEFINITIONS

Basic Interpersonal Communication Skills (BICS) refers to a student's social English language skills. Research indicates that a student takes 1-3 years to acquire functional social language skills. (Cummins, 1981)

Bilingual Paraprofessional

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

Bilingual Teacher

A Bilingual teacher is required to be certified in the area of instruction and in addition have a bilingual endorsement. This teacher may provide bilingual or ESL instruction or support services to the ELLs. Frequently, this teacher will provide consultative services to the regular classroom teacher.

CA-60 File

This file is kept in the school office and is the official record of the student. It contains: birth certificate, immunization records, registration documents, standardized test scores, report cards, and other official school documents.

CALP

Cognitive Academic Language Proficiency (CALP) refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes a student from 3-7 or more years to acquire such academic language skills. (Cummins, 1981)

Co-Teaching

Co-teaching is defined as having an ESL/Bilingual teacher assist in the instruction for content area classes whenever there is a significant population of ELLs in the building.

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.

ELs (English Learners)

ELs refers to students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to as limited English proficient or LEP) and those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are learning English.

ESEA Title III

Title III is an entitlement program under the Elementary and Secondary Education Act. The purpose of Title III, Part A, is to help ensure that children and youth who are limited English proficient, Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging academic standards that all children are expected to meet. Title III funds are directed to states and eligible local districts or consortia through a formula grant allocation to

- Develop high quality language instruction educational programs
- Assist SEAs, LEAs and schools to build their capacity to establish, implement, and sustain language instruction and development programs
- Promote parental and community involvement
- Hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children.

ESL

English as a Second Language (ESL) 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.

ESL Programs

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

ESL Class Period

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

ESL Instruction

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

ESL Resource Center

Students from several classrooms come together for English language and academic content instruction. The resource center concentrates ESL materials and staff in one location.

ESL Teacher

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

FLEP Students

Formerly Limited English Proficient (FLEP) student has been exited from Title III/ESL program because:
The student has scored advanced proficient on the ELPA and is performing on grade level in 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 ESL students:

- Classroom Teacher
- ESL Teacher/ESL Paraprofessional
- Principal
- Others as needed

The ESL teacher and bilingual paraprofessionals assigned to the building will provide instructional support and materials.

When concerns arise regarding a student's program, curriculum, and placement, the team outlined above will address these issues at a SST (Student Support Team) meeting. The Novi Community Schools Title III/ESL supervisor will be notified when a Student Support Team for an EL is planned or when a particular student's problem persists after interventions have been implemented as recommended by the Student Support Team.

W-APT

W-APT stands for the WIDA ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELs. The W-APT is one component of WIDA's comprehensive assessment system.

WIDA

WIDA stands for World-Class Instructional Design and Assessment. WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

WIDA ACCESS for ELLs

ACCESS for ELs (Assessing Comprehension and communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English learners (ELs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English.

WIDA Alternative ACCESS for ELLs

Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment. The No Child Left Behind Act (NCLB; 2001) requires that all students identified as ELLs be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). For this reason, WIDA created the Alternate ACCESS for ELLs to meet federal accountability requirements and to provide educators with a measure sensitive to English language proficiency growth of ELLs with significant cognitive disabilities.

APPENDIX E
GUIDELINES

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

- A student should be placed in classrooms that utilize the most interactive methods of teaching. English Learners (ELs) need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lecture, memorization, and worksheets may be least appropriate for second language learners.

- Paraprofessionals may work directly with a student in the ESL classroom and the general classroom in conjunction with the classroom teacher. In this way, paraprofessionals have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.

- Previous schooling is considered. The academic background of students varies greatly. Some students may have studied advanced algebra while others may never have attended school.

- All students need time to learn how to interact in an American school setting. Consideration is given to having the ESL staff explicitly teach about the culture and language of schools.

- Initial placement decisions for the middle and high school student should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While a student is often placed in physical education, art, and music classes, when taught appropriately with the support of ESL teachers or other content area classes such as science and math may be crucial to maintaining student's interest in school.

- Consideration is given to alternative means of assessment for the LEP student. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of student's progress over time. The placement team recognizes that every test is a language test; the student may understand content but be unable to decipher a multiple-choice test. Finally, the Student Support Team assists teachers in inventing ways of allowing the student to demonstrate what he/she has learned without using complex English.

- The placement team encourages the LEP student's involvement in extra-curricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir. The LEP student needs to be invited to participate.

- Additional standardized and curriculum-based assessments inform the decision of the team. Criteria used to exit a student will be placed in the student’s CA 60.

APPENDIX F

EXIT CRITERIA

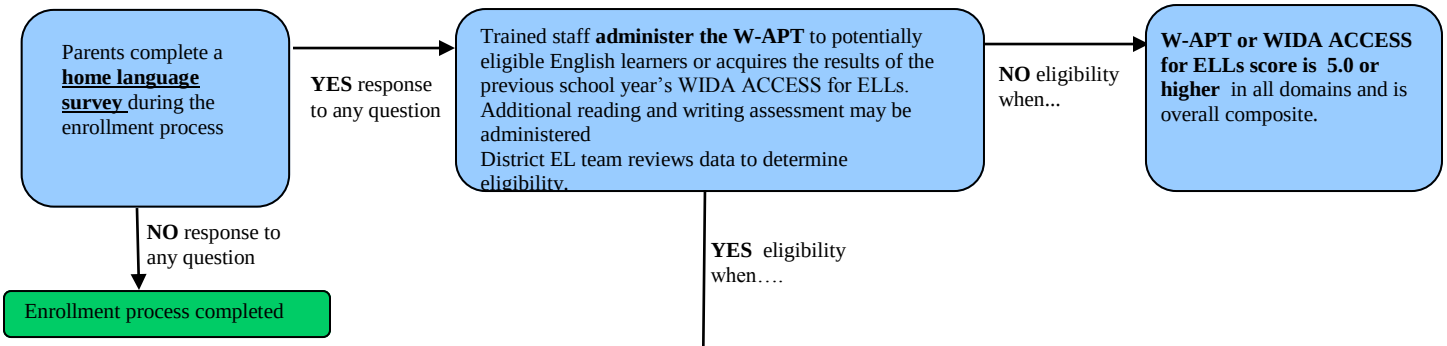
Kindergarten through twelfth grade students are exited from the Alternative Language/Title III Program Services when they receive 4.5 or higher on all four of the domains (listening, speaking, reading, writing) and a composite score of 5.0 on the spring WIDA: ACCESS for ELLs and have demonstrated academic proficiency on a state-approved reading assessment. The LEA will review local writing assessments of each English learner to ensure proficiency in writing.

An EL Student Team [(consisting of the child's teacher(s), a principal, a highly qualified ESL Teacher] After considering the student's grades, standardized assessment scores, teacher observations and the student's input (when appropriate), may recommend that a student be exited from the ESL program with consideration of at least **two** of the following criteria:

a. Extent and nature of prior educational ESL services and social experiences [the child's instructional and assessment accommodations have been appropriate for an appropriate length of time]
b. Level of proficiency in English for the child's grade according to appropriate local, state and national criterion-referenced standards
c. Grades from the current year or previous years
d. Determination and documentation that the deficit is not due to a language interference

A parent/guardian has the right to deny services or exit his/her child from the ESL Program at any time. In the case that this occurs, the parent/guardian must be informed both in writing and orally – in a language comprehensible to him/her – about the specific accommodations and support that the student will lose after exiting the program.

Entrance Flowchart—Novi Community School District



Kindergarten before 12/1	Kindergarten after 12/1	Gr 1 before 12/1	Gr 1 after 12/1	Gr 2-12
W-APT score below Exceptional (28 or lower)on any domain	W-APT score below Exceptional (29 or lower) on any domain	W-APT score below Exceptional (29 or lower) on any domain	W-APT score below 5.0 on one or more domains	W-APT score below 5.0 on one or more domains

District places eligible student in ESL programming with EL team in constant review of English proficiency and academic achievement data to determine the intensity of EL services provided.
Students not enrolled in ESL programming are monitored regularly through established district procedures used to monitor achievement of all students (MTSS and progress monitoring PLCs). Students may be enrolled at a later date if they fail to progress.

Note: LEP determinations must be made within 30 days of the start of the school year or within 10 days after enrollment during the

Exit Flowchart—Novi Community School District

District EL team reviews data to update student placement and determine eligibility in English as a Second Language programming for each school year. The student **must** meet the following criteria for exit:

Exit Protocol Assessments to review:	Kindergarten—Grade 2	Grade 3-12
• WIDA ACCESS • ELA Content Area Assessments (state and local) • Local Writing Assessments with score 3.0 or higher	• Composite score 5.0 or higher and minimum 4.5 on all four domains • NWEA Percentile score above 60th %ile in reading • Fountas & Pinnell Benchmark assessment with grade level proficiency • Local Writing Assessments with score 3.0 or higher	• Composite score 5.0 or higher and minimum 4.5 on all four domains • NWEA Percentile score above 60th %ile in reading • M-STEP or SAT score of proficient or advanced proficient in reading ELA score • Local Writing Assessments with score 3.0 or higher

A student remains eligible in ESL programming and continues to receive services for as long as Exit Protocol Assessments are not met.
A student is exited from the ESL programming and classified as former Limited English Proficient (FLEP) in student data management system. MSDS is updated with information and student is monitored for two years following exit.

English Learners with Disabilities
6/30/2015

Some English Learners also have disabilities which impact the acquisition of a second language. For these students, decisions regarding ESL services and test administration must be made on a case-by-case basis, as appropriate to the individual needs of the student.

1. Based on the home language survey at the time of registration, new students with a language other than English in their background will be assessed using the W-APT, typically within 10 school days of enrollment.

2. The results of the W-APT may determine student participation in the ESL program. It shall also be considered by the IEP Team when determining a) the impact of limited English proficiency on special education eligibility decisions and b) how the student will participate in the WIDA ACCESS or WIDA Alternative ACCESS.

3. ESL services for students with disabilities shall be based upon a service plan developed jointly by the ESL teacher and the student's special education case coordinator. The service plan promotes a coordinated approach to service delivery for English Language Learners with disabilities. The service plan may include direct and/or indirect services from the ESL teacher. The plan should include an analysis of the ESL and IEP goals overlap/intersect, and how each service provider might support/reinforce the goals of the other service provider. The service plan will address where the student's ESL needs will be addressed.

4. A student with a severe language disability may be eligible for exemption from the WIDA ACCESS if the disability prohibits meaningful participation in the assessment. Exemptions, which are limited to only the most extreme cases, are considered and presented at the state level. For such students, the special education case coordinator and the ESL teacher at the building may jointly submit a request for WIDA ACCESS exemption to be reviewed by the office of Student Services and the State of Michigan Bureau of Assessment and Accountability (BAA). The parents would be notified of the proposed exemption and asked to provide consent during the IEP.

APPENDIX G:

CONSIDERATION FOR PROGRAM EXIT

To be completed for all EL Students considered for Program Exit

Student: _____ Student ID#: _____

Teacher/Counselor: _____ Grade: _____

Reviewer's Name: _____ Date of Review:_____

WIDA ACCESS Placement Test (W-APT):

Overall Proficiency: _____

Remarks: _____

WIDA ACCESS Composite – _____ (Proficiency Level – 5.0 or higher)

Listening _____ Speaking _____ Reading _____ Writing _____ Oral Lang _____
Literacy _____ Comprehension _____

Classroom Teacher Observation: (Complete with classroom teacher)

Does the student work independently on classroom tasks with minimal or no assistance? (circle one) YES NO

If no, please provide area(s) of identified support: _____

Is student working at grade level in:
Reading YES NO Writing YES NO Math YES NO Science YES NO
Social Studies YES NO Other _____ YES NO

If no, is the below-level performance due to language interference? YES NO
If yes, attach documentation (test scores, report card, exit review).

Standardized Tests (in-district assessments):

Test(s) Name: _____Score: _____ Comment: _____

Test(s) Name: _____Score: _____ Comment: _____

Local Writing Assessment Score: _____ *(must be 3 or 4 on district 4 point rubric)*

M-STEP State Assessment Results:

Does the student demonstrate proficiency in **ELA Reading**? (circle one) YES NO Score: _____

If applicable:
Does the student demonstrate proficiency in: **Math** YES NO **Science** YES NO **Social Studies** YES NO
Score: _____ Score: _____ Score: _____

What are the service recommendations?

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

_____ _____
Teacher/Counselor Signature Date

_____ _____
Reviewer's Signature Date

Home Language Survey Date: _____
W-APT Test Date: _____

EL Student
Two-Year
Post-ESL Service Evaluation

Enrollment Date: _____
Placement Date: _____
Reclassification Date: _____

Student Name: _____ Student ID: _____

DOB: _____ Grade: _____ District/School: _____

Assessment Performance

First Year of Monitoring (1st academic year after exit date). *SS = Scale Score*	**ELA (Reading)** SS: _____ Date: _____ Met Standard? Y N Rdg Scores on Grade Level? Y N	**MATH** SS: _____ Date: _____ Met Standard? Y N Performance on Grade Level Y N	**SCIENCE** SS: _____ Date: _____ Met Standard? Y N Performance on Grade Level Y N	**SOC STUD** SS: _____ Date: _____ Met Standard? Y N Performance on Grade Level Y N
Second Year of Monitoring (2nd academic year after exit date). *SS = Scale Score*	**ELA (Reading)** SS: _____ Date: _____ Met Standard? Y N Rdg Scores on Grade Level? Y N	**MATH** SS: _____ Date: _____ Met Standard? Y N Performance on Grade Level Y N	**SCIENCE** SS: _____ Date: _____ Met Standard? Y N Performance on Grade Level Y N	**SOC STUD** SS: _____ Date: _____ Met Standard? Y N Performance on Grade Level Y N

First Year Post-Program Monitoring Year: _____

Consult with: (check and specify)

- ☐ ***classroom teacher*** _____
- ☐ ***counselor***_____
- ☐ ***other***_____

Subject	Current Grade
ELA Rdg. Writing	
Math	
Science	
Social Studies	
Other content:	

Recommendations:

- ☐ Reclassification/Re-entry (occurs when it is determined that student's lack of success is due to insufficient development of academic language).
- ☐ Continue in regular program.

Additional interventions (academic, linguistic, affective):

Signatures:

_____
Parent/Guardian (if applicable)

_____
School Administrator (if applicable)

_____
FLEP Monitoring Member

Teacher Comments:

Second Year Post-Program Monitoring Year: _____

Consult with: (check and specify)

- ☐ ***classroom teacher*** _____
- ☐ ***counselor***_____
- ☐ ***other***_____

Subject	Current Grade
ELA- Rdg, Writing	
Math	
Science	
Social Studies	
Other content:	

Recommendations:

- ☐ Reclassification/Re-entry (occurs when it is determined that student's lack of success is due to insufficient development of academic language).
- ☐ Continue in regular program.

Additional interventions (academic, linguistic, affective):

Signatures:

_____
Parent/Guardian (if applicable)

_____
School Administrator (if applicable)

_____
FLEP Monitoring Member

Teacher Comments:

Appendix H – IB Language Policy - Grade 9-12

Novi Community School District
Novi High School's Language Policy for International Baccalaureate

Introduction to Language Policy

International Baccalaureate (IB) World Schools are required to have a written language policy. This document includes provisions for second language teaching and mother-tongue language support that meets the needs of students and reflects the principles of the program. At Novi High School, the IB Diploma Program Language Policy sets out the philosophy and aims of language teaching and learning. This document reviews the currently available options in Group 1 and 2, links directly to the Novi Community School District English Language Learner Program, and addresses our support for mother-tongue languages.

Language Philosophy

At Novi High School language learning, learning through language, and learning about language is a cornerstone of all learning. We use language to construct meaning, inquire about the world, and share understanding with others. Authentic language learning crosses all disciplines and promotes critical thinking. Students are equipped and empowered to use strategies, or learning tools, to engage in inquiry-based learning. Using these tools, students read, listen, and view in order to comprehend texts of all kinds. They write, speak, and present to navigate the complexity of ideas they encounter within all disciplines. The following ten beliefs about language learning anchor and guide our instructional practices:

1. Language acquisition is a life-long process connected to intellectual, emotional, and social growth.
2. Language learning requires decision-making and reflects upon one's knowledge of language usage.
3. Language learning communities are local, regional, national, and international. All spheres of language interaction are interrelated.
4. Language learning in the mother-tongue maintains cultural identity.
5. Language proficiency in one language transfers to learning other languages and other content.
6. Language usage allows students to communicate learning for personal, public, and academic reasons.
7. Language usage produces intended and unintended messages.
8. Language learning is both natural and unnatural, but language acquisition, in general, is progressive.
9. Language is a social construct and is a foundation for all learning.
10. Language learning fosters equity and builds community.

The following chart elaborates on the implications of this philosophy for teaching and learning.

Beliefs about language…	**Implications for students and learning…**	**Implications for teaching…**
1. Language acquisition is a life-long process connected to intellectual, emotional, and social growth.	Students are language learners who strive to understand their own language learning needs within and beyond the classroom.	Teachers are language teachers who strive to recognize and serve the diverse language needs of all students within and beyond their classrooms.

2. Language learning requires decision-making and reflects upon one's knowledge of language usage.	Students strive to choose and use the appropriate language skills and strategies that fit various contexts to the best of their ability.	Teachers strive to scaffold such decision-making opportunities using language learning methods that are research-based.
3. Language learning communities are local, regional, national, and international. All spheres of language interaction are interrelated.	Students are aware that, while they are a part of a local community and culture, understanding other cultures and communities provides opportunities for empowerment and empathy, and raises global consciousness.	Teachers are aware that, while they are a part of a local community and culture, understanding other cultures and communities provides opportunities for empowerment and empathy, and raises global consciousness.
4. Language learning in the mother-tongue maintains cultural identity.	Students will seek to maintain the mother-tongue to preserve identity, often preferring the mother-tongue when complexity or challenge increases.	Teachers value the mother-tongue of the student, knowing that language serves as an extension of culture and must be valued as a part of a student's identity.
5. Language proficiency in one language transfers to learning other languages and other content.	Students' particular language strengths will help them learn new languages and can help them when learning new content in any discipline.	Teachers seek out the native-language strengths of students to help them learn new languages to make use of these strengths when engaging students in disciplinary learning.
6. Language usage allows students to communicate learning for personal, public, and academic reasons.	Students seek real purposes and audiences when producing spoken or written messages within all disciplines. Language usage changes when reasons for communicating change.	Teachers provide real purposes and audiences when teaching students to craft spoken or written messages within all disciplines. Language usage changes when reasons for communicating change.
7. Language usage produces intended and unintended messages.	Students use language to the best of their ability and seek descriptive feedback. When purpose and audience are present in a language task, intended messages tend to surface, while unintended messages are recognized and addressed to improve learning.	Teachers expect students to approximate language usage and offer descriptive feedback. When purpose and audience are provided in a language task, intended messages tend to surface, while unintended messages are recognized and addressed to improve learning.
8. Language learning is both natural and unnatural, but language acquisition, in general, is progressive.	Students realize that people come to oral language more naturally, often learning to speak and listen through informal rehearsal, repetition, and use – especially when younger. Reading and writing**,** as social constructs, are quite *unnatural*. So deliberate or more formal rehearsal and use is necessary for growth.	Teachers realize that students come to oral language more naturally, often learning to speak and listen through informal rehearsal, repetition, and use – especially when younger. Reading and writing, as social constructs, are quite *unnatural*. So deliberate or more formal modeling and guidance is necessary for growth.
9. Language is a social construct and is a foundation for all learning	Students engage in meaningful social interaction to learn language, to learn through language, and to construct knowledge about language to better communicate.	Teachers provide meaningful interaction to help students learn language, learn through language, and construct knowledge about language to better communicate.
10. Language learning fosters equity and builds community.	Students seek equity throughout the school community by exploring cultures and languages. When possible, they seek out relationships with peer representatives from those cultures, and commit to deep learning of the other language.	Teachers foster equity throughout all aspects of the school community through the exploration of cultures and languages. When possible, they help students build relationship with peers from other cultures, and commit to deep learning of the other languages.

Classroom Instructional Beliefs

Opportunity to communicate is essential for language growth. With opportunity comes a need for explicit or deliberate language instruction to ensure achievement. The design of the environment is

equally important to meet this end. In Novi, language instruction that reflects the language philosophy tends to look as follows:

When Writing, Speaking, and Presenting are Taught	When Reading, Listening, and Viewing are Taught
• Students have opportunities to create and discuss topics that matter to them. • Audience and purpose for papers and presentations are specifically identified in assignments. • Most of a teacher's time is spent in class teaching or scaffolding writing, speaking, and presentation skills and strategies. • Students are given writing and presentation models, assignments, and strategies to guide different writing or presentation tasks. • Students reflect on significant growth—or lack of it—in specific writing, speaking, and presenting skills. • Students are encouraged to revise, edit, and improve—and to correct drafts and then resubmit. • Students learn language conventions in context of writing, presenting ideas, and engaging in authentic discourse. • Students think about what they write and present through brainstorming, quick-writing, role-playing, discussion or other prewriting activities. • Students and teachers are excited about what students write and present and make efforts to display and publish student work.	• Students have opportunities to self-select texts that meet curricular and personal needs. • Purposes for reading, listening, and viewing are specifically identified in assignments. • Most of a teacher's time is spent in class teaching reading, listening, and viewing skills and strategies that help students learn and comprehend the content. • Students are modeled reading, listening, and viewing strategies to guide different learning tasks related to texts, discourse, and discipline as appropriate. • Students reflect on significant growth—or lack of it—in specific reading, listening, and viewing skills within varied contexts. • Students are encouraged to reread, listen or view again, to self-monitor, and fix-up in order to improve comprehension. • Students think about what they read, listen to, or view by connecting, questioning, inferring, visualizing, determining importance, and synthesizing before, during, and after reading. • Students and teachers are excited about what students read, listen to, or view and make efforts to engage student in substantive conversation. • Discourse and dialogue is at the heart of all learning surrounding ideas and texts.

Aims or Outcomes of Instruction

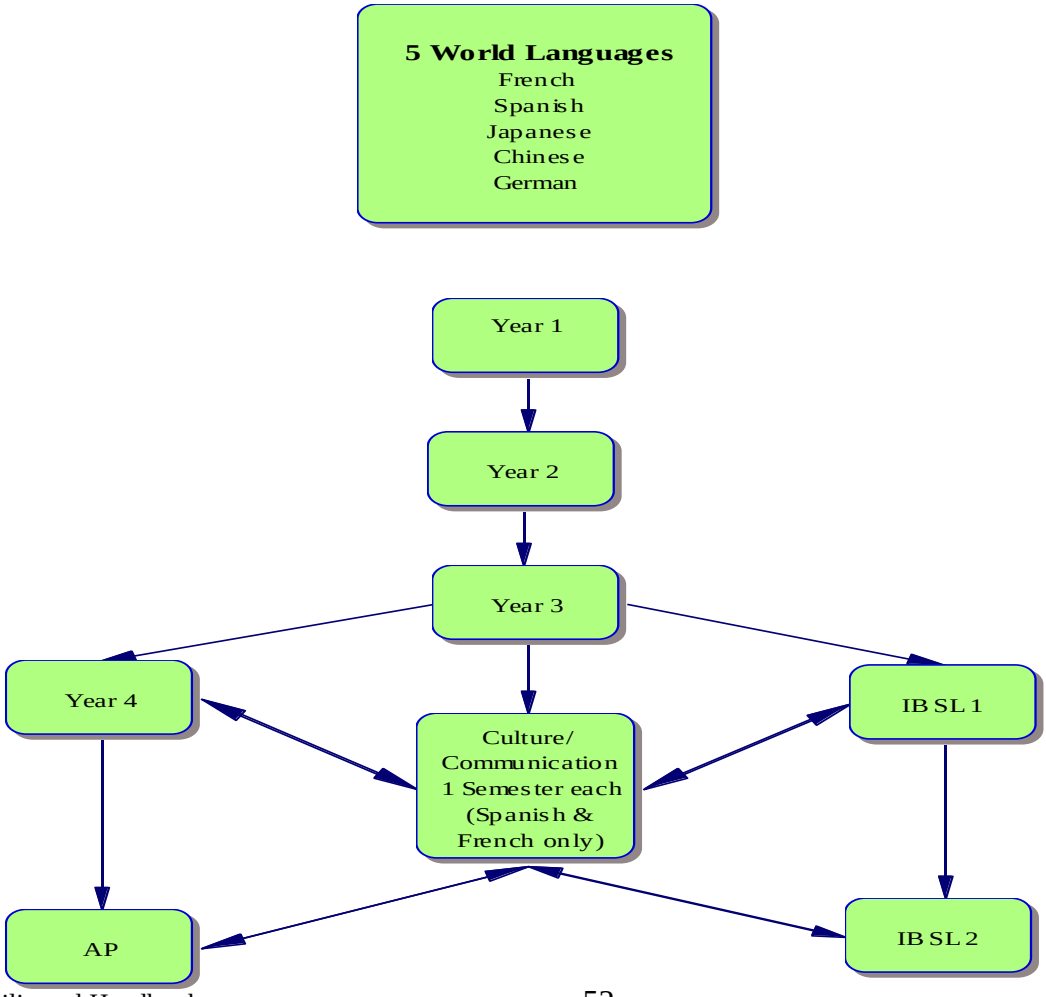
- Empower students to learn and use language effectively, appropriately, accurately and confidently.
- Develop students' language skills when listening, reading, viewing, and when speaking, writing, and visually representing.
- Empower students to develop and use language skills for varied purposes and within a variety of contexts.
- Promote the appreciation, understanding, and analysis of literary and nonliterary texts from all cultures.
- Encourage students to explore language as a way of understanding differing perspectives of people from other cultures.
- Develop students' awareness of the role of language in other areas of the curriculum and to other ways of knowing.
- Provide an opportunity for enjoyment, creativity, and intellectual stimulation through knowledge of language and literature.

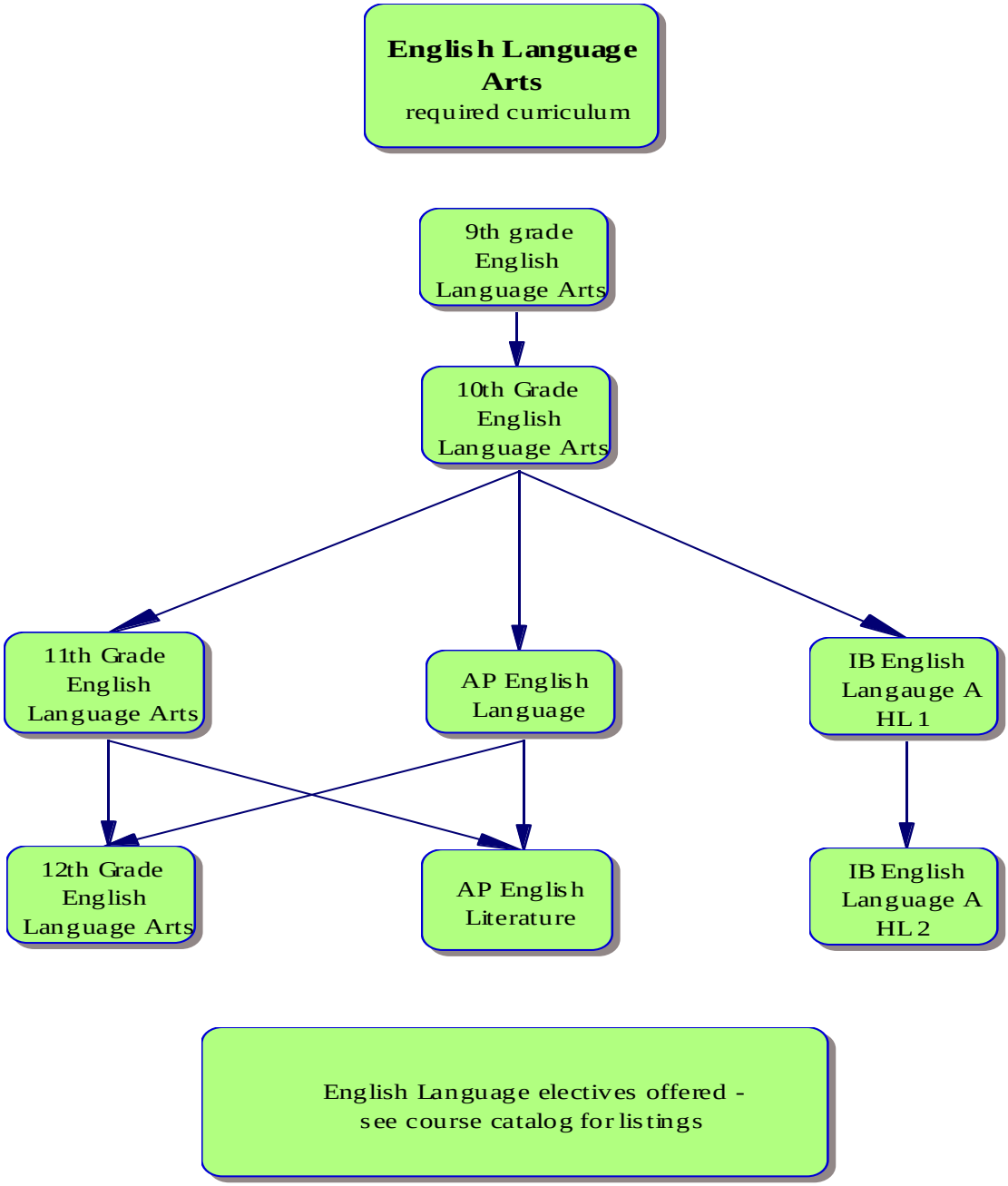
Professional Development

At Novi High School, teachers and administrators seek out professional development in language learning. The district also provides literacy coaches and an ESL facilitator to lead this professional development on-site to help staff implement best practices related to language instruction within their own classrooms. Areas of continuous improvement include:

- Consistent and integrated comprehensive literacy framework, aligned with best practices (research-based), within all disciplines, including models of instruction surrounding
    - word study methods and strategies to build background knowledge and lay foundations for learning.
    - reading comprehension methods and strategies to improve textual understanding.
    - writing methods and strategies to improve process and production.
    - discourse strategies and techniques to engage students in dialogue to deepen the inquiry.
    - digital literacies and tools that enhance language learning.
- Attending training or workshop sessions to ensure delivery and implementation of practices listed provided by coaches internally and sought externally when appropriate.
- Collaboration and reflection about language acquisition and literacy achievement across and within courses and across grade levels
- Deliberate, systematic teacher-to-teacher, or peer observations, intended to share and improve instruction.

IB Language Offerings and Sequence of Courses





English Language Learner Program

The Novi Community 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 instructional services through an English as a Second Language (ESL) program, which is designed to meet their unique needs.

The Novi Community School District has prepared this handbook of program policies and procedures to ensure that the Title III: ESL Program in the district is consistent throughout the district.

For a comprehensive view, refer to the following document:

Novi Community Schools
Title III: English as a Second Language (ESL) Program
For English Language Learners (ELLs)
DISTRICT HANDBOOK
2010 – 2011
http://www.novi.k12.mi.us/teachlearn/curriculum/WebPages/ELL_%20handbook_10-11.pdf

- **Development and Maintenance of Mother-Tongue**
- **Supporting All Students' Mother Tongue/ Inclusion and Equity for ELLs**

Communication with Parents and Guardians
(Needs Articulating) Notes:

- ELL students are evaluated using ELPA ISI once enrolled and identified as having a second language.

Language Policy Review
(Needs Articulating)

- Account for coming ab insio
- Account from for self-taught A1 other language (besides English)

Other sections needed / desired
Contributing Authors
Nick Kalakailo
Date: 06.06.2010