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# WWPS English Language Learner Program

## Handbook

2021-2022

Warren Woods Public Schools



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**“Together, Make It Happen”**

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# Identification

## Upon Enrollment

### ➤ ENROLL

Home Language Survey included in digital enrollment process <https://warrenwoods-registration.hosted.src-solutions.com/login>

Language Options - Spanish and English – enhancement proposed

HLS should not be altered by anyone – if change is needed, notify Pupil Accounting

### ➤ INFORM

SS office receives HLS of potential EL students indicating “yes” response to one or both of the questions below and creates an EL file.

1. Is your child’s native tongue a language other than English?
2. Is the primary language used in your child’s home a language other than English?

### ➤ CONTACT

Pupil Accounting Supervisor creates SRMs to obtain PEPE access view students scores in BAA

When SRM is complete SS Administrator accesses BAA Secure site using the link below:

[https://www.michigan.gov/documents/mde/Accessing\\_New\\_Students\\_State\\_Assessment\\_Scores\\_il\\_538100\\_7.pdf](https://www.michigan.gov/documents/mde/Accessing_New_Students_State_Assessment_Scores_il_538100_7.pdf)

MDE WIDA Contact: Jennifer Paul at [PaulJ@michigan.gov](mailto:PaulJ@michigan.gov) or EL Assessment and Accountability Call center 877-560-8378, Option 3.

### ➤ ESTABLISH CONNECTIONS

Newcomer Status

U.S. Department of Education Newcomer Tool Kit

<https://www2.ed.gov/about/offices/list/oela/newcomers-toolkit/ncomertoolkit.pdf>

Refugee Education Center

<https://refugeeeducationcenter.org/>

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MISD Bilingual Education Consultant Su McKeithen-Polish [smpolish@misd.net](mailto:smpolish@misd.net)  
<https://www.misd.net/bilingual/resources.html>

## Screening

Within first 30 days of school year or 10 school days of enrollment

W-APT/WIDA Screener administered to all potentially eligible EL students per MDE Entrance Protocol (including foreign exchange students) with a “yes” marked on one or more of the HLS questions, if no previous WIDA scores. Test administrators assigned by SS office.

[https://www.michigan.gov/documents/mde/MDE Entrance and Exit Protocol 705175 7.pdf](https://www.michigan.gov/documents/mde/MDE_Entrance_and_Exit_Protocol_705175_7.pdf)

WIDA Screener & W-APT Michigan Policy Manual:

[https://www.michigan.gov/documents/mde/WIDA Screener and WAPT Michigan Policy Manual 635005 7.pdf](https://www.michigan.gov/documents/mde/WIDA_Screener_and_WAPT_Michigan_Policy_Manual_635005_7.pdf)

<https://portal.wida.us/Resources/Assessment/Screener/Online/Quick-Start-Guide-ScreenerOnline.pdf>

<https://www.wida-ams.us/Documents/Unsecure/Doc.aspx?id=b0f6fa7d-ed22-4034-803a545e2b4c6141>

Potential EL enrollees before December 1<sup>st</sup>:

K students take W-APT Speaking and Listening Screener

1<sup>st</sup> grade students take W-APT Speaking, Listening, Reading and Writing Screener 2<sup>nd</sup>-12<sup>th</sup> grade students take WIDA Screener Online

Potential EL enrollees after December 1<sup>st</sup>:

K-1<sup>st</sup> grade students take W-APT Speaking, Listening, Reading and Writing Screener

2<sup>nd</sup>-12<sup>th</sup> grade students take WIDA Screener Online

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# Determining Eligibility

## Immediately following screening

### W-APT Screener

1. SS office inputs PS entry, CA-60 copy, EL file copy
2. Special Services Administrators enters W-APT results in BAA secure site

W-APT Listening and Speaking scores of 29 or 30 considered EXCEPTIONAL – Reading and Writing subtests to be administered prior to January 31<sup>st</sup>

W-APT Scores below 29 = NOT PROFICIENT/Eligible as EL learners

### WIDA Screener Online

1. SS office logs into DRC Insight and using rubrics completes the scoring of WIDA Screener subtest(s).
2. Special Services Administrators reports WIDA screener scores to BAA secure site.
  - a. 4.8 or greater in all domains = Proficiency
  - b. 4.7 or less in one or more domains = Not Proficient / Eligible EL Status
3. SS office identifies students who meet the Entrance Protocol criteria as MISD LEP in PowerSchool. Under LEP History Tab the following fields are completed:

CHECK LEP box

School Contact – whomever is completing form

Edit or New

Effective Date – First or Last Day of School (8/31/2020 or 6/30/2020)

Status Code

Enrollment Code

Schedule

Additional Notes

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# Assessment & Accountability

Fall, Following Enrollment, Test Windows Pupil Accounting, Curriculum, EL Data Coordinator, Special Services

## ➤ To MISD Consortium for LEP

SS Office submits referral to MISD

<https://www.misd.net/Bilingual/pdf/ProceduresforreferringNewELs.pdf>

<https://www.misd.net/Bilingual/bilingualforms/teacherreferralform.pdf>

## ➤ To MSDS for EL Status updates

SS office notify Pupil Accounting Supervisor of EL Students to be certified

Pupil Accounting Supervisor enters LEP/EL data to MSDS via general collection submission

MSDS Guidance for Program Codes: CEPI Collection details manual – the EL component pg. 179-181. Instructional program codes pg. 182

[https://www.michigan.gov/documents/cepi/Collection\\_Details\\_SY20-21\\_687071\\_7.pdf](https://www.michigan.gov/documents/cepi/Collection_Details_SY20-21_687071_7.pdf)

DATES MATTER! Use first student day and June 30<sup>th</sup> when reporting on document below

[https://www.michigan.gov/documents/mde/English\\_Learner\\_EL\\_Exit\\_Reporting\\_Guidelines\\_624626\\_7.pdf](https://www.michigan.gov/documents/mde/English_Learner_EL_Exit_Reporting_Guidelines_624626_7.pdf)

Following Count Day Certification, use this time to make sure drops/adds, building changes and errors are accurate in PS with Pupil Accounting before Pre – ID occurs.

## ➤ To Secure Site for False EL, Pre-Id and Exemptions

1<sup>ST</sup>/2<sup>ND</sup> WEEK OF DEC Have list of students ready to go, window may only be open 24 hours.

Once MDE approves your 'FALSE EL' appeal

- ✓ Do not test the students in the spring.
- ✓ Do not re-report these students as ELs in MSDS. If student transfers districts, inform receiving district of status to avoid re-reporting
- ✓ Verify status of a "False EL appeal" in the BAA Secure Site.

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EXEMPTIONS:

- English Learners who have been in US less than one full year do not take (ELA M-STEP)
- Visual Impairments, Deaf, Hard of Hearing or other Significant Disabilities (WIDA)

M-STEP, MI-ACCESS, and WIDA Supports and Accommodations Guidance Document  
[Testing Policy for Recently Arrived, First Year English-Learner Students Spring 2016](#)

WIDA ACCESS for ELLs

Michigan-Specific Test Administration Manual Spring 2017

[http://www.michigan.gov/documents/mde/WIDA TAM 2017 550558 7.pdf](http://www.michigan.gov/documents/mde/WIDA_TAM_2017_550558_7.pdf)

➤ **To PowerSchool for Stakeholder Access**

Pupil Accounting Department downloads student data files into PowerSchool for all State and District Assessments.

WIDA

WIDA Alternate

NWEA (Fall, Winter, Spring)

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# Parent Notification

Immediately following W-APT/WIDA Screener and WIDA test

## Notification

SS Office sends parent notification letters, screener/test results in English and Home Language along with the Individual Language Plan.

- ✓ W-APT/WIDA scores report w/ EL Service Provision
- ✓ W-APT/WIDA proficiency w/4-Year district monitoring
- ✓ EL status exit/conclusion of 4-Year district monitoring

SS Office sends copies of all notifications and assessments to CA-60 in buildings and EL file

SS Office double checks data entry match in PowerSchool LEP History

## Refusal

Given upon request with self-addressed envelope to return to SS office

Students without annually updated refusal on file returned to MISD, LEP status in PS

EL refusal can be withdrawn at ANY time upon parent/guardian/host family request

SS office enters refusal status in PS LEP history, maintains original in student EL file, sends copy of the to building CA-60, and emails copy to MISD ELL Consortium. (located in district K drive)

# Parent Communication & Engagement

Ongoing – ALL Stakeholders

## Communication

District Website has translation options for all Home Languages



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Remind and Class Dojo Language Options

<https://www.remind.com>   <https://www.classdojo.com/>

Interpreters

MISD EL Students: <https://www.misd.net/bilingual/bilingualforms/interpreterMISD.pdf>

MISD other: [https://www.misd.net/bilingual/pdf/RequestforBilingualInterpreter\\_non\\_MISDform.pdf](https://www.misd.net/bilingual/pdf/RequestforBilingualInterpreter_non_MISDform.pdf)

GLOBAL Interpreting Services

District staff paid to provide interpreting services as needed

## Engagement

Parent Engagement Toolkit (English, Spanish, and Arabic) <http://www.michigan.gov/mde/0,4615,7-140-5233---,00.html>

Why Parent Engagement is Important?

[http://www.michigan.gov/documents/mde/why\\_parent\\_engagement\\_is\\_important\\_370120\\_7.pdf](http://www.michigan.gov/documents/mde/why_parent_engagement_is_important_370120_7.pdf)

All district parent events are staffed with interpreters and technology to provide meaningful access to EL families. The dates will be shared in advance with SS office to coordinate. Staff funded out of GE funds.

Parent surveys sent to all EL families each May- data shared with committee in June.

ESL teachers will coordinate family engagement events 1-2 times per year for each level.

Home-visits will be coordinated with district staff as needed. Recommended by ESL teacher and approved by SS administrator.

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# District Language Acquisition Plan

## Annually EL Committee: Curriculum, EL Data Coordinator & Special Services

Prior to June 30 each year:

WIDA scores updated on tracking sheet

Staff survey results

Parent surveys sent to EL families- results reviewed by team

EL student files updated from active to exit/monitoring

ESL teachers request curriculum/materials

Caseload projections for upcoming Fall drafted

## General Education

Tier I: Razz Kids EL & Leveled Literacy Intervention with EL Component

Tier II: Elementary Building Intervention: Language for Learning & Language for Thinking

Tier III: Champion, Frames for Fluency and Hands on English

Guidance Handbook for EL Learners with Suspected Disabilities

[https://www.michigan.gov/documents/mde/ELs\\_with\\_Suspected\\_Disabilities\\_Guidance\\_Handbook\\_-\\_2017\\_558692\\_7.pdf](https://www.michigan.gov/documents/mde/ELs_with_Suspected_Disabilities_Guidance_Handbook_-_2017_558692_7.pdf)

U.S. Department of Education Tool Kit [Download the entire English Learner Tool Kit](#)

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

[https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english\\_learners\\_pg\\_040114.pdf](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/english_learners_pg_040114.pdf)

<https://wida.wisc.edu/teach/can-do/descriptors>

On demand WIDA training <https://wida.wisc.edu/grow/us-based-pl/assessment-training>

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## EL Staff

EL Rosters and Service Times are updated in August of every school year in LEP History in Power School.

Service Times are based upon WIDA scores (1 x – 5 x weekly)

SS office with share caseloads and levels with ESL teachers by the beginning of each year with quarterly updates via spreadsheet.

Su McKeithen-Polish at [smpolish@misd.net](mailto:smpolish@misd.net) with updated BIA staff assignments

## ESL Endorsed Staff

ESL Endorsed Teacher Elementary Pull-Out Program

ESL Endorsed Teachers Middle and High School Pull-Out Program

2 Cohorts of teachers getting ESL endorsement in 5 year plan

Ratio of ESL teachers/staff monitored by SS office- recommended no more than 50:1 per MDE

Online ESL Endorsement

[Concordia University agreement to be bill Warren Woods directly for classes for 3-4 staff cohorts](#)

ESL teachers oversee BIA/tutors

ESL teachers consult with GE teachers for EL caseload students

ESL teachers provide building support for incoming EL students

ESL teachers represent at MTSS meetings

ESL teachers work with SS administrators to administer WIDA assessments

ESL teachers utilize EL curriculum, attend EL PD and provide training to BIAs and GE staff

## Individual Language Acquisition Plans

### Annually EL Committee: Curriculum & Special Services

Individual Language Plan using WIDA data

ILPs shared annually with Building Principals and ESL staff

ILPs used to make EL program decisions

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## Extended Learning Opportunities

Warren Woods Spring Break EL Services

[2017- file:///C:/Users/tpawloski/Downloads/Alternate%20Languages%20Spring%20Break%20Camp%20Flyers.pdf](file:///C:/Users/tpawloski/Downloads/Alternate%20Languages%20Spring%20Break%20Camp%20Flyers.pdf)

[Warren Woods Summer Programs will continue ESL pull-out services ESL classes offered in district Adult Education Program](#)

MISD EL Consortium Summer Services

Chaldean Community Foundation- ESL classes

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# District Monitoring Process

Annual Data Review with EL Committee -Exits & Re-entry in PS LEP history and notify pupil accounting

W-APT or WIDA proficient students monitored by district for 4 Years on:

- Fall NWEA Reading
- Winter NWEA Reading
- Spring NWEA Reading
- 1<sup>st</sup> Semester Reading/ELA grade
- 2<sup>nd</sup> Semester Reading ELA grade

Special Services maintain student achievement data in district K drive

WIDA assessment results reviewed when MDE shares file.

MISD data coordinator shares EL trend data for 5 years.

SS Admin and EL team review each file to move student's EL file to monitoring year status 1-4 and review PS grades.

SS Administrators manage test materials, set-up and secure site data entry.

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# Title III and Section 41 Funding

## Curriculum & Accounting Department

Supplement and Not Supplant

<https://www2.ed.gov/programs/sfgp/supplefinalattach2.pdf>

Title III Act

<https://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>

[https://www.michigan.gov/documents/mde/T III Immigrant Allowable activities DEc 8 3 342333 7.pdf](https://www.michigan.gov/documents/mde/T_III_Immigrant_Allowable_activities_DEc_8_3_342333_7.pdf)

# U.S. Department of Education EL Toolkit

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

Chapter Overviews:

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Chapter 1: Identifying all English Learner Students (Sample Home Language Surveys & SEA and LEA Agency Checklists)

Chapter 2: Language Assistance Program (Alternative Language Program)

- Tool #1-Guiding Questions to Learn About Your EL Population
- Tool #2-Long Term English Learners, provides a checklist for schools to address the needs of this particular group of ELs.
- Tool #3-Research-Based Considerations, offers broad-based considerations for EL services and programs.
- Tool #4-English Learner Program Chart, gives a brief overview of some EL programs.

Chapter 3: Tools and Resources for Staffing and Supporting Learner Program

- Tool #1-Professional Development for Teaching ELs
- Tool #2-Professional Development for General Education Teachers of ELs
- Tool #3-Meeting the Needs of ELs
- Tool #4-Frameworks for Supporting Classroom Teaching of ELs
- \*See Chapter 3, pg.7 Support Oral Language Development, Explicitly Teach Academic English (pg. 7 & 8), and Value Cultural Diversity (pg.8)

Chapter 4: Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs