



LANSING SCHOOL DISTRICT BILINGUAL EDUCATION PROGRAM MANUAL



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Introduction

The Lansing School District is dedicated to providing a high-quality education in a culturally safe and nurturing environment that supports all students to live purposeful and fulfilling lives. We serve over 10,000 students in twenty-five school buildings throughout the Greater Lansing area. The Lansing School District has welcomed students from more than 73 different countries who speak many languages ranging from Arabic to Zaghawa (over 56 languages)!

The Bilingual Education Department's mission is to foster an educational system that embraces refugee, immigrant, and language minority students. We seek to provide services and a learning environment where students can succeed, participate fully at all levels and achieve their full potential.

For the district, we provide a centralized location for data, assessment, staffing, resources and services to bilingual students, families, and LSD staff.

This manual was created to provide educators, staff, and stakeholders with a comprehensive overview of programming and guidelines pertaining to the education of Multilingual Learner students. The goal is to provide a user-friendly informative resource that supports understanding policies, mandates, procedures, identification, and services and assists with guiding decision-making processes.

We would like to acknowledge the following staff who contributed to creating this manual:

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English Language Development (ELD) Services Overview

English Language Proficiency

A wealth of legal reference to English Learners addresses a variety of topics, including identification of MLs and their instructional service and support. Three references that relate directly to the assessment of MLs are detailed below.

Title IX of the Elementary and Secondary Education Act (ESEA), as amended by the ESSA, includes the definition of English Learner (ML/ML), which identifies those students, to whom Title I and Title III requirements apply. The EDFACTS 2019 publication provides additional guidance on the interpretation of the ESEA/ESSA law.

Legal Definition

The term “Limited English Proficient” (English Learner/Multilingual Learner), when used with respect to an individual, means an individual:

- I. Who is age 3-21;
- II. Who is enrolled or preparing to enroll in an Elementary school or secondary school;
- III. A. who was not born in the United States or native language is a language other than English;
B. 1. who is a Native American or Alaska Native, or a native resident of the outlying areas; and
2. 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
- IV. 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;
 - B. The ability to successfully achieve in classrooms where the language of instruction is English; or
 - C. The opportunity to participate fully in society.

To be classified as a Multilingual Learner: an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. For C-ii, the individual must be I and II. For D, an individual must be denied i, or ii, or iii.



Language Assistance Program Services

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that MLs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as Multilingual Learners (MLs) must be provided language assistance program (LAP) services, in addition to the basic/core education services (adopted by the local board of education) that all students in the district receive. LAP services must provide meaningful access to the core curriculum and provide direct English language instruction. The intensity of LAP services provided is directly related to the individual student's level of proficiency. The less English proficiency a student has, the more intense his or her services should be. LAP services include research-based models such as ELD programs and clustered instruction. These federally required services ensure that MLs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.

In order to meet the supplement not supplant federal requirements, this Language Assistance Program (LAP) must be provided by the LEA's general funds. This includes the general funded ESL/ELD teacher who is appropriately certified and endorsed. [MDE Language Assistance Program Documents](#)

Supplemental Services

Supplemental services are provided from other state and federal funds, such as Title I, Title II, Section 31a At-Risk Program; Section 41 Bilingual Education; Title III (Language Instruction for MLs & Language Instruction for Immigrant).

Content Area Support

The use of reading, writing, mathematics, science, and social studies assessment data in determining specific LAP services is highly recommended. If students are not meeting the state standards in one or more content areas, the ELD support team should review multiple measures to determine the needs of the student in the content area.

This team should include, but not be limited to, a certified and endorsed Bilingual/ELD teacher. Suggested data measures include:

- Quarterly local common assessment results
- State assessments
- Grades from standards-based assessments
- Teacher input on student's mastery of content standards

Legal Requirements for Multilingual Learner Programming

Federal and State Guidelines for Instruction and Support of MLs

To adhere to federal and state mandates pertaining to the education and inclusion of Multilingual Learner students, educational entities must:



1. Identify and assess all potential ML students in a timely, valid, and reliable manner.
2. Provide ML students with a language assistance program that is educationally sound, and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*
3. Provide sufficiently well-prepared and trained staff and support the language assistance programs for ML students.
4. Ensure that ML students have equal opportunities to meaningfully participate in all curricular and extracurricular activities.
5. Avoid unnecessary segregation of ML students.
6. Ensure that ML students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services.
7. Meet the needs of ML students who opt out of language assistance programs.
8. Monitor and evaluate ML students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit ML students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.
9. Evaluate the effectiveness of a school district's language assistance program(s) to ensure that ML students in each program acquire English proficiency and that each program is reasonably calculated to allow ML students to attain parity of participation in the standard instructional program within a reasonable period.
10. 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.
11. Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators, and parents, and others in developing their Title III plan.
12. Inform parents and/or guardians if their student qualifies/does not qualify for MLD services.



Federal Law

There exists a substantial body of Federal law which establishes the rights of the LEP* student and which defines the legal responsibilities of school districts serving these students.

***Note:** the term Limited English Proficient (LEP) is a historic term where Multilingual Learner (ML) is currently accepted term and is therefore used throughout this document. ML (formerly EL) is meant to counter the negative connotations of Limited English Proficient. 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, textbooks, teachers, and curriculum which non-LEP students receive.

1982 Plyler v. Doe

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



ELD Entrance Protocol

Entrance Protocol and Flowchart for Determining Eligibility for ELD Services

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

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

YES: LEA places eligible students in the English Language Development Program and, based on a review of the English proficiency and achievement data, determines the intensity of MLD services provided to each student.

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

Entrance Protocol Overview

Potential Multilingual Learners are first identified by the Home Language Survey (HLS). Locate the State Board of Education approved HLS under Resource Materials at the MDE English Learner website: [MDE English Learner Program](#).

K-12 Students

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

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

Potentially Eligible Kindergarten Students

Potentially eligible kindergarten students who achieve 5.0 or higher on the WIDA Screener

must be assessed using the reading and writing domains of the WIDA Screener prior to January 31. At that time, kindergarten students who score below 5.0 on the WIDA Screener reading or writing are identified as MLs and reported as MLs in MSDS. They are required to take WIDA ACCESS for ELLs in the spring of the same school year.

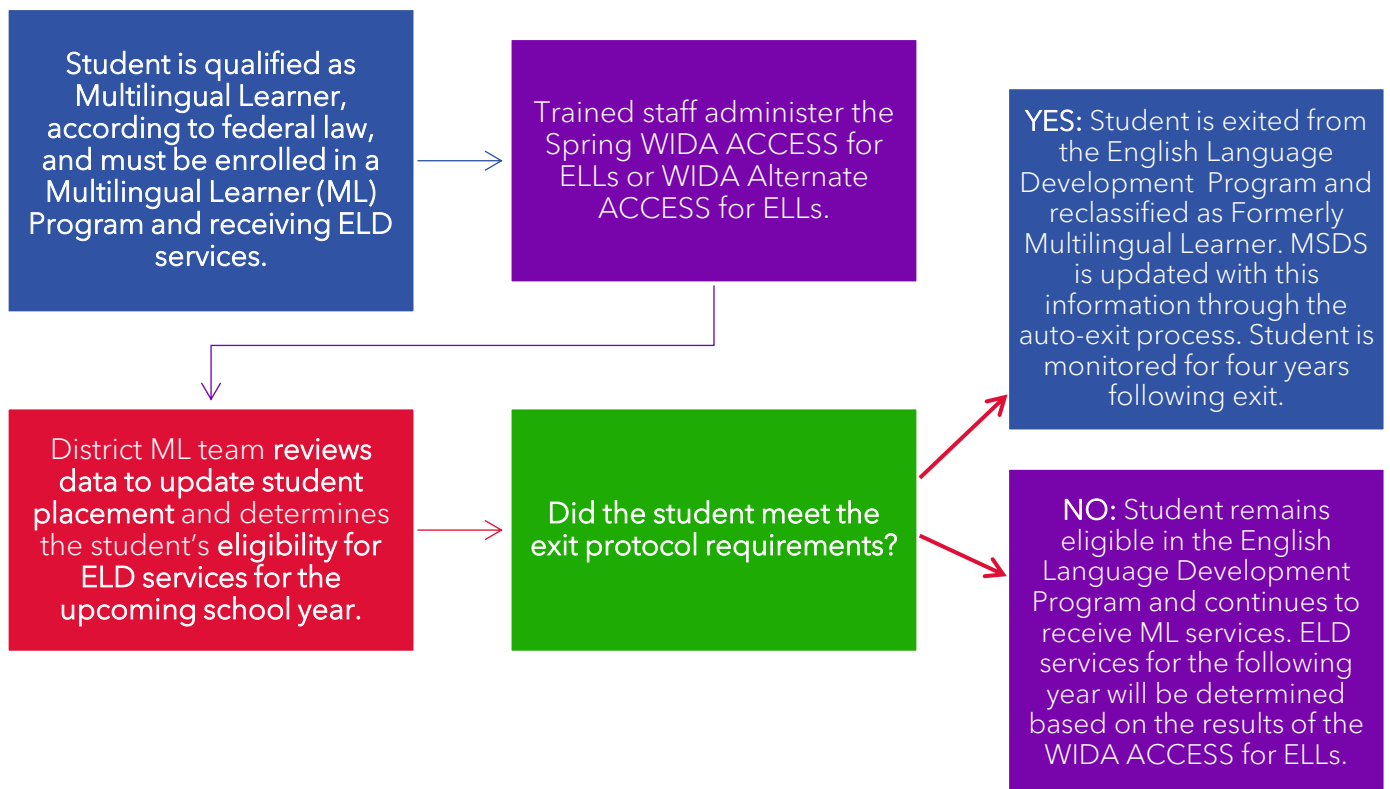
A kindergarten student who scores at or above 5.0 on the WIDA Screener reading and writing does not qualify as a Multilingual Learner, is not reported in MSDS as a Multilingual Learner, and does not take the spring WIDA ACCESS for ELLs assessment.

Reminder: LEAs must screen potentially eligible students with the WIDA Screener, even if a parent or guardian requests that their child “opt out” of the LAP/ELD supplemental services. Parents may opt out of LAP/ELD supplemental services only after eligibility for ML services has been determined.

Students whose parents requested to opt out from ML services must be monitored to ensure they reach adequate progress via other district resources and services. Since these students qualify as Multilingual Learners and are classified as ML until they exit, they must be monitored similarly to exited Former Multilingual Learner (FML) students.

ELD Exit Protocol

Exit Protocol and Flowchart for Determining Exit from ELD Services



Exit Protocol

Kindergarten through Twelfth Grade
(Reporting in MSDS will be completed by the State of Michigan through the auto exit process.)

A student must meet all the required protocol to be considered for exit from ELD services.

WIDA ACCESS
for ELLs Domain Level
Proficiency

Student receives a minimum of 4.8 composite proficiency level overall.
No Rounding.

WIDA
Alternate Access

Student receives a minimum of P2 composite proficiency level.

Exit Protocol Overview

Each summer, after the administration of the annual WIDA ACCESS for ELLs, districts review the WIDA results to determine student placement in LAP services, to update the local records for students who were exited through the auto-exit process, and to evaluate the effectiveness of the LAP services and supplemental ML services.

All Multilingual Learners must receive scores in all four domains (listening, speaking, reading, and writing) on the spring WIDA ACCESS for ELLs administration to be considered for exit from ML services. Students are not exited by the WIDA Screener. Students are not exited if they do not meet all the exit protocol requirements.

Students whose parents have chosen to opt out of some or all of the LAP/supplemental ML services must meet the exit protocol requirements to be considered for an exit.

K-12 Students

Students who receive a composite score of 4.8 or higher on the spring WIDA ACCESS for ELLs or received an overall score of P2 on the WIDA Alternate ACCESS for ELLs will exit ML services. WIDA domain proficiency scores are used as a decimal and not rounded up.

LEAs must monitor Multilingual Learners for four years and continue to provide the necessary support to them in the domain (listening, speaking, reading, and writing) if additional support is needed.

Students in all grades obtaining a minimum overall score of 4.8 or P2 will be exited from MSDS at the state level via an "auto-exit" process.

Students who Qualify for Special Education Services and do not Meet the Common Exit Protocol Requirements:

When a Multilingual Learner has a disability, districts are required to provide ELD, as well as special education services. Such students are not to be exited from the ELD program until they meet the State of Michigan exit protocol requirements. Current accommodations include requesting test waivers from the Office of Educational Assessment and Accountability on a case-by-case basis.

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

Additional Circumstances Related to ELD Service Qualification

Students Who Do Not Qualify for ELD Services

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

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

Opt-Outs

In accordance with federal law, parents or guardians have the right to opt out of the LAP services. Opting out of the LAP services can only occur after eligibility has been determined.

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

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

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

“False ML” Identification

A “False ML” is an English speaker, as determined by the **initial** home language survey (HLS) completed by parents upon the student’s **first** enrollment in **any** local educational agency (LEA) in Michigan. The district submitting a “False ML” is responsible for securing this historical information from other districts as well as any additional information as noted in the table on the following page.

A team from the Michigan Department of Education has created an annual process by which LEAs may submit an appeal to MDE requesting a review of “False ML” cases for a final resolution and possible correction within MSDS.

To request correction of “False ML” records, districts must enter the information and required documents described below using the WIDA Test Exceptions function on the OEAA Secure Site between mid-December and mid-January. Late or incomplete requests will not be considered.

LEAs should not have a student whose “False ML” request is approved by MDE’s ML team participate in the WIDA ACCESS.

The table outlines several possible scenarios and outcomes for False ML requests:

Scenario	Evidence Needed	MDE Response
Original Home Language Survey shows English as the student’s home and primary language	<ol style="list-style-type: none"> 1. In the Secure Site, submit/upload the initial home language survey of the “False ML” student completed by the parents upon the student’s first enrollment in any local educational agency (LEA) in Michigan. 2. Include a description of the discrepancy between the original HLS and MSDS coding of ML. 	Approval possible, dependent on evidence/situation
ML exit window missed, therefore student still considered ML for the current school year	None	Automatic denial; student must still be assessed on the WIDA ACCESS, but is eligible to be exited during the school year
Student was successfully exited from ML services in MSDS but accidentally re-entered as a ML	None	Automatic denial; student must still be assessed on the WIDA ACCESS, but is eligible to be exited during the school year

<p>Student passed the W-APT/ WIDA Screener and was entered as a ML in MSDS (includes Category 2 students identified from Temporary Identification Guidance)</p>	<p>1. Screener scores in the OEAA Secure Site showing a passing score</p>	<p>Approval possible, dependent on evidence/ situation</p>
<p>No Home Language survey (or original Home Language Survey)/mistake on Home Language Survey/primary language in the home changed</p>	<p>1. In the Secure Site, submit/upload a letter from:</p> <ul style="list-style-type: none"> • the parent explaining the circumstances that led to the mistake on the HLS. • the district explaining the circumstances that led to the loss of or the mistake on the HLS. <p>2. Submit any additional supporting evidence</p>	<p>Outcome variable, dependent on evidence/ situation</p>

Examples of the preceding scenarios:

1. The student transitions to another LEA and the parent/guardian fills out a new home language survey reporting that the child speaks English and the home language is English, while previously a second language (other than English) was reported.
2. The parent/guardian wants to withdraw the ML student from the program and fills out a new home language survey.
3. A bilingual parent and an English speaking parent share parenting time and the English-speaking parent completes a new home language survey indicating that the child speaks English.
4. The ML student whose native language is a language other than English is placed in a foster care home with English-speaking foster parent(s). The foster parent(s) complete a new home language survey and indicate that both the student’s native language and home language is English.

Assessments Required of ML Students

Academic Standards, Academic Assessments, and Accountability

Title I Law requires that all ML students be assessed annually.

Each State Plan shall demonstrate that local educational agencies in the state will 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.

ESSA requires States:

1. to the extent practical, provide content area assessments in an appropriate language and form for MLs (ESEA Section 1111(b)(2)(B)(vii)(III))
2. identify languages present to a significant extent in the state for which assessments are needed but not available and then work to develop those assessments (ESEA Section 1111(b)(2)(F))

ESSA allows States:

1. to provide partial exclusion from content area assessment participation and accountability for MLs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))

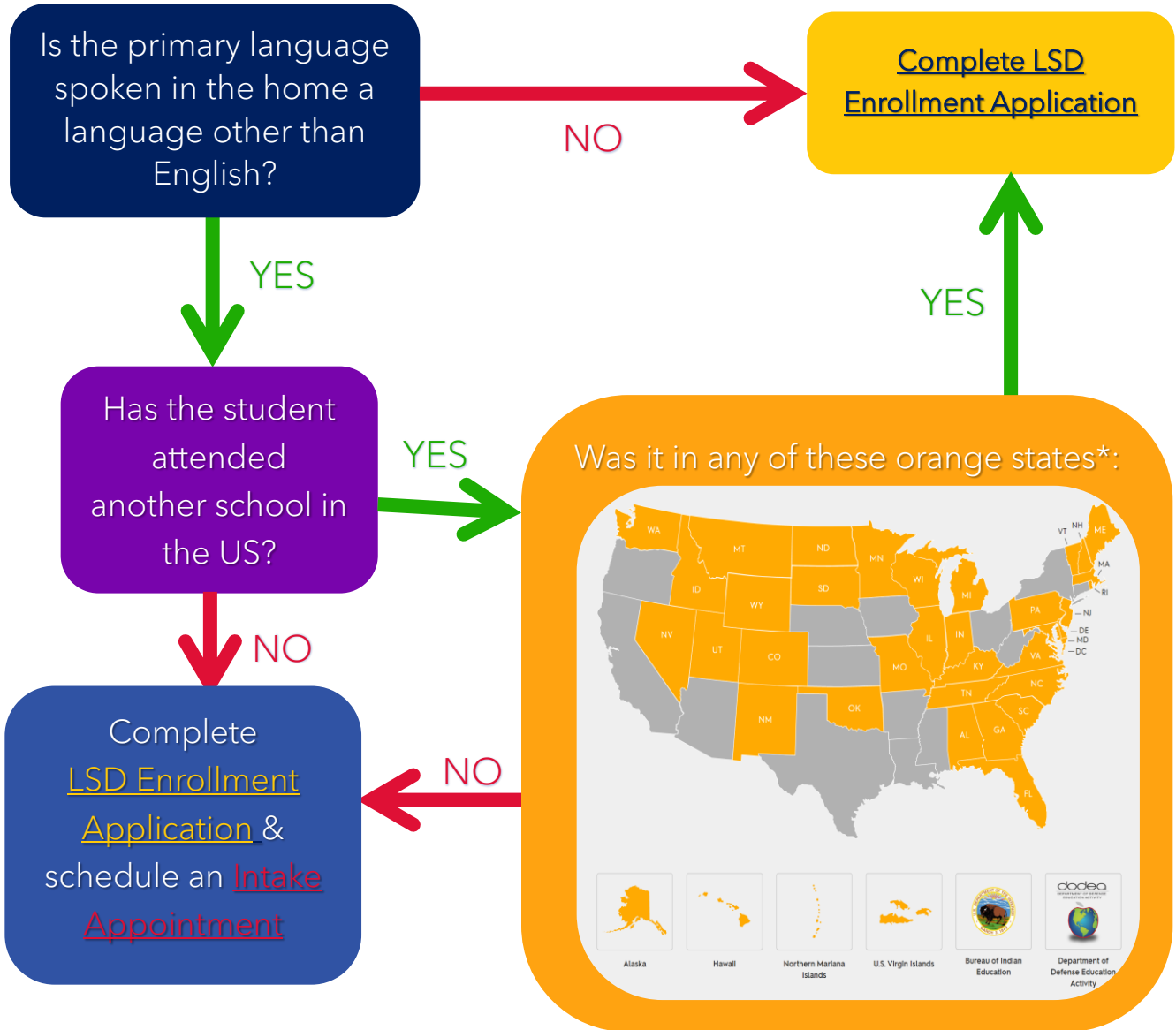
Michigan has adopted the following exceptions for Newcomer MLs:

1. Year One (living in the US for 12 months or less)
 - a. *Exempt from ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator.*
2. Year Two
 - a. *Student takes ELA assessment and ELP assessment and is included in English Language Progress indicator.*
3. Year Three
 - a. *Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators.*
4. Year Four
 - a. *Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators.*

Bilingual Education Department Procedures

Enrollment, Identification and Eligibility of Multilingual Learner Students

Enrollment and Intake of ML Students



*WIDA (Orange) States Include: Alabama, Alaska, Colorado, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Kentucky, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Northern Mariana Islands, Oklahoma, Pennsylvania, Puerto Rico, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Vermont, Virginia, Washington, Wisconsin, Wyoming

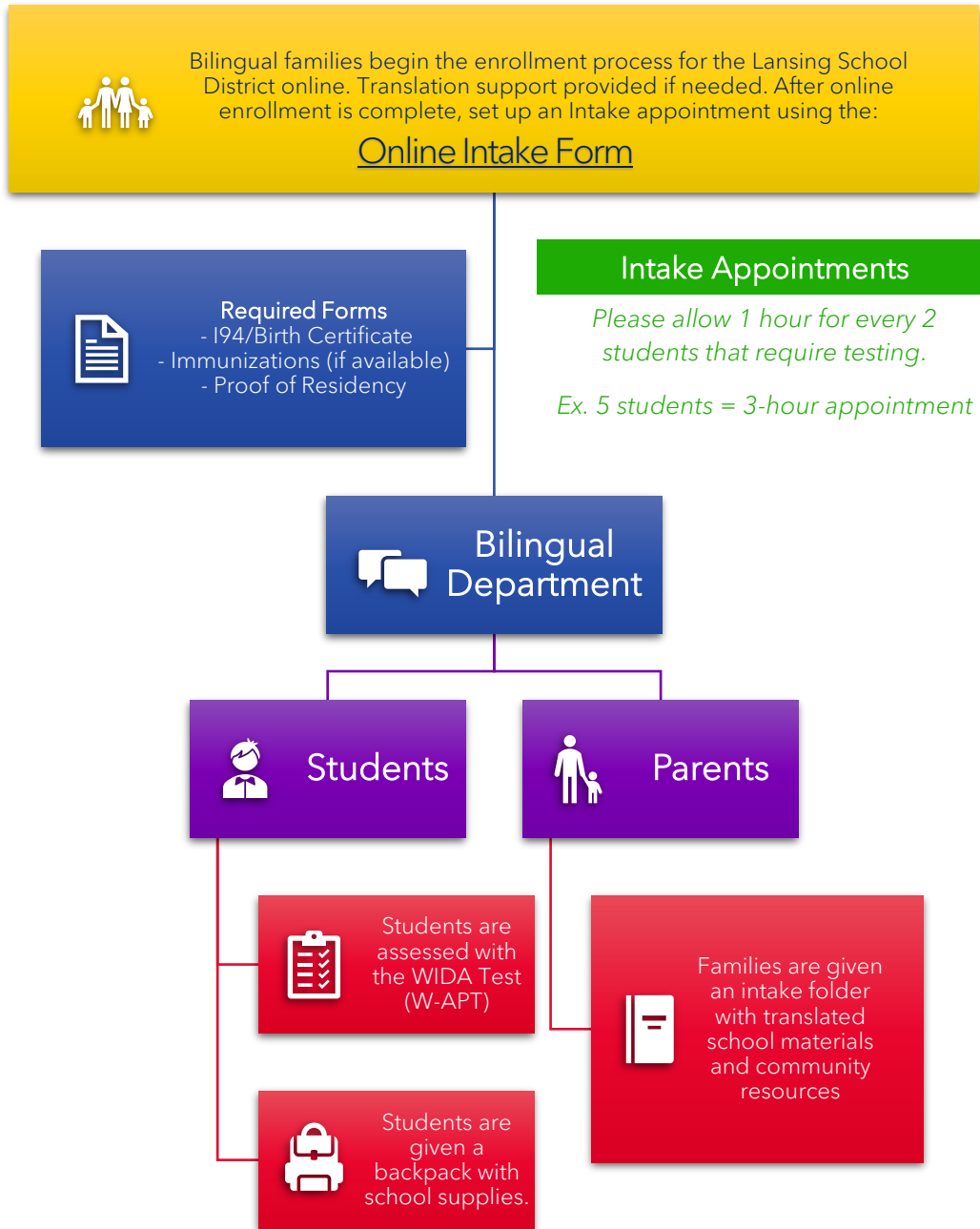
The Home Language Survey (HLS) (APPENDIX A) is embedded in the Lansing School District’s registration form and completed at the time of registration.

If a student primarily utilizes a language other than English or a language other than English is primarily spoken to the student in the home, as reported on the HLS, the

student may be eligible for ELD services.

English language assessments and placement determinations must be made within 30 school days of the start of the school year or within 10 school days after enrollment during the school year. A student who is identified as potentially eligible on the Home Language Survey must be assessed with the WIDA Screener to determine if they are eligible for ELD program services.

After an online enrollment is completed and a language other than English is indicated on the application, The Bilingual Education Department will confirm with the family if the HLS is correct and complete the [K-12 Multilingual Learner Intake Application](#) and set a [K-12 Multilingual Learner Intake Appointment](#) (an interpreter will be contacted if needed).



Initial Eligibility and Identification of ML and Immigrant Students

All students who primarily utilize a language other than English or a language other than English is primarily spoken to them at home, as reported on the HLS, are assessed with the WIDA Screener. The WIDA Screener assess English language skills in listening, speaking, reading, and writing to assist in the identification of ML students.

Initial Assessment for Multilingual Learner Eligibility

Kindergarten (KG) (before 12/1) Student scores below 5.0 composite on the listening and speaking domains.
KG (after 12/1) - 12th grade student scores below 5.0 on one or more domains.

KG (before 12/1) Student scores 5.0 and above composite on the listening and speaking domains.
KG (after 12/1) - 12th grade student scores above 5.0 on one or more domains.

Initial Multilingual Learner Identification

Student is identified as an ML and is eligible to receive ELD services.

Student is not identified as ML or eligible to receive ELD Services but can be monitored for possible entry in the future. KG students are potentially eligible "P" and must be assessed using the reading and writing domains of the WIDA Screener prior to January 31. If the KG student scores below 5.0 on either domain, they are identified as ML and eligible for services.

Multilingual Learner Coding

Student is coded as "Y" in Synergy (ML Code and ML Indicator), MDE OEAA Secure Site and in MSDS state reporting. They are placed in ELD Services at Language Assistance Program (LAP) Schools (unless parents/guardians out-out/refuse services) and offered additional extended day/year learning opportunities. Student is also added to Ellevation.

Student is coded as "N" in Synergy

A student is classified as "Bilingual" if they are fluent (understand and communicate effectively) in two or more languages even if one language was learned later in life.

Multilingual Learner students are those whose first learned language is a language other than English and are acquiring fluency in the English language. When ML students achieve English language proficiency (Exiting EDL services by scoring at a proficient level on WIDA ACCESS), they are classified Bilingual.

The Bilingual Education Department determines if a student meets the criteria for



“Immigrant” student designation:

- Students from ages 3-21
- Enrolled in public or private school
- Not born in the United States
- Not attended school in the United States for more than three full years

Once the student has been identified as being within the 3-year window for immigrant identification, the Bilingual Education Department flags the student as “immigrant” in Synergy - the LSD Student information System. When the student reaches the end of the three-year period, the immigrant flag is removed from the student information system.

Notification of English Language Development Program Placement

The Lansing School District must inform parents/guardians of their student’s identification of Multilingual Learner status and qualification of ELD services within 30 school days of the start of the school year or within 10 school days after enrollment during the school year (Appendix C).

Parents/guardians must be informed of:

- The reasons their student was identified as a Multilingual Learner and placed in a Language Assistance Program (LAP) (if chosen).
- The student’s current level of English proficiency, including how the level was assessed.
- The method of instruction that will be used in the program, including a description of all language programs.
- How the program will meet the educational strengths and needs of the student.
- How the program will help the student learn English and meet academic achievement standards.
- How the program will meet the objectives of an Individualized Education Program (IEP) for a child with a disability.
- The ELD program exit requirements.
- The parents/guardians’ rights, including written guidance that:
 - Specifies the right to have their student immediately removed from the Language Assistance Program upon request.
 - Describes the options that parents/guardians must decline to enroll their student in a Language Assistance Program or to choose another program or method of instruction, if available.

- Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 330 a-d).

Annual Assessment Guidelines for Multilingual Learner Student Eligibility

The Lansing School District follows the [Michigan Department of Education \(MDE\) Entrance and Exit Protocol](#) when identifying students for ML and ELD service eligibility. All students identified as ML are assessed annually each spring with WIDA ACCESS for ELLs.

Educators who administer WIDA must fall into one of the following categories:

- Educators who are district employees must hold current State of Michigan teaching certificate, or
- Educators who are not district employees (retired teachers) must hold current State of Michigan teaching certificate, or
- Paraprofessionals, or
- Substitutes

All WIDA testing administrators must complete the WIDA ACCESS and/or WIDA Screener training before administering any portion of the assessment. Educators who successfully complete training receive certification that verifies the skills and knowledge required to administer and score these assessments. Official training is offered by the Assessment and Evaluation Department in the fall (for newly hired staff assessing WIDA Screener), late winter (Spring WIDA ACCESS and Alternative ACCESS), on an as needed basis. On-line training modules and associated quizzes are also offered through the [WIDA Secure Portal](#).

In addition, all WIDA proctors must:

- Maintain assessment security at all times.
- Abide by the Lansing School District's Electronic Device Policy.
- Complete proctor recertification every 3 years (though every year is recommended).
- Not be paid through grant/Title funds. Proctoring of Federal and State assessments must be completed utilizing General Funds. However, grant funded staff can proctor as long as their pay while assessing students is general funded.

Exiting from ELD Program Services

Students who continue to score Entering (1.0) through Bridging (4.7) on the Spring WIDA ACCESS for ELLs are eligible to receive ELD services. Student scoring Bridging (4.8) will be auto-exited from the ELD Program. If requested, students who meet the

minimum exit criteria may continue receiving ELD support services (and not be exited) depending on additional factors (academic criteria and progress, etc.). All students who are auto-exited must also be exited from the program in Synergy and MSDS (Michigan Student Data System). They are then considered FML/"F" (Former Multilingual Learner) for 4 years. FML academic performance must be monitored for four (4) years.

Monitoring Former Multilingual Learners (FMLs)

FML students are considered to be succeeding if they are maintaining proficiency on local assessments and meaningfully able to participate in the general education program. If FML students do not continue to meet these protocol requirements or concerns about a student's academic progress are raised, a team that includes a highly qualified endorsed ESL/ELD teacher, the Bilingual Education Department, and staff directly working with the student should meet to discuss the student's data and causes for academic challenges. Interventions (English language assessment, Reading Interventionist, Special Education referral, S.E.L. etc.) should be implemented, with possible re-entry into the ELD program depending on the outcome. (APPENDIX B)

Retention Guidelines for Multilingual Learner Students

"It is illegal to retain a child based on their English proficiency" (Rosenthal, 2017) According to Lau v. Nichols (1974), Multilingual Learner (ML) students cannot be retained based on their level on English language proficiency.

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

No documented research has proven that retaining MLs assists them in acquiring the English language or academic growth. Every possible effort and intervention should be made to promote students to the next grade level and remain with their graduation cohort. Consultation with the ELD staff and Bilingual Education Department should take place before a student is considered for retention to discuss the following points:

1. Has the student been enrolled in the school district for more than one full academic year? If not, the child may have spent more than one-half of the year in a "silent period"/SLIFE (Students with Limited or Interrupted Formal Education). Two to four months may be inadequate for educational goals.
2. Are modifications/accommodations being made in the areas of:
 - a. the classroom?
 - b. assignments?
 - c. homework?

- d. formative and summative assessments?
3. Are all modifications documented in writing with dates and comments? Has there been a discussion with English as a second language (ESL) staff and Bilingual Education Department?
4. Does the student have access to differentiated instruction? Has differentiation been documented?
5. Are Entering/Emerging students receiving 2 hours of ESL daily? Are higher proficiency students receiving adequate ESL services/supports for instruction to be meaningful?
6. Does the teacher modify grading?
7. Is there evidence the student has been receiving a coordination of services to help with area(s) of need?

Language Learning Differences vs Disabilities

When indicators suggest a Multilingual Learner (ML) is having difficulties attaining linguistic, academic benchmarks/standards, and social expectations which are not related to their English Language proficiency, the student is referred for intervention strategies (please see [Separating Difference from Disability in English Learners Who Struggle](#) from Oakland Schools). Intervention strategies must be utilized to determine what further strategies may be necessary and to ensure that a student is not referred for a Special Education evaluation when the lack of academic progress is primarily related to language background or a need for more ELD support services. If the intervention strategies are not successful, the student may then be referred for a special education evaluation. Students may need to have the evaluation/IEP administered in their native language; therefore, Cultural Brokers can be utilized during Evaluations, IEP's etc., to ensure an equitable and more authentic result.

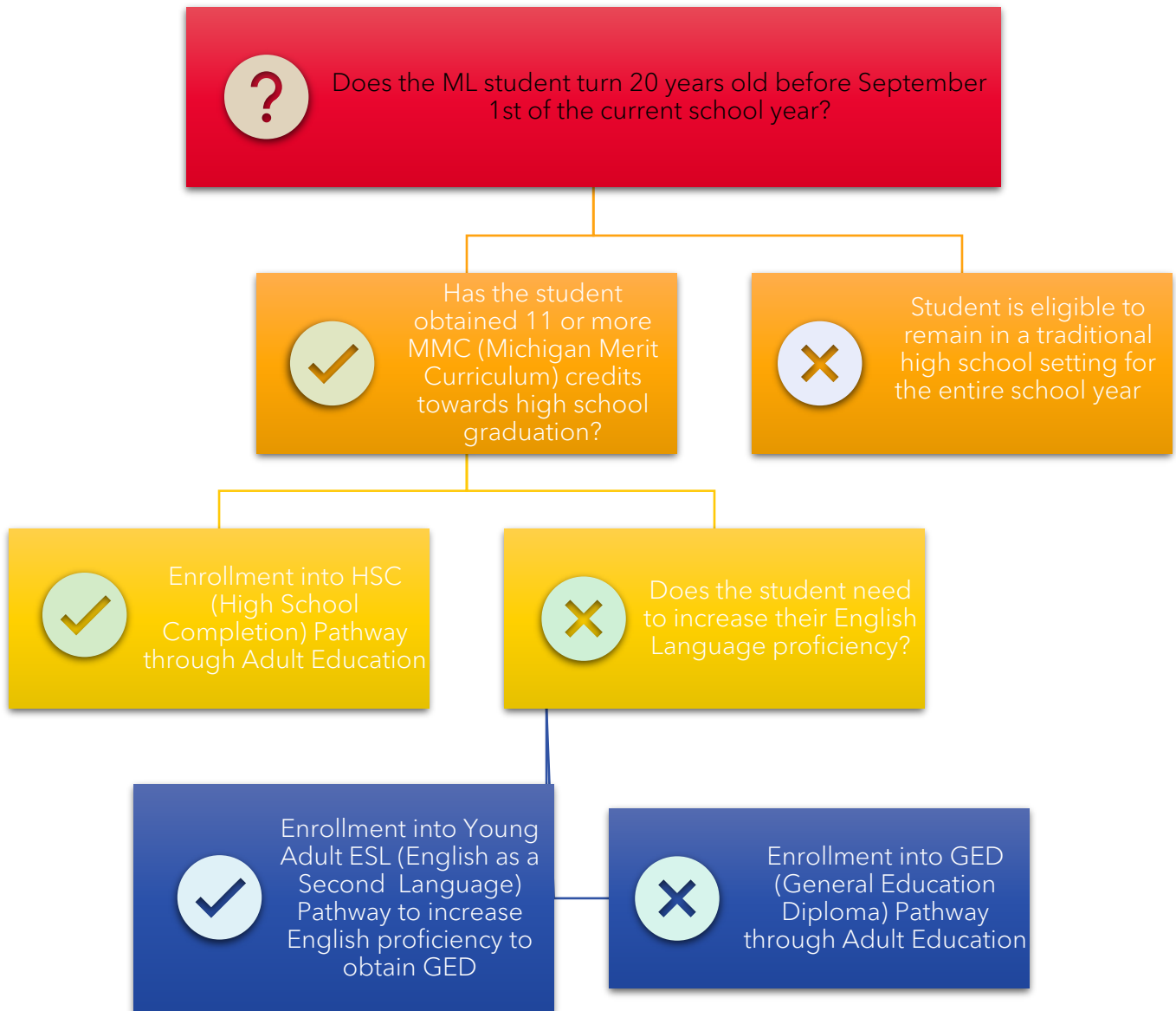
Alternative Pathways for Multilingual Learners who "Age Out"

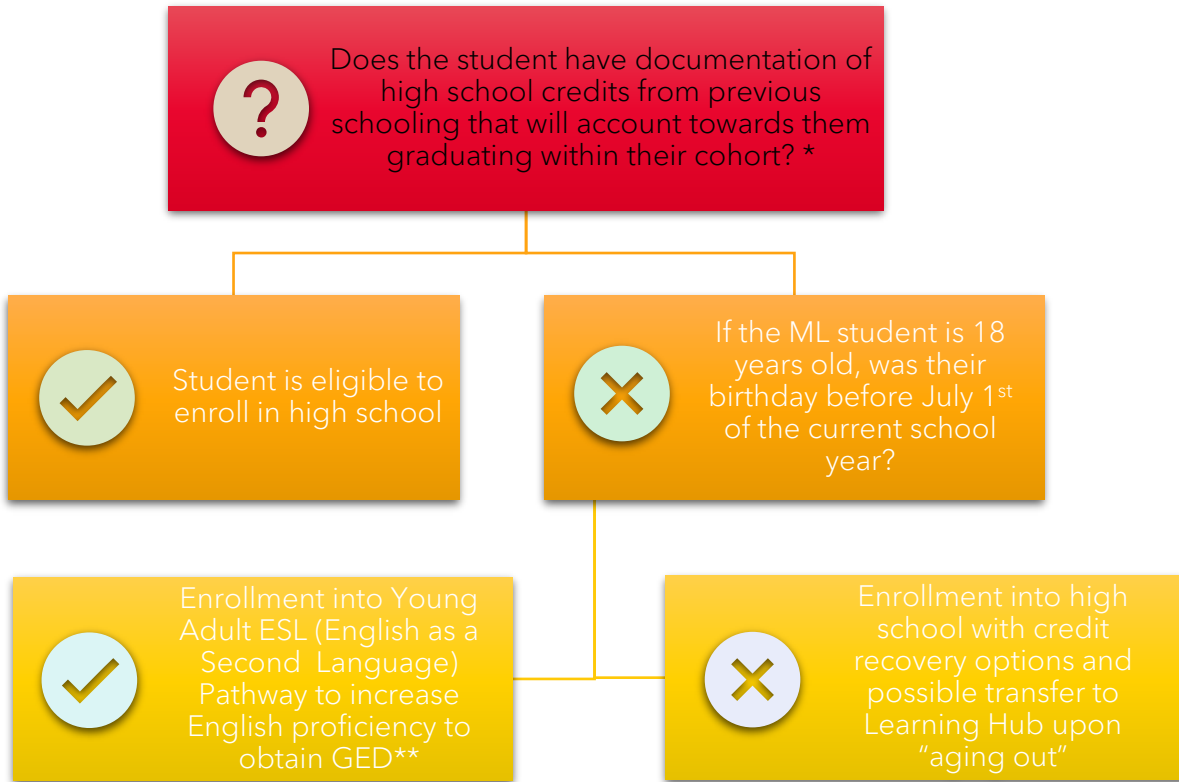
Multilingual Learner students can receive a general education with ELD services from the Lansing School District according to the following requirements:

- The student must be younger than 20 years of age as of September 1 of the current school year.
 - The student has not obtained a G.E.D certificate.
 - The student has not already obtained a high school diploma.
- or*
- The student is younger than 22 years old as of September 1 and enrolled in an alternative setting.

Depending on situational factors, alternative pathways are available to students to obtain a High School Diploma (HSD) or General Education Diploma (GED).

Alternative Pathways for Multilingual Learner Students





* Transcript will be evaluated by counselor to determine eligibility.

** Students have the option to enroll into a traditional high school setting. Graduation requirements will thoroughly be explained to ensure students understand their timeframe to earn necessary credits.

ELD Program Services and Staff Placement Guidance in ELD Program

In compliance with Federal and State requirements pertaining to supporting the language and academic content needs of MLs, the Lansing School District provides core content area and ELD instruction based on proficiency levels. Instructional needs of students vary by proficiency level and educational background. Program placement is based on several factors including:

- Previous education
- Native language and literacy proficiency levels
- Support from parents/guardian/caregiver for native language literacy and English language development
- Additional support services available at school
- Other factors (Appendix E)

Language and academic content support is provided to MLs through:

- English as a Second Language/ English Language Development instruction
- Content area classes supported by SIOP trained teachers
- Clustered content classes
- Reading Interventionist support
- ML After School Tutoring
- B.E.S.T (Bilingual Education Summer Tutoring) Camp
- Bilingual Education Resource Specialists
- Specialized Bilingual Instructional Assistants (under the direct supervision of teacher)



Language Assistance Program (LAP) Service Model

Kindergarten-4th Grade				
WIDA Proficiency Level	Hours of ELD Support per Day	Mode of Delivery	Supplemental Curriculum Utilized	Additional Instructional Support Services
Entering 1.0-1.9	2+	Highly qualified ESL-endorsed teachers pull out small groups of students based on WIDA proficiency level	- REACH - Our World - Welcome to Our World	- Bilingual Education Resource Specialists
Emerging 2.0-2.9				- Specialized Bilingual Instructional Assistants
Developing 3.0-3.9	1+			- ESL & classroom teacher collaborative teaching
				- ML extended day & year programming
				- Literacy & Math Interventionalist
Expanding 4.0-4.9	0.5	Small group pull-out by HQ Bilingual Education Resource Specialist or push-in by HQ Specialized Bilingual Instructional Assistants based upon need*	N/A	- SIOB-trained general ed classroom teachers*
				- ESL & classroom teacher collaborative teaching*
				- ML extended day & year programming*
Bridging 5.0-5.9	Students exit from ML service eligibility upon receiving a 4.8 minimum composite score on the Spring WIDA ACCESS for ELLs and are designated as FML (Former Multilingual Learner). FML students are monitored for 4 years after exiting to ensure they are academically successful in both the classroom and local assessments. Please refer to the Lansing School District Monitoring Process for Former Multilingual Learner (FML) Students for more information			
Reaching 6				

5th-8th Grade

WIDA Proficiency Level	Hours of ELD Support per Day	Mode of Delivery	Supplemental Curriculum Utilized	Additional Instructional Support Services
Entering 1.0-1.9	2+	HQ ESL-endorsed teachers pull out small groups of students based on WIDA proficiency level	<ul style="list-style-type: none"> - REACH - Vista - Time Zones 	<ul style="list-style-type: none"> - Bilingual Education Resource Specialists - Specialized Bilingual Instructional Assistants
Emerging 2.0-2.9				<ul style="list-style-type: none"> - SIOP-trained general ed classroom teachers - ESL & classroom teacher collaborative teaching
Developing 3.0-3.9	1+			<ul style="list-style-type: none"> - Clustered core content area classrooms - ML extended day & year programming - Literacy & Math Interventionalist
Expanding 4.0-4.9	0.5	Small group pull-out by HQ Bilingual Education Resource Specialist or push-in by HQ Specialized Bilingual Instructional Assistants based upon need	N/A	<ul style="list-style-type: none"> - SIOP-trained general ed classroom teachers* - ESL & classroom teacher collaborative teaching* - ML extended day & year programming*
Bridging 5.0-5.9	<p>Students exit from ML service eligibility upon receiving a 4.8 minimum composite score on the Spring WIDA ACCESS for ELLs and are designated as FML (Former Multilingual Learner). FML students are monitored for 4 years after exiting to ensure they are academically successful in both the classroom and local assessments. Please refer to the Lansing School District Monitoring Process for Former Multilingual Learner (FML) Students for more information</p>			
Reaching 6				



9th-12th Grade

WIDA Proficiency Level	Hours of ELD Support per Day	Mode of Delivery	Supplemental Curriculum Utilized	Additional Instructional Support Services
Entering 1.0-1.9	2+	HQ ESL-endorsed teachers provide Language Instruction (1 hr) & Reading Development (1 hr) in a classroom setting	- Vista - Time Zones	- Bilingual Education Resource Specialists
Emerging 2.0-2.9				- Specialized Bilingual Instructional Assistants - SIOP-trained general ed classroom teachers
Developing 3.0-3.9	1+	HQ ESL-endorsed teachers provide Language Instruction/ Reading Development (1 hr) in a classroom setting		- ESL & classroom teacher collaborative teaching - Clustered core content area classrooms - ML extended day & year programming
Expanding 4.0-4.9	0.5	Small group pull-out by HQ Bilingual Education Resource Specialist or push-in by HQ Specialized Bilingual Instructional Assistants based upon need	N/A	- SIOP-trained general ed classroom teachers* - ESL & classroom teacher collaborative teaching* - ML extended day & year programming*
Bridging 5.0-5.9	Students exit from ML service eligibility upon receiving a 4.8 minimum composite score on the Spring WIDA ACCESS for ELLs and are designated as FML (Former Multilingual Learner). FML students are monitored for 4 years after exiting to ensure they are academically successful in both the classroom and local assessments. Please refer to the Lansing School District Monitoring Process for Former Multilingual Learner (FML) Students for more information			
Reaching 6				



Supplemental ELD Curriculum Resource Guide

Grade Level	Curriculum	Description	WIDA Level	Academic Language
National Geographic				
Elementary Pre K-KG	Welcome to our World	<u>Time: 45 min- 1 hr daily</u> Cross-cultural topics Traditional songs from around the world Social-Emotional skills support	Entering	Expressive Interpretive
Elementary KG-3 rd	Our World (Starter)	<u>Time: 30 min</u> Everyday topics Short skill-based lessons	Entering	Expressive Interpretive
Elementary KG - 5 th	Our World	<u>Time: 45 min- 1 hr daily</u> Cross-cultural topics Extensive project work Leveled readers and big books Extensive science and social studies content Extra grammar and phonics support available	Entering Emerging Developing	Expressive Interpretive Science Social Studies
Elementary KG - 5 th	Reach Higher	<u>Time: 1.5-2 hr daily</u> Cross-cultural topics Embedded phonics Extensive reading and writing support Extensive science and social studies content Wide variety of genres Extra phonics-based decodable texts available	Entering Emerging Developing Expanding Bridging	Expressive Interpretive Science Social Studies English Language Arts
Middle 6 th - 8 th	Time Zones	<u>Time: 30 min-45 min</u> Everyday topics Newcomer level Short skill-based lessons	Entering Emerging Developing	Expressive Interpretive Science Social Studies English Language Arts
VISTA				
Middle 6 th - 8 th	Get Ready!	<u>Time: 1.5-2 hr daily</u> Promotes social and academic language development Core subject matter content Authentic media and digital learning Social-Emotional skills support		Expressive Interpretive Social Studies Science English Language Arts

Core supplemental curriculum

Materials utilized w/ with core supplemental curriculum



Staff Roles and Responsibilities

ESL/ELD Teachers

The ESL/ELD teacher is highly-qualified, certified in his/her teaching area, and has an ESL endorsement. The ESL/ELD teacher provides English language instruction to all qualifying MLs through direct and/or indirect services depending on the students' needs. The ESL/ELD teacher collaborates with mainstream general education teachers to ensure that MLs receive content instruction that is accessible to the language level, while learning English. The ESL/ELD teacher supports the instruction of the mainstream class by discussing the content using ELD, clustered, or content specific instruction taught in English. The ESL/ELD teacher is seen as the building ELD expert who provides specialized guidance when planning the appropriate instructional model for MLs. The ESL/ELD teacher can articulate the English language proficiency level and provide strategies/best practices (SLOP) that are essential for MLs to access content in all grade levels. The ESL/ELD teacher cultivates a growing system of academic support with school staff (principals, teachers, parents etc.) to expand their knowledge of the needs of ML/Immigrant/ Refugee/Unaccompanied Youth students and share an overall responsibility for improvement.

ESL/ELD teachers:

- Utilize Can Do Descriptors and student language level results to differentiate instruction.
- Provide supplemental English instruction including grammar, phonics, phonological awareness, etc.
- Provide instruction to support English Language Development.
- Attend professional development regarding ELD instructional models, program/policy updates, curriculum and other areas pertaining to the instruction of ML students.
- Provide social language instruction.
- Support students in adjusting to the culture of the school and community.
- Monitor academic progress to determine student needs by collaborating with classroom teachers/support staff and utilizing WIDA scores and other data measures.
- Work collaboratively with general education staff and district colleagues to identify and implement best practices.
- Introduce and develop grade-level proficiency of academic and content concepts and vocabulary.
- Provide accommodations and adaptations to make core content more accessible to MLs.
- Work with classroom teachers and support staff to provide appropriate placement and scheduling of students.
- Provide academic input pertaining to their ML students during parent teacher conferences, meetings, IEPs etc.



ESL/ELD Instructional Coach

The Multilingual Learner Instructional Coach works as a colleague to support student learning and teacher practice. The Instructional Coach focuses on individual and group professional learning that expands and refines the understanding about research-based effective instruction for teachers. This includes WIDA standards, SIOP Model, and instructional strategies that are in alignment with federal and state standards. The instructional coach leads and coordinates professional development ELD proven practices for successful language acquisition, specifically in the four language domain areas of reading, writing, speaking, and listening district wide.

The ELD Instructional Coach provides support as stated below:

Coaching

- Coach small groups and individual teachers using ML proven practices (pacing guides; SIOP; etc.) to increase teacher effectiveness and student outcomes across ML program models and within content instruction.
- Coach small teacher groups, individual teachers, and building/district coaches in analyzing student data and subsequent instructional steps.
- Provide instructional coaches district-wide with resources and information to best support them with developing their knowledge of proven practices in ELD instruction and WIDA standards.
- Maintain professional discretion with teachers and coaches.
- Continually monitor effectiveness using student data and feedback from stakeholders

Collaboration

- Collaborate with mentor teachers in support of new teachers with rostered MLs.
- Collaborate with curriculum specialists, implementation specialists, and building coaches to support curricular scaffolds for MLs.
- Work with administrators, coaches, teachers, and staff to increase systems-wide effective practices in early literacy and/or English Language Development programs.
- Use ML program research and best practices as the foundation for consulting.
- Collaborate with other departments, consultants, supervisors, and directors to support district.

Provide Professional Learning

- Design, customize, and deliver professional learning in English language development and supports per LEA requests.
- Schedule, design, customize, and deliver district-wide professional learning on proven practices for Multilingual Learners (ex: SIOP).

- Schedule, coordinate and promote PLCs provided by authors, researchers, and other experts outside of the Lansing School District

Specialized Bilingual Instructional Assistant

The Specialized Bilingual Instructional Assistant performs duties and responsibilities related, but not limited to, providing differentiated ELD instruction under the supervision and direction from a highly qualified certified teacher. The role of the Specialized Bilingual Instructional Assistant is to assist core content area and general education classroom teachers with instruction and non-instructional classroom related assignments. The classroom teacher, who is responsible for their overall implementation and management, will plan instruction and assignments. The main goal of this position is to provide appropriate academic, social, and emotional services to meet the needs of ML (Multilingual Learners) students at each Language Assistance Program (LAP) building district wide.

Specialized Bilingual Instructional Assistants:

- Assist in ELD core content area courses and general education classroom(s) to help Multilingual Learners (ML's) increase their language proficiency level and academic achievement.
- Assist in tutoring individual students or a small group of students in academic skill areas, homework, or special projects as needed.
- Support the maintenance of accurate records and documentation of Multilingual Learner students for evaluation purposes and progress monitoring.
- Work collaboratively with school administrators, counselors, teachers, and parents to help identify student-learning styles and support the instructional adaptations for diverse learners.
- Work collaboratively with school administrators, counselors, teachers, and other staff to provide opportunities for the cognitive, physical, emotional, social, and communication development of ML students.
- Work in coordination with designated staff in the building to ensure that the procedures to welcome new MLs are observed and followed.
- Facilitate and encourage a learning environment that fosters successful social and academic experiences related to grade level expectations and acculturation processes.
- Assist in the education of the students to become acclimated with the American school system and its expectations.
- Facilitate the development of cross-cultural competencies in students.
- Assist in supervising students while they are at an LSD property or event.

- Facilitate communication among parents, guardians, and all school personnel involved in the education of MLs.

Bilingual Education Resource Specialist

Bilingual Education Resource Specialist(s) assist with accelerating English language acquisition and proficiency in the academic content areas of Math, MLA, Science and Social Studies. This role provides additional instructional support to assist with second language acquisition, bridging cultural gaps, and acculturation into the US educational system to Multilingual Learner students at low incidence schools district-wide.

The Bilingual Education Resource Specialist(s):

- Collaborates with classroom teachers and principals at schools with low incidence of Multilingual Learners to create small groups based on English proficiency levels and provide targeted supplemental curriculum-based pull-out support service.
- Forms relationships with students, families, and teachers to create safe spaces for growth.
- Consults with teachers and other school staff around intercultural communication to ensure protocols and processes are inclusive to newly arrived populations.
- Facilitates and encourages a learning environment that fosters successful social and academic experiences related to language proficiency and acculturation processes.
- Maintains accurate student records for communication purposes to provide wrap around support to enhance English Language acquisition and monitor student data to demonstrate needs, growth, and success.
- Is knowledgeable of a variety of instructional practices and work with individual students to identify what services are necessary to promote their success at school.

ML Trauma Mentoring Liaison

The ML Trauma Mentoring Liaison works with ML students and families, one-on-one for individual therapy as well as facilitating preventative groups that help participants build up skills to manage stress, develop a positive support network utilizing prosocial skills, strengthen their mental wellness and emotion regulation, and leverage their internal resources to eliminate barriers for 2nd language acquisition.

The ML Trauma Mentoring Liaison:

- Maintains caseload of trauma impacted Multilingual Learners to provide support and behavioral interventions leading to academic success.
- Generates capacity for students to develop skills and learn crisis prevention strategies.
- Facilitate groups focused on grief, trauma, bridging intercultural understanding and

cooperation and peer support.

- Conducts group sessions with students who have common problems that impede their ability to be successful, (i.e. anger and stress management, coping skills, strengthen mental wellness and emotional regulation, etc.).
- Is knowledgeable of a variety of community resources and work with individual students to identify those community resources necessary to their success at school.
- Assist families with finding necessary resources.
- A resource for consultation with teachers and other school staff who are working with students from cultures with which they have limited experience.
- Monitors students' data to demonstrate growth.
- Develops and monitor goals for students and the criteria for success.
- Develops protocols and resources for staff who educate trauma impacted Multilingual Learners
- Communicates individual plans for students to staff to facilitate a whole school approach to student improvement.
- Works in collaboration with school administration to address the needs of our most at-risk learners, with the focus on improving academics.

Spanish Language Bilingual Student-Family Advocate

The Spanish Language Bilingual Student-Family Liaison will strengthen equity, provide support, and initiate new opportunities for Hispanic/Latino and bilingual communities present in the Lansing School District to promote academic achievement and English language acquisition. The Spanish Language Bilingual Student-Family Liaison collaborates with organizations, agencies and community groups that provide resources and opportunities to the local Hispanic/Latino community.

The Spanish Language Bilingual Student-Family Liaison offers support services through existing and upcoming programs, including, but not limited to:

- Hispanic Heritage Month events
- Latino Recognition Ceremony
- Post-secondary and continuing education workshops
- Seal of Biliteracy
- Latino Club

The Spanish Language Bilingual Student-Family Liaison provides a point of contact for Spanish speaking families for:

- Enrollment and ML Intake
- Parent and school orientation
- Referrals to community resources
- Translation and interpretation

Mainstream General Education Teacher

The general education teacher into whose class the student is enrolled has primary responsibility for the instruction of the Multilingual Learner (ML). The student spends a significant part of the day in the classroom with this teacher and classmates. Because of this, the general education teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The general education teacher does not accomplish this alone. While the general education classroom teacher is the content specialist and decides what and how to implement the district curriculum in his/her classroom, the English Language Development (ELD) teacher and other support staff may consult and/or teach lessons collaboratively to ensure all students are receiving an equally excellent instructional experience. Consultation with the ESL/ELD teacher may include:

- Reviewing “Can Do Descriptors” and language level results.
- Previewing course content and vocabulary.
- Differentiating instructional strategies that best accommodate MLs.
- Accommodating the length and complexity of a lesson for MLs.
- Accommodating the way an ML will be assessed.
- Utilizing assessment results to guide instructional strategies for MLs.

The general education teacher is a full partner with the ELD teacher in educating ML. The general education teacher should:

- Demonstrate sensitivity and awareness of cultural and linguistic differences.
- Personalize/customize instruction to meet the needs of MLs (differentiation).
- Incorporate hands-on/visual strategies when teaching MLs.
- Participate in PD activities that address ML strategies in all domains.
- Provide materials that support general education instruction.
- Facilitate socialization of language minority students in the classroom.
- Promote intercultural awareness and appreciation.
- Provide input regarding the types of supports MLs need to be successful in class.

Professional Development

The Lansing School District is committed to enhancing the professional development of its educators. In alignment with the Michigan Department of Education (MDE), the district offers District Provided Professional Development (DPPD) programs. These initiatives not only empower educators to refine their teaching skills but also enable them to earn State

Continuing Education Clock Hours (SCECH) towards credentialing requirements. By offering such opportunities, the Lansing School District ensures that its educators stay up to date with the latest educational practices and contribute to the overall improvement of the educational experience for their students.

To access information on the professional development (PD) offerings provided by the Lansing School District and to register for relevant topics, please visit the [Lansing School District Unified Talent](#) webpage. This platform provides details about available PD opportunities and assists in managing professional development needs as an educator in the district.

The Bilingual Education Department provides several workshop model opportunities to ELD staff and others who are interested in or currently work directly with Multilingual Learner students. Topics stem from evidence and research based instructional and culturally competent practices related to providing wrap-around services to MLs. EX: SIOP, No More Low Expectations for MLs, WIDA Standards and Can-Do Descriptors etc.

There are additional opportunities for ELD staff to attend workshops and conferences both in and out of district to build their knowledge base and skill set pertaining to MLs. In addition, ELD staff meet regularly to:

- Collaborate and share ideas on differentiation, best practices and instructional strategies.
- Research new innovative ideas related to educating ML students.
- Increase knowledge on new policies/procedures.
- Receive updated ML assessment and supplemental curriculum training.
- Provide updates from the field.

Family Engagement

Translation and Interpretation Services

Lansing School District's Bilingual Education Department strives to provide parents, guardians and caregivers with authentic and meaningful connections and involvement with their children's schools and education, as well as educational opportunities for themselves. Efforts include:

- A parent orientation and interview of all new arrivals to assess for needs and to provide links to community resources at our [Multilingual Learner Intake Office](#).
- Training and scheduling of Bilingual Instructional Assistants and Cultural Brokers for parent-teacher conferences and other after school events (Reading Night, International Night etc.).
- [Translated copies](#) of important information in the most commonly spoken district languages.

- [Bilingual Language Lines](#) in 7+ languages where parents can call, request information, and seek assistance for non-emergencies in their native languages
- Recruitment efforts to enroll children in district [Universal Preschool](#) programs, [Adult Education](#) opportunities, and community services
- GED, ESL, and Career Pathways classes available on our [Adult Education](#) page
- Up-to-date information about current Parent Engagement Activities on our [Facebook](#) page

Bilingual Language Lines

To help families communicate more effectively with the district and school buildings, we are reminding you to please share and utilize the below phone numbers. Parents can call and leave a message on one of the below lines and it will be checked and followed up by the Bilingual Education department and referred accordingly. These lines are for non-emergencies and are designed to provide a resource for staff to help families voice their questions and concerns when interpreters are not available to assist.

<u>English Directory</u>	517-755-1370
<u>العربية (Arabic)</u>	517-755-1375
<u>ဗမာစာ (Burmese)</u>	517-755-1372
<u>فارسی/دري (Farsi/Dari)</u>	517-755-1380
<u>Français (French)</u>	517-755-1378
<u>नेपाली (Nepali)</u>	517-755-1373
<u>Af Soomaali (Somali)</u>	517-755-1374
<u>Español (Spanish)</u>	517-755-1371
<u>Kiswahili (Swahili)</u>	517-755-1376
<u>Other Languages</u>	517-755-1381

Cultural Brokers

Specialized Bilingual Instructional Assistants are a critical component in supporting the ML population. Often times, the need for language/cultural support exceeds the capacity and role the Specialized Bilingual Instructional Assistants can provide. As a result, the Bilingual Education Department regularly contracts with Cultural Brokers to help meet the needs.

A Cultural Broker is a contracted community member who speaks a highly specialized language and assists with cultural understanding, interpretation and translation needs for the district. Cultural Brokers facilitate communication between parents, staff and community

agencies and can be frequently found supporting school services like parent teacher conferences, IEPs, school meetings, and specialized interventions with at risk students.

For attendance issues, behavior issues, or other concerns that cannot be resolved via phone, a home visit from school personnel and a Cultural Broker can help bridge the communication gap and bring needed support to families.

To request language support services, [translation/interpretation](#) and [home visit](#) request forms are available to submit to the Bilingual Education Department.

Multilingual Learner Family Guidebook

The Bilingual Department is excited to share our newest resource, the [Multilingual Learner Family Guidebook](#). This Guidebook helps our families, as well as service providers and community partners who support our families, to navigate the Lansing School District, from enrollment, through student success, all the way to graduation.

Student Handbook

The Student Handbook is provided to families as a reference to explain district guidelines. Printed translated versions are available as well as online via the Lansing School District [website](#).

Program Evaluation

The Bilingual Education Department annually evaluates the effectiveness of ELD program services by:

- Collaborating with the State & Federal Compliance Department on a regular basis to complete required Title and Grant report evaluations.
- Meeting with ESL/ELD teachers and other staff who work directly with ML students, to inquire what instructional practices they have utilized and found to be effective towards successfully contributing to increased rates of English language proficiency.
- Assessing and monitoring student progress by determining
 - Growth utilizing local, state and federal assessment scores.
 - The number of MLs who have attained English proficiency and are exited from ELD services.
 - MLs who have not attained English language proficiency within 7 years of initial classification and entrance into ELD services.

After the data and information is reviewed and shows the program is successful and goals are being met, no modifications are implemented. If it is found that current services are not highly effective or there is a deficiency in meeting program goals, modifications are put in place to improve areas of concern.

Appendix

APPENDIX A: Home Language Survey



Home Language Survey

To make sure that all students receive the education services they need, the law requires us to ask questions about students' language backgrounds. The answers to the questions below will tell us if a student's proficiency in English should be evaluated and help us to ensure that important opportunities to receive programs and services are offered to students who need them. Please complete the form below and submit with your enrollment form.

Student's Legal Name:

LAST	FIRST	MIDDLE
------	-------	--------

1. What are the primary languages used in the home regardless of the language spoken by the student? (Select up to three)

- | | | |
|---|--|---|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Hmong | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Burmese/Chin/Karen/Karenni | <input type="checkbox"/> Kinyarwanda | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> English | <input type="checkbox"/> Kirundi | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Farsi/Dari/Persian | <input type="checkbox"/> Nepali | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> French | <input type="checkbox"/> Pashto/Pushto | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Somali | |

2. What is the language most often spoken by the student? (Select only one)

- | | | |
|---|--|---|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Hmong | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Burmese/Chin/Karen/Karenni | <input type="checkbox"/> Kinyarwanda | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> English | <input type="checkbox"/> Kirundi | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Farsi/Dari/Persian | <input type="checkbox"/> Nepali | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> French | <input type="checkbox"/> Pashto/Pushto | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Somali | |

3. What is the language that the student first acquired? (Select only one)

- | | | |
|---|--|---|
| <input type="checkbox"/> Arabic | <input type="checkbox"/> Hmong | <input type="checkbox"/> Spanish |
| <input type="checkbox"/> Burmese/Chin/Karen/Karenni | <input type="checkbox"/> Kinyarwanda | <input type="checkbox"/> Swahili |
| <input type="checkbox"/> English | <input type="checkbox"/> Kirundi | <input type="checkbox"/> Urdu |
| <input type="checkbox"/> Farsi/Dari/Persian | <input type="checkbox"/> Nepali | <input type="checkbox"/> Vietnamese |
| <input type="checkbox"/> French | <input type="checkbox"/> Pashto/Pushto | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Hindi | <input type="checkbox"/> Somali | |

PARENT/GUARDIAN SIGNATURE

DATE

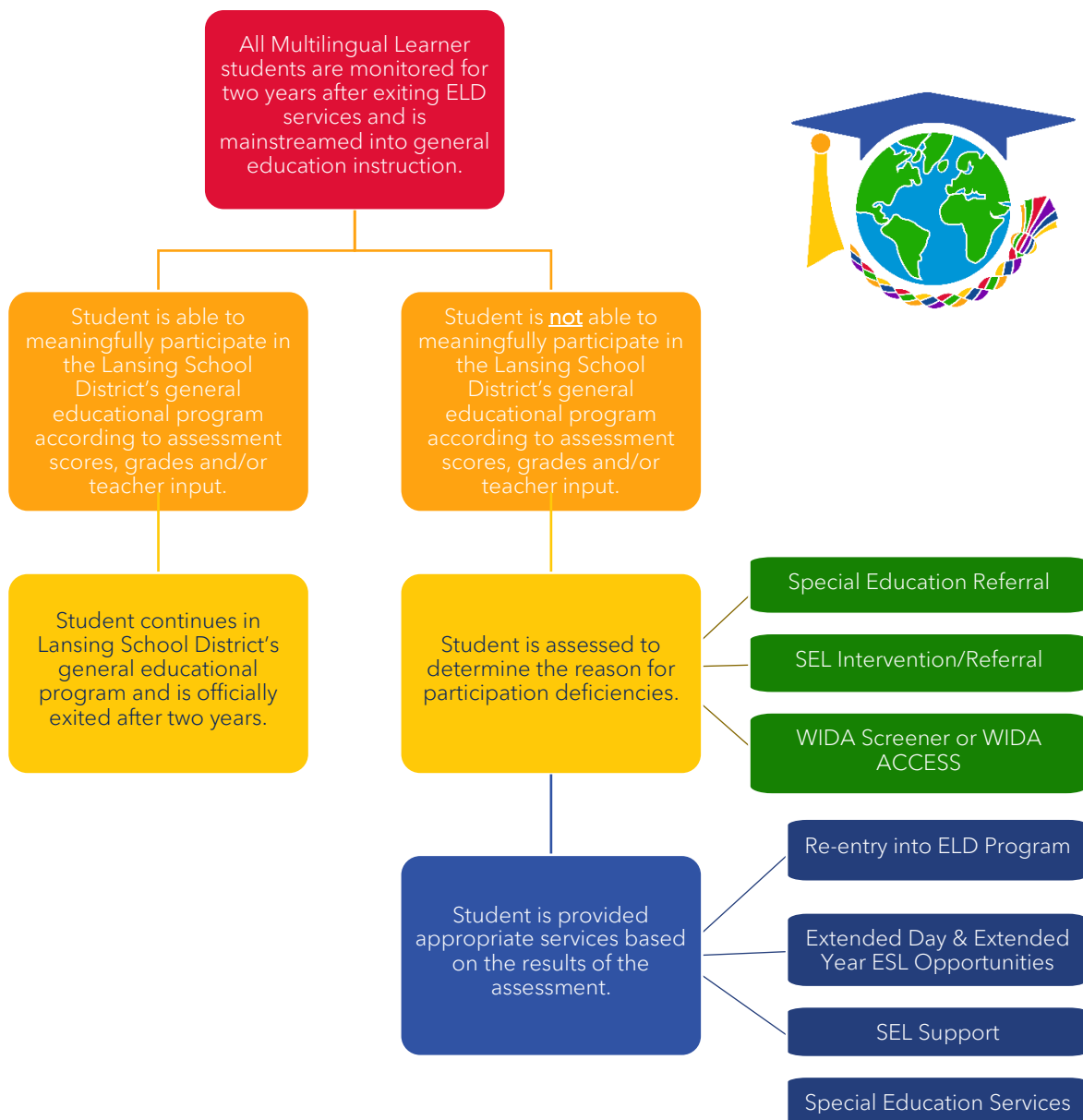
The Lansing School District is committed to a policy of providing equal employment opportunities to all qualified people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, political belief, sex, sexual orientation, marital status, age, veteran status, or physical disability.

Revised 02/15/2022

APPENDIX B: Monitoring Process for Former Multilingual Learner (FML) Students

The status of Former Multilingual Learner (FML) means that a student was determined to be a Multilingual Learner (ML), but met criteria to exit receiving English Language Development (ELD) services. The student understands, speaks, reads, and writes English, and possesses the thinking and reasoning skills needed to succeed in general academic classes at or above the student’s age or grade level.

All FML students must be monitored for **four academic school years** before formally exiting the ELD program in accordance with federal standards and policy.



At any time during the academic school year, a monitored student may re-enter the ELD program as an intervention if they are experiencing academic difficulty, not performing at grade level standards and/or maintaining proficiency on local assessments. They can also receive supplemental supports from Bilingual Education Resource Specialists, Specialized Bilingual Instructional Assistants and attend extended day/after-school programs for remediation.

It is important to be aware and knowledgeable of the research on second language acquisition that states it may take **five to seven** years for students to develop cognitive academic language skills in order to avoid premature exiting from the ELD program.

FML students are considered to be succeeding if they are maintaining proficiency on local assessments and meaningfully able to participate in the general education program. If FML students do not continue to meet these protocol requirements, or concerns about a student's academic progress are raised, a team that includes a highly qualified endorsed ESL/ELD teacher, the Bilingual Education Department and staff directly working with the student, should meet to discuss the student's data and causes for academic challenges. Interventions (English language assessment, Reading Interventionist, Special Education referral, SML etc.) should be implemented, with possible re-entry into the ELD program depending on the outcome.

The Department of Justice and USED released the following guidance on the monitoring of exited students in the January 7, 2015 Dear Colleague Letter:

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

FML students experiencing difficulty may:

- Be tested using the WIDA ACCESS for ELLs 2.0 or the WIDA Screener and re-qualify for the ELD program;
- Have local testing in the content area(s) used to identify specific standards with which the student is experiencing; and/or
- Receive other support services based on the needs of the student.

Note: WIDA ACCESS for ELLs 2.0 may be administered only for determinations for the following school year (due to final composite scores being received over the summer).

APPENDIX C: Notification of, Refusal, of and Request for ELD Services Letters

Parent/Guardian Notification of ELD Services

Lansing School District
 Notification of Initial English Language Program Placement

Student:
 Student ID#:



Notification of Initial English Language Program Placement

Student Information

Student		Grade Level		School	
EL Status:		Student ID#			

Our school district provides a program of language instruction for ELs to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students. Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

Language Assistance Program (LAP) Placement

All ESL service placements for your student have already been determined for this school year. Your student's school will not change unless requested.

English Language Proficiency Tests

Test Name & Date	Results			
ACCESS for ELLs 2.0	Composite	Listening	Speaking	Oral

ACCESS for ELLs 2.0



Proficiency Level Descriptors

The ACCESS for ELLs 2.0 test results are ranked into the following categories

1	2	3	4	5	6
Entering	Emerging	Developing	Expanding	Bridging	Reaching
Knows and uses minimal social language and minimal academic language with visual support	Knows and uses some social English and general academic language with visual support	Knows and uses social English and some specific academic language with visual support	Knows and uses social English and some technical academic language	Knows and uses social and academic language working with grade level material	Knows and uses social and academic language at the highest level measured by this test

Standardized Test Results

Additional factors used to determine your child's program eligibility

- State mandated standardized test(s)
- Teacher's recommendation
- Parent consultation

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

EL Services

Additional factors used to determine your child's program eligibility

While the rate of English language development (ELD) varies between students, many exit the ELD program in 6 years.

Exit Criteria

Your child's English language development will be assessed annually until he/she meets specific academic achievement requirements.

Exit Criteria Category	Exit Criteria Standard
Composite	Student receives a minimum of 4.8 composite proficiency level overall on the Spring WIDA ACCESS.

Students who exit the program are monitored for academic success for 2 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success.

Parent/Guardian Refusal of Services



Request for Refusal of ELD Services

To Whom It May Concern,

I would like to decline my student receiving direct services from the English Language Development (ELD) Program. I understand the following:

- My student is designated as a ML (Multilingual Learner) due to their English language assessment score and will still be designated as a ML even though they are not receiving direct support services.
- I am able to opt my student out of all or only select English language services.
- My student will continue to have their English proficiency assessed annually with **WIDA** (*World-Class Instructional Design Assessment*) until they receive a composite score of 4.8 or higher on WIDA ACCESS for ELLs or an overall score of P2 on the WIDA Alternate ACCESS for ELLs.
- The reason my student is eligible for the ELD program, the services available and the academic benefits of additional English language instruction.
- ML services are specifically designed to help my student obtain English language proficiency, as well as, acquire grade-level content.
- That in the future if my student is still eligible, I can request they be placed back into the ELD Program.

_____	_____	_____	_____
Student's First Name	Student's Last Name	Grade	School
_____		_____	
Parent/Guardian Signature		Date	

If you have any questions, please contact Trisha Black with the Bilingual Education Department at (517)755-4892 or Trisha.Black@lansingschools.net

Parent/Guardian Request for ESL Services



Request for ELD Services

To Whom It May Concern,

I request that my student RECEIVE direct services from the English Language Development Program. I understand the following:

- My student is designated as a ML (Multilingual Learner) due to their English language assessment score and eligible to receive additional English language instruction.
- My student will continue to have their English proficiency assessed annually with **WIDA** (*World-Class Instructional Design Assessment*) until they receive a composite score of 4.8 or higher on WIDA ACCESS for ELLs or an overall score of P2 on the WIDA Alternate ACCESS for ELLs.
- I am able to request my student be removed from receiving direct services from the ELD Program.

_____ Student's First Name	_____ Student's Last Name	_____ Grade	_____ School
_____ Parent/Guardian Signature	_____ Date		

If you have any questions, please contact Trisha Black with the Bilingual Education Department at (517)755-4892 or Trisha.Black@lansingschools.net.

APPENDIX D: Descriptions of English Language Proficiency Levels

To meet the instructional needs of MLs in Michigan, six levels of English language proficiency are used to describe student proficiency more accurately in listening, speaking, reading, comprehension, & writing skills. The table below shows a general description of characteristics of MLs at each level of proficiency.

Proficiency Level	Description of Multilingual Learners (MLs)
Entering (1.0-1.9)	<p><u>Students with Limited or Interrupted Formal Education (SLIFE)</u></p> <p>Includes students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as, students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than ML beginning students at the Entering level. Students lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p><u>Beginning (Pre-production and early production)</u></p> <p>Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously (WIDA, 2012).</p> <p>At this earliest stage, these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>

<p>Emerging (2.0-2.9)</p>	<p><u>Early Intermediate (Speech Emergent)</u></p> <p>Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012).</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. They can comprehend passages written in basic sentence patterns, but frequently must guess the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.</p> <p>Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when students try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p>
<p>Developing (3.0-3.9)</p>	<p><u>Intermediate</u></p> <p>At this level, students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012).</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text.</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>
<p>Expanding (4.0-4.9)</p>	<p><u>Transitional Intermediate</u></p> <p>At this level, students' language skills are adequate for most day- to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence</p>

	<p>structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems (WIDA, 2012).</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing). (TESOL, 1999, p. 21)</p>
<p>Bridging (5.0-5.9)</p>	<p><u>Advanced Proficiency</u></p> <p>At this proficient level, students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports (WIDA 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade level texts independently (WIDA, 2012).</p> <p>They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).</p>
<p>Reaching (6.0)</p>	<p><u>Monitored (Advanced Proficiency)</u></p> <p>Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for ELLs and are on grade level in assessments such as the MSTEP, AIMS Web, NWEA, SAT, and DRA). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>



APPENDIX E: ELD Program Placement Guidelines

- 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 and also learn how to interact in an American school setting.
- Student should be placed in classrooms that utilize the most interactive methods and instructional practices. Teaching strictly through lecture, memorization, and worksheets does not allow Multilingual Learners to gain the necessary context skills needed to acquire listening, speaking, reading, and writing in English.
- The academic backgrounds vary from student to student and previous education should be considered. Some students may have been enrolled in advanced and honors classes, while others may never have attended school. Additional ELD supports may be implemented to provide students with introductory level language and skills.
- Specialized Bilingual Instructional Assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, instructional assistants have a better understanding of what, why, and how content material is being studied and can provide differentiated instructional support.
- Initial placement decisions for the middle and high school students should consider native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning.
- Curriculum is chosen based on the appropriate instruction level of the student based upon WIDA scores and other appropriate academic assessments. The curriculum should be differentiated based on the levels of the students and should support the most pressing needs of the students in the areas of listening, speaking, reading, and writing.
- ESL/ELD teachers will group students by level to deliver the highest quality educational experience using the adopted curriculum, using the curriculum components, with a main focus on both social and academic language skills. Curriculum components include whole language literacy, phonics, reading, grammar, writing, academic language for core and elective subject areas, among other critical learning targets.

APPENDIX F: Language Assistance (LAP) Program

In the Lansing School District, MLs are eligible for pull-out ELD services provided by highly-qualified ESL-endorsed teachers and Bilingual Education Resource Specialists. Students are supported in areas of need by WIDA proficiency level in both small group, and classroom settings. ELD staff utilizes WIDA aligned supplemental curriculum materials (National Geographic and Vista Higher Learning) to provide instruction pertaining to the 4 domains of listening, speaking, reading, and writing. This supplemental curriculum is written specifically to address the content and language goals for all MLs, with a focus on the newcomer population.



English Language Development Instruction

This program uses ELD methodology to develop the students' abilities to listen, speak, read, and write in English. It is intended to provide the students with access to the district's core curriculum by increasing English proficiency and familiarity with the climate of schools within the United States. Curriculum is guided by the Michigan English Language Proficiency Standards as well as district outcomes. The goal of the program is to increase language/academic proficiency, and over all student independence.

Reading and Language Arts

The ELD program supports the K-12 reading/language arts curriculum established by the district. The program is coordinated with other building supplemental services to provide a comprehensive continuum of support and accessibility. The ELD teaching staff, in conjunction with general education staff, other support staff (such as Title I Reading Interventionists, building literacy experts, Teacher Consultants, Teaching Coaches, and building principals) contribute to the overall development of coordinated services. Placement in programs such as Extended Year Summer Learning Camp, after school tutoring, and other support programs will be informed using multiple measures and will be in conjunction with the school ELD teacher(s). Time allocated for direct ELD instruction will be moderated according to the composite of supplemental supports specifically appropriate for each ML student.

Content Area Support/Collaboration with General Education Teachers

Subject matter content is supported through ELD instruction, Specialized Bilingual Instructional Assistant services supervised by ESL/ELD teachers and general education classroom teachers. Content area support aligned to state standards will be predicated on the district's K-12 general education curriculum and text materials. SIOP training and other professional development pertaining to educating MLs is offered to district staff on an ongoing basis. ESL/ELD Instructional Coaches also provide mentoring, resources and ELD strategies to individuals and small groups upon request. Academic language instruction is expected in all classrooms and to be accessible to all Multilingual Learners.

Diversity

Culturally sensitive and culturally congruent instruction is reflected in the district's strong commitment to addressing issues of equity and excellence. Eliminating the district's achievement gap discrepancies is not only a strategic goal but also a moral imperative for the district. Cultural appreciation includes an understanding that language and culture is integrally intertwined. Cultural appreciation is integrated throughout all aspects of the district's curriculum, professional training, instructional support and community outreach.

APPENDIX G: ELD Program Complaint Procedure

If a student and/or the student's parent/guardian is not satisfied with the ELD program services provided by the Lansing School District, a formal complaint can be submitted.

The following steps should be followed towards achieving a resolution:

- The parent/guardian should contact the Bilingual Education Department (phone, language lines or e-mail) to notify them of any issues.
- The Bilingual Education Department will facilitate and arrange a meeting (interpretation services can be requested) between the ESL/ELD teacher, ELD support staff and/or principal.
- If no resolution is found, administrative departmental staff (Directors, Deputy Superintendent of Special Populations etc.), will be notified and informed of the situation.
- Staff will further investigate, gather necessary information and respond to the complaint with a resolution.

APPENDIX H: Michigan Seal of Biliteracy Application Procedure

Lansing School District students that identify with at least one of the groups below, can submit documentation* to determine eligibility for the Seal of Biliteracy:

- Anishinaabemowin speaking students
- Bilingual students born outside of the United States
- Dual Immersion students
- Foreign Exchange students
- IB/AP World Language students

The Michigan Seal of Biliteracy is an award given in recognition of students who have studied and attained proficiency in English and one additional world language by high school graduation.

The Seal of Biliteracy encourages students to study world languages and also encourages students to embrace their native and heritage languages.

The Michigan Seal of Biliteracy will provide employers with a way to identify individuals with strong language and biliteracy skills. It may serve as an additional tool for colleges and universities to recognize applicants' language abilities for admission and placement.

The Michigan Seal of Biliteracy requires students to meet the following criteria:

meet all high school graduation requirements

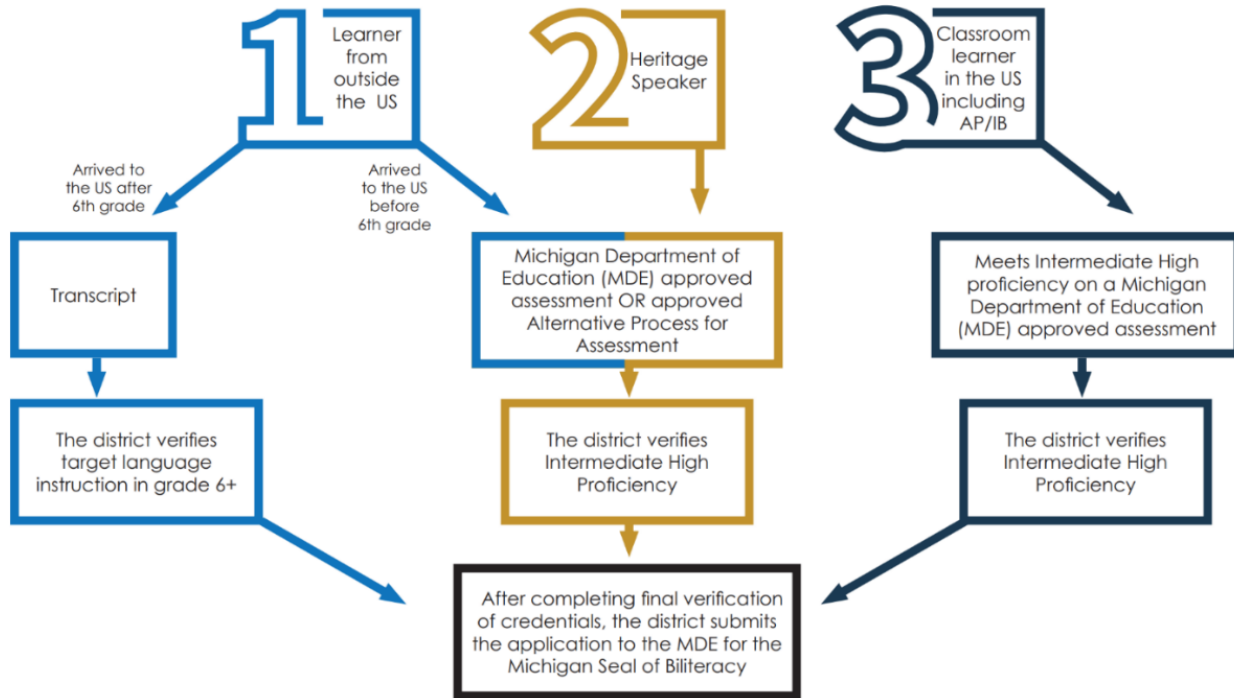
and

demonstrate intermediate high proficiency through transcripts or other acceptable documentation

or

demonstrate intermediate high proficiency on an approved world language assessment or commercial assessment (pending)

Seal of Biliteracy Pathways Flowchart



1. To initiate the process to apply, the [Seal of Biliteracy Eligibility Application](#) is required to be completed.
 - a) **Existing Lansing School District Students**
 - i. School staff or parents/guardians will assist with completing the Seal of Biliteracy Eligibility Application and upload records, report cards, or transcripts into the application and the documents section in Synergy. If records are in a language other than English, please contact Trisha Black to assist with the translation of the document.
 - ii. For guidance pertaining credit and grade equivalencies in countries outside the United States, please utilize the [NCAA Guide to International Academic Standards](#). If further assistance is needed, please contact the Bilingual Education Department.
 - b) **Newly Arrived Lansing School District Students**
 - i. The Bilingual Education Department will assist with completing the Seal of Biliteracy Eligibility Application and upload records, report cards, or transcripts into the application and Synergy during the Multilingual Learner Intake appointment.

Acceptable Documentation
<p>All documentation must demonstrate the student received one year of education in a language other than English, in 6th grade and above. Acceptable documentation includes:</p> <ul style="list-style-type: none"> • Certificates of completion • Documents of attendance • Report cards • Transcripts

2. The Bilingual Education Department will review applications and verify credentials to determine initial eligibility for the Seal. Documents will also be uploaded into Synergy for future reference.
3. In April of each year, The Bilingual Education Department will confirm graduating students with school counselors, records clerks, graduation specialists and other supporting staff apply, on the student's behalf, for Seal through the Michigan Department of Education.
4. Once the Michigan Department of Education receives and approves the application, The Bilingual Education Department will provide the Seal, award letter and graduation cord to the point contact staff member at each school to present to the student during the awards ceremony.

Questions can be directed to the Lansing School District Bilingual Education Department:

Trisha Black

trisha.black@lansingschools.net

517-755-4892

Marisol Garcia

marisol.garcia@lansingschools.net

517-755-2947

Additional Resources:

[MDE Seal of Biliteracy Web Page](#)

[Fast Facts for Higher Education](#)

[Seal of Biliteracy Poster](#)

[Seal of Biliteracy FAQ](#)

Please refer to [Michigan Seal of Biliteracy Guide \(pages 3-6\)](#).
Additional pathways to receive the Seal of Biliteracy are pending.

APPENDIX I: Welcoming New ML Students at the School Level

After completing an intake appointment at the Dr. Eva Evans Welcome Center, the Bilingual Education Department will notify the student's school staff (Principal, Counselor, ESL Staff and Specialized Bilingual Instructional Assistant) of their starting date and WIDA placement level. This allows ample time for staff to make accommodations to warmly welcome each student and provide necessary supports to start acclimating them to our educational system, policies, procedures, and routines.

All Schools:

- The Bilingual Assistant will greet the student at the main office.
- Discuss important school and district information
 - School calendar and bell times
 - School meals and options available (No pork policy unless marked and vegetarian options always available)
 - Attendance policy
 - General expectations and rules for student behavior within the building, for field trips and school/district events and disciplinary actions for not abiding by them
 - Student's identification badges and pass policy
 - Medication policy
 - Rules for the use of school property (textbooks, technology equipment, etc.)
 - Acceptable use of technology and personal electronics policies in the district
 - Dress code
 - Transportation (bus animal (k-8), CATA information, and rules)
 - Students' rights
- The Bilingual Assistant will introduce the student to their teacher(s) and to a speaker of his/her native language (staff member or peer)
- Make sure to always leave room for questions

Secondary:

- The counselor will work with the Bilingual Assistant to create a schedule making sure it is suited to meet the student's needs and graduation requirements. If the student has transcripts/records from previous enrollment in a school outside of the United States, equivalent credits should be granted and the Seal of Biliteracy Application Procedure should be followed (Appendix H). Credits needed, graduation policy and other procedures should clearly be explained to the student and family.
- The Bilingual Assistant will tour the building with the student show offices and facilities that the student may need (Main Office, Principal's Office, Clinic, Security Office, Counselor's Office, Gym, Classrooms, Library Media Center, Cafeteria, Restrooms, etc.) and show them how to use their locker.

Glossary

Bilingual Education Resource Specialist - provides ESL support services to MLs at low incidence schools. The Bilingual Education Resource Specialist must be highly qualified and demonstrate proficiency in listening, speaking, reading, writing and comprehension in English and an additional language

CALP (Cognitive Academic Language Proficiency) - 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)

Can Do Descriptors - the Can Do Descriptors highlight what language learners *can do* at various stages of language development as they engage in the following contexts:

Similar to the WIDA English Language Development Standards Statements, the Can Do Descriptors describe what learners can do with language across different content areas. Although the Can Do Descriptors relate to the MLD Standards Statements, they do not replace them but are used to supplement the standards statements during instruction

Co-Teaching - is defined as having a ELD teacher or ELD Instructional Coach assist in the instruction for content area classes whenever there is a significant population of MLs in the building

Cultural Broker - is a contracted member of the community who speaks a highly specialized language and assists with interpretation and translation needs for the district. Cultural Brokers facilitate communication between parents, staff, and community agencies and can frequently be found supporting school services like parent-teacher conferences, IEPs, school meetings, and specialized interventions with at-risk students

Ellevation - is a comprehensive ML program management platform that organizes all ML student data (assessment, demographics, schedules etc.), supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning for students

EL (English Learner) - a student who native language is a language other than English and it has been determined to have limited English proficiency AND currently cannot perform ordinary classroom work in English. The student receives instruction that is specifically designed to assist him/her both in learning English and in learning core area subject matter content. The Lansing School District formerly utilized the term EL, but has since transitioned to ML (Multilingual Learner)

“Historically, the language that federal, academic and research institutions have used to describe students who speak a language other than English at home has been deficit-based, meaning that it focuses on perceived gaps or deficits. For example, the term “limited English proficient (LEP)” is used to classify students who are in the process of learning English. The shift to “English learner” takes the semantic emphasis off limitations but still focuses on the

need to become proficient in English. Recently, however, educators increasingly are using “multilingual learner” to highlight that students are building proficiency in more than one language, which is a strength, not a deficit. This shift is an example of using more assets-based and person-centered language focusing on the strengths of individuals and placing responsibility for educational experience on the system rather than the person.” Julia Yankelowitz

ELD (English Language Development) - is an intensive academic development program focused on literacy, numeracy and acquiring the English Language for students who have large gaps in and/or little to no formal education in their native language. This mode of delivery also focuses on SEL and social interactions. Most students are Newly Arrived (SLIFE) who have not had access to schooling due to of civil war in their country of origin, geographic and socio-economic reasons etc.

ESL (English as a Second Language) - It is a structured language acquisition model designed to instruct a student in the English language (speaking, reading, writing, and comprehending) and core academic content. ESL instruction emphasizes learning English for both social and academic purposes. English is the language of instruction

ESL/ELD (English as a Second Language/English Language Development) Teacher - is required to be certified, endorsed, highly qualified and have specific training in ESL instruction. The ESL/ELD teacher may provide ESL instruction or support services (Push-In, Pull-Out or Clustered) to Multilingual Learner students and may provide consultative services to regular classroom teachers

ESSA (The Every Student Succeeds Act) - is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA). President Obama signed the Every Student Succeeds Act (ESSA) on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.

The previous version of the law, **the No Child Left Behind (NCLB) Act**, was enacted in 2002.

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.

- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods.

FML (Former Multilingual Learner) - means that a student was a Multilingual Learner (ML), but is now fully English proficient. The student understands, speaks, reads, and writes English, and possesses the thinking and reasoning skills needed to succeed in general academic classes at or above the student’s age or grade level. Student has been exited from ESL services due to scoring proficient on the Spring WIDA ACCESS.

HLS (Home Language Survey) - is a questionnaire given to parents/guardians that assists with identifying which students are potential MLs and who will require assessment of their English language proficiency (MLP) to determine whether they are eligible for language assistance services.

LAP (Language Assistance Program) - an instruction course into which an Multilingual Learner is placed for the purpose of developing and attaining English proficiency while meeting challenging state academic standards. The program may make instructional use of both English and the child’s native language to develop and attain English proficiency.

LTEL/LTML (Long Term English/Multilingual Learner) - A student who has been enrolled in U.S. schools for more than six years but continues to struggle academically due to limited English proficiency. Long-term English Learner (LTEL/LTML) is used legally to refer to students who have not yet met state-mandated English proficiency requirements to be reclassified as English proficient. WIDA explains the limitations of the term: “it makes the language these students bring and have learned invisible, and it problematizes the time it is taking these students to learn a particular version of English. Placing a time limit on students disregards the complexity of language use in schools, oversimplifies the process of developing multiple languages, and lets us, the school system, and educators, off the hook.”

ML (Multilingual Learner) - students who are developing proficiency in multiple languages. This includes students learning English as an additional language in school (often referred to as ‘English learners’ or ‘English language learners’). Multilingual Learners is an expansive term that encapsulates the varied linguistic backgrounds, abilities, learning stages and experiences of students in the education system. ML recognizes that students are developing multiple languages and that students’ proficiency in a language may vary across language dimensions (listening, speaking, reading, and writing)

ML (Multilingual Learner) Identification Codes

F1 - "Former" student has been exited from ESL services for one year or less and is not ML but monitored.

F2 - "Former" student has been exited from ESL services for two years and is not ML but monitored.

F3 - "Former" student has been exited from ESL services for three years+ and is not ML.

H - "Historical" student was incorrectly identified as speaking a language other than English, assessed with WIDA and qualified as a ML. It was determined, thereafter; the student was falsely identified and removed from ML status.

N - "Not ML" student has been assessed with WIDA Screener, scored at or above 5.0 on one or more of the four domains (proficient) and not eligible to be entered into ESL services.

P - "Pending" ML Eligibility (Potentially eligible kindergarten students who achieve 5.0 or higher on the WIDA Screener must be assessed using the reading and writing domains of the WIDA Screener prior to January 31. At that time, kindergarten students who score below 5.0 on the WIDA Screener reading or writing are identified as MLs)

R - "Returning" student is a FML and it has been determined (by assessment and other factors) that they should be re-entered into the MLD program for additional support services.

T - "Test" student needs to be assessed with the WIDA Screener to determine ML eligibility.

Y - "Yes" student has been assessed with the WIDA Screener, scored below 5.0 on one or more domains and is eligible to be entered into ESL services.

Newcomer/Newly Arrived - to any foreign-born students and their families who have recently arrived in the United States. Newcomer refers to the amount of time a student has been in the US and US schools. Some programs provide targeted services to Newcomers to provide them with background knowledge about how US schools work, as well as intensive English and academic content. Not all newcomer students are necessarily ML's, but many Newcomer students are also categorized as such.

Seal of Biliteracy - the Michigan Seal of Biliteracy is an award given in recognition of students who have studied and attained proficiency in English and one additional world language by high school graduation.

Specialized Bilingual Instructional Assistant - provides supplemental support services to MLs under the direct supervision of a certified/highly qualified teacher. The Specialized Bilingual Instructional Assistant must demonstrate proficiency in English and second language.

WIDA (World-Class Instructional Design and Assessment) - is an English language proficiency test given to ML students. It assists educators with programmatic placement decisions such as identification and placement of MLs. Test items are written from the model performance indicators of WIDA's five English Language Development (MLD) Standards: Social &

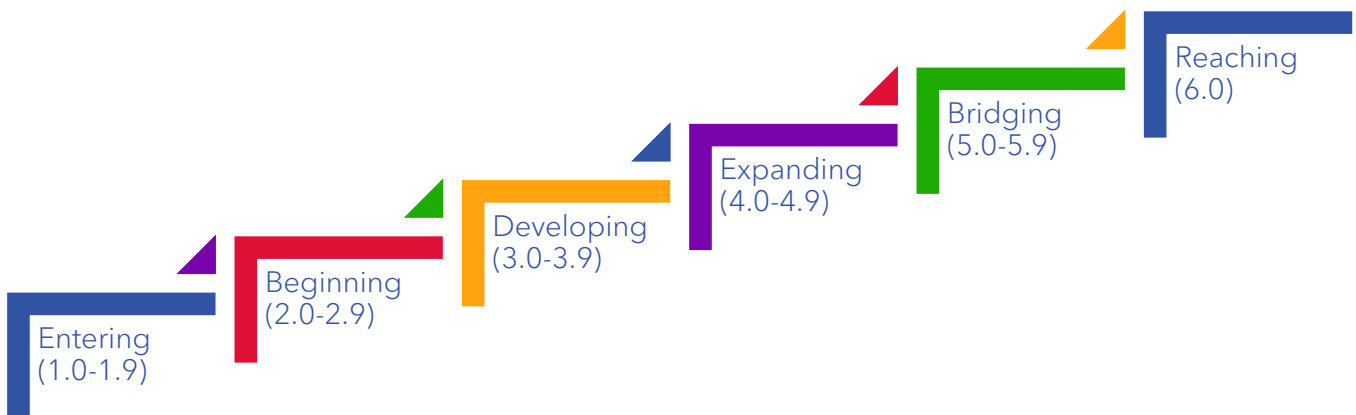
Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies.

Test forms are divided into five grade-level clusters and each form of the test assesses the four language domains: Listening, Speaking, Reading and Writing. WIDA's standards framework distinguishes five levels of language proficiency, which are defined by specific criteria: Entering, Emerging, Developing, Expanding and Bridging. Level 6 (Reaching) represents the end of the continuum rather than another level of language proficiency. In other words, level 6 represents language performance that meets all the criteria for level 5.

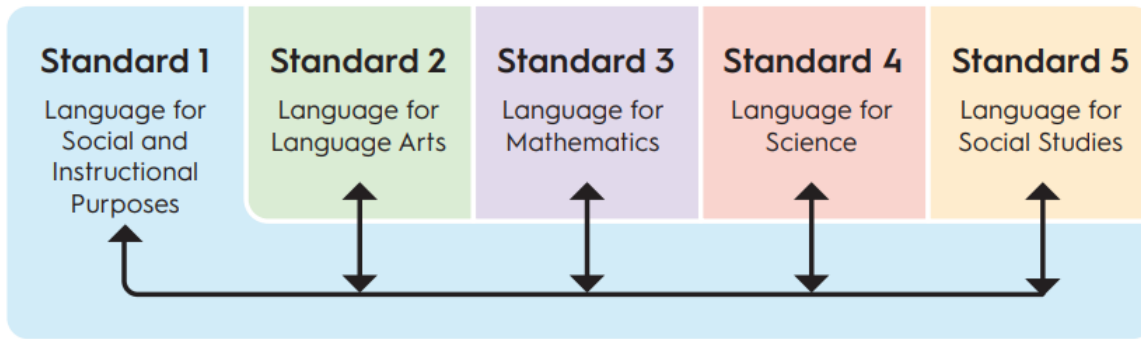
Each WIDA assessment is designed to be individually administered and adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his or her performance "ceiling."

1. WIDA Model for KG (KG Screener) - Assessment given to newly enrolled KG students who primarily utilize a language other than English or a language other than English is primarily spoken to them in the home, as reported on the Home Language Survey (HLS).
2. WIDA Screener (1st-12th grade) - Assessment given to newly enrolled students who primarily utilize a language other than English or a language other than English is primarily spoken to them in the home, as reported on the Home Language Survey (HLS).
3. ACCESS - Annual assessment given to all ML students.
4. Alternative ACCESS (for Special Education status MLs).

WIDA Proficiency Placement Levels



[WIDA Standards](#) - are framework that distinguishes five levels of language proficiency, which are defined by specific criteria: Entering, Emerging, Developing, Expanding, and Bridging. Level 6 (Reaching) represents the end of the continuum rather than another level of language proficiency.



- **English Language Development Standard 1:** English language learners communicate for Social and Instructional purposes within the school setting.
- **English Language Development Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
- **English Language Development Standard 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
- **English Language Development Standard 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.
- **English Language Development Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

WIDA Consortium - refers to a consortium of states with the purposes of advancing academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

References

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- Michigan Department of Education
 - [English Language Proficiency Standards for K-12 Schools](#)
 - [Multilingual Learner Program Entrance and Exit Protocol](#)
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- Stanford Research Institute
 - [A move towards multilingual: why this term is better than others \[for now\]](#)
- Tennessee Department of Education
 - [Retention Guidelines for Multilingual Learner Students](#)
- United States Department of Education
 - [Every Student Succeeds Act \(ESSA\)](#)
 - [Newcomer Tool Kit. Chapter 1: Who are Newcomers?](#)
- WIDA University of Wisconsin-Madison
 - [ACCESS for ELLs Interpretive Guide for Score Reports](#)
 - [Be\(com\)ing an LTEL: Challenging policies and practices in the education of long-term English learners](#)
 - [Can Do Descriptors](#)
 - [WIDA MLD Standards Framework Implementation Guide](#)

