

Title III Student Identification, Placement and Exit

Upon enrollment for Imlay City Schools, a home language survey will be completed for every student to determine if the student is to be screened for English Language proficiency. The results of the screen will be used to determine Limited English Proficiency. Students will only be exited when English Language Proficiency has been determined.

Upon Enrollment

Imlay City Schools will use the Michigan Department of Education Entrance and Exit Protocol for English Learner Programs handbook for guidance and compliance of all requirements. Families entering the district will complete the Home Language Survey questions. This survey will be retained in the student's CA60 and the results of the Home Language Survey, for all students ages 3-21, will be entered into PowerSchool under State/Province-MI under the LEP tab. The ESL teacher, after reviewing each Home Language Survey, will enter all data into PowerSchool. If "Yes" is indicated as the answer for one or more questions on the Home Language Survey, the student must be screened by trained and WIDA certified staff using the WIDA-ACCESS Placement Test (W-APT) or acquire the results of the previous year's Spring WIDA-ACCESS. The screening must take place 10 days after enrollment or 30 days from the first day of school. The results of the W-APT will be entered into PowerSchool and in the BAA. The Title III Director/Director of State and Federal Programs or other trained personnel, will search the Michigan Student Data System (MSDS) to determine prior LEP identification of newly enrolled students. This process will also apply to all Foreign Exchange students.

After W-APT

A letter with the results of the screener will be send home to parents by the trained WIDA-ACCESS or WIDA Alternate ACCESS certified staff member who completed the testing. Please note, permission is not needed to administer the screener. A student will qualify for EL services if he/she meets one or more of the protocols listed in the chart provided in the MDE Education Entrance and Exit Protocol for English Learner Programs handbook (pg. 9). If a student qualifies, he/she will be identified in PowerSchool and in MSDS.

After LEP Determination

Without 30 days of the start of the school year or two weeks of the W-APT, written notice of the identification and an offer of English Language Learner (ELL) services will be send home by the student's building administrator in English and in the home language of the student. The notification letter sent to parents will include the following information: 1) The reasons for identification and need for English as a second language services, 2) The student's level of English language proficiency on the WIDA to include how the student was assessed and their status of achievement, 3) The method or methods of instruction that will be used to increase language proficiency, 4) How the district's EL program will meet the student's needs and help the student learn English and meet State Standards, 5) The exit requirements of the program, 6) How the program meets the needs of an EL student with disabilities (if applicable), 7) Advising parents of the right to refuse service but with the understanding that their student is required by legislation to be assessed annually even if services have been denied, and 8) Directions for the parents on how to advise the district if services are being refused.

Families who wish not to enroll their children in programs of language support must notify the school of this service refusal in writing and must be maintained as documentation of the refusal in the student's CA60. This refusal of services may be included as part of the parent letter.

Each individual school will maintain a list of serviced students and the student's administrator, classroom teacher, (ELL) teacher, and any other staff working with the student will be notified of the student's LEP identification.

LEP Exit

ICS uses the MDE English Learner Program exit criteria (pg. 21). Each summer, after the administration of the annual WIDA-ACCESS or WIDA Alternate ACCESS (for LEP students with IEPs), the K-12 ESL teacher along with the Title III Director/Director of State and Federal Programs or designee, will review the results to determine student placement, student exit, and evaluation of the effectiveness of the alternative language program and supplemental services. All ELs must receive an overall composite proficiency level from the spring assessments in order to be considered for exit from EL services. MDE recommends that K-2 students not be exited for EL services until they demonstrate proficiency on the state standardized assessment and receive an overall composite proficiency from the WIDA-ACCESS. Students are not exited by the W-APT or the WIDA Alternate ACCESS. Preschool students are not considered for exit because they do not take the full spring WIDA (ACCESS for EL students with an IEP.)