



**PLYMOUTH-CANTON**

COMMUNITY SCHOOLS

**GLOBALLY FOCUSED. LOCALLY CONNECTED.**

**English Learners  
Title III  
Program Handbook**

LEARN. PREPARE. THRIVE.

# English Learners (EL) Title III Program Handbook

## Table of Contents

I.	Introduction .....	3
II.	Definition of English Learners (ELs).....	4
III.	Legal Responsibilities	
	A. Title I & Title III Requirements.....	5-6
	B. Federal Law .....	7
IV.	Procedures	
	A. Registration/Identification of ELs.....	8
	B. Initial Assessment of ELs.....	8
	C. Eligibility for EL/Title III Program Services .....	9
	D. Exiting from Title III/EL Program.....	9
	E. Monitoring FLEP Students .....	10
	F. Placement in EL/Title III Program .....	10-13
	G. Parent Notification .....	13-14
	H. ELLs who are Struggling Learners.....	14
	I. Student Folder Content and CA-60.....	14
V.	Staff	
	A. Role of EL Teachers .....	14-15
	B. Role of EL Paraprofessionals .....	15-16
	C. Role of Mainstream General Education Teacher.....	16
	D. Role of Instructional Support Staff .....	16-17
VI.	Parental Involvement	
	A. Parental Communications/Interpreter Services.....	17-18
	B. Parent Advisory Committee .....	18
	C. Code of Conduct.....	18
VII.	Personnel Practices	
	A. Posting.....	19
	B. Professional Development.....	19
VIII.	Program Evaluation.....	19

Appendices

## I. INTRODUCTION

### **Plymouth-Canton Community Schools Mission Statement**

Plymouth-Canton Community Schools will develop capable, involved citizens who recognize that they are citizens of the world, use critical thinking skills and are lifelong learners.

### **Plymouth-Canton Community Schools Vision Statement**

Plymouth-Canton Community Schools will deliver an innovative educational experience which propels each student to excellence.

The Plymouth-Canton Community Schools seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Learners (ELs) are provided instructional services through the district's English Learner (EL) Program which is designed to meet their unique needs.

Plymouth-Canton Community Schools has prepared this handbook of program policies and procedures to ensure that the English Learner/Title III Program is consistent throughout the district.

The information contained herein has been compiled using the following sources:

Jacqueline Moase-Burke  
Consultant, ESL /Bilingual Education, Oakland Schools

Michigan Department of Education  
Office of School Improvement  
Title III Handbook

## II. DEFINITION OF ENGLISH LEARNERS (ELs)

### NCLB Definition of a "Limited English Proficient" Student

A student who is Limited English Proficient (LEP) is described according to the federal government definition used in No Child Left Behind (NCLB). In Michigan, these students are referred to as English Learners (ELs). The federal government classifications follow.

An EL is a student age 3-21, who is enrolled (or about to enroll), in a U.S. elementary or secondary school and meets these two requirements:

1. Belongs to one of the following categories:
  - Was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;
  - Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where language other than English has had a significant impact in the individual's level of English language proficient; or
  - Is migratory, speaks a native language other than English, and comes from an environment where language other than English is dominant.
  
2. May be unable, because of difficulties in speaking, reading, writing, or understanding the English language, to:
  - Score at the proficient level on state assessments of academic achievement;
  - Learn successfully in classrooms that have language of instruction in English; or
  - Participate fully in society

For additional program definitions and definitions of terms you will encounter throughout this handbook, refer to **Appendix A**.

### **III. LEGAL RESPONSIBILITIES**

#### **A. Title I & Title III**

#### **PROGRAMS OF ENGLISH LEARNERS**

Title I, Section 1112

NCLB Title III, Sections 3113, 3212, 3213, 3247, 3302

English Learner provisions are included under Title I and Title III of NCLB. Title I outlines the state standards, assessment, annual yearly progress, and other accountability requirements for EL students. Title III provides funding to state and local education agencies that are obligated by NCLB to increase the English proficiency and core academic content knowledge of Limited English Proficient students (another term is English Learners or ELs, although NCLB uses the term “LEP” for Limited English Proficiency). Under this title, local school districts decide on the method of instruction to be used to teach EL students English, but requires that instructional programs to be scientifically proven to be effective.

State education agencies, school districts and schools must:

1. Ensure that EL students, including immigrant children and youth, develop English proficiency based on state expectations, and meet the same academic content and achievement standards that all children are expected to meet.
2. Provide parental notification as to why their child is in need of placement in a specialized language instruction program.
3. Administer reading assessments using tests written in English to any student who has attended school in the United States for three or more consecutive years, unless it is determined by the school district, on a case-by-case basis, that native-language tests will yield more accurate results.
4. Test at least 95% of those students identified as EL in reading/language arts and math, and by 2006 in science, required by all public school students in the state. The assessment should be designed to provide information on the proficiency of EL students to master English.
5. Assess in a language and a format most likely to elicit the above information and which would allow the state and local school district to make testing accommodations (such as developing an assessment in a student’s native language, providing translation help and/or conducting an oral test).
6. Report the tests scores of EL students as one of the subgroups to be disaggregated, and as part of the state, district and school test scores for all of the students.
7. Involve EL parents in the decision-making process of Title III programs and activities at both the state and local levels.

#### **WHAT YOU NEED TO KNOW**

Title III funds are to be used to provide language instruction educational programs — defined as courses in which EL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child’s native language to enable the child to develop and attain English proficiency, but school districts are required to “use approaches and methodologies

based on scientifically-based research.” Each school or district using Title III funds must implement an effective means of outreach to parents of EL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.

**Title III Schools and School Districts Must:**

- Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators, and parents, and others in developing their Title III plan.
- Inform parents of a child identified for participation in a Title III program within 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child's placement in such a program.
- Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents, and in a method that is effective.

**Title III Funds May Be Used for the Following School District and/or School Activities:**

- Staff training and professional development
- Curriculum development
- Remedial tutoring, tutorials, and/or youth counseling
- Parent Involvement

**What Academic Information Does Your School District Have to Track About Their EL Students? Plymouth-Canton Community Schools must:**

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

**Assessments Required of EL Students:**

1. All EL students must be included in the state assessment required of all students. Inclusion in this assessment must begin immediately when the student enrolls in school, and no exemptions are permitted on the basis of English proficiency.
2. Districts must annually assess EL students on their English language proficiency to determine how proficient they are in listening, speaking, reading and writing, and this proficiency data must be sent to the state for compilation (WIDA). Each state is required to set annual measurable objectives for school districts in moving EL students toward English proficiency (AMAO's).

## **B. Federal Law**

There exists a substantial body of Federal law which establishes the rights of the LEP students and which define the legal responsibilities of school districts serving these students. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

### **1868 Constitution of the United States, Fourteenth Amendment**

“... No State shall ... deny to any person within its jurisdiction the equal protection of the laws.”

### **1964 Title VI of the Civil Rights Act of 1964**

“No person in the United States shall, on the ground of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.”

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:

### **1974 Lau v. Nichols**

The U.S. Supreme Court ruled that a school district's failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district's educational program in violation of Title VI of Civil Rights Act of 1964; the Court further noted that equality of opportunity is not provided by giving the LEP student the same facilities, text books, teachers, and curriculum which non-LEP students receive.

### **1982 Plyler v. Doe**

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

## IV. PROCEDURES

The following procedures are established for Plymouth-Canton Community Schools to meet the requirements of Title I and Title III.

### A. Registration/Identification Using Home Language Survey

Refer to the flowchart in **Appendix B** for an overview of the assessment and placement process for EL students. The Home Language Survey approved by the Michigan Department of Education (**Appendix C**) is included in the Plymouth-Canton Community Schools registration form. It is to be completed at the time of registration. The office personnel responsible for registration will ensure that a home language survey is completed for **all** students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary or home language other than English on the Home Language Survey, and is therefore potentially eligible for EL services, **the office personnel responsible for registration will:**

1. Enter the home and primary languages indicated on the Home Language Survey section of the registration form into MiStar. MiStar is a student data system used district-wide.
2. File the registration form in the student's CA-60 file at the school building.
3. Notify the ELL office of a potential EL student.

The EL Office secretary will notify the EL staff member in the building of attendance of the arrival of a potential EL.

### B. Initial Assessment for Program Eligibility

Within ten (10) school days of enrollment, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for Title III/EL program services. Assessments assess a student's language skills in listening, speaking, reading, writing, and comprehending English using the *WIDA-ACCESS Placement Test (W-APT)*.



## WIDA & Level of Proficiency

The following chart may assist you to determine the level of the student's proficiency and the student's placement into grade level or courses with appropriate EL and academic support. The WIDA Score or W-APT Score (Screener) shows level of proficiency correlated to the Michigan English Language Proficiency Standards Levels 1-5 (**Appendix D**).

WIDA Score	W-APT Score (Screener)	Proficiency Levels ELP Standards	Academic Criteria
Entering	1	1	
Beginning	2	2	
Developing	3	3	
Emerging	4	4	NWEA P-SAT SAT Gates-McGinitie Writing Sample
Bridging	5	5	NWEA P-SAT SAT Gates-MacGinitie Writing Sample
Reaching	6	6	NWEA P-SAT SAT Gates-MacGinitie Writing Sample

### C. Eligibility for Title III/EL Program Services

A student who scores Entering, Emerging, Developing, Bridging, or Reaching is eligible for EL/Title III program support. Students scoring Bridging or Reaching continue to be eligible to receive EL/Title III support services, if he or she is not performing at proficient levels using the academic criteria set forth in the chart above.

### D. Exiting from Title III/EL Program Services

A student who scores a minimum 4.5 in each domain of the WIDA (Listening, Speaking, Writing, and Reading) and a composite score of 5.0 on the WIDA **and** meets the criteria of additional standardized and curriculum-based assessments identified by the district may be exited from the EL/Title III program and will be monitored for two (2) years. This student is also exited from the program in the SRSD and considered FLEP (Formerly Limited English Proficient) for two years. Criteria used to exit a student will be placed in the student's CA 60 folder. High school EL students will be placed in sheltered instruction core content classes. A high school EL student will not be placed in general education, core content classes until s/he scores Bridging or Reaching and/or meets the criteria of additional standardized and curriculum-based assessments identified by the district.

## **E. Monitoring Formerly Limited English Proficient Students (FLEP)**

FLEP students are monitored for two years after exiting the EL program. An EL staff member is designated to monitor the student's progress. The designated EL staff member assesses the student's progress quarterly through the review of report card grades, attendance, and standardized test scores. Other information such as formal or informal assessments and/or teacher input will also be applied. Students who receive a grade lower than a C in core academic classes will be reviewed by the designated EL staff member.

If, during the monitoring period, it appears that the student is not succeeding in the regular education program, the instructional support team, along with the EL support teacher will meet to determine if further assessment of the student is warranted, if the student will be reentered into the EL/Title III program, or if other services are appropriate.

A record of the monitoring as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 file. A copy will be sent to the EL office.

## **F. Placement in Title III/EL Program**

Plymouth-Canton Community Schools provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently.

**The School District's EL/Title III program** provides language and academic content support to ELLs which include, but are not limited to:

- English Learner Class Instruction
- English Learner Class Instruction (middle school 250 min. per week)
- Content Tutorial: (EL) Instructional Coach
- Reading Support (elementary level): Interventionist's programs, EL Teacher/EL Paraprofessional
- Writing Support (elementary level): Interventionist support, push in/small group by an EL Teacher/EL Paraprofessional
- Test Support: EL Teacher/EL Paraprofessional, Elementary Interventionist
- Push-In Support Services in Content Area (EL Paraprofessionals)
- Peer Writing Center (high school level)
- EL Seminar: Content area assistance (high school level)
- Assisted Learning (high school level)
- Sheltered instruction in core content classes (high school)

The next two pages provide a description of the EL instructional program by level of language proficiency and grade level of instruction.

## **EL Instructional Program Description**

### **ENTERING/ Level 1:**

Eligibility criteria: WIDA score of a 1.0 – 1.9

#### Elementary (Grades K-5):

- Push-in support services in a content area by an EL paraprofessionals (60 -90min per day)
- Test support
- Push in support services in content area
- Rosetta Stone available for independent practice

#### Middle School (Grades 6-8):

- English as a Second Language instruction daily by an EL certified instructor (94 min.)
- Academic support by a learning consultant as scheduled
- Test Support
- Rosetta Stone available for independent practice

#### High School (Grades 9-12):

- English Language Learner class instruction by an EL certified instructor
- Test Support
- EL Seminar: content area assistance (high school level)
- Rosetta Stone available for independent practice

### **EMERGING/Level 2:**

Eligibility criteria: WIDA score of a 2.0 – 2.9

#### Elementary (Grades K-5):

- Push-in support services in a content area by an EL paraprofessional (60 -90min per day)
- Test support
- Push in support services in content area
- Rosetta Stone available for independent practice

#### Middle School (Grades 6-8):

- English Learner instruction daily by an EL certified instructor (at least 50 minutes per day)
- Test Support
- Rosetta Stone available for independent practice

#### High School (Grades 9-12):

- English Language Learner class instruction by an EL certified instructor (at least 50 minutes per day)
- Test Support
- EL Seminar: content area assistance (high school level)
- Rosetta Stone available for independent practice
- Sheltered Instruction in Core Content Classes

### **DEVELOPING/ Level 3:**

Eligibility criteria: WIDA score of a 3.0 – 3.9

Elementary (Grades K-5):

- Push-in support services in a content area by an EL paraprofessional (60 -90min per week)
- Test support
- Push in support services in content area

Middle School (Grades 6-8):

- English Learner instruction daily by an EL certified instructor (at least 50 minutes per day)
- Test Support

High School (Grades 9-12):

- English Language class instruction by an EL certified instructor (at least 50 minutes per day)
- Test Support
- EL Seminar: Content area assistance (high school level)
- Peer Writing Center: High School Level
- Sheltered Instruction in Core Content Classes

### **EXPANDING/Level 4:**

Eligibility criteria: WIDA score of a 4.0 – 4.5

Elementary (Grades K-5):

- English Learner instruction by an EL paraprofessional, (60-90 minutes per week), as needed
- Paraprofessional support content areas, as needed

Middle School (Grades 6-8):

- English Learner instruction daily by an EL certified instructor, if needed

High School (Grades 9-12):

- English Learner instruction daily by an EL certified instructor, if needed
- Peer Writing Center: High School Level
- Sheltered Instruction in Core Content Classes

### **BRIDGING/Level 5:**

Eligibility criteria: WIDA score of a 4.5 – 5.9

Students who score at the Bridging level on the WIDA and demonstrate proficiency on the criteria listed above are exited from the EL program and considered FLEP.

### **REACHING/Level 6:**

Eligibility criteria: WIDA score of a 6.0 – 6.9

Students who score at the Reaching level on the WIDA and demonstrate proficiency on the criteria listed above are exited from the EL program and considered FLEP.

### **Special Needs Students**

The EL department works closely with the Special Education department to meet the needs of EL students with special needs. This process begins at the building level with the Multi-Tier System of Support (MTSS) process. The lead EL Coach will participate in all Response to Intervention (RTI) meetings regarding EL students. The RTI team and the EL Coach will determine appropriate classroom support and/or interventions needed to increase student achievement. Parents of EL students with special needs will be notified in writing of the planned support and/or interventions. (See sample in **Appendix F**).

Refer to **Appendix E** for additional guidelines on instruction of and interaction with EL students.

### **G. Parental Notification (*Appendix F*)**

**Plymouth-Canton Community Schools must inform parents of English Learners (ELs) identified for participation in the district's EL/Title III program:**

- No later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- Within the first two weeks (10 school days) of attendance for children who have not been identified as English Learners (ELs) prior to the beginning of the school year.

Parent Notification letters are available in the following languages: Albanian, Arabic, Gujarati, Spanish and Urdu.

### **Title III School Districts Must Inform Parents of:**

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

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

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

### **H. ELs who are Struggling Learners**

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

### **I. Student Folder Contents and CA-60**

Each EL student will have a folder maintained by the EL Office and/or secretary (elementary level) or the student's counselor (secondary level) at the building. The folder will contain:

- Home language survey (**Appendix A**)
- Parent notification letter (**Appendix F**)
- Sample of student's schedule for ELL services
- WIDA results
- Monitoring records
- Record of placement decisions (description of program for individual student, including type and amount of alternative program services)

## **V. STAFF Roles**

### **A. English Learner (EL) Teachers**

The EL teacher is certified in his/her teaching area and will possess an EL endorsement. The EL teacher has primary responsibility for providing English language instruction to the EL student. The EL teacher also shares the responsibility with mainstream general education teachers for ensuring that the EL receives content instruction while learning English.

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

### **The EL Teacher:**

- Provides content instruction and language development;
- Assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom;
- Meets with the mainstream teacher(s) to determine the academic needs of LEP students enrolled in their classes;
- Teaches basic survival skills to the most limited English proficient students;
- Assists general education staff in understanding about the culture and language of the EL and the family;
- Provides the mainstream teacher(s) with the cultural and linguistic background of the language minority students in the class;
- Works collaboratively with staff to support core content instruction;
- Identifies, assesses, teaches, and counsels each EL;
- Attends staff development to ensure the students receive current and valid educational methodology;
- Provides staff development on English language instruction and cultural awareness at staff meetings.

The EL teacher plays an essential role in the instruction of LEP students. The EL teacher, with a translator when needed, also serves as a liaison with the parents/guardians of LEP students, their community, and the school. This EL expertise is valuable to Plymouth-Canton Community Schools because it provides a bridge between parents and school. EL staff assists during enrollment when language is a barrier to gaining accurate vital information. They contact parents in writing or by phone to announce important school events, schedule parent-teacher meetings, share student successes and challenges, ask for advice and support when disciplinary problems arise, and ask for parent volunteers for school activities

### **B. Role of EL Paraprofessional**

The EL Paraprofessional supports and reinforces the English language acquisition and content instruction provided by mainstream teachers.

#### **The K-5 EL Paraprofessional:**

- Assists EL teachers and mainstream teachers in providing content instruction and language development;
- Meets regularly with EL teachers and mainstream teachers to determine the academic needs of ELs enrolled in their classes;
- Assists teaching basic survival skills to the most limited English proficient students;
- Informs general education staff about culture and language of the ELs and their families;
- Provides mainstream teachers with cultural and linguistic background of the language minority students in their classes;

- Provides input to staff regarding curriculum development;
- Assists in identification, assessment, teaching, and counseling each EL;
- Assists in providing staff development and cultural awareness.

### **C. Role of Mainstream General Education Teacher**

The mainstream teacher into whose class the student is enrolled has primary responsibility for the instruction of the EL. The student spends a significant part of the day in the mainstream classroom with this teacher and classmates. Because of this, the mainstream teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The mainstream teacher does not accomplish this alone.

#### **The mainstream teacher, with input by the EL staff, will determine**

- What should be taught;
- How the mainstream class content should be supported by EL staff;
- What the essential concepts in the lessons are;
- How lessons should be modified;
- How to modify assessment;
- How to assess achievement.

#### **In addition, the mainstream teacher:**

- Is a full partner with the EL staff in educating ELs in his/her class;
- Demonstrates sensitivity and awareness of cultural and linguistic differences;
- Individualizes instruction to meet the needs of each student;
- Uses visuals/hands-on activities to facilitate learning;
- Provides materials and information to the EL staff that support the mainstream instruction;
- Helps language minority students make friends and be part of the social interaction in the classroom
- Promotes intercultural discussion;
- Suggests the type of help the EL needs to be successful in his/her class to the EL teacher;
- Participates in reclassification of ELs.

### **D. Role of Instructional Support Staff**

Instructional Support staff members are essential for the success of LEP students in elementary, middle, and high schools in Plymouth-Canton Community Schools. Counselors, social workers and curriculum support personnel are a very new phenomena for many ELs and their families. The role of the instructional support staff needs to be explained to EL/bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

#### **Support Staff for EL students:**

- Work in conjunction with the EL and mainstream staff to provide appropriate scheduling of students;
- Need to develop an awareness of the culture and language abilities of language minority students;



- Provide social and academic guidance to help EL students become familiar with school culture and academic opportunities;
- Have current language proficiency assessment accessible;
- Provide academic information to parents/guardians.

### **E. Role of Other District Staff**

Please see (*Appendix G*) for additional information concerning: The EL support teacher, principals, counselors, district paraprofessionals, and the instructional support team.

## **VI. PARENTAL COMMUNICATION**

### **A. Parental Communication/Interpreter Services**

Parents of limited English proficient students will receive readily understood notices of school programs and activities impacting their child's education. Plymouth-Canton Community Schools has established relationships with accredited translators and interpreters to provide services as needed. Building principals are able to contact translators as needed. (*Appendix H*).

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

#### **Prior to the Meeting**

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

children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

### **During the Meeting**

1. Show respect to parents by addressing them directly and allowing the interpreter to simply interpret your words. Sit so that you speak directly to the parents rather than to the interpreter. Often, it works well to place the interpreter to your side rather than between you and the parent.
2. Speak at a normal rate and volume.
3. Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.
4. Stop periodically and ask if there are any questions.
5. Support your statements with examples of student work that parents can take with them and examine further.
6. Do whatever you can to encourage parents' further school visits and participation in school activities.

### **Following the Meeting**

1. Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter.
2. Make a record of significant information discussed. It is helpful to do this in both languages so that parents could have easy access to information. Consider sending a follow-up letter in the language of the parent.

## **B. EL Parent Advisory Committee**

The EL Parent Advisory Committee will consist of parents of EL students from each level (elementary, middle school and high school), teachers, EL coach, and the EL Program Director. The purpose of the EL Parent Advisory Committee is to develop rapport and solicit questions and suggestions regarding student progress in our schools.

## **C. Code of Conduct**

The Code of Conduct will be translated into the major languages and distributed to parents of ELs. This will assure that students and parents are informed in their first language.

## **VII. PERSONNEL PRACTICES**

### **A. Postings**

The District will, when seeking new applicants for all content area positions, actively recruit those people speaking the language of our student population. This is recommended for all vacancies, not just EL positions.

The District will encourage the designation of EL staff members as a distinct category. This will provide trained personnel and consistent instruction. Presently, the paraprofessionals are highly trained with specific skills to meet the needs of ELs.

### **B. Professional Development / In-Service**

All staff development opportunities are coordinated with the school improvement plans of the schools and are based on input from teachers, paraprofessionals, and administrators. The goal of staff development is increased awareness of best practices, updated information on culture, language, and teaching, and refinement of instructional practices for the classroom. With this focus on educating the language minority students, all PCCS teachers and paraprofessionals will raise the language proficiency and cognitive academic competency of all PCCS students.

## **IX. PROGRAM EVALUATION**

The District School Improvement Team will meet to assess student progress using standardized test scores. They will also assess the program's effectiveness, resources and staff needs. This committee will make any necessary program recommendations to the Superintendent, Assistant Superintendent for Teaching and Learning, and the Board of Education. Monitoring data such as district-wide test results, dropout and retention rates, and grades will be included in the periodic program evaluation.

## **Title III/ELL Handbook**

### **Contents of Appendices**

Appendix A	Definitions Handbook reference page(s): 4
Appendix B	ELL Program Flowchart Handbook reference page(s): 8
Appendix C	Home Language Survey Handbook reference page(s): 8, 14
Appendix D	Descriptions of English Language Proficiency Levels Handbook reference page(s): 9
Appendix E	Additional Instructional/Interaction Guidelines Handbook reference page(s): 13
Appendix F	Parental Notification Samples Handbook reference page(s): 13, 14
Appendix G	Additional Staff Responsibilities Handbook reference page(s): 17
Appendix H	Interpretation/Translation Resources Handbook reference page(s): 17

### Definitions

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

#### **Bilingual Instruction**

Bilingual instruction is defined as instruction in curricular content areas, including instruction in English language skills (listening, speaking, reading, writing, and comprehension), through a combination of a student's native language and English language.

#### **Bilingual Paraprofessional**

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

#### **Bilingual Program**

Bilingual programs use a student's native language, in addition to English, for instruction by bilingual staff.

#### **Bilingual Teacher**

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

#### **CA-60 File**

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

#### **CALP**

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

#### **Co-Teaching**

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

#### **ELLs (English Language Learners)**

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

#### **ELPA**

The English language Proficiency Assessment (ELPA) is the annual assessment that measures English language proficiency in listening, speaking, reading, writing and comprehension for ELL in Michigan. It is administered in the spring. We no longer administer this assessment.

### ***ELPA Screener***

The English Language Proficiency Assessment Screener (ELPA Screener) is a short version of the ELPA used to measure English language proficiency in listening, speaking, reading, writing and comprehension for ELL in Michigan for newly arrived students in a school district. It is administered after the ELPA window from May through mid-March. We no longer administer this screener.

### ***ELL Programs***

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

### ***ELL Class Period***

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

### ***ELL Instruction***

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

### ***ELL Student File***

This file is kept by the ELL teacher at the building of enrollment. It contains a copy of the district registration, assessment data, and family information.

### ***ELL Teacher***

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

### ***FLEP Students***

Formerly Limited English Proficient (FLEP) student has been exited from ELL/ Title III program because: The student has scored proficient on the ELPA, ELPA Screener and multiple district assessments.

### ***Inclusion***

An ELL is placed in general education and may receive tutorial support or receive service through a team approach.

### ***Content-based Language Development Programs***

Content-based Language Development programs group ELLs from different languages together in classes where teachers use English as the medium for providing content area instruction. Teachers modify classroom language to the proficiency level of the students.

### ***NCLB Title III***

Title III is an entitlement program under No Child Left Behind Act of 2001. The purpose of Title III, Part A, is to help ensure that children and youth who are limited English proficient, Native American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging academic standards that all children are expected to meet. Title III funds are directed to states and eligible local districts or consortia through a formula grant allocation to:

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

## Appendix A

- Demonstrated improvement in the English proficiency of limited English proficient children each fiscal year; and
- Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2).

### ***WIDA (World-class Instructional Design and Assessment)***

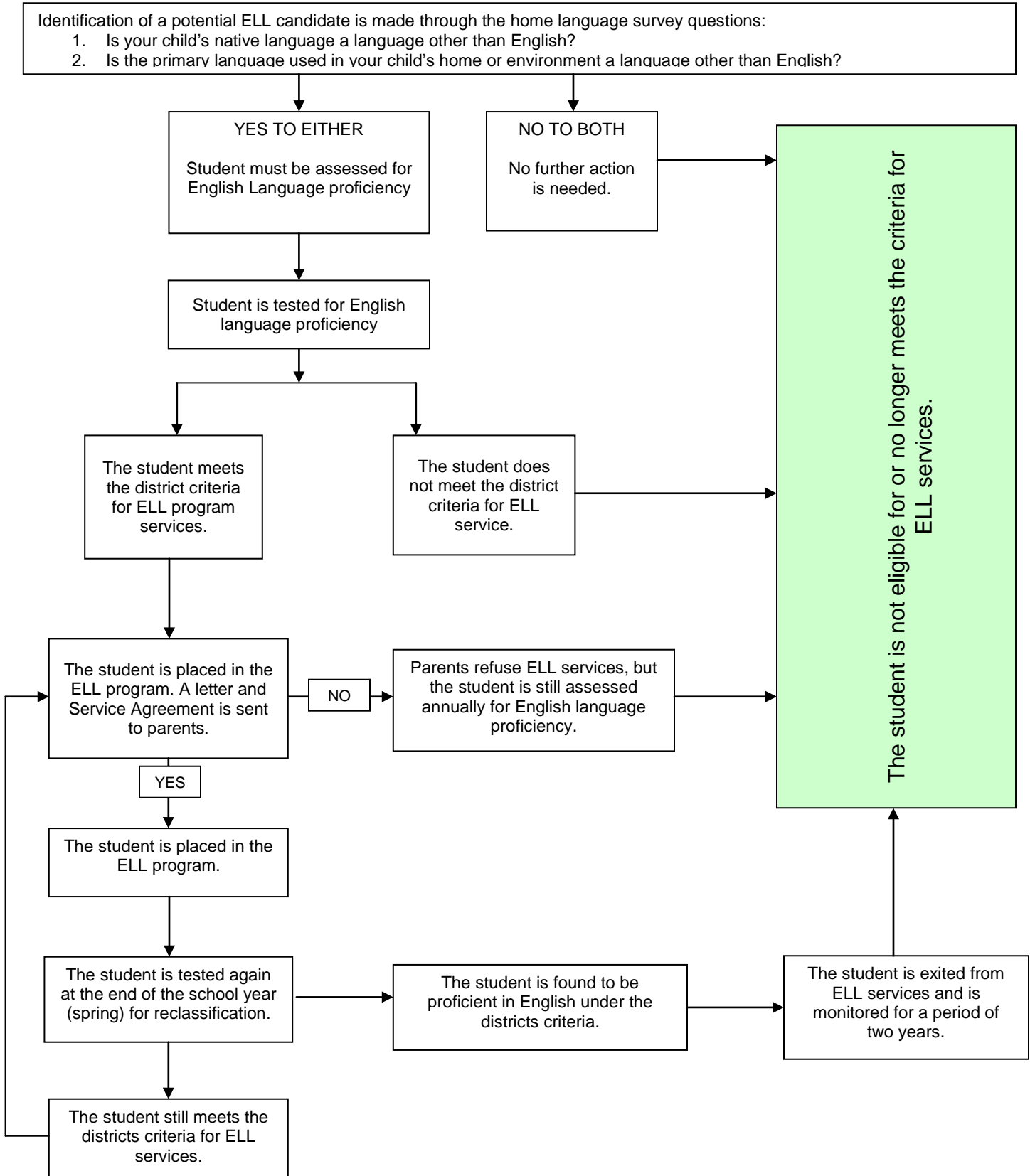
WIDA is the annual assessment that measures English language proficiency in listening, speaking, reading, and writing for English Learners in Michigan. It is administered in the early spring to all identified English Learner students, including those students who decline support services.

### ***W-APT***

WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs.

# Appendix B

## ELL Program Flowchart





## Appendix C

### Home Language Survey Questions

The following questions are included on Plymouth Canton Community School's Student Enrollment Form and are used to determine whether a student will be screened for the ELL Program eligibility:

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

Other information needed for state and district information:

1. Birthplace: city and country
2. Child's date of entry into the United States
3. Date the student first enrolled in a United States school

## Appendix D

### Descriptions of English Language Proficiency Levels

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

Federal NCLB Categories of English Proficiency	Michigan English Proficiency Levels	Description of English Language Learners (ELLs)
BASIC (B)	Level 1A	<p><b>Students with limited formal schooling</b>            Level 1A 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 ELL beginning students at Level 1B. Level 1A students lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p><b>Recently arrived student</b> (less than 30 days) These students have not been assessed with the Michigan English Language Proficiency Test or other tests used for placement.</p>
	Level 1B	<p><b>Beginning (Pre-production and early production)</b>            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.</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.</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>

**Appendix D (cont.)**

Federal NCLB Categories of English Proficiency	Michigan English Proficiency Levels	Description of English Language Learners (ELLs)
<p><b>LOW INTERMEDIATE (LI)</b></p>	<p><b>Level 2</b></p>	<p><b>Early Intermediate (Speech emergent)</b>            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.</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 have to guess at 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 student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p>
<p><b>HIGH INTERMEDIATE (HI)</b></p>	<p><b>Level 3</b></p>	<p><b>Intermediate</b>            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.</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>

**Appendix D (cont.)**

<b>Federal NCLB Categories of English Proficiency</b>	<b>Michigan English Proficiency Levels</b>	<b>Description of English Language Learners (ELLs)</b>
<b>PROFICIENT (P)</b>	<b>Level 4</b>	<p><b>Transitional Intermediate</b> 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.</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 structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems.</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>
<b>ADVANCED PROFICIENCY (AP)</b>	<b>Level 5</b>	<p><b>Monitored (Advanced Proficiency)</b> Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (English Language Proficiency Test - ELPT). 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>

### Additional Guidelines for the Instruction of and Interaction with ELL Students

- Most students should be placed in an age-appropriate classroom. Even if the student has not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions may include students who have not attended school for more than a year.
- A student should be placed in classrooms that utilize the most interactive methods of teaching. English Language Learners (ELLs) need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lecture, memorization, and worksheets may be least appropriate for second language learners.
- Para-educators or instructional assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, para-educators or instructional assistants have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.
- Previous schooling is considered. The academic background of students varies greatly. Some students may have studied advanced algebra while others may never have attended school.
- All students need time to learn how to interact in an American school setting. Consideration is given to having the ELL staff explicitly teach about the culture and language of schools.
- Initial placement decisions for the middle and high school student should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While a student is often placed in physical education, art, and music classes, when taught appropriately with the support of ELL teachers or tutors, other content area classes such as science and math may be crucial to maintaining student's interest in school.
- Consideration is given to alternative means of assessment for the LEP student. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of student's progress over time. The placement team recognizes that every test is a language test; the student may understand content but be unable to decipher a multiple-choice test. Finally, the team assists teachers in inventing ways of allowing the student to demonstrate what they have learned without using complex English.
- The placement team encourage the LEP student's involvement in extra-curricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir. The LEP student needs to be invited to participate.

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

## Appendix F

New-to-District EL Student Letter



**PLYMOUTH-CANTON**  
COMMUNITY SCHOOLS  
GLOBALLY FOCUSED. LOCALLY CONNECTED.

Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Parent(s)/Guardian(s) of (insert name):

Welcome to Plymouth-Canton Community Schools! We are very excited to offer support for our identified English Learner (EL) students.

**Students in grades K-5** receive additional support from an EL paraprofessional who pushes into the general education classroom to support students on class assignments and tasks. The Michigan Department of Education recommends all English Learner students in grades kindergarten and first receive English Learner support at his/her school.

**Students in grades 6 – 8** may receive support in the following manner:

- A minimum of one period daily in an EL course taught by an EL endorsed teacher
- Individual and small group learning experiences
- Development of reading, writing, listening and speaking skills in English

**Students in grades 9 – 12** may receive support in the following manner:

- A minimum of one period daily in an EL course taught by an EL endorsed teacher
- Individual and small group learning experiences
- Development of reading, writing, listening and speaking skills in English
- Sheltered courses in selected ELA, Math, Science and Social Studies

These services are **FREE** of charge and take place during the regular school day.

Enclosed you will find a service agreement. Please take a moment to complete and return the service agreement using one of the methods at the bottom of the form. If you do not return the form, your student will automatically receive EL support.

Please do not hesitate to contact the English Learners' office with any questions or concerns at (734)416-4908.

Sincerely,

Kimberly May, Ed.S  
Director of State & Federal Programs

LEARN. PREPARE. THRIVE.

## Appendix F

W-APT Results Letter – No Services Required

Available in translations for: Albanian, Arabic, Gujarati, Spanish, Urdu



Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

Date: September 14, 2015

Parent(s)/Guardian(s):

Your child was assessed using the W-APT. W-APT stands for the WIDA-ACCESS Placement Test, and is an English language proficiency "screener" given to incoming students who may be designated as English Learners **(ELs)**. It assists educators with program placement decisions such as identification and placement of ELs.

Your child scored at the Bridging/Reaching Level. Based on these results, he/she will not require English language support.

If you have any questions or concerns, please contact the English Learners Office at (734) 416-4908.

Sincerely,

Kimberly May  
Director, State and Federal Programs

## Appendix F

W-APT Results Letter – Elementary

Available in translations for: Albanian, Arabic, Gujarati, Spanish, Urdu



Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Parent(s)/Guardian(s):

Your child was recently assessed using the W-APT. W-APT stands for the WIDA-ACCESS Placement Test, and is an English language proficiency "screener" given to incoming students who may be designated as an English Learners (EL). It assists educators with program placement decisions such as identification and placement of EL students. A copy of your child's test results is enclosed.

Eligibility for service is based on the W-APT test results along with grades, grade-level assessments and statewide assessments. At the elementary school level, support will:

- Include thirty minutes or more per week of push in support
- Include both individual and small group experiences
- Build listening, speaking, reading and writing skills in English
- Be planned with your child's classroom teacher

These services are **FREE** of charge and take place during the regular school day within the classroom setting.

Please fill out the enclosed Service Agreement and return it to our office using one of the methods at the bottom of the form. If you do not return the form, your student will be placed in the EL program.

Federal law requires EL students to be tested at least once a year to measure language growth and help us determine when each student is ready to exit the English Learners program. We will keep you informed throughout this process.

If you have any questions, you may contact the EL Office at (734) 416-4908.

Sincerely,

Kimberly May, Ed.S  
Director of State & Federal Programs



## Appendix F

W-APT Results Letter – Elementary Student with an IEP



**PLYMOUTH-CANTON**  
COMMUNITY SCHOOLS

GLOBALLY FOCUSED. LOCALLY CONNECTED.

Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

To the Parents of **(insert student's name)**:

Your child was recently assessed using the W-APT. W-APT stands for the WIDA-ACCESS Placement Test, and is an English language proficiency "screener" given to incoming students who may be designated as an English Learners (EL). It assists educators with program placement decisions such as identification and placement of EL students. A copy of your child's test results is enclosed.

Based on this assessment, **(insert student's first name)** is eligible to receive academic support services in a special English Learners (LL) program. The EL support will not replace the Special Services support your child currently receives. EL support will be coordinated with **(insert student's first name)**'s teacher and the Special Education staff.

At the elementary level, support will:

- Include thirty minutes or more per week of push in support
- Include both individual as well as small group experiences
- Build listening, speaking, reading and writing skills in English
- Be planned with your child's classroom teacher

These services are **FREE** of charge and take place during the regular school day within the classroom setting.

Please fill out the enclosed Service Agreement and return it to our office using one of the methods at the bottom of the form. If you do not return the form, your student will be placed in the EL program.

Federal law requires EL students to be tested at least once a year to measure language growth and help us determine when each student is ready to exit the English Learners program. We will keep you informed throughout this process.

If you have any questions, you may contact the EL Office at (734) 416-4908.

Sincerely,

Kimberly May, Ed.S  
Director of State & Federal Programs

LEARN. PREPARE. THRIVE.

## Appendix F

W-APT Results Letter – Kindergarten

Available in translations for: Albanian, Arabic, Gujarati, Spanish, Urdu



Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Parent(s)/Guardian(s) of (insert name):

Your child was assessed using the W-APT. W-APT stands for the WIDA-ACCESS Placement Test, and is an English language proficiency "screener" given to incoming students who may be designated as English Learners (ELs). It assists educators with program placement decisions such as identification and placement of ELs.

Your child scored at the **Exceptional** Level with a score of **0** out of **30** in Listening and Speaking the English Language.

Based on research, the Michigan Department of Education recommends all English Learner students in grades Kindergarten and First receive English Learner support at his/her school regardless of their assessment results.

If you have any questions or concerns, please contact the English Learners Office at (734) 416-4908.

Sincerely,

Kimberly May, Ed.S  
Director of State & Federal Programs

## Appendix F

W-APT Results Letter – Grade 1

Available in translations for: Albanian, Arabic, Gujarati, Spanish, Urdu



Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Parent(s)/Guardian(s) of (Insert Name):

Your child was recently assessed using the W-APT. W-APT stands for the WIDA-ACCESS Placement Test, and is an English language proficiency "screener" given to incoming students who may be designated as English Learners (ELs). It assists educators with program placement decisions such as identification and placement of ELs.

Your child scored at the (Exceptional, High, Mid, Low) level with a score of 0 out of 30 in the area of Listening & Speaking. In the area of Reading your child scored 0 out of 15 and in the area of Writing the English language your child scored 0 out of 18.

Based on research, the Michigan Department of Education recommends all English Learner students in grades Kindergarten and First receive English Learner support at his/her school regardless of their assessment results.

If you have any questions or concerns, please contact the English Learners Office at (734) 455-9568.

Sincerely,

Kimberly May, Ed.S  
Director of State & Federal Programs

## Appendix F

W-APT Results Letter – Grade 2-5

Available in translations for: Albanian, Arabic, Gujarati, Spanish, Urdu



Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Parent(s)/Guardian(s) of (insert name):

Your child was assessed using the W-APT. W-APT stands for the WIDA-ACCESS Placement Test, and is an English language proficiency "screener" given to incoming students who may be designated as English Learners (**ELs**). It assists educators with program placement decisions such as identification and placement of ELs. A copy of your child's test results is enclosed.

Eligibility for service is based on the W-APT test results along with grades, grade-level assessments and statewide assessments. At the elementary school level, support will:

- Be thirty minutes or more per week
- Include both individual and small group experiences
- Build listening, speaking, reading and writing skills in English
- Be planned with your child's classroom teacher

These services are **FREE** of charge and take place during the regular school day.

Please fill out and return the enclosed Service Agreement using one of the methods at the bottom of the form. If you do not return the form, your student will be placed in the EL program.

Federal law requires EL students to be tested at least once a year to measure language growth and help us determine when each student is ready to exit the English Learners program. We will keep you informed throughout this process.

If you have any questions, you may contact me at (734) 416-4908.

Sincerely,

Kimberly May, Ed.S  
Director of State & Federal Programs

LEARN. PREPARE. THRIVE.

## Appendix F

W-APT Results Letter – MS Services Required  
Available in translations for: Albanian, Arabic, Gujarati, Spanish, Urdu



Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Parent(s)/Guardian(s):

Your child was assessed using the W-APT. W-APT stands for the WIDA-ACCESS Placement Test, and is an English language proficiency "screener" test given to incoming students who may be designated as English Learners (ELs). It assists educators with program placement decisions such as identification and placement of ELs.

Eligibility for service is based on the W-APT test results along with grades, grade-level assessments and statewide assessments. At the middle school level, support will include:

- A minimum of one period daily in an EL course taught by an EL endorsed teacher
- Individual and small group learning experiences
- Development of reading, writing, listening and speaking skills in English

These services are **FREE** of charge and take place during the regular school day.

Enclosed is a copy of your child's W-APT results and a Service Agreement. Please fill out and return the Service Agreement using one of the methods at the bottom of the form. If you do not return the form, your student will be placed in the EL program.

Federal law requires EL students to be tested at least once a year to measure language growth and help us determine when each student is ready to exit the English Learners program. We will keep you informed throughout this process.

If you have any questions, you may contact me at (734) 416-4908.

Sincerely,

Kimberly May, Ed.S  
Director of State & Federal Programs

## Appendix F

W-APT Results Letter – HS Services Required  
Available in translations for: Albanian, Arabic, Gujarati, Spanish, Urdu



Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Parent(s)/Guardian(s):

Your child was recently assessed using the W-APT. W-APT stands for the WIDA-ACCESS Placement Test, and is an English language proficiency "screener" test given to incoming students who may be designated as English Learners (ELs). It assists educators with program placement decisions such as identification and placement of ELs. A copy of your child's test results is enclosed.

Eligibility for service is based on the W-APT test results along with grades, grade-level assessments and statewide assessments. At the high school level, support will include:

- A minimum of one period daily in an EL course taught by an EL endorsed teacher
- Individual and small group learning experiences
- Development of reading, writing, listening and speaking skills in English
- Sheltered courses in selected ELA, Math, Science and Social Studies

These services are **FREE** of charge and take place during the regular school day.

Please fill out and return the enclosed Service Agreement using one of the methods at the bottom of the form. If you do not return the form, your student will be placed in the EL program.

Federal law requires EL students to be tested at least once a year to measure language growth and help us determine when each student is ready to exit the English Learners program. We will keep you informed throughout this process.

If you have any questions, you may contact me at (734) 416-4908.

Sincerely,

Kimberly May  
Director, State and Federal Programs

LEARN. PREPARE. THRIVE.

## Appendix F

WIDA Results Letter – Student Will Not Receive Services (not eligible, left district, graduated)  
WIDA letters and parent reports are available in several translations on the WIDA website.



**PLYMOUTH-CANTON**

COMMUNITY SCHOOLS

GLOBALLY FOCUSED. LOCALLY CONNECTED.

Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Dear Parent / Guardian,

Attached is a report of your child's English language proficiency scores from an assessment that was administered over the winter. The report details your child's English language skills in the area of listening, speaking, reading and writing, a comprehension score (listening and reading scores combined) and an overall score.

The assessment, called ACCESS for ELLs® – *Assessing Comprehension and Communication in English from State to State for English Language Learners*, is used throughout Michigan and in other states. This report identifies your child's language skills in both social and academic English. Social language is used to communicate for everyday purposes. Academic language is used to communicate in the content of language arts, mathematics, science and social studies.

Information on English language proficiency levels is also given at the bottom of the report.

Please contact your child's school if you have questions regarding this report. More information about this assessment can be found at: [www.wida.us](http://www.wida.us).

Thank you,

Kimberly May, Ed.S.

LEARN. PREPARE. THRIVE.

## Appendix F

WIDA Results Letter – Student Exited From Program

WIDA letters and parent reports are available in several translations on the WIDA website.



**PLYMOUTH-CANTON**

COMMUNITY SCHOOLS

GLOBALLY FOCUSED. LOCALLY CONNECTED.

Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Parent(s)/Guardian(s):

Your child was assessed using the WIDA Spring, 2015. WIDA stands for the World-Class Instructional Design Assessment. It is an English language proficiency assessment given to identified students who are designated as English Learners **(ELs)**. It assists educators with program placement and instructional decisions.

Based on your child's results, he/she has been exited from the English Learner program. However, your child will continue to be monitored by his/her classroom teacher and the English Learner department. If academic concerns arise, your child's teacher and/or the EL department will contact you regarding support. If you have any questions or concerns, please contact the English Learners Office at (734)416-4908.

Sincerely,

Kimberly May  
Director, State and Federal Programs

LEARN. PREPARE. THRIVE.



## Appendix F

WIDA Results Letter – Elementary Student Eligible for Services  
WIDA letters and parent reports are available in several translations on the WIDA website.



**PLYMOUTH-CANTON**  
COMMUNITY SCHOOLS

GLOBALLY FOCUSED. LOCALLY CONNECTED.

Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Dear Parents/Guardian:

The World Class Instructional Design & Assessment or WIDA was given to your son/daughter this past spring. This assessment is an indicator of how well your child is learning and applying the English language. Enclosed, you will find a copy of the test results for your review.

Based upon the test results and your child's academic progress, he/she is eligible for English Learners (EL) services.

Eligibility for services provided by the district's English Learners Program is based on the WIDA test results along with academic grades and performance on grade-level assessments. The following classroom support exists at the elementary school level:

- 30 minutes or more per week in the classroom
- Include both individual as well as small group experiences
- Build listening, speaking, reading, and writing skills in English
- Be planned with your child's classroom teacher

These services are FREE of charge and will take place during the regular school day.

Please return the enclosed form to our office no later than August 21, 2015. **If you do not return the form, your child will be placed in the EL program.**

Federal law requires EL students to be tested at least once a year to measure language growth and help us determine when a student is ready to exit the English Learners program. We will keep you informed throughout the process. If you have any questions, please do not hesitate to contact me at (734) 416-4908.

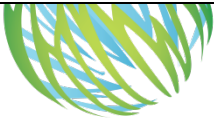
Educationally Yours,

Kimberly May, Ed.S  
Director of State & Federal Programs

LEARN. PREPARE. THRIVE.

## Appendix F

WIDA Results Letter – Middle School Student Eligible for Services  
WIDA letters and parent reports are available in several translations on the WIDA website.



**PLYMOUTH-CANTON**

COMMUNITY SCHOOLS

GLOBALLY FOCUSED. LOCALLY CONNECTED.

Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Dear Parents/Guardian:

The World Class Instructional Design & Assessment or WIDA was given to your son/daughter this past spring. This assessment is an indicator of how well your child learning and applying the English language. Enclosed you will find a copy of the test results for your review.

Based upon the test results and your child's academic progress, he/she is eligible for English Learners (EL) services.

Eligibility for services provided by the district's English Learners Program is based on the WIDA test results along with academic grades and performance on grade-level assessments. Support at the middle school level will consist of the following:

- A minimum of one period daily in an EL course taught by an EL endorsed teacher
- Individual and small group learning experiences
- Development of reading, writing, listening and speaking skills in English

These services are FREE of charge and will take place during the regular school day. Please return the enclosed form to our office no later than August 21, 2015. **If you do not return the form, your child will be placed in the EL program.**

Federal law requires EL students to be tested at least once a year to measure language growth and help us determine when a student is ready to exit the English Learners program. We will keep you informed throughout the process. If you have any questions, please do not hesitate to contact me at (734) 416-4908.

Educationally Yours,

Kimberly May, Ed.S  
Director of State & Federal Programs

LEARN. PREPARE. THRIVE.

## Appendix F

WIDA Results Letter – High School Student Eligible for Services  
WIDA letters and parent reports are available in several translations on the WIDA website.



**PLYMOUTH-CANTON**

COMMUNITY SCHOOLS

GLOBALLY FOCUSED. LOCALLY CONNECTED.

Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

September 11, 2015

Dear Parents/Guardian:

The World Class Instructional Design & Assessment or WIDA was given to your son/daughter this past spring. This assessment is an indicator of how well your child learning and applying the English language. Enclosed you will find a copy of the test results for your review.

Based upon the test results and your child's academic progress, he/she is eligible for English Learners (EL) services.

Eligibility for services provided by the district's English Learners Program is based on the WIDA test results along with academic grades and performance on grade-level assessments. Support at the high school level will consist of the following:

- A minimum of one period daily in an EL course taught by an EL endorsed teacher
- Individual and small group learning experiences
- Development of reading, writing, listening and speaking skills in English
- Sheltered courses in selected ELA, Math, Science and Social Studies.

These services are FREE of charge and will take place during the regular school day. Please return the enclosed form to our office no later than August 21, 2015. **If you do not return the form, your child will be placed in the EL program.**

Federal law requires EL students to be tested at least once a year to measure language growth and help us determine when a student is ready to exit the English Learners program. We will keep you informed throughout the process. If you have any questions, please do not hesitate to contact me at (734) 416-4908.

Educationally Yours,

Kimberly May, Ed.S  
Director of State & Federal Programs

LEARN. PREPARE. THRIVE.

## Appendix F

Service Agreement (sent with WIDA and W-APT results letters when student is eligible for EL services)  
Available in translations for: Albanian, Arabic, Gujarati, Spanish, Urdu



**PLYMOUTH-CANTON**  
COMMUNITY SCHOOLS  
GLOBALLY FOCUSED. LOCALLY CONNECTED.

Department of Teaching and Learning  
State and Federal Programs Office  
Kimberly May, Director

### Service Agreement

Student: \_\_\_\_\_  
(Last Name) (First Name)

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Please check one of the options below:

\_\_\_\_\_ Yes, I agree with the recommendation to include my child in the English Learners Program as described in the attached letter.

\_\_\_\_\_ No, I do not want my child to be included in the English Learners Program. I understand that although I have waived my child's right to these services, my child is still considered to be an English Learner. I understand that my child will be assessed as required by Federal law once a year to measure English language growth.

In the event you have questions, please contact the English Learners Office at (734) 416-4908.

Parent(s) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Please return this form using one of the options below:

U.S. Mail	Fax	Email
Plymouth-Canton Community Schools English Learners Department 454 S. Harvey St. Plymouth, MI 48170	(734) 416-7819	EL.Office@pccsk12.com

LEARN. PREPARE. THRIVE.

**Additional Staff Responsibilities*****District:***

- reviews the ELL program yearly to assure maintenance of the program philosophy.

***ELL Director:***

- recommends, implements and maintains program policies, procedures, and budgets;
- responsible for providing all assessment data and counts to the state regarding the information required for the Title III program;
- coordinates, with the Office of Instruction, the annual English proficiency testing, including ordering of testing materials, distribution of testing material, collecting and maintenance of records;
- monitors the progress of exited students;
- coordinates ELL services with all other departments of the school system;
- is responsible for the achievement of the goals and requirements;
- coordinates with the Office of Instruction to provides staff development opportunities;
- plans staff development activities for paraprofessional;
- provides appropriate means of communication with the school, staff and community; and
- coordinates and correlates reports.

***ELL Office Paraprofessional:***

- runs weekly queries in MiStar to identify potential ELL students, works closely with school buildings and ELL staff to ensure all potential ELLs are tested within 10 days of enrollment;
- orders, secures, and distributes WIDA screener materials to ELL staff as needed;
- processes and records ELPA screener results on the OEAA website, determines eligibility according to ELL procedure and under the supervision of ELL Director;
- distributes parent eligibility letter within 30 days of testing, processes parent letter results, liaison for parent concerns and questions, pushes up issues to ELL director or lead ELL teacher as necessary;
- records and updates ELL Active List for district, identifying all eligible ELL students, distributes active lists quarterly to school principals, secretaries, counselors, and ELL staff;
- monitors successful completion of WIDA test cycle, returns materials, tracks and reports WIDA results to ELL director in accordance with OEAA coordinator standards;
- processes results of all WIDA assessments into MiStar, reports results to school building principals, secretary, counselor, teacher, and ELL staff in a timely manner
- maintains ELL student files for active, non-eligible, and FLEP students;
- updates ELL departmental website with current state and district guidelines for ELLs;
- distributes FLEP student surveys, gathers results, reports to ELL Lead Teacher and Director;
- order, secure, and distribute WIDA test materials;
- annually tracks and report district languages to ELL director, and languages spoken by ELL staff;
- creates annual AMAO and LEP reports for ELL director using MStep, NWEA, PSAT, and WIDA data;
- assists in development and coordination of all meetings to communicate ELL policies and procedures to ELL staff and other partnering staff throughout the district such as counseling and secretarial;
- updates and manages users of interactive computer services, which support ELLs in school buildings

## Appendix G (cont.)

### ***ELL Instructional Coach:***

- trains new paraprofessionals on ELL testing, working with basic students, cultural information and creating schedules reflecting students of various levels.
- observes any FLEP students reported to be a concern by the classroom teacher. Read and review writing and reading in comparison to an average student in the class.
- determines which FLEP student might need retesting or provide a narrative of suggestion to support FLEP student who is not retested but needs summer support.
- monitors all FLEP students by creating a watch list of FLEPs not retested for ELL but who appear to have specific academic needs.
- contacts teachers of "Watch" students in the new school year between 1st quarter and 3rd quarter reporting period to monitor progress.
- provides suggestions for scaffolding of these student who still appear to struggle.
- presents professional development to all new-to-the-district staff.
- presents Professional development to all teachers who have basic students
- answers questions and provide background knowledge to K-12 staff.

### ***Principal:***

- ensures that all potential ELL students identified by the Home Language Survey are referred to the English Language Learner office;
- ensure information regarding ELL students is recorded and placed in the students cumulative file; and
- provides space for ELL instruction.

### ***Counselors:***

- ensure potential ELLs are tested for eligibility;
- enforce policies and regulations established for serving ELL student populations;
- plan student schedules based on the individual needs of the student; and
- participate in the evaluation of services for ELL students

### ***Paraprofessionals:***

- work under the supervision of the classroom teacher, resource room teacher, or learning consultant to support and reinforce classroom instruction through in class support or small group instruction; and
- attend professional development opportunities when available.

## TRANSLATORS RESOURCE LIST

**Translators do not have to be on the Translators Resource List to be acceptable**, but they must be a community or government agency, attorney, college, university, or *translation-related* business. Translators are **not** certified by the Michigan Department of State. When providing acceptable translated documents to the Michigan Department of State the acceptable translation must:

- Be on the letterhead stationery of the agency that employs the translator and include the address of the agency. The letterhead on which the translation appears must also be translated if it is in a foreign language.
- Include the legibly printed name and signature of the person who prepared the translation
- Include a daytime telephone number where the translator may be reached
- Include the date the translation was prepared.

Translations do not need to be notarized. There is no requirement that a translation must be prepared by an agency in Michigan or the United States. Translations prepared in other countries, which meet Michigan Department of State requirements, are acceptable.

The agencies listed below may charge a fee for translating documents. Please inform your customer to ask the agency about any fees they may be expected to pay.

Note: An organization or individual not on this list may provide translations if they meet the requirements listed above. The agencies and information on this list are subject to change without notice. Please check the yellow pages of your local telephone directory under “Translations” or “Translators” for other resources that may be available in your area. Translation services may also be available from local community agencies, attorneys, and government agencies.

AGENCY	CITY	TELEPHONE NUMBER	LANGUAGES
A-Chau Translation Services	Wyoming	(616) 452-4000	Vietnamese
A+ Spanish Translations	Grand Rapids	(616) 742-0805	Spanish
A&D Translation Consultants	Southfield	(248) 790-9371	Italian, Portuguese, Spanish
AA Translations	Ann Arbor	(734) 665-7295	Any Language
Access International Language Institute	Ann Arbor	(734) 994-1456	Any language
Ace Notary and Tax Service	Detroit	(313) 841-5539	Spanish
Acumen Capital Associates, Inc.	Detroit	(313) 506-2339	Any language
Aguilar Notary Public and Translator Services	Capac	(810) 531-5759	Spanish
Alma College	Alma	(989) 463-7210 (989) 463-7117 (989) 463-7270	French German Spanish
Amigos en Accion	Eau Claire	(269) 461-4181	Spanish
Amine Translation Services, LLC	Clinton Twp	(586) 792-3884	Arabic
Andrews University	Berrien Springs	(269) 471-3181	French, German, Spanish
Annaseeha Consultants	Detroit	(313) 923-2905	Arabic, Somali
Arab-American & Chaldean Council	Lathrup Village	(248) 559-0960 (248) 559-1990	Arabic, Chaldean
Atlantic Translations	Dearborn	(313) 520-3030	Albanian, French, German, Greek, Italian, Macedonian, Romanian, Spanish, Turkish
Babel Latina Inc. Language Services	Ann Arbor	(734) 995-0373 (734) 417-6176	Any language
Baker College	Flint	(810) 766-4160 (810) 766-4159	Taiwanese
Bi-Lingual Communications	Auburn Hills	(248) 364-4178	Spanish
Boloms Globalnet, Inc.	Detroit	(313) 341-4777	Arabic, French, German, Italian, Portuguese, Spanish
Brazilian Portuguese Language Services	Whitmore Lake	(810) 231-6596	Portuguese
Bromberg and Associates (SOS – refer to page 7)	Southfield	(313) 871-0080	Any language

<b>AGENCY</b>	<b>CITY</b>	<b>TELEPHONE NUMBER</b>	<b>LANGUAGES</b>
CALL Immigration Services	Grand Rapids	(616) 452-2433	Bosnian (Serbo-Croatian), French, Italian, Russian, Spanish, Vietnamese
Catholic Charities of Lenawee	Adrian	(517) 263-4681	Spanish
Catholic Human Development Outreach	Grand Rapids	(616) 248-3030	Bosnian (Serbo-Croatian), French, Spanish, Vietnamese
Catholic Social Services of Oakland	Pontiac	(248) 338-4250	Spanish
Centro Hispano	Waterford	(248) 618-9273	Spanish
Coin a Phrase Language Services	Livonia	(734) 968-8264	French
Connie's Translating Service	Hartford	(269) 424-9952	Spanish
Cristo Rey Community Center	Lansing	(517) 372-4700	Spanish
D's Translating Service	Muskegon	(231) 206-0064	Spanish
Danka International	Hamtramck	(313) 871-0080 1 pm - 9 pm	Any language
Delta College	University Center	(989) 686-9000	French, German, Spanish
Diocese of Saginaw Hispanic Ministries Cultural Center	Saginaw	(989) 797-6646	Spanish
Direct immigration and Translation Services	Lathrup Village	(248) 395-2278 (278) 395-2279 (278) 736-3038	Arabic
Diversified Graphix	Troy	(248) 879-6702	Portuguese
Eastern Michigan University	Ypsilanti	(734) 487-0130	French, German, Japanese, Spanish
El Centro of Bethany Christian Services	Holland	(616) 396-3391	Spanish
Encouraging Words International	Grand Rapids	(616) 363-5993	Bosnian (Serbo-Croatian), Chinese, Czech, French, German, Italian, Spanish, Ukrainian, Vietnamese
ENLACES	Kalamazoo	(269) 553-3304 (269) 599-2653	Spanish
Erbach & Associates	Norton Shores	(231) 798-4903	Spanish
Espanol Translations	Grand Rapids	(616) 451-6777	Spanish
Executive Language Services, Inc.	Southfield	(248) 357-0625	Any language
Ferris State University	Big Rapids	(231) 591-3988	French, German, Spanish
Forefront Corporation	Ann Arbor	(248) 705-2605	Dutch, French, German
German Communications	Auburn Hills	(248) 377-4306	German
Global ATR, Inc.	Sterling Heights	(586) 795-8100	Any language
Global Image Network	Lansing	(517) 337-2700	Arabic, Chinese, Dutch, French, German, Japanese, Korean, Portuguese, Somali, Spanish, Urdu
Global language Links, LLC	Troy	(248) 430-0129	Any Language
Good Samaritan Baptist Church	Lawrence	(269) 427-0110	Spanish
Grand Valley State University (SOS – refer to page 7)	Allendale	(616) 331-3203	Chinese, French, Spanish
Groeneveld Productions & Translations	Madison, WI	(608) 231-9985 (608) 239-3233	Dutch, Flemish
Hillsdale College	Hillsdale	(517) 437-7341	French, German, Spanish
Hispanic American Council	Kalamazoo	(269) 385-6279	Spanish
Hispanic Center of Western Michigan	Grand Rapids	(616) 742-0200	Spanish
Hispanic Services	Imlay City	(810) 724-3665	Spanish
Hispanic Technology Community Center	Flint	(810) 424-3760	Spanish



<b>AGENCY</b>	<b>CITY</b>	<b>TELEPHONE NUMBER</b>	<b>LANGUAGES</b>
Interactive Designs for Translation & Instruction	East Lansing	(517) 575-8878 (517) 337-4486	Chinese
International Institute	Flint	(810) 767-0720	Any language
International Translating Bureau	Southfield	(248) 559-1677	Any language
International Translation Services	Dearborn	(313) 563-7850	Bosnian (Serbo-Croatian), Croatian, Macedonian, Serbian
International Translations & Services	Sterling Heights	(586) 202-0512 (586) 726-7564	Albanian, Italian, Polish, Russian, Spanish
Interpress, Inc.	Detroit and Harper Woods	(313) 365-4547	Albanian, Arabic, Bosnian (Serbo-Croatian), Czech, French, German, Italian, Japanese, Lithuanian, Mandarin, Polish, Russian, Slovak, Spanish, Ukrainian
Interpreter/Translator Services, Inc.	Grosse Pointe Park	(313) 331-4285 (313) 821-5521	Albanian, Arabic, Bosnian (Serbo-Croatian), Chinese, Czech, French, German, Hindi, Italian, Japanese, Macedonian, Polish, Portuguese, Romanian, Russian, Spanish, Vietnamese
J & M Service	Westland	(734) 522-4524	Spanish
J & S Translations	Belleville	(734) 796-0310	Spanish
Kalamazoo Valley Community College	Kalamazoo	(269) 488-4236	French, Spanish
Kan Group	Detroit	(313) 566-0546	Any language
KNE Translating Services	Sterling Heights	(586) 979-5229	Any language
LA 6 Mini-Mart/ Notary/ Income Tax/ Translating	Muskegon	(231) 722-7179	Spanish
La Amistad Unida	Saginaw	(989) 529-2272	Spanish
Lakeshore Latino Outreach Center, Inc	Holland	(616) 499-4872	Spanish
LaOficina	Detroit	(313) 554-0060	Arabic, French, German, Portuguese, Spanish
Language Center International (SOS – refer to page 7)	Southfield	(248) 355-5506	Any language
Language Experts	Washington	(586) 677-1096	French, Spanish
Language Services	Petoskey	(231) 439-5181	Spanish
Languages International	Grand Rapids	(616) 285-0005	Any language
Lansing Catholic Social Services	Lansing	(517) 484-1010	Arabic, Bosnian (Serbo- Croatian), Somali, Spanish, Vietnamese
Latin-Americans for Social and Economic Development, Inc. (La Sed) (SOS – refer to page 7)	N/A	N/A	N/A
Latin Americans United for Progress, Inc.	Holland	(616) 392-5058	Spanish
Lingua Science	Ann Arbor	(734) 930-1553	Japanese
Lost In Translation	Hart	(231) 873-0809	Spanish
Lutheran Social Services of Michigan	Southfield	(248) 423-2790	Albanian, Arabic, Bosnian (Serbo-Croatian), Chaldean, French, Romanian, Spanish, Vietnamese
Marielas Bilingual Services	Holland	(616) 283-1952	Spanish
MGR Translation (SOS – refer to page 7)	Hamtramck	(313) 673-9072	Polish
Mi Reina, L.L.C.	Milford	(248) 361-3979	Spanish

<b>AGENCY</b>	<b>CITY</b>	<b>TELEPHONE NUMBER</b>	<b>LANGUAGES</b>
Michigan State University	East Lansing	(517) 353-0740  (517) 353-8351  (517) 355-8350	Arabic, Chinese, German, Japanese, Russian, Swahili  French, Greek, Italian  Portuguese, Spanish
Monroe Community College	Monroe	(734) 384-4153	French, German
Moore Interpreter, Inc.	Grand Rapids	(616) 247-4810	Creole, Spanish, Vietnamese
MRG Translations	Holland	(616) 392-5358	Spanish
MTM Translations	Lake City	(231) 920-8345	Spanish
Multilingual Services	Walled Lake	(248) 722-1471 (248) 960-0488	Russian, Ukrainian
Musashi International, Inc.	Southfield	(248) 358-1911	Japanese
New Vallarta Tax and Translation Services	Kalamazoo	(269) 385-2281	Spanish
Northern Michigan University	Marquette	(906) 227-1000	Finnish, French, German, Hebrew, Italian, Japanese, Portuguese, Russian, Spanish
Olas Translations	Ann Arbor	(734) 213-5396	Spanish
Ole Servicios Latinoamericanos Translation	Ypsilanti	(734) 528-1212	Arabic, French, Italian, Portuguese, Spanish, Swahili, Turkish
OmniCom International	Kalamazoo	(269) 323-8887	Czech, French, German, Hungarian, Polish, Slovak, Spanish
Persia House of Michigan	West Bloomfield	(248) 302-1447	Farsi, Persian
Pimentel Multiple Services	Grand Rapids	(616) 475-0755	Spanish
Pro-Tax & Notary - Translation Services	Holland	(616) 392-7603	Spanish
Professional Translation & Interpretation Services	Kalamazoo	(269) 324-4303	Spanish
Rainbow Visa and Passport Services	Dearborn	(313) 582-3322	Arabic, Chaldean, French
Rashmawi Translation Services	Flint	(810) 732-5955	Arabic
Richardson International	West Bloomfield	(248) 865-5099	Chinese, Japanese
Rojas Translating Services	Coldwater	(517) 278-4038	Spanish
Sanchez Income Tax & Translation Services	Grand Rapids	(616) 248-3688	Spanish
SCT Translation Service	Detroit	(313) 841-4411 12 pm – 6:30 pm	Spanish
Servicio Latino	Williamsburg	(231) 267-5214	Spanish
Servicios Diversos, LLC	Ann Arbor	(734) 973-9824	French, German, Italian, Portuguese, Russian, Spanish, Thai
Spanish Language Services	Hart	(231) 873-8145	Spanish
St. Clair County Community College	Port Huron	(810) 989-5578	French, German, Spanish
St. Clement of Rome Catholic Church	Romeo	(586) 752-9611	Spanish
Suzuki Myers & Associates	Novi	(248) 344-0909	Japanese
Trans-Type International	Midland	(989) 631-2424	Arabic, Chinese, French, German, Italian, Korean, Spanish
Translation Consultants	Brownstown	(734) 783-0633	Romanian
Translation International, Inc.	Warren	(586) 201-0502	Hungarian, Romanian
Translation Services of Muskegon County	Muskegon	(231) 736-7776	Spanish
Translations Unlimited	Grand Rapids	(616) 942-5742	Any language
Trident Trade Group	Warren	(586) 759-6563	Russian, Ukrainian

<b>AGENCY</b>	<b>CITY</b>	<b>TELEPHONE NUMBER</b>	<b>LANGUAGES</b>
Ukrainian Cultural Center	Warren	(586) 757-8130	Russian, Ukrainian
University Translators Services LLC	Ann Arbor	(734) 665-7295	Any Language
Verbum Translations	Troy	(248) 224-8600	French, German, Japanese, Romanian, Spanish
Vital International Programs	Sterling Heights	(586) 795-2500 ext. 105	Any language
Voices Around the World	Royal Oak	(248) 288-6440	Albanian, Arabic, Bosnian (Serbo-Croatian), Chinese, French, German, Japanese, Macedonian, Polish, Portuguese, Russian, Spanish
Washtenaw Community College	Ann Arbor	(734) 973-3300	French, German, Spanish
Wayne County Community College	Detroit	(313) 943-4000	Arabic, Spanish
Weller Language Services	Holland	(616) 396-2201	Spanish
World of Immigration, Passport, Visas and Translation Services	Dearborn Heights	(313) 406-5747	Any language
WorldWide Translating/Interpreting Service, Inc.	Sterling Heights	(313) 873-7905 (313) 345-2229 (586) 795-0904	Any language

### **Adding a Business or Agency to the Michigan Department of State Translators Resource List**

If you wish to be added to the Translators Resource List please submit your request on your business or agency's letterhead with the following information:

- Agency or Individual name
- Contact name
- Address
- Telephone number
- Languages to be translated
- Original sample signatures of the individuals preparing translations on behalf of the business or agency
- Copy of your DBA, 501-C, or documents that allow you to operate as a translation business

Submit your request to be added to the Michigan Suggested Translators Resource List to:

Michigan Department of State  
Program Procedures Section  
Attn: Translator List Administrator  
7064 Crowner Dr  
Lansing, MI 48918