

# Ann Arbor Public Schools ESL/ELD/Title III/ Program HANDBOOK



**2018/2019**

*“We want to raise our children so that they  
can take a sense of pleasure in both their  
own heritage and the diversity of others.”*

Mr. Rogers

**Title III Program Handbook**  
**Table of Contents**

I.	Introduction .....	3
II.	Definition of EL .....	4
III.	Legal Responsibilities	
	A. Title I & Title III Requirements .....	4
	B. Federal Law .....	7
IV.	Procedures	
	A. Registration/Identification of ELs.....	8
	B. Initial Assessment of ELs .....	8
	C. Eligibility for ESL/ELD Services .....	9
	D. Exiting from Title III/ESL/ Program .....	10
	E. Monitoring FEL Students.....	10
	F. Placement in ESL/ELD/ Program .....	10
	G. Parent Notification .....	12
	H. ELs who are Struggling Learners.....	13
	I. Student Folder Content and CA-60 .....	13
V.	Staff	
	A. Role of ESL/ELD/ Teachers .....	14
	B. Role of ESL/ELD/Bilingual/EL Instructional Assistants.....	14
	C. Role of Mainstream General Education Teacher .....	15
	D. Role of Special Services Staff .....	16
VI.	Parental Involvement	
	A. Parental Communications/Interpreter Services.....	16
	B. Parent Advisory Committee .....	17
	C. Code of Conduct .....	17
VII.	Personnel Practices	
	A. Professional Learning .....	18
VIII.	Program Evaluation .....	18

APPENDIX A	Home Language Survey Questions .....	19
APPENDIX B	4-Year Monitoring Process .....	19
APPENDIX C	Parental Notification Letter & Parent Waiver .....	21
APPENDIX D	Descriptions of English Language Proficiency Levels .....	28
APPENDIX E	Complaints Regarding School Personnel .....	31
APPENDIX F	Definitions.....	32
APPENDIX G	Guidelines .....	35
APPENDIX H	Title III Funds .....	36
APPENDIX I	Language Instruction Education Program Descriptions .....	38
APPENDIX J	Non-discriminatory Practices.....	39
APPENDIX K	Program Entry and Exit Summary Chart.....	39

## **I. INTRODUCTION**

### **Mission Statement**

The mission of the Ann Arbor Public Schools is to ensure each student realizes his or her aspirations while advancing the common good, by creating a world-class system of innovative teaching and learning.

The Ann Arbor Public 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 an English as a Second Language (ESL)/English Language Development (ELD) program which is designed to meet their unique needs.

The Ann Arbor Public Schools has prepared this handbook of program policies and procedures to ensure that the Title III program or the ESL/ELD program is consistent throughout the district.

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

Suzanne Toohey  
Consultant, ESL/Title III, Oakland Schools

Michigan Department of Education  
Office of School Improvement  
Title III Handbook

The following staff members are acknowledged for their efforts in developing this handbook:

Lee Ann Dickinson-Kelley  
Assistant Superintendent, K-12 Instruction, Ann Arbor Public Schools

Cheryl Call  
Grant Facilitator/Program Coordinator, Title III, Ann Arbor Public Schools

Heather Rottermond  
Assistant Director, Student Accounting, Assessment, and Research Services,  
Ann Arbor Public Schools

EL Teachers:  
Kayla Clement  
Mary Margaret Cornish  
Evelyn Daugherty  
Suzanne Vu  
Barb Kalisewicz

## **II. DEFINITION OF ENGLISH LEARNERS (ELs)**

### **ESSA Definition of an "English Learner" Student**

The term "English learner," when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
  - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
  - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
  - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

To be classified as EL, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).

## **III. LEGAL RESPONSIBILITIES**

### **A. Title I & Title III PROGRAMS OF ENGLISH LEARNERS**

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

To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with parents of English Learners.

## **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 supplementing NOT supplanting school district and/or school activities.** (See APPENDIX H)

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

- Must screen each EL student upon enrollment with the WIDA Screener.
- Must assess each student who qualifies for and receives service each year using the WIDA ACCESS for ELLs.
- Title I requires that States and Local Education Agencies (LEAs) annually report on ELs' progress in achieving English language proficiency, attainment of English language proficiency, academic achievement, and high school graduation rates. (ESEA Section 1111(h)(1), (h)(2)). Under Title III, there are additional reporting requirements. LEAs must report to their States on:
  - Title III programs and activities
  - Number and percentage of ELs making progress toward English language proficiency
  - Number and percentage of ELs who attain proficiency and exit LIEPs
  - Number and percentage of former ELs who meet academic content standards (for 4 years)
  - Number and percentage of ELs who have not exited LIEPs after 5 years as an EL
  - Number and percentage of ELs with IEPs

### **Assessments Required of EL Students:**

Title I Law requires that all EL students are assessed annually.

(b)Academic Standards, Academic Assessments, and Accountability –

(7)Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year 2002–2003, provide for an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (NCLB/ESEA Title I, Section. 1111(b)(7))

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

- ESSA allows states:
  - to provide partial exclusion from content area assessment participation and accountability for ELs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))
  
- Michigan has adopted the following exceptions for Newcomer ELs
  - **Year one** (living in the US for 12 months or less)
    - exempt from ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator
  - **Year two**
    - student takes ELA assessment and ELP assessment and is included in English Language Progress indicator
  - **Year three**
    - student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators
  - **Year four**
    - student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators

## **B. Federal Law**

There exists a substantial body of Federal law which establishes the rights of the LEP student and which defines the legal responsibilities of school districts serving these students. Note: the term Limited English Proficient (LEP) is a historic term where English Learner (EL) is currently accepted term and is therefore used throughout this document. EL is meant to counter the negative connotations of Limited English Proficient. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

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

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

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

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

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

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

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

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

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

## **IV. PROCEDURES**

The following procedures are established for the Ann Arbor Public Schools to meet the requirements of Title I and Title III.

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

The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the Ann Arbor Public Schools registration form. It is to be completed at the time of registration. The office professional (OP) is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL/ELD services. If so, the ESL/ELD teacher in the building of attendance will be notified. The ESL/ELD staff will arrange for a prompt assessment of the student to determine eligibility for ESL/ELD services.

### **B. Initial Assessment for Program Eligibility**

Within ten (10) school days of enrollment in our district, 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/ESL/ELD program services. Assessments assess a student's language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA ACCESS for ELLs or the WIDA Screener.

Staff is also encouraged to assess the reading and math abilities of the student using other standardized instruments to address learning needs across the content areas.

**WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency  
(See APPENDIX D)**

The following chart shows level of proficiency correlated to the WIDA Standards. It may assist in determining the level of the student’s proficiency and the student’s placement into grade level or courses with appropriate ESL language and academic support.

<b>WIDA ACCESS for ELLs/WIDA Screener Score</b>	<b>Proficiency Levels WIDA Standards</b>	<b>Optional Multiple Indicators</b>
6	Reaching	Early literacy assessment approved by MDE AIMSWeb – both CBM and MAZE subtests DIBELS Next
5 – 5.9	Bridging	Discovery Education Assessments DRA: Developmental Reading Assessment version 2
4 – 4.9	Expanding	Fountas & Pinnell iReady Diagnostic MLPP: Michigan Literacy Progress Profile
3 – 3.9	Developing	NWEA: Northwest Evaluation Association Star Early Literacy PSAT or SAT
2 – 2.9	Emerging	QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory
0 – 1.9	Entering	Star Early Literacy Star Reading Gates McGinitie* ITBS: Iowa Test of Basic Skills* Terra Nova*  *Italicized assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.

**C. Eligibility for Title III/ESL/ELD Program Services**

A student who scores Entering through Bridging on the WIDA ACCESS ELLs or WIDA Screener is eligible for Title III/ESL/ELD Program Support. For a student scoring Reaching to continue receiving Title III/ESL/ELD support services, the district takes into account additional multiple academic criteria as noted in the chart.

#### **D. Exiting from Title III/ESL/ELD Program Services**

Scores from the WIDA ACCESS for ELLs are necessary, but not sufficient, for exiting students from the Title III/ESL/ELD program. A student who meets the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol may be exited from the Title III/ESL/ELD Program through a placement team review process. Students exited from the Title III/ESL/ELD Program must also be exited from the program in the MSDS and are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student's CA 60.

#### **E. Monitoring Former English Learners (FELs) (See APPENDIX B)**

The placement team who reviews the criteria for a student to exit from the program also determines if the student needs support services during the transition to the regular education program. Additionally, an ESL/ELD teacher is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The EL teacher assesses the student's progress every marking period using the "FELs Monitoring" form. If, during the four year monitoring period, it appears that the student is not succeeding in the regular education program, the staffing team will meet to determine if further assessment of the student is warranted, if the student will be reentered into the Title III/ESL/ELD program, or if other services are appropriate.

A record of monitoring, (FELs' Monitoring Form) as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 and ESL/ELD bin.

#### **F. Placement in Title III/ESL/ELD Program**

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

The Ann Arbor Public Schools Title III/ESL/ELD program provides language and academic content support to ELs through:

- English as a Second Language Instruction K-12
- Sheltered Content Classes 6-12
- Content Tutorial (ESL) K-12
- Language Tutorial K-12
- Reading Support K-12
- Title I Reading Support K-5
- Summer School 3-8
- Before/After School Support 6-12

## **Language Instruction Educational Program (LIEP) Description (see APPENDIX I)**

### **Entering and Emerging (Levels 1 & 2)**

Eligibility criteria: WIDA Access for ELLs Score 2.9 or below

Students at the Entering and Emerging levels receive direct English language instruction from a certified EL teacher. Additional support from Section 41a Bilingual Teacher/ESL teacher, Building Literacy Experts, and highly qualified/trained bilingual/EL Instructional Assistants may also be provided depending on student need.

*Minimal* level of ESL support:

- Elementary School: a minimum of 60 – 120 minutes/week
  - this is adjusted depending on age/grade level and students' needs
- Middle School: a minimum of 60 – 120 minutes/week
  - this is adjusted depending on age/grade level and student's needs
- High School: 60 - 120 minutes/week
  - this is adjusted depending on age/grade level and students' needs

### **Developing & Expanding (Levels 3 & 4)**

Eligibility criteria: WIDA Access for ELLS Score 3 - 4.9

Additional district criteria: NWEA, M-Step, Balanced Literacy, Bench mark Assessment (Fountas & Pinnel), Reading Inventory (RI), SAT, AACT Workkeys, Bldg/District Assessments, Achievement Team Recommendations

These students receive instruction from a certified EL teacher to support their developing language skills (BICS & CALP) to help them be successful in classes across the curriculum. EL teachers collaborate with mainstream teachers to support instructional practices that create effective content delivery for ELs. Students may also receive blended learning interventions coordinated by the EL teacher and Title I, Special Education, (if eligible), highly effective trained bilingual Instructional Assistants, Literacy Experts.

*Minimal* Level of ESL support:

- Elementary School: 60 -90 minutes/week
  - this is adjusted depending on age/grade level and students' need
- Middle School: 150 + minutes/week
  - this is adjusted depending on the age/grade level and students' need
- High School: 225 + minutes/week
  - this is adjusted depending on the age/grade level and students' need

## **Bridging and Reaching (levels 5 & 6)**

Eligibility criteria: WIDA Access for ELLs Score 5 - 6

Additional district criteria: NWEA, M-Step, Balanced Literacy, Benchmark Assessment (Fountas & Pinnel), Reading Inventory (RI), SAT, ACT Workkeys, Bldg/District Assessments, Achievement Team Recommendations

Students at this level receive support from a certified EL teacher who monitors and consults with the classroom teacher as necessary. Students may also receive direct support from a bilingual/EL Instructional Assistant.

Level of ESL support:

- Elementary School: 60+ minutes/week
- Middle School: 45+ minutes/week
  - students may be enrolled in other leveled EL classes that include direct language instruction
- High School: 45+ minutes/week
  - students may be enrolled in other leveled EL classes that include direct language instruction

If level 5 & 6 students are performing at grade level in math and reading as determined by the assessments approved by the Michigan Department of Education, they will be exited from ESL/ELD services and will be monitored for 4 years. If a student's progress diminishes during that time, they may again become eligible for direct EL support and become active on the EL caseload through the approved FEL monitoring process. The Achievement Team shall include the EL teacher.

## **Kindergarten**

Because the kindergarten class is language rich, EL teachers will provide all qualifying ELs direct and/or indirect service (depending on need) throughout the school year. The amount of service may change as students become more proficient. EL teachers collaborate frequently with kindergarten classroom teachers to support strategies that reinforce oral and written academic language skills to foster success in the elementary classroom.

## **G. Parental Notification (See APPENDIX C)**

Ann Arbor Public Schools must inform parents of English Learners (ELs) identified for participation in the district's Title III/ESL/ELD 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: (Spanish, Chinese, Arabic, Japanese, Korean)

School Districts Must Inform Parents of:

- The reasons for identifying their child as an English Learner and for placing their child in a language instruction educational program;
- 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. (ESEA Section 330 a-d)

#### **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 Achievement Team for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. The Ann Arbor Public Schools has an established protocol for referring students for special education evaluations. These special intervention strategies must be utilized to determine what further strategies may be necessary. These special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more Title III/ESL/ELD 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. EL Student Bin Contents and CA-60**

Each English Learner will have an organizational bin maintained by the ESL/ELD teacher at the building. The will contain:

- Home language survey **APPENDIX A**

- Parent notification letter **APPENDIX C**
- Sample of student's schedule for ESL/ELD services
- WIDA ACCESS for ELLs & WIDA Screener testing results
- Student Profile (for Students moving from elementary to middle school and from middle school to high school)
- Monitoring records
- Record of placement decisions (Description of program for individual student, including type and amount of alternative program services)

## V. STAFF Roles

### A. ESL/ELD Teachers

The ESL/ELD teacher is certified in his/her teaching area and has an ESL endorsement. The ESL/ELD teacher provides English language instruction to all qualifying ELs through direct and/or indirect services depending on the students' needs. The ESL/ELD teacher collaborates with mainstream general education teachers to ensure that ELs receives content instruction that is accessible to the language level, while learning English. The ESL/ELD teacher supports the instruction of the mainstream class by discussing the content using ESL, sheltered or content specific instruction taught in English.

#### **ESL/ELD teacher:**

- Provide supplemental English instruction including grammar, phonics, phonological awareness, etc.
- Provide instruction to support English language development
- Provide social language instruction
- Support students in adjusting to the culture of the school and community
- Collaborate with classroom teachers and support staff to determine needs of student and monitor progress
- Collaborate with classroom teachers and support staff to provide accommodations for instruction and assessment
- Identify ELs for placement using various measures
- Introduce and develop grade-level proficiency of academic and content concepts and vocabulary
- Communicate placement information, progress reports and exit information to parents
- Provide accommodations and adaptations to make district content more accessible to ELs
- Advocate for ELs and their families and translating materials when possible and as needed
- Provide staff development on strategies for providing instruction to second language learners
- Provide classroom teachers and support staff with cultural and linguistic background of the language minority students.
- Work with classroom teachers and support staff to provide appropriate placement and scheduling of students.
- Serve on Achievement Team Meetings, IEPs, or MET's where ELs are involved.

## **B. Role of ESL/ELD/Bilingual/EL Instructional Assistant**

The ESL/Bilingual Instructional Assistant supports and reinforces the English language acquisition and content instruction provided by ESL/ELD teacher and mainstream teachers.

### **Bilingual/EL Instructional Assistant:**

- assist ESL/ELD teachers and mainstream teachers in providing content instruction and language development;
- meet regularly with ESL/ELD teachers and mainstream teachers to determine the academic needs of ELs enrolled in their classes;
- assist teaching basic survival skills to the most limited English proficient students;
- provide cultural and linguistic background of the language minority students; and
- assist in assessment of language proficiency

## **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. While the general education classroom teacher is the content specialist and decides what and how to implement the district curriculum in his/her classroom, the EL teacher and other support staff may consult and/or teach lessons collaboratively to ensure all students are receiving an equally excellent instructional experience. Consultation with the EL teacher may include:

- Previewing course content and vocabulary
- Differentiating instructional strategies that best accommodate ELs
- Accommodating the length and complexity of a lesson for ELs
- Accommodating the manner in which an EL will be assessed
- Utilizing assessment results to guide instructional strategies for ELs

The general education teacher is a full partner with the EL teacher in educating the ELs. The general education teacher should:

- Demonstrate sensitivity and awareness of cultural and linguistic differences
- Personalize/customize instruction to meet the needs of ELs
- Incorporate hands-on/visual strategies when teaching ELs
- Reflect SIOP like instructional strategies when developing lessons
- Participate in PD activities that address EL strategies in all language domains.
- Provide materials for the EL teacher that support general education instruction
- Facilitate socialization of language minority students in the classroom
- Promote intercultural awareness and appreciation
- Provide collaborative input regarding the type of support ELs need to be successful in his/her class
- Join the EL teacher in reaching out to families of ELs

#### **D. Role of Special Services Staff**

Special Services staff members are essential for the success of English Learners in elementary, middle, and high schools in Ann Arbor Public Schools. Counselors, social workers and curriculum support personnel are a very new phenomena for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

### **VI. PARENTAL INVOLVEMENT**

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

Parents of English Learners will receive readily understood notices of school programs and activities impacting their child's education.

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

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

1. Accurately determine the parents' native language prior to the meeting and identify an interpreter (may be an adult family member) who is fluent in that language. Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate.
2. Send notices for school meetings and conferences home in English 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 a bilingual paraprofessional 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. ESL/ELD Parent Advisory Committee**

Send notification of ESL/ELD Parent Advisory Committee Meetings. If possible, send the letter in the parents' native language. Phone calls by bilingual staff to remind parents are very helpful. The Parent Advisory Committee is an excellent way to develop rapport and solicit questions and suggestions regarding student progress in your schools. It also serves as a strong base for an International/Multicultural Task Force. Keep a roster of parents who attend and minutes and agendas of meetings.

### **C. Rights and Responsibilities**

The Rights and Responsibilities 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. Professional Learning**

- ESL/ELD staff will meet regularly to update knowledge and skills, obtain additional training, and share information and materials.
- ESL/ELD staff will have the opportunity to attend conferences and in-services inside and outside the district.
- Training for regular education teachers on ESL/ELD/Bilingual topics will be provided.

## **VIII. PROGRAM EVALUATION**

A District Evaluation Committee will meet each spring to assess student progress using standardized test scores and writing samples. They will also assess the program's effectiveness, resources and staff needs. This committee will make any necessary program recommendations to the Superintendent, Executive Director of Instruction 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.

This is the link to the AAPS Enrollment website: <http://www.a2schools.org/enrollment>

**APPENDIX A**  
**HOME LANGUAGE SURVEY QUESTIONS**

**Is your child’s native tongue a language other than English?**  
**\_\_\_\_\_ yes    \_\_\_\_\_no    What is that language?**

\_\_\_\_\_

**Is the primary language used in your child’s home or environment a language other than English?**  
**\_\_\_\_\_ yes    \_\_\_\_\_no    What is that language?**

\_\_\_\_\_

\*\*\*\*\*

**APPENDIX B**  
**4 YEAR MONITORING PROCESS**

- A designated LEA team, including but not limited to, a certified and endorsed Bilingual/ESL teacher must meet regularly to monitor FEL student progress.
- LEAs must have a plan for monitoring FEL students that utilizes local assessments to review individual student progress for four, years once they are exited from services and classified as FEL.

FEL students are found to be succeeding if they are maintaining proficiency on local assessments. If FEL students do not continue to meet these protocol requirements, or concerns about a student’s academic progress are raised, a **team** that includes a certified and endorsed Bilingual/ESL teacher should meet to discuss the student’s data and causes for academic challenges. Then they should choose interventions, which may include re-entry into the EL and Immigrant Program services.

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

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

- FEL students experiencing difficulty may:
  - Be tested using the WIDA ACCESS for ELLs 2.0 or the WIDA Screener and re-qualify for the EL and Immigrant Program;
  - Have local testing in the content area(s) used to identify specific standards with which the student is experiencing; and/or
  - Receive support from Title I or other support services based on the needs of the student.

**Note:** WIDA ACCESS for ELLs 2.0 may be administered only for determinations for the following school year. One possible context would be following 6 months of MTSS interventions targeted at the specific standards in the content area the student is struggling, and the team which includes the certified and endorsed Bilingual/ESL teacher determines that additional English Language Proficiency testing is necessary to assess the student’s current language needs.

### Inclusion of MTSS Process

LEAs are strongly encouraged to use the MTSS process to obtain ongoing formative assessment information to monitor each student’s progress, both EL and FEL, and identify potential areas needing instructional modifications and/or additional support. Such assessments should be used with ELs only if they are research-based, standardized and include a measure for comprehension.

## Monitoring Expectations

Exit year	Report Card – All subjects	Interim Literacy Assessment (if administered)	State Summative Assessment Results – All Subjects	Teacher Comments on progress
FEL Year 1	All marking periods	All administrations	All subjects tested	Once per marking period
FEL Year 2	All marking periods	All administrations	All subjects tested	Three times per year
FEL Year 3	Midyear and end of year	Twice per year	ELA and Math	Twice per year
FEL Year 4	Midyear and end of year	Twice per year	ELA and Math	Once per year

For further questions or clarifications on the Monitoring Expectations, please contact: Kelly Alvarez at [alvarezk@michigan.gov](mailto:alvarezk@michigan.gov) .

**APPENDIX C**  
**PARENT LETTERS**

**Parent notification letter for potentially eligible kindergarten students  
screened prior to December 1st**



Date:

To the Parents of \_\_\_\_\_:

When you enrolled your child in Ann Arbor Public Schools you indicated that your child's native language is a language other than English, and/or that the primary language used in your home is a language other than English.

As a result, because of state and federal law, Ann Arbor Public Schools was obligated to administer the WIDA Screener. The purpose of administering the WIDA Screener was to assess your child's level of proficiency in English and to determine if your child qualifies for support from the English as a Second Language Department (ESL)/English Language Development Department (ELD)

Your child scored exceptional on the Listening and Speaking sections of the WIDA Screener. This means that your child's listening and speaking skills are comparable to native speaking peers. Additional data needs to be gathered before classifying your student as an English Learner (EL). Therefore, over the next couple of months, the ESL/ELD department will collaborate with your child's classroom teacher and monitor benchmark assessments to make that determination. Once a determination is made, you will be notified in writing.

If you have any questions or concerns, please contact me \_\_\_\_\_ at \_\_\_\_\_ or via e-mail at \_\_\_\_\_.

Sincerely,

## Parent refusal letter



Date:

Dear Parent,

We understand that you would like to decline participation in the Title III program or particular EL services proposed for your child \_\_\_\_\_ (insert child's name). EL services are specifically designed to help your child obtain English language proficiency as well as acquire grade-level content. However, as stated in our conversation, you have the legal right to opt your child out of the program or particular services.

If you still wish to opt your child out of the Title III program or particular EL services, please initial next to each item on the checklist below. Doing so will indicate that you fully understand and agree with each statement. After you have initialed next to each of the statements, please sign, date, and return the form to your child's school. We will keep this document on file stating that you have declined or do not want these indicated EL services for your child.

\_\_\_\_\_ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why he/she was recommended for additional English language instruction.

\_\_\_\_\_ I am familiar with the Title III program and services the school has available for my child.

\_\_\_\_\_ I have had the opportunity to discuss the available Title III program and services with the school.

\_\_\_\_\_ I understand that the school believes its recommendation is the most academically beneficial for my child.

\_\_\_\_\_ I understand that my child will still be designated an "English Learner" and have his or her English proficiency assessed once per year until he/she no longer meets the definition of an English Learner. All of this information has been presented to me in a language I fully understand.

I, \_\_\_\_\_ (insert name), with a full understanding of the above information, wish to

\_\_\_\_\_ decline all of the Title III program and EL services offered to my child.

\_\_\_\_\_ decline some of the Title III program and/or particular EL services offered to my child.

I wish to decline (List program/services)

---

---

---

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Date

**Ann Arbor Public Schools  
English Language Learner Program  
Annual Placement Notification for Grades K-5<sup>th</sup>**

To the parents/guardians of: \_\_\_\_\_

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

This past spring, your child took the World-Class Instructional Design and Assessment (WIDA) Access 2.0 or WIDA Alternate Access required by federal and state government for student who speak a language other than English or who live in a home where a language other than English is spoken. This test is given to ensure that students are successfully making progress in school. The WIDA assess students in reading and listening comprehension, writing, and speaking.

Your child's overall proficiency on WIDA/WIDA Alternate is below:

- |                       |                      |                     |                    |
|-----------------------|----------------------|---------------------|--------------------|
| _____ Initiating (A1) | _____ Exploring (A2) | _____ Engaging (A3) | _____ Entering (1) |
| _____ Emerging (2)    | _____ Developing (3) | _____ Expanding (4) | _____ Bridging (5) |
| _____ Reaching (6)    |                      |                     |                    |

Your child's WIDA Proficiency level is a composite score of 4.5 **and** a minimum of 4.0 in the domains of reading and writing: \_\_\_\_\_

Your child's Fountas & Pinnell Level, or NWEA, or M-STEP (if applicable) is at **or** above grade level in reading: \_\_\_\_\_

\*If the answer to any of the questions is NO, the student is eligible for EL services. A YES to **both** of these questions is required by the state to exit EL services.

Based on your student's results, AAPS recommends the following ESL support:

- Small group instruction to develop fluency and literacy in English
- Use of student's home language as needed to assist student in understanding and acquiring new concepts in content areas such as mathematics, science, and social studies
- Structured research based services that support classroom instruction and provide additional opportunities for your student's academic growth and language proficiency
- No EL program support at this time due to student's proficiency in English

The Ann Arbor Public Schools provides EL support to students to help ensure their success in school. If your child is continuing to receive EL services, the EL teacher will collaborate with the classroom teacher to ensure language proficiency strategies are embedded into classroom instruction. If your child receives services from Student Intervention and Support Services (SISS), the EL teacher will work with the special education staff to plan and/or coordinate services.

If you have questions, please contact your child's EL teacher:

EL Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

The parent has the absolute right to withdraw their child from ESL services at any time. If you do not want your child to receive English language (EL) support as part of his/her instructional experience, check the box below and return this form to the school with your signature and date.

<input type="checkbox"/> I do not want EL services for my student.	
Printed Parent Name: _____	Date: _____
Signature of Parent/Guardian: _____	Date: _____

We will continue to monitor your student's growth and achievement to ensure progress is being made. Students who were not proficient and/or have withdrawn from EL services will still be required to take the Spring 2019 WIDA assessment as required by the State of Michigan.

To the parents/guardians of: \_\_\_\_\_

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

This past spring, your child took the World-Class Instructional Design and Assessment (WIDA) Access 2.0 or WIDA Alternate Access required by federal and state government for student who speak a language other than English or who live in a home where a language other than English is spoken. This test is given to ensure that students are successfully making progress in school. The WIDA assess students in reading and listening comprehension, writing, and speaking.

Your child’s overall proficiency on WIDA/WIDA Alternate is below:

- |                       |                      |                     |                    |
|-----------------------|----------------------|---------------------|--------------------|
| _____ Initiating (A1) | _____ Exploring (A2) | _____ Engaging (A3) | _____ Entering (1) |
| _____ Emerging (2)    | _____ Developing (3) | _____ Expanding (4) | _____ Bridging (5) |
| _____ Reaching (6)    |                      |                     |                    |

Your child’s WIDA Proficiency level is a composite score of 4.5 **and** a minimum of 4.0 in the domains of reading and writing: \_\_\_\_\_

Your child’s SRI, or NWEA, or M-STEP (if applicable), or SAT/PSAT (if applicable) is at **or** above grade level in reading: \_\_\_\_\_

\*If the answer to any of the questions is NO, the student is eligible for EL services. A YES to **both** of these questions is required by the state to exit EL services.

Based on your student’s results, AAPS recommends the following ESL support:

- Small group instruction to develop fluency and literacy in English
- Use of student’s home language as needed to assist student in understanding and acquiring new concepts in content areas such as mathematics, science, and social studies
- Structured research based services that support classroom instruction and provide additional opportunities for your student’s academic growth and language proficiency
- No EL program support at this time due to student’s proficiency in English

The Ann Arbor Public Schools provides EL support to students to help ensure their success in school and to help them meet graduation requirements on time. If your child is continuing to receive EL services, the EL teacher will collaborate with the classroom teacher to ensure language proficiency strategies are embedded into classroom instruction. If your child receives services from Student Intervention and Support Services (SISS), the EL teacher will work with the special education staff to plan and/or coordinate services.

If you have questions, please contact your child’s EL teacher:

EL Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

The parent has the absolute right to withdraw their child from ESL services at any time. If you do not want your child to receive English language (EL) support as part of his/her instructional experience, check the box below and return this form to the school with your signature and date.

I do not want EL services for my student.

Printed Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

We will continue to monitor your student’s growth and achievement to ensure progress is being made. Students who were not proficient and/or have withdrawn from EL services will still be required to take the Spring 2019 WIDA assessment as required by the State of Michigan.



**Ann Arbor Public Schools  
Parent Notification Letter  
Permission for English Language Development Services  
For Students in Kindergarten and 1<sup>st</sup> Grade**

---

To the parents/guardians of: \_\_\_\_\_

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

The AAPS school district is committed to providing instruction and enrichment programs that will meet the needs of our students. We have developed an ESL (English as a Second Language) program that addresses the special English language needs of our students. Your child took the WIDA-Access Placement Test (W-APT)/WIDA Screener required by the federal and state government in order to ensure students who speak a language other than English are successfully making progress in school. The W-APT/WIDA Screener assesses students in reading, writing, speaking, and listening. This assessment is required by the State of Michigan.

Speaking & Listening score: \_\_\_\_\_ at or above 29?

Reading score: (Grade 1 only) \_\_\_\_\_ at or above 13?

Writing score: (Grade 1 only) \_\_\_\_\_ at or above 15?

.....  
Based on your student's results, AAPS recommends the following ESL support:

- Small group instruction to develop fluency and literacy in English
- Use of student's home language as needed to assist student in understanding and acquiring new concepts in content areas such as mathematics, science, and social studies
- Structured research based services that support classroom instruction and provide additional opportunities for your student's academic growth and language proficiency
- No EL program support at this time due to student's proficiency in English

If your child receives services from Student Intervention and Support Services (SISS), the EL teacher will work with the special education staff to plan and/or coordinate services.

If you have questions, please contact your child's EL teacher:

EL Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

The parent has the absolute right to withdraw their child from ESL services at any time. If you do **not** want your child to receive English language (EL) support as part of his/her instructional experience, check the box below and return this form to the school with your signature and date.

I do **not** want EL services for my student.

Printed Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

We will continue to monitor your student's growth and achievement to ensure progress is being made. Students who were not proficient and/or have withdrawn from EL services will still be required to take the Spring 2019 WIDA assessment as required by the State of Michigan.



**Ann Arbor Public Schools  
Parent Notification Letter  
Permission for English Development Services  
For Students in Grades 1<sup>st</sup> - 5<sup>th</sup>**

---

To the parents/guardians of: \_\_\_\_\_

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

The AAPS school district is committed to providing instruction and enrichment programs that will meet the needs of our students. We have developed an ESL (English as a Second Language) program that addresses the special English language needs of our students. Your child took the WIDA Screener required by the federal and state government in order to ensure students who speak a language other than English are successfully making progress in school. The WIDA Screener assesses students in reading, writing, speaking, and listening. This assessment is required by the State of Michigan.

Your child's overall proficiency on WIDA Screener Composite Score:

- Entering (1)                       Emerging (2)                       Developing (3)  
 Expanding (4)                       Bridging (5)                       Reaching (6)

WIDA Screener Domain Scores: Listening: \_\_\_\_\_ Speaking: \_\_\_\_\_ Reading: \_\_\_\_\_ Writing: \_\_\_\_\_

.....

Based on your student's results, AAPS recommends the following ESL support:

- Small group instruction to develop fluency and literacy in English
- Use of student's home language as needed to assist student in understanding and acquiring new concepts in content areas such as mathematics, science, and social studies
- Structured research based services that support classroom instruction and provide additional opportunities for your student's academic growth and language proficiency
- No EL program support at this time due to student's proficiency in English

If your child receives services from Student Intervention and Support Services (SISS), the EL teacher will work with the special education staff to plan and/or coordinate services.

If you have questions, please contact your child's EL teacher:

EL Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

The parent has the absolute right to withdraw their child from ESL services at any time. If you do **not** want your child to receive English language (EL) support as part of his/her instructional experience, check the box below and return this form to the school with your signature and date.

I do **not** want EL services for my student.

Printed Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

We will continue to monitor your student's growth and achievement to ensure progress is being made. Students who were not proficient and/or have withdrawn from EL services will still be required to take the Spring 2019 WIDA assessment as required by the State of Michigan.



**Ann Arbor Public Schools  
Parent Notification Letter  
Permission for English Language Development Services  
For Students in Grades 6<sup>th</sup> - 12<sup>th</sup>**

---

To the parents/guardians of: \_\_\_\_\_

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

The AAPS school district is committed to providing instruction and enrichment programs that will meet the needs of our students. We have developed an ESL (English as a Second Language) program that addresses the special English language needs of our students. Your child took the WIDA Screener required by the federal and state government in order to ensure students who speak a language other than English are successfully making progress in school. The WIDA Screener assesses students in reading, writing, speaking, and listening. This assessment is required by the State of Michigan.

Your child's W-APT Composite Score:

\_\_\_ Entering (1)                      \_\_\_ Emerging (2)                      \_\_\_ Developing (3)  
 \_\_\_ Expanding (4)                      \_\_\_ Bridging (5)                      \_\_\_ Reaching (6)

WIDA Screener Domain Scores: Listening: \_\_\_ Speaking: \_\_\_ Reading: \_\_\_ Writing: \_\_\_

Based on your student's results, AAPS recommends the following ESL support:

- Small group instruction to develop fluency and literacy in English
- Use of student's home language as needed to assist student in understanding and acquiring new concepts in content areas such as mathematics, science, and social studies
- Structured research based services that support classroom instruction and provide additional opportunities for your student's academic growth and language proficiency
- No EL program support at this time due to student's proficiency in English

If your child receives services from Student Intervention and Support Services (SISS), the EL teacher will work with the special education staff to plan and/or coordinate services.

If you have questions, please contact your child's EL teacher:

EL Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

The parent has the absolute right to withdraw their child from ESL services at any time. If you do **not** want your child to receive English language (EL) support as part of his/her instructional experience, check the box below and return this form to the school with your signature and date.

I do **not** want EL services for my student.

Printed Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

We will continue to monitor your student's growth and achievement to ensure progress is being made. Students who were not proficient and/or have withdrawn from EL services will still be required to take the Spring 2019 WIDA assessment as required by the State of Michigan.

## APPENDIX D

### DESCRIPTIONS OF ENGLISH LANGUAGE PROFICIENCY LEVELS

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

Michigan English Proficiency Levels (WIDA English Language Proficiency Levels)	Description of English Learners (ELs)
<b>Level 1 Entering</b>	<p><b>Students with limited formal schooling</b>                      Level 1 may include 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 other EL beginning students at Level 1. Level 1 students may 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 WIDA Screener and/or other tests used for placement.</p> <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 (WIDA, 2012).</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>

<p><b>Level 2 Beginning</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 (WIDA, 2012).</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently 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 (WIDA, 2012)..</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>Level 3 Developing</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 (WIDA, 2012).</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text (WIDA, 2012).</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>

<p><b>Level 4 Expanding</b></p>	<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 (WIDA, 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems (WIDA, 2012).</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing) (TESOL, 1999, p. 21).</p>
<p><b>Level 5 Bridging</b></p>	<p><b>Proficient</b>  At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports (WIDA 2012).</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade level texts independently (WIDA, 2012).</p> <p>They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).</p>
<p><b>Level 6 Reaching</b></p>	<p><b>Monitored (Advanced Proficiency)</b>  Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for ELLs and are on grade level in assessments such as the MSTEP, Common Assessments, SAT, and DRA). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>

## **APPENDIX E**

### **COMPLAINTS REGARDING SCHOOL PERSONNEL**

#### **Title III/EL Complaint Procedures**

If a student and/or the student's parent/guardian is not satisfied with the district's Title III/EL program of service, the following procedure should be followed:

1. The student's parent/guardian should communicate directly with the student's EL teacher by arranging an appointment convenient for all parties;
2. If the parent/guardian is still unsatisfied after speaking with the student's EL teacher, he/she should arrange an appointment with the student's building-level administrator;
3. If the parent/guardian is still unsatisfied after speaking with the building-level administrator, he/she should arrange an appointment with the Executive Director of Elementary Education, the Executive Director of Middle School, or the Executive Director of High School, depending on the grade of the student.
4. If further assistance is necessary, the Assistant Superintendent for K-12 Instruction will help to problem solve areas of concern.

## APPENDIX F DEFINITIONS

**ACCESS for ELLs** refers to the annual assessment given to all students participating in the Title III/ESL program.

**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/EL Instructional Assistant***

A bilingual/EL instructional assistant provides support services to the EL. The bilingual/EL Instructional Assistant must demonstrate proficiency in listening, speaking, reading, writing, and comprehension in the English language and the native language for which they provide support services.

### ***Building Achievement Team***

The following staff should be part of the team working with EL students:

- Classroom Teacher
- Counselor
- Social Worker
- Psychologist
- ESL Instructor/ EL Instructional Assistant
- General Education Resource Teacher
- Principal

When concerns arise regarding a student's program, curriculum or placement, the team outlined above will address these issues at a Building Instructional Team meeting. The Building Achievement Team referrals may be requested by any staff member. The District ESL/ELD/Title III supervisor will be notified when a particular ELs problem persists after interventions have been implemented as recommended by the Building Instructional Team.

### ***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)

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

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

**Co-Teaching**

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

**ELs (English Learners)**

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

**ESL/ELD Instruction**

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

ESL/ELD instruction emphasizes learning English for both social and academic purposes. English is the language of instruction.

**ESL Class Period**

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

**ESL Resource Center**

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

**ESL Student Bin**

ESL/ELD teacher at the building of enrollment maintains the ESL Student Bin. It contains a copy of the district registration, assessment data, family information and other

**ESL/ELD Teacher**

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

**ESSA**

The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA).

**FEL Students**

A Former English Learner (FEL) has been exited from Title III/ESL program because:  
The student has scored proficient on the ACCESS, W-APT, and multiple district assessments.

**Inclusion**

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

**Language Instruction Educational Program (LIEP)**

Under Title VI and the EEOA LEAs must provide a language assistance program that is effective—educationally sound and proven successful. Consistent with ESEA section 3124, the Department does not recommend any particular curricula, program of instruction, or instructional materials, nor does it prohibit any language instruction educational program used with ELs that is consistent with Title III of the ESEA and other laws, including Title VI and the EEOA.

### ***Title III***

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

- Develop high-quality language instruction educational programs
- Assist SEAs, LEAs and schools to build their capacity to establish, implement, and sustain language instruction and development programs
- Promote parental and community involvement
- Hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
- 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 Screener*** refers to the English language screening assessment given to students new to Bloomfield Hills Schools, when indicated on the home language survey, that a language other than English is spoken in the home.

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

## APPENDIX G

### GUIDELINES

- Most students should be placed in an age-appropriate classroom. Even if the student has not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions may include students who have not attended school for more than a year.
- A student should be placed in classrooms that utilize the most interactive methods of teaching. English Learners (ELs) need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lecture, memorization, and worksheets may be least appropriate for second language learners.
- Bilingual instructional assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, instructional assistants have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.
- Previous schooling is considered. The academic backgrounds of students vary greatly. Some students may have studied advanced algebra while others may never have attended school.
- All students need time to learn how to interact in an American school setting. Consideration is given to having the ESL/Bilingual staff explicitly teach about the culture and language of schools.
- Initial placement decisions for the middle and high school student should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While a student is often placed in physical education, art, and music classes, when taught appropriately with the support of ESL/ELD/Bilingual 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 English Learner. 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 English Learner'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 English Learner 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 ESL/ELD file.

## APPENDIX H

### TITLE III FUNDS

#### Allowable Uses of Title III Funds

##### **Title III English Language Acquisition: Generally Allowable Expenditures**

Title III funds are supplemental and are to be used over and above the district's required services and resources provided to ELs and their families. **Required** activities include:

1. High quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.
2. High quality professional development of sufficient intensity and duration that demonstrates effectiveness in improving instruction and assessment and which enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies.
3. High quality activities that include parent, family, and community engagement and coordination, and coordination and alignment of related programs (ESEA Section 3115(c)(3)).

Title III supplemental EL funds can be used, in priority order, for the following:

1. Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.
2. Professional development that is planned based on students achievement data and provided in a systemic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school based or community-based organizational personnel who serve ELs.
3. Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements.
4. Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support child's English language learning at home, materials and books on parenting skills. A Parent Involvement Liaison can be hired or contracted to enhance ongoing parent engagement in school activities, committees and functions, facilitate planning and conducting parent meetings, connecting families to community resources, and interpreting to parents during Title III meetings.
5. Cost for educational field trips if part of high quality language instruction educational programs/activities (buses and admission).
6. Administrative and indirect costs of III/Immigrant may NOT exceed 2% of the total allocation (ESEA Section 3115(b)).

### **Title III Non-Allowable Expenditures:**

1. Title III funds may NOT be used to pick up a cost that was previously funded by general funds.
2. Title III may NOT supplant any other federal, state or local expenses.
3. All test administration cost (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
4. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III funds.
5. Title III funds may NOT be used for Intake/Eligibility or Annual progress assessments.

### **Immigrant Program: Generally Allowable Expenditures:**

Sub-grants to LEAs and ISDs are made if significant increase is experienced in numbers of immigrant students from ages 3-21; enrolled in public or private school; not born in US; not attended US school for more than three full years. Purpose of Immigrant sub-grants is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth (ESEA Section 3115 (C)). Allowable activities include:

1. Support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
2. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth (career exploration and shadowing experiences, college visits, etc.) throughout the day and before/after school.
3. Identification and acquisition of bilingual curricular materials, bilingual educational software and technologies to be used in the program carried out with these funds.
4. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.
5. Family literacy, parent outreach liaison and activities, training activities designed to assist parents in adjusting to and understanding the American culture and school system in order to become active participants in the education of their children.
6. Administrative and indirect cost to Title III Immigrant may NOT exceed 2% of the total allocation.

### **Title III Immigrant Non-Allowable Expenditures:**

1. Title III Immigrant funds may NOT be used to pick up a cost that was previously funded by general funds.
2. Title III Immigrant funds may NOT supplant any other federal, state or local expenses.
3. All test administration cost (ACCESS for ELLs, W-APT, other state assessments) must be paid by general fund, including the pay for proctors, assessors and substitute teachers.
4. Title III Immigrant funds may NOT be used for Intake/Eligibility or Annual progress assessments.
5. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III immigrant funds.

# APPENDIX I

## LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

### **ESL/ELD Program Components:**

ELs receive a broad spectrum of customized/personalized services based on their individual needs. These services currently include push-in programming as well as minimal pull-out classroom support, coordination/collaboration with other support services, progress monitoring and consultation with staff and families. The district produces achievement-monitoring profiles which give multiple data points on how all ELs are doing three (3) times a year. These profiles are used to monitor the effectiveness of the district's programming and compliance with federal expectations re EL growth/progress on core content and English language outcomes. The District's ESL/ELD program includes four (4) basic components.

#### English as a Second Language Instruction

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

#### Reading and Language Arts

The ESL/ELD program supports the K-12 reading/language arts curriculum established by the district. The program is coordinated with other building supplemental services to provide a comprehensive continuum of support and accessibility. The ESL/ELD teaching staff, in conjunction with general education staff, other support staff (such as Title I, Reading Intervention teachers, literacy specialists, teacher consultants and building principals) will contribute to the overall development of coordinated services. Placement in programs such as Summer School and other support programs will be informed using multiple measures and in conjunction with the building EL teacher. Time allocated for direct EL instruction will be moderated according to the composite of supplemental supports appropriate for each EL student.

#### Content Area Support/Collaboration with General Education Teachers

Subject matter content is supported through EL instruction, bilingual/EL instructional assistant services supervised by EL teachers and general education classroom teachers. Content area support aligned to state standards will be predicated on the district's K-12 general education curriculum and text materials. Historically the district has carefully selected published curriculum materials that include differentiate strategies and instructional activities for EL students. Academic language instruction is expected in all classrooms and to be accessible to all English learners

#### Cultural Diversity

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

## APPENDIX J

### NOTICE OF NON-DISCRIMINATION

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender, gender identity, gender expression, socioeconomic status, height, weight, marital or familial status, disability or veteran status

## APPENDIX K

### PROGRAM ENTRY AND EXIT SUMMARY CHART

<b>WIDA ELD Levels</b>	<b>WIDA Screener (Placement)</b>	<b>WIDA ACCESS for ELLs</b>
Level 1: Entering	1	1
Level 2: Emerging	2	2
Level 3: Developing	3	3
Level 4: Expanding	3-4	3-4
Level 5: Bridging	5	5
<b>Exit Criteria</b> <i>Students must reach 4.5 overall proficiency and 4.0 or higher in each domain in order to qualify to exit the ESL/ELD Program</i>		