



GROSSE POINTE PUBLIC SCHOOL SYSTEM

English as a Second Language Handbook 2022-23 Title III Program

**Title III Program Handbook
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I. INTRODUCTION

ENGLISH LEARNERS (EL) PROGRAM MISSION STATEMENT

The goal of the EL program is to provide non-native, English learning students with the resources and opportunities to develop their reading, writing, listening and speaking skills and also to equip them with the academic strategies necessary for successful study in a language and culture that may differ from their native language and/or culture.

ADDITIONAL INFORMATION

The Grosse Pointe Public School System (GPPSS) seeks to provide every child, regardless of national origin or native language, quality and meaningful educational instruction. Consequently, students who are English Language Learners (ELLs) are provided instructional services through the Title III English as a Second Language (ESL) program which is designed to meet his/her unique needs.

We have prepared this handbook of program policies and procedures to ensure that Grosse Pointe's Title III ESL program is consistent throughout the district.

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

Michigan Department of Education, Office of School Improvement Title III Handbook

Handbook templates of Taylor, Gibraltar, and Utica Public Schools. Special thanks to them.

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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).

Immigrant Student Definition

- The term "immigrant children and youth," which is defined in section 3201(5) of Title III, refers to individuals who:
 - (A) are aged 3 through 21;
 - (B) were not born in any State; and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Foreign Exchange Students

- Foreign exchange students offer a rich opportunity to Michigan's Local Educational Agencies (LEAs), allowing students from diverse cultural backgrounds to interact and learn from each other. For purposes of reporting, foreign exchange students meet the definition of immigrant and should be included in the district's reporting of Immigrant students.

Immigrant Identification

- Foreign exchange students are considered Immigrant students and should be identified as such in the Michigan Student Data System (MSDS).
- Funds for Immigrant students will be included in the following year's allocation.
- Students from Puerto Rico are not classified as Immigrant students.

III. LEGAL RESPONSIBILITIES

A. Title I & Title III Requirements

Programs of English Learners

Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA) of 1974, all States and LEAs (Local Education Agencies) 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 About Title III Funds

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. 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. Check APPENDIX G for a list of allowable/non-allowable expenditures.

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 G)

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

- Must screen each potential 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 2.0.
- Title I requires that States and Local Education Agencies (LEAs) annually report on ELs’ progress in 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 Requirements for EL Students:

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

- 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. (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 requires districts and schools:
 - to implement reasonable adaptations and accommodations for students with diverse learning needs (inclusive of ELs who may also be students with disabilities) necessary to measure the achievement of such students relative to state content standards (ESSA Section 1111(b)(2)(B)(iii))

- 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 district ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator
 - **Year two**
 - student takes district ELA assessment and ELP assessment and is included in English Language Progress indicator
 - **Year three**
 - Student takes district ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators
 - **Year four**
 - Student takes district 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 the 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 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 B) is included in the district registration form. It is to be completed at the time of registration. The district 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 services. If so, the ESL facilitator/ ESL teacher/ ESL coordinator in the building of attendance will be notified. The building staff will arrange for a prompt assessment of the student to determine eligibility for ESL services. For consortium service members, once the district has determined the student was not previously screened or tested, they will directly contact the Wayne RESA EL facilitator assigned to their district with a referral for testing. Please refer to the EL Entrance and Exit protocol as a reference.

B. Initial Assessment for Program Eligibility

Within thirty (30) days at the beginning of the school year or ten (10) days after the beginning of the school year, students (grades K-12) who are identified as potentially eligible on the Home Language Survey must be assessed, using the Kindergarten W-APT or WIDA Screener, to determine if they are eligible for EL program services. The WIDA Screener assesses a student's language skills in listening, speaking, reading, writing, and comprehending in English

WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency

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

| Score: WIDA ACCESS for ELLs/WIDA Screener | Proficiency Levels: WIDA Standards |
|--|---|
| 6 | Reaching |
| 5 – 5.9 | Bridging |
| 4 – 4.9 | Expanding |
| 3 – 3.9 | Developing |
| 2 – 2.9 | Emerging |
| 0 – 1.9 | Entering |

C. Eligibility English Learner Program Services

A student who scores *Entering (Level 1)* through *Bridging (Level 5)* on the WIDA ACCESS ELLs or WIDA Screener is eligible for Title III/ESL/ELD/Bilingual Program Support. For a student scoring, *Reaching (Level 6)*, to continue receiving Title III/ESL/ELD/Bilingual support services, the district takes into account additional multiple academic criteria (e.g., scores from M-STEP, NWEA, etc.). The district's entrance eligibility follows MDE's Entrance Protocol. (APPENDIX J) The district will designate personnel responsible for completing the eligibility determination and getting the identification into MSDS.

D. Early Childhood Transition Students

The Grosse Pointe Public School System has an intentional systematic process for welcoming potential English Learner students into Kindergarten. Possibilities include transition meetings, communication with Head Start, GSRP, and local large daycare providers. Considerations for potential English Learners transitioning from the GPPSS Early Childhood Program(s) include: the language proficiency of the child and the prior supports utilized in the pre-k program. The district will make a plan for potential English Learners as they transition from the pre-k program(s) into Kindergarten.

E. Exiting from Title III/ESL Program Services

Scores from the WIDA ACCESS for ELLs 2.0 are necessary, but not sufficient, for exiting students from the Title III/ESL 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 Program. The exit protocol states that a student must meet the following criteria to be exited from the program: 4.5 composite score, 4.0 in reading and writing, and grade level proficiency on approved literacy assessments the district uses (Appendix K). Students exited from the Title III/ESL 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.

F. Monitoring Former English Learners (FELs)

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 staff member is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The designated staff member assesses the student's progress using any combination of the following criteria: report cards, GPA, attendance, standardized assessments, and teacher observation.

If, during the monitoring, 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 ESL 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 ESL Title III files and CA-60.

G. Placement in Title III/ESL Program

Wayne RESA, together with consortium districts, 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.

Grosse Pointe District ESL Title III Alternative Language Program provides language and academic content support through:

- English as a Second Language Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Content Classes
- Reading Support
- Title I Reading and Math Support

Language Instruction Educational Program (LIEP) Description (see APPENDIX H)

H. Parental Notification (See APPENDIX C)

The GPPSS must inform parents of English Learners (ELs) identified for participation in the district's Title III/ESL 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: GPPSS supports all languages translated by Google Translate.

The district has a plan to translate or acquire translations of parent notification letters into additional languages. Translators from the Grosse Pointe Schools district will be contacted to offer assistance with all district documents and forms.

A Translator resource list has been provided by Wayne RESA and will be available and updated when needed.

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)

Regular meetings are conducted for parents and families of EL students.

GPPSS WAYS FOR PARENTS OF EL STUDENTS TO STAY INFORMED

The school has many ways to keep you informed of your child's progress and important school events. Some of these ways are listed below:

- **Back to School Nights** - provide parents with an opportunity to get an overview of their child's school. This event is held during the first few weeks of school. Information is given on schedules, classroom expectations, homework, special subjects, curriculum, volunteer opportunities and communication with the teacher.
- **ESL Parent Information Night** – an evening, usually scheduled in October, where parents of ESL students are escorted to the library of an elementary school for a presentation describing the ESL academic program and available family support resources, while the ESL students remain in the gym with ESL assistants socializing and playing games. After the presentation, dinner is served to all.
- **District and school websites** - contains important district information such as district news, school calendar, and school contact information. This website has the option to be translated in all languages supported by Google Translate.
- **Parent/Teacher Conferences** - held in the fall and the spring. The school notifies parents of the specific dates. Additional conferences can be requested by the parent or teacher during the school year. If a translator is required, the ESL District Coordinator will ask a Wayne RESA employee to assist.
- **Classroom Newsletters** – published by the elementary teaches with important information about the class, upcoming events, areas of study, and general class progress and needs.
- **Report Cards** - given out 3 times a year for elementary students and 4 times a year for middle school and high school students.
- **Flyers and letters** – these can include notes from the teachers, lunch menus, fines, upcoming school events, and other school information.
- **Parent Teacher Organization (PTO)** – an organization comprised of school parents and teachers that meet and work to support the school in various ways.

Communication Procedures with School Personnel

We encourage every parent to stay in close communication with their child's teacher and school. Please check with your child's teacher for the most efficient and best way to communicate with

him/her. Contact information on your child's school can be found at this link, the [Grosse Pointe Schools website](#).

It is important to notify the school with any new information on your child, especially health problems or concerns, and change of address or phone number.

I. 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 district has established a protocol for separating difference from disability. School psychologists and social workers are used to help in the evaluation of ESL students if a disability is suspected or brought to the attention of the classroom teacher or ESL assistant. Suggested components may include a referral of the student to the school Child Study Team for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. The GPPSS 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 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. The district must provide interpretation for the parents in their home language at the meeting throughout the process. The district understands that they must identify, locate and evaluate ELs with disabilities in a timely manner. The district's Multidisciplinary team must include an EL educator. The Multidisciplinary team includes but is not limited to school psychologists, social workers, speech pathologists, principals, teachers, ESL assistants, and the ESL district coordinator.

J. Provision of Services

The Grosse Pointe School District has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools. The GPPSS facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming. Here's the link to the new [guidance](#) for Private schools from the MDE website. The district sends out yearly communication to the PNPs located within their jurisdiction regarding available services for ELs. The GPPSS ESL District Coordinator reaches out to private school principals to offer testing to any student who is deemed an English learner.

K. Student Folder Contents and CA-60

Each English Learner will have a folder maintained by the ESL District Coordinator. The folder will contain:

- Home language survey **APPENDIX B**
- Parent notification letter **APPENDIX C**
- Sample of student's schedule for ESL services
- WIDA ACCESS for ELs & 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 Teachers

The ESL teacher has primary responsibility for providing English language instruction to the EL. The ESL teacher also shares the responsibility with mainstream general education teachers for ensuring that the EL receives content instruction while learning English.

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

ESL 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 regularly with the mainstream teacher to determine the academic needs of English Learners enrolled in their classes;
- teaches basic survival skills to the most limited English proficient students;
- assists general education staff about culture and language of the EL and their family;
- provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class;
- works collaboratively with staff to develop curriculum;
- identifies, assesses, teaches, and counsels each EL; and
- provides staff development on English language instruction and cultural awareness.

B. Role of ESL/Paraprofessional/Tutor/Aide

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

Responsibilities of the ESL Paraprofessional/Tutor/Aide are to:

- assist ESL/Bilingual teachers and mainstream teachers in providing content instruction and language development;
- meet regularly with ESL/Bilingual 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;
- inform general education staff about culture and language of the ELs and their families;
- provide mainstream teachers with cultural and linguistic background of the language minority students in their classes;
- provide input to staff regarding curriculum development;
- assist in identification, assessment, teaching, and counseling each EL; and
- assist in providing staff development on English language instruction 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 and the ESL staff are the ones who decide:

- what should be taught;
- how the mainstream class content should be supported by ESL/bilingual staff or EL Consultant using the SIOP delivery model;
- what the essential concepts in the lessons are;
- how lessons should be differentiated and accommodated;
- how to make appropriate accommodations for assessments; and
- how to assess achievement.

In addition, the mainstream teacher:

- is a full partner with the ESL 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 for the ESL/ELD/Bilingual 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; and,
- suggests the type of help the EL needs to be successful in his/her class to the ESL teacher.

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 the GPPSS. 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.

Support Staff for English Learners:

- work in conjunction with the ESL assistants and district coordinator 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 English Learners become familiar with school culture and academic opportunities;
- have current language proficiency assessment accessible; and,
- provide academic information to parents/guardians.

E. Role of EL Consultant

- Coach and consult with general education teachers, coaches and administrators to differentiate instruction for all identified EL students
- Provide consulting and leadership services to Wayne County schools in English Learner curriculum instruction at Pre-K through graduation for eligible students
- Plan and implement activities supporting Wayne County school districts, PSAs and PNPs complying with federal and state English Language Learner education guidelines
- Conduct classroom staff observations and engage in reflective conversations to develop and increase English Learner (EL) student progress
- Consult with staff to identify, implement and evaluate professional learning
- Incorporate research, technology and effective practices into instruction and professional development activities
- Use diagnostic assessment of eligible English learners to appropriately select EL services
- Review student achievement data and design protocols to measure impact
- Model best practices and research based ESL strategies to classroom teachers to support academic progress of EL students and improve instruction
- Provide leadership to districts and schools by planning and delivering professional development in second language best practices.
- Coordinate and monitor the activities of the EL Facilitators in developing, evaluating, coordinating and monitoring instructional services
- Provide ongoing communication with staff regarding cultural competence and second language acquisition

F. Professional Learning for Staff

The School District provides high quality *supplemental* professional development, available to all instructional staff of ELs, administrators, parents, family and community. Professional learning for educators of ELs is evaluated to ensure effectiveness. All ESL Assistants are trained in Sheltered Instruction Observation Protocol (SIOP) and as WIDA test administrators for the GPPSS.

Wayne RESA offers a register of courses and workshops for educators through [Wayne RESA's Workshop registration system](#).

VI. PARENTAL INVOLVEMENT

A. Parental Communication/Interpreter Services

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 of the paper and student's native languages 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/Bilingual Parent Advisory Committee (If applicable)

Send notification of ESL/ELD/Bilingual 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. Code of Conduct

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

The district has a plan to translate or acquire translations of code of conduct into additional languages. At the Grosse Pointe Schools ESL Information night, the Code of Conduct is presented to all families (with translators available upon request).

A Translator resource list has been provided by Wayne RESA and will be available and updated when needed.

VII. PERSONNEL PRACTICES

A. Postings

The GPPSS will, when seeking new applicants for all content area positions, actively recruit those people speaking the language of their student population. This is recommended for all vacancies, not just ESL or bilingual positions. In addition, districts that are understaffed in this area should put “ESL or Bilingual Education endorsement preferred” on all vacancy postings.

The GPPSS will encourage the designation of ESL/ELD/Bilingual paraprofessionals 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.

VIII. PROGRAM EVALUATION

The US Supreme Court case *Castañeda v. Pickard*, established the requirement of the three pronged test. “The case established a three-part test to evaluate the adequacy of a district's program for ELL students:

- (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
- (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
- (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?”

A District Evaluation Committee (classroom teachers, English teachers, ESL assistants, principals, and the ESL district coordinator) will meet each spring to assess student progress using standardized test scores and writing samples. The district will include an evaluation of the effectiveness of parent outreach during the program evaluation process. 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.

The GPPSS uses MDE's Program Evaluation Tool to determine the effectiveness of programs and initiatives in assisting ELs toward achieving Michigan State Department of Education content standards and attaining English language proficiency. The School District will evaluate

the effectiveness of the language assistance program (LAP) every year. Every other year, the district will upload the evaluation as part of the Consolidated Application in even Fiscal years.

As a part of the annual evaluation of the district EL program, the GPPSS monitors the progress of ELs regarding:

- the number and percent of ELs making progress toward attaining English language proficiency (based on the WIDA) in the aggregate and disaggregated (e.g. by disability; or by recently arrived)
- the number and percent of ELs who have attained full English Language proficiency, are exited from the program and placed on a four-year monitoring status
- the number of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA
- the number and percent of students who have been reclassified as EL

APPENDIX A GLOSSARY OF TERMS AND DEFINITIONS

BICS: 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

Instruction in curricular content areas, including English language skills (listening, speaking, reading, writing, and comprehension), through a combination of English and student's native language. Bilingual instruction requires certified and endorsed bilingual staff.

Bilingual Staff

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 ESL instruction or support services to the ELs. Frequently, this teacher will provide consultative services to the regular classroom teacher.

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

Building Instructional Team

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

- Classroom Teacher
- Counselor
- Social Worker
- Psychologist
- ESL Instructor/Paraprofessional
- General Education Resource Teacher
- Principal

The ESL/ELD/Bilingual teacher and ESL/ELD/Bilingual paraprofessionals assigned to the building will provide instructional support and materials.

CA-60 File

The official record of the student that is kept in the school office. It contains EL's birth certificate, immunization records, registration documents, standardized test scores, WIDA assessment reports, 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 ESL/Bilingual teacher assist in the instruction for content area classes whenever there is a significant population of ELs in the building.

EEOA

The Equal Educational Opportunities Act (EEOA) of 1974 is a federal law that prohibits discrimination and requires school districts to take action to overcome barriers to students' equal participation.

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.

ESL/ELD

English as a Second Language (ESL)/English Language Development (ELD) instruction is used to teach English language components (grammar, vocabulary, and pronunciation) and language skills (listening, speaking, reading, writing, and comprehension) as well as content areas.

ESL Programs

ESL programs emphasize 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 Instruction

ESL 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.

ESL Newcomer's Center

ESL Newcomer's Center is an ESL classroom that enrolls non-English-speaking students from many or all schools of the same grade level (elementary, middle or high school). The Center provides intensive English language and academic content instruction.

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 Teacher

An ESL teacher is required to be certified and have specific training in ESL instruction, such as ESL or bilingual endorsement. The ESL teacher may provide ESL instruction or support services to EL students and may provide consultative services to regular classroom teachers.

ESSA

The Every Student Succeeds Act (ESSA) of 2015 is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), 1965.

FEL Student

A Former English Learner (FEL) that has been exited from Title III program because the student has met MDE's Exit Protocol requirements. FEL's academic progress will be monitored for four years.

IDEA

The Individuals with Disabilities Education Act (IDEA) of 1990 is a law that governs the eligibility for public education and related services to children with disabilities throughout the U.S.

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 Michigan Department of Education 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.

LEA/SEA/RESA

Local Education Agency, such as school district or Intermediate School District (ISD). SEA is State Education Agency. RESA is Regional Educational Services Agency.

LEP: Persons with Limited English Proficiency

LEP refers to English learners as identified in the amendment (in 2000) of Title VI of the Civil Rights Act of 1964. The term is still used throughout the federal laws that govern EL education.

MDE

The Michigan Department of Education.

Title III

Title III is an entitlement program under the Elementary and Secondary Education Act (ESEA, 1965). The purpose of Title III, Part A, is to 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).

W-APT Screener

The WIDA screener administered to kindergarten students to assess their English proficiency and establish their eligibility for EL services.

WIDA

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.

WIDA ACCESS for ELLs

The annual assessment given to grades 1-12 students who are identified as potential English learners.

WIDA Screener

An online English language screening assessment given to students identified as potential English Learners on the Home Language Survey. The assessment is four sections (listening, speaking, reading and writing)

**APPENDIX B
HOME LANGUAGE SURVEY***



The GPPSS is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1151 – 380.1158 of the School Code of 1976, Michigan’s Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation.

Name of Student: _____ **Grade:** _____ **Age:** _____
School Building: _____

1. Is your child’s native tongue a language other than English?

- Yes **What is that language:** _____
- No

2. Is the primary language¹ used in your child’s home or environment a language other than English?

- Yes **What is that language:** _____
- No

Signature of Parent/
or Guardian

Address

Date

¹“Primary language” means “dominant language used by a person for communication.”

*Translation of this survey form in Spanish, Arabic, French, Italian, and Ojibwa is available at the Office of Field Service.

APPENDIX C PARENT LETTERS



Parent Notification and Permission for Services

Date _____

School _____

Student Name _____

WIDA Overall Proficiency Level: _____

Dear Parent or Guardian,

The GPPSS is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. We have developed an ESL/ELD/Bilingual program of academic instruction that addresses the special English language needs of our students. Based on enrollment information, your student is eligible for services that support classroom instruction and provide additional opportunities for your student's academic growth and language proficiency. This letter is intended to clarify information about the program and options for your child.

What are ESL support services?

ESL support services are specialized programs funded by local, state and federal funds. Each year, we are required by federal legislation (ESEA & ESSA) to inform you of the services we are providing for your child. The purpose is to enable students to read, write and communicate in the English language as well as learn subject matter at the same time. The teachers are specially trained to help students acquire language and subject matter skills that are based on the state and district curriculum standards and benchmarks. Our testing indicates that our students in the program are making progress at every grade level.

How are students identified as having limited English proficiency?

Many students are potentially eligible for services in the ESL program. School districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English. School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing. The state mandates the administration of the English Language Proficiency assessments (WIDA Screener and/or WIDA ACCESS for ELLs 2.0) to determine student's listening, speaking, reading, and writing skills. Results determine eligibility for service as well as student progress.

How can I find out my child's language proficiency level?

Your child's proficiency level is located at the top of this letter. Please contact your child's teacher for a full explanation of your child's scores or progress made.

What types of programs are available?

GPPSS offers an EL program with very intensive help for students with little or no English. As the student progresses in English, he or she will transition into the general education program.

Some options include programs as listed below:

- A structured research based program of teaching the English language through science, math, social studies and language arts.
- A summer school program and/or after school programs whenever needed.
- Small group instruction that aims at developing fluency and literacy in English.
- Computer assisted instruction that allows for individual learning, problem solving, and acceleration of students' language and skills.
- Use of students' home language as needed to assist students in understanding and acquiring new concepts in subject areas like math, science and social studies.
- Provision of additional books, games and family learning activities which include workshops, field trips, and family projects.
- Opportunities to be included in all district interventions, enrichment and accelerated programs

Your child has been selected for a program based specifically on his or her learning needs. Please talk to your child's teacher at parent conferences or by making an appointment if you wish specific information about your child's progress.

Other Programs and Services

- English learners are general education students, and, as such, may qualify for supports and services offered by GPPSS, including learning resource rooms, Title I Supports like free meals, among others specific to each school building.
- GPPSS has a protocol for ELs with suspected disabilities. ESL/ELD educators and educators and specialists from special services/special education work together to determine eligibility for special services and to develop an individualized education program (IEP) if needed.

How do students exit the program?

Our EL program of support allows students to progress into general education steadily as they develop English Language Proficiency. Students can exit the program officially when:

- The parent has the right to withdraw their son or daughter from ESL services at any time. Please see the attached waiver of services form. However, all ELs must continue to take the WIDA ACCESS annual assessment in listening, speaking, reading, and writing, even if services are refused.
- Any student who scores at the proficient levels on the WIDA ACCESS for ELs and state/district tests will be recommended for exit. (According to research, ELs may take 5-10 years to achieve academic grade-level proficiency in English.)

We will monitor student progress for four years following exit from the ESL/ELD/Bilingual program. Report cards and test results will be used to monitor progress. This information will be used to determine further support for your child. If you need any further information, please contact your child's teacher or school.

Sincerely,

APPENDIX C PARENT LETTERS



Parental Refusal of EL Services

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 ESL 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

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) |
|--|--|
| Level 1 Entering | <p>Students with limited formal schooling 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>Recently arrived student (less than 30 days) These students have not been assessed with the WIDA Screener and/or other tests used for placement.</p> <p>Beginning (Pre-production and early production) 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 style="text-align: center;">Level 2 Beginning</p> | <p>Early intermediate (Speech emergent) 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 style="text-align: center;">Level 3 Developing</p> | <p>Intermediate 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>Level 4 Expanding</p> | <p>Transitional Intermediate 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>Level 5 Bridging</p> | <p>Proficient 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>Level 6 Reaching</p> | <p>Monitored (Advanced Proficiency) 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

All complaints and procedures for handling complaints can be found in the GPPSS Code of Conduct, available online at the [GPPSS website](#), and can be translated upon request.

APPENDIX F GENERAL 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, preferably with SIOP trained teachers. 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 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 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 a 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/Bilingual file.

APPENDIX G

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 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 Title 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 H LANGUAGE ASSISTANCE PROGRAM

Placement in the Title III ESL Alternative Language Program

The Grosse Pointe School District/Wayne RESA Consortium 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 EL program instruction described by level of language proficiency and level of instruction. As soon as eligibility is determined through the proficiency testing and approval is obtained from the parent or guardian, the school designs a program of support appropriate to the need of the student. The following table illustrates the mode of service that will be offered to students in the EL program. The services are offered by para-educators who are trained in SIOP.

| GRADE | LEVEL OF SERVICE | DESCRIPTION |
|--------------|---|---|
| Kindergarten | If WIDA score is less than a 2.0: 30 minutes, 4-5 times per week; if WIDA score is over 2.0: 30 minutes 3-4 times per week | The child's progress will be monitored by an ESL teacher through periodic observation or assessment and consultation with the kindergarten teacher. Push-In also available where an ESL Assistant enters the mainstream classroom to help the student when needed. |
| Grades 1-5 | If WIDA score is less than a 2.0: 30 minutes, 4-5 times per week; if WIDA score is higher than 2.0: 30 minutes, 3-4 times per week | Newcomer Kit is used for newly arrived immigrants to teach English while helping them acquire basic academic skills and concepts in content areas. Push-In is available with ESL Assistants, Pull-Out small group or one-on-one intensive language and literacy instruction focuses on academic vocabulary and essential vocabulary for content areas. |
| Grades 6-12 | 60 minutes, 5 times per week | Sheltered English Instruction: The focus is on developing grade-level content-area knowledge, academic skills, and increased English proficiency. Push-In available and Pull-Out small group or one-on-one. Consultation: In collaboration with classroom teacher on identifying key or priority standards, appropriate instructional and assessment strategies and on making classroom language comprehensible. |

Grosse Pointe District ESL Title III Alternative Language Program provides language and academic content support through:

- English as a Second Language Instruction
- Sheltered Instruction Observation Protocol (SIOP)
- Content Classes
- Reading Support
- Title I Reading and Math Support

APPENDIX I

NOTICE OF NON-DISCRIMINATION

Policy 1422 - Nondiscrimination and Equal Employment Opportunity

1422 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

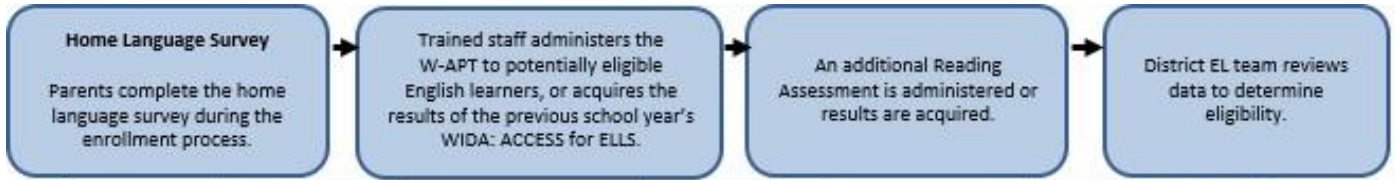
The Superintendent shall designate not less than two compliance officers who are responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

APPENDIX J PROGRAM ENTRY AND EXIT PROTOCOL

Entrance Protocol for Potentially Eligible English Learners

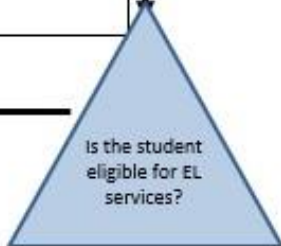
Flowchart for DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL



| Entrance Protocol | Pre-Kinder Students | Kinder before December 1 | Kinder after December 1 | First Grade before December 1 | First Grade after December 1 Through Twelfth Grade |
|--|---|---|--|---|--|
| A student qualifies if he/she meets one or more of the protocol listed in the chart. | | | | | |
| W-APT Score | All Pre-K students qualify as English learners based on identifying a language other than English on the Home Language Survey. This applies to eligible district-based programs that support children ages 3 to 5 years old. (See Table 1) | W-APT: Student scores below Exceptional (29) on listening and speaking or (See Table 2a) | W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing or (See Table 2b) | W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing or (See Table 3) | W-APT: Student scores below 5.0 on one or more domains. NO ROUNDING Use the hand scoring guide or online calculator. or (See Tables 4 and 5) |
| Reading Assessment | | Student scores below grade level or below benchmark on a local early literacy assessment. <i>*See NOTE regarding potentially eligible Kinder students who do not qualify as EL. Additional monitoring is required. (page 15)</i> | Student scores below grade level on a state-approved reading assessment. | Student scores below grade level on a state-approved reading assessment. | Student scores below grade level on a state-approved reading assessment. |

The LEA will review local writing assessments to determine each student's proficiency in writing.

District places eligible student in the English learner program and, based on a review of the English proficiency and achievement data, determines the intensity of EL services provided to each student.



YES

NO

NOTE: EL determinations must be made within 30 days of the start of the school year or within 10 days after enrollment during the school year.

Student is not enrolled in the English learner program and is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be enrolled at a later date if they fail to progress and meet the entrance protocol requirements.

APPENDIX K STATE-APPROVED READING ASSESSMENTS

State-Approved Assessments

In order to ensure the use of multiple measures, the district must administer one of the state-approved grade level reading assessments listed in Table 6. If the district administers one of these approved reading assessments listed in Tables 2a-6, the district must administer all the reading subtests (including comprehension) that are part of the full assessment. The LEA will review local writing assessments to determine each student's proficiency in writing and guide instruction.

These reading assessments are also recommended as resources for additional diagnostic information that may assist the LEA in determining placement in the language assistance program services (Table 6).

TABLE 6 ENTRANCE PROTOCOL: ALTERNATIVE STATE-APPROVED READING ASSESSMENTS AND SOURCES OF ADDITIONAL DIAGNOSTIC DATA

| Grade Level | State-Approved Reading Assessments |
|-------------|--|
| K-2 | AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading Assessment version 2 Fountas & Pinnell iReady Diagnostic MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy |
| 3-5 | AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA Developmental Reading Assessment version 2 Fountas & Pinnell iReady Diagnostic NWEA: Northwest Evaluation Association QRI-5: Qualitative Reading Inventory Star Reading |
| 6-12 | AIMSWeb – both CBM and MAZE subtests (6th – 8th) Discovery Education Assessments DRA Developmental Reading Assessment version 2 (6th – 8th) Fountas & Pinnell (6th – 8th) iReady Diagnostic NWEA: Northwest Evaluation Association PSAT or SAT QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Reading |

Note: If an LEA is **not** currently using one of the alternative state-approved assessments listed in Tables 2a to 6, it **may** be allowable to use Title III or 31a funds to purchase and administer this additional reading assessment. Title III funds may **not** be used to administer the annual WIDA: ACCESS for ELLs or W-APT.