

# Oak Park School District Manual

## Title III: Bilingual/ESL Program



# Bilingual/ESL Program Manual

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## I. INTRODUCTION

### **Our Vision Statement**

*Oak Park School District* will become a “**Good to Great**” world-class school district in which **ALL** students will acquire the knowledge, skills, and values necessary for success in post-secondary education, successful careers and productive citizenship.

### **Our Mission Statement**

*The Mission of the Oak Park School District is to provide quality education in which we respect students’ individual and cultural differences, educate all students to meet or exceed the district’s academic standards, and to ensure that they possess the life skills necessary to become lifelong learners and productive citizens.*

The Oak Park School District provides 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 a Bilingual/ESL program that is designed to meet their unique needs.

Oak Park School District has prepared this manual of program policies and procedures to ensure that the Title III: Bilingual/ ESL program in the district is consistent throughout the district.

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Title III Manual

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## **II. DEFINITION OF ENGLISH LANGUAGE LEARNER (ELLs) NCLB Definition of a "Limited English Proficient" Student**

A limited English proficient (LEP) is described according to the federal government definition used in NCLB and in Michigan is referred to as English language learners (ELLs). The federal government classifications follow.

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

### **1. Belongs to one of the following categories:**

- Was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant
- Is a Native American, Alaska Native, or native resident of outlying areas and comes from an environment where language other than English has had a significant impact in the individual's level of English language proficient; or
- Is migratory, speaks a native language other than English, and comes from an environment where language other than English is dominant

### **2. May be unable, because of difficulties in speaking, reading, writing, or understanding the English language, to:**

- Score at the advanced proficiency (AP) level on state assessments of academic achievement
- Learn successfully in classrooms where the language of instruction is English; or
- Participate fully in society

### **III. LEGAL RESPONSIBILITIES**

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

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

Title I, Section 1112

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

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

State education agencies, school districts and schools must:

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

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

Title III funds are to be used to provide language instruction educational programs — defined as courses in which ELL 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 ELL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.

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

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

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

- English Instruction
- Staff training and professional development
- Curriculum development
- Remedial tutoring, tutorials, and/or youth counseling
- Technology acquisition
- Parent Involvement
- Support for teacher aides trained to provide services to ELL students

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

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

### **Assessments Required of ELL Students:**

1. All ELL students must be included in the state assessment required of all students. Inclusion in this assessment must begin immediately when the student enrolls in school, and no exemptions are permitted on the basis of English proficiency. For the first three years, however, ELL students may take the assessment in the student's native language, but the assessment must be aligned with the state content and achievement standards. After three years of attending school in the United States, a student **MUST** be assessed in reading/language arts in English, unless the school district determines, on a case-by-case basis, that a native language assessment would yield more accurate and reliable information.
2. Districts must annually assess ELL students on their English language proficiency to determine how proficient they are in listening, speaking, reading and writing, and this proficiency data must be sent to the state for compilation. Each state is required to set annual measurable objectives for school districts in moving ELL students toward English proficiency.

### **III. LEGAL RESPONSIBILITIES:**

#### **B. Federal Law**

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

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

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

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

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

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

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

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

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

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

## IV. PROCEDURES

The following procedures are established for Oak Park School District 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 in English, Arabic, and Vietnamese (APPENDIX A.1, A.2, and A.3) is included in the Oak Park School District registration packet. It is to be completed at the time of registration. The Student Service Coordinator is responsible for ensuring that a Home Language Survey is completed for all students at the time of enrollment.

The Student Service Coordinator sends to the Director of Title III the registration packet which includes: **registration forms, affirmation of prior discipline record, *Home Language Survey*, copy of birth certificate, last school transcripts, immunization records, proof of residency, and photo copy of ID by legal guardian.**

The Director of Title III sends a copy of the registration packet to the designated Bilingual/ESL staff in the building of attendance. The Bilingual/ESL staff arranges for a prompt assessment of the student to determine eligibility for Bilingual/ESL services using the *ELPA Screener*.

The Bilingual/ESL staff meets with the family and the child to gather necessary information to assist in appropriate placement of the child (APPENDIX B). The district utilizes bilingual staff expertise when necessary at the time of registration.

The completed registration forms shall be placed in student's permanent (CA-60) files.

### B. Initial Assessment for Program Eligibility

Within ten days of enrollment, a student who is identified as potentially eligible on the *Home Language Survey* must be assessed to determine if they are eligible for Bilingual/ESL program services.

*ELPA or ELPA Screener* are used to determine a student's English language proficiency in listening, speaking, reading, writing, and comprehension. The *English Language Proficiency Assessment (ELPA)* is used during the testing window beginning mid-March-end through the end of April or the *English Language Proficiency Assessment Screener (ELPA Screener)* from May until mid March when the ELPA testing window begins again.

### ELPA & Level of Proficiency

The following chart ELPA or ELPA Screener shows level of proficiency correlated to the Michigan English Language Proficiency Standards Levels 1-5. The following chart may assist you to determine the level of the student's proficiency and the student's placement into grade level or courses with appropriate Bilingual/ESL language and academic support.

<b>ELPA Score</b>	<b>Proficiency Levels ELP Standards</b>	<b>ELPA Screener Score</b>	<b>Proficiency Levels ELP Standards</b>	<b>Multiple indicators</b>
Basic (B)	1	Basic (B)	1	Attendance Student Background Survey Literacy – MLPP Writing sample (2-12): student sample from writing program Classroom teacher input
Low Intermediate (LI)	2	Low Intermediate (LI)	2	Attendance Student Background Survey Literacy – MLPP (retelling) Writing sample (2-12): student sample from writing program Classroom teacher input MEAP (3-9) MME (11) DIBELS (K-6) DRA (K-5) Woodcock-Muñoz
High Intermediate (HI)	3	High Intermediate (HI)	3	Attendance Student Background Survey Writing sample (2-12): student sample from writing program Classroom teacher input MEAP (3-9) MME (11) DIBELS (K-6) DRA (K-5) Woodcock-Muñoz
Proficient (P)	4	Proficient (P)	4	Writing sample (2-12): student sample from writing program Classroom teacher input MEAP (low level 3-4) MME (Grade 11) DIBELS (K-6) DRA (K-5)
Advanced Proficiency (AP)	5	Advanced Proficient (AP)	5	MEAP (passing with level 1-2) MME (Grade 11) GPA
Monitored FLEP	FLEP	Monitored FLEP (No ELPA testing)	FLEP	Monitored for two years: Justin marking period or semester Attendance MEAP MME GPA Progress reports

### **C. Eligibility for Bilingual/ESL Program Services**

A student who scores Basic, Low Intermediate, High Intermediate, Proficient, and Advanced Proficiency on the ELPA is eligible for Bilingual/ESL Program Support. For a student scoring Advanced Proficiency (AP) to continue receiving Bilingual/ESL support services, the district takes into account additional multiple academic criteria as noted in the chart.

### **D. Exiting from Bilingual/ESL Program Services**

A student who scores Advanced Proficiency (AP) and meets the criteria of additional standardized and curriculum-based assessments identified by the district may be exited from the Bilingual/ESL Program through a placement team review process and monitored for two (2) years. This student is also exited from the program in the SRSD and considered FLEP (Formerly Limited English Proficient) for two years. Exit/Monitoring form (APPENDIX C) will be placed in the student's CA 60.

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

The placement team (Bilingual staff) 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, the Title III Office (Technical Series I) is designated to monitor the student's progress (such as grades/GPA, MEAP, MME, attendance, and other standardized test scores) each semester/trimester.

If, during the monitoring, it appears that the student is not succeeding in the general education program, the staffing team (bilingual staff, classroom teacher, principal and social worker) will meet to determine if further assessment of the student is warranted, if the student will reenter the Bilingual/ESL program, or if other services are appropriate.

A record of the monitoring as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 and Bilingual/ESL files.

### **F. Placement in Bilingual/ESL Program**

Oak Park School District provides an instructional program to meet the language and academic content needs of English Language Learners (ELLs) 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 Bilingual/ESL Program instruction described by level of language proficiency and level of instruction.

**Oak Park School District Bilingual/ESL** program provides language and academic content support to ELLs through:

- ESL Classroom Instruction
- ESL Content Tutorial Support
- Bilingual Content Tutorial support
- Classroom inclusion Bilingual/ESL support
- Reading support from the literacy coach or Title I teacher
- Consultation with mainstream classroom teachers
- Monitoring of FLEP students by Title III

## Program Description 2011 - 2012

### BASIC/ Level 1A & 1B:

Eligibility Criteria: ELPA or ELPA Initial Screener score of Basic (B)

#### Elementary – Key, Pepper & Einstein

- (Grades K-3): 45 minutes daily, 5 times per week with Bilingual/ESL teacher and additional paraprofessional support all day, 5 days per week
- (Grades 4-6): Minimum 20 minutes 3-4 times per week with Bilingual teacher or Bilingual/ESL paraprofessional use inclusion model in general education classroom

#### Oak Park Preparatory Academy

- (Grades 7-8): 55 minutes daily, 5 times per week in a multilevel ESL classroom Bilingual/ESL teacher and Bilingual/ESL paraprofessional
- 55 minutes of math content support with Bilingual/ESL teacher and Bilingual/ESL paraprofessional
- 30 minutes daily, 5 times a week with paraprofessional support through inclusion in general education classrooms

#### OPHS Freshman Institute

- (Grade 9): 55 minutes daily, 5 times per week in a multilevel ESL classroom With Bilingual/ESL teacher
- 55 minutes daily with content support with Bilingual/ESL paraprofessional

#### Oak Park High School

- (Grades 10-12): 110 minutes daily, 5 times per week in an ESL 1 classroom
- 110 minutes of bilingual content support

## **LOW INTERMEDIATE/Level 2:**

Eligibility Criteria: ELPA score of Low Intermediate (LI)

### **Elementary – Key, Pepper & Einstein**

(Grades K-3): 45 minutes daily, 5 times per week with Bilingual/ESL teacher and additional paraprofessional support all day, 5 days per week

(Grades 4-6): Minimum 20 minutes 3-4 times per week with Bilingual teacher or Bilingual/ESL paraprofessional using inclusion model in general education classroom

### **Oak Park Preparatory Academy**

(Grades 7-8): 55 minutes daily, 5 times per week in a multilevel ESL classroom  
Bilingual/ESL teacher

55 minutes of math content support  
Bilingual/ESL teacher

110 minutes daily, 5 times a week  
Paraprofessional support through inclusion in general education classrooms

### **OPHS Freshman Institute**

(Grade 9): 71 minutes daily, 5 times per week in a multilevel ESL classroom  
Bilingual/ESL teacher

71 minutes daily of math content support  
Bilingual/ESL teacher

142 minutes daily, 5 times a week  
Paraprofessional support through inclusion in general education classrooms

### **Oak Park High School**

(Grades 10-12): 110 minutes daily, 5 times per week in an ESL 1 classroom

110 minutes of bilingual content support

### **HIGH INTERMEDIATE/ Level 3:**

Eligibility Criteria: ELPA score of High Intermediate (HI)

Elementary – Key, Pepper & Einstein

(Grades K-6): Bilingual/ESL paraprofessional using inclusion model in general education classroom in coordination with general education teacher all day, 5 days per week

Oak Park Preparatory Academy

(Grades 7-8): 55 minutes daily, 5 times per week in a multilevel ESL classroom  
Bilingual/ESL teacher

55 minutes of math content support  
Bilingual/ESL teacher

110 minutes daily, 5 times a week  
Paraprofessional support through inclusion in general education classrooms

OPHS Freshman Institute

(Grade 9): 71 minutes daily, 5 times per week in a multilevel ESL classroom  
Bilingual/ESL teacher

71 minutes daily of math content support  
Bilingual/ESL teacher

142 minutes daily, 5 times a week  
Paraprofessional support through inclusion in general education classrooms

Oak Park High School

(Grades 10-12): 55 minutes daily, 5 times per week in an ESL 2 classroom

110 minutes of bilingual content support

**PROFICIENT/Level 4:**

Eligibility Criteria: ELPA score of Proficient (P) or Advanced Proficient (AP)

Elementary – Key, Pepper & Einstein

(Grades K-6):

Bilingual/ESL paraprofessional using inclusion model in general education classroom in coordination with general education teacher

Oak Park Preparatory Academy

(Grades 7-8):

55 minutes of content support with Bilingual/ESL teacher

55 minutes of ESL instruction, 5 times a week

Bilingual/ESL teacher provides consultation with general educational teachers who have ELLs in their classrooms

OPHS Freshman Institute

(Grade 9):

55 minutes of ESL instruction with paraprofessional support

55 minutes of content support using inclusion model with paraprofessional support

Bilingual/ESL teacher provides consultation with general educational teachers who have ELLs in their classrooms

Oak Park High School

(Grades 10-12):

Bilingual/ESL teacher provides consultation with general educational teachers who have ELLs in their classrooms

## **G. Parental Notification See APPENDIX B**

Oak Park School District must inform parents of an English Language Learners (ELLs) identified for participation in the district's Bilingual/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 2 weeks (10 school days) for those students who have not been identified as English Language Learners (ELLs) prior to the beginning of the school year

Parent Notification letters are available in the following languages: (Arabic)

Title III School Districts Must Inform Parents of:

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

## **H. ELLs who are Struggling Learners (RCT Process)**

When indicators suggest that an English Language Learner (ELL) 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 Resource Committee Team (RCT) for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. Oak Park School District has an established procedure for referring students for special education evaluations. These special intervention strategies must be utilized to determine what further strategies may be necessary. These special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more Bilingual/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.

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

Each English Language Learner (ELL) will have a folder maintained by the Bilingual/ESL teacher at the building. The folder will contain:

### **CA-60**

- Home language survey *APPENDIX A*
- Parent notification letter *APPENDIX B*
- ELPA or ELPA Initial Screener results
- Student profile

### **Title III Office**

- Monitoring FLEP student records
- Database of placement decisions

### **ELL folder**

- Student's schedule for Bilingual/ESL services
- Student Profile (copy)
- Parental communication: parent interview
- Longitudinal samples of student work (writing)
- Progress reports
- Paraprofessional service logs
- Health profile
- Interventions: Academic and Social work
- Home language survey
- Parent notification letter
- ELPA or ELPA Initial Screener results
- Student profile

## **STAFF Roles**

### **A. ESL/Bilingual Teachers**

The Bilingual teacher is certified in his/her teaching area and has a Bilingual endorsement in a specific language(s) and the ESL teacher is certified in his/her teaching area and has an ESL endorsement. The Bilingual/ ESL teacher has primary responsibility for providing English language instruction to the ELL. The Bilingual/ ESL teacher also shares the responsibility with mainstream general education teachers for ensuring that the ELL receives content instruction while learning English.

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

#### **Bilingual/ESL teacher:**

- Provides language development and content instruction
- Assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom
- Works collaboratively with staff to develop curriculum
- Identifies, assesses, teaches, and counsels each ELL
- Create schedules/daily log sheets; and
- Monitor/observe/evaluate Paraprofessionals

*In addition to instructional responsibilities, Bilingual/ESL teachers need additional time to:*

- Translate or facilitate translation of the educational systems for ELL and parents
- Conduct parental interviews and workshops
- Meet regularly with the mainstream teacher to determine the academic needs of ELL students enrolled in their classes
- Assist general education staff about culture and language of the ELL and the family
- Provide the mainstream teacher with the cultural and linguistic background of the language minority students in the class
- Provide staff development on English language instruction and cultural awareness; and
- Assists the counselor and other building staff in the appropriate placement of students into instructional programs

The Bilingual teacher plays an essential role in the instruction of ELLs. Because a Bilingual teacher speaks the language of the student and English, he/she is able to support the student in all aspects of the school environment. The Bilingual teacher is able to support the instruction of the mainstream class by discussing the content in the student's first/home/primary language.

The Bilingual teacher also serves as liaison with the parents/guardians of ELLs, their community, and the school. This bilingual expertise is valuable to the Oak Park School District because it provides a bridge between parents and school. They contact parents in writing or by phone to announce important school events, schedule parent-teacher meetings, share student successes and challenges, ask for advice and support when disciplinary problems arise, and ask for parent volunteers for school activities. In addition, bilingual staff is often asked to share their own knowledge and expertise of the community from which they come with school colleagues and community groups.

## **B. Role of ESL/Bilingual Paraprofessional**

The Bilingual/ESL paraprofessional supports and reinforces the English language acquisition and content instruction provided by Bilingual/ESL teacher or general education classroom teachers.

### **Responsibilities of the K-12 Bilingual/ESL paraprofessional are to:**

- Assist Bilingual/ESL teachers, Title I and mainstream teachers in providing content instruction and language development
- Meet with Bilingual/ESL teachers and/or general education classroom teachers and/or principal to determine the academic needs of ELLs enrolled in their classes
- Assist teaching basic survival skills to the most limited English proficient students
- Assist general education staff about culture and ELLs linguistic background of the students in their classes
- Resource room and general education teacher will assist in identifying service for each ELL; and
- Assist in providing parent workshops about issues of importance to them and their children
- Provide original documents to support daily logs

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

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

### **The general education classroom teacher and the Bilingual/ESL staff are the ones who decide:**

- How the mainstream class content should be supported by Bilingual/ESL staff
- What the essential concepts in the lessons are
- How lessons should be accommodated
- How to accommodate assessment; and
- How to assess achievement

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

- Is a full partner with the Bilingual/ESL staff in educating ELLs 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 Bilingual/ESL staff that support the mainstream instruction
- Helps ELLs make friends and be part of the social interaction in the classroom
- Provides intercultural awareness; and
- Suggests the type of help the ELL needs to be successful in his/her class to the Bilingual/ESL teacher

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

Special Services staff members are essential for the success of ELL students in elementary, middle, and high schools in Oak Park School District. Counselors, social workers and curriculum support personnel are very new phenomena for many ELLs 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 LEP students:**

- Work in conjunction with the Bilingual/ESL and general education classroom 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 ELL students become familiar with school culture and academic opportunities;
- Have current language proficiency assessment accessible; and,
- Provide academic information to parents/guardians.

## VI. PARENT INVOLVEMENT

### A. Parental Communication/Interpreter Services

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

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. Bilingual Parent Advisory Committee**

Send notification of 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. 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 and distributed to parents of ELLs. This will assure that students and parents are informed in their first language.

## **VII. PERSONNEL PRACTICES**

### **A. Postings**

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

### **B. In-services**

Bilingual/ESL staff will meet regularly to update knowledge and skills, obtain additional training, and share information and materials.

Bilingual/ESL staff will have the opportunity to attend conferences and in-services inside and outside the district.

Professional development for general education classroom teachers and school administrators on Bilingual/ESL issues will be provided.

## **IX. PROGRAM EVALUATION**

A District Evaluation Committee will meet each spring to assess student progress using standardized test scores. They will also assess the program's effectiveness, resources and staff needs. This committee will make any necessary program recommendations to the superintendent, Deputy Superintendent. Monitoring data such as ELPA scores, MEAP, MME, district-wide test results, dropout and retention rates, and grades will be included in the periodic program evaluation.

## APPENDIX A

### HOME LANGUAGE SURVEY

#### *STATE OF MICHIGAN BOARD OF EDUCATION APPROVED HOME LANGUAGE SURVEY*

Dear Parents:

The Oak Park School District 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 388.701 to 388.705 of the School Code of 1995, Michigan 1995 State School Code 289. Would you please help by providing the following information? It is imperative that this survey be returned regarding the responses to the questions below. All students in the school district must return this questionnaire to their respective teachers.

Thank you for your cooperation.

Name of student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_

School Building \_\_\_\_\_

1. Is your child's native tongue a language other than English? \_\_\_\_\_

Yes            No            What is that Language? \_\_\_\_\_

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

Yes            No            What is that Language? \_\_\_\_\_

3. When did your child enter this country? \_\_\_\_\_

(Date)

\_\_\_\_\_  
Signature of parent/guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip

\_\_\_\_\_  
Home Phone Number (including area code)

“Primary Language” means the dominant language used by a person for communication

## APPENDIX B

### Oak Park School District Parental Notification

Dear Parents:

The Oak Park School District is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students.

Your child \_\_\_\_\_ has been selected to enroll in the Bilingual/ ESL(English as a Second Language) program based on his/her preliminary language and academic achievement tests. Please see test results below that have guided our decision. Also included is information about our language programs and a parent agreement section that you should complete and return to school as soon as possible.

The WIDA ACCESS for ELLs is a test that is mandated by the State of Michigan for all K-12 students from bilingual homes. It is used to assess students in English language learner's social and academic proficiency in English. It assesses social and instructional English used within the school context, as well as the language associated with language arts, mathematics, science, and social studies across the four language domains (Listening, Speaking, Reading, and Writing). If students enter Oak Park School District between May and March, the W-APT Initial Screener is used to place students in the ESL program.

#### Test Used:

\_\_\_\_\_ WIDA Access      \_\_\_\_\_ W-APT Initial Screener

#### Level of English Proficiency:

- \_\_\_\_\_1      Entering
- \_\_\_\_\_2      Beginning
- \_\_\_\_\_3      Development
- \_\_\_\_\_4      Expanding
- \_\_\_\_\_5      Bridging
- \_\_\_\_\_6      Reaching

#### Your child will receive the following services:

- \_\_\_\_\_ ESL Classroom Instruction
- \_\_\_\_\_ ESL Content Tutorial Support
- \_\_\_\_\_ Classroom inclusion Bilingual/ESL support
- \_\_\_\_\_ Bilingual Content Tutorial support
- \_\_\_\_\_ Reading support from the reading or Title I teacher
- \_\_\_\_\_ Consultation with mainstream classroom teachers
- \_\_\_\_\_ Monitored by the ESL Staff of FLEP students
- \_\_\_\_\_ Classroom push in & pull out

**Bilingual/ESL Instruction:** English is used as the language of instruction for speaking, reading, writing and comprehension, and assistance in other subjects is supported/provided in English and/or in the student's native language.

**General Education Classroom English instruction:** Students are instructed in English at all times; native language is not used. The instructional goal is to meet grade appropriate academic achievement standards for grade promotion and graduation.

**Exit Procedures:**

While parents may request to have their child exit the program at any time, instruction is provided to participating students so that they may reach academic proficiency in English.

If you have any questions, we would be happy to meet with you. Please call for an appointment with the Bilingual/ESL teacher at the building where your child attends. If you need further assistance please call 248.336.7726.

Respectfully,

*Delores Love Smith*

Delores Love Smith

**Note: Please return to your child's school as soon as possible, if you wish to discontinue Bilingual/ESL program services during the \_\_\_\_\_ school year.**

**Date:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_

\_\_\_\_ No, I do not want my child enrolled in the ESL program.

\_\_\_\_ Yes, I would like my child enrolled in the ESL Program.

**Parent Signature:** \_\_\_\_\_

**Oak Park School District**  
Request for English Language Development  
Program Withdrawal/Denial of Enrollment

Date: \_\_\_\_\_

Dear Parents:

You have indicated that you do not want your child enrolled in an English language development program or that you would like a change in your student's English language development program or placement. Although we are offering a program we feel is the most appropriate for your child's level of English proficiency, you have the right to (a) request removal of your child from the program, (b) decline to enroll your child in such a program, or (c) choose another program or method of instruction, if available.

If you have chosen (a), (b) or (c) listed in the previous paragraph, please complete and sign the bottom of this form and return it to your child's school.

Thank you.

-----

**Oak Park School District**  
Request for English Language Development  
Program Withdrawal/Denial of Enrollment

I, \_\_\_\_\_(parent/guardian) of \_\_\_\_\_(student)  
have been informed of my right to decline to have my child enrolled in the English language development program offered by the school or district. I have been informed of other district language programs or methods of instruction, if available, and request the following action be taken on behalf of my child:

\_\_\_\_\_ Do not enroll my child in an English language development program.

\_\_\_\_\_ Withdraw my child from the program offered by the school.

\_\_\_\_\_ Enroll my child in another program or method of instruction, if available.

\_\_\_\_\_  
Signature of Parent/Guardian

# APPENDIX C

## Post-Exit ELL Monitoring Form (Elementary)

Pages 1 and 2 to be completed by the appropriate ESL/Bilingual Education Staff

<b>Student Name:</b> <b>Grade:</b>		<b>Student ID #:</b>	<b>Academic Year:</b>
<b>Name of classroom teacher</b> (1 <sup>st</sup> year of monitoring)		<i>The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual teacher for review.</i>	
<b>Name of classroom teacher</b> (2 <sup>nd</sup> year of monitoring)			
<b>Name of ESL/Bilingual teacher</b> (1 <sup>st</sup> year of monitoring)		<i>The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>	
<b>Name of ESL/Bilingual teacher</b> (2 <sup>nd</sup> year of monitoring)			
<b>ESL Coordinator</b> <small>(Responsible for ensuring that this form is completed each quarter and maintained in the students academic record)</small>		<b>Date:</b>	

Exiting Overall Performance Level on the <b>ELPA:</b>						
	Listening	Reading	Writing	Speaking	Comprehension	Overall
<b>Scale Score:</b>						
<b>Cut Score:</b>						

1<sup>st</sup> Year of monitoring  or 2<sup>nd</sup> Year of Monitoring

MEAP Score Categories and Scale Scores:					
Subject	Grade	Level 4 Not Proficient	Level 3 Partially Proficient	Level 2 Proficient	Level 1 Advanced
Mathematics					
Reading					
Writing					
ELA					
Science					

Is the student receiving and special services? <small>(any academic services/programs in addition to the standard academic program)</small>	1 <sup>st</sup> Year of Monitoring		2 <sup>nd</sup> Year of Monitoring	
	NO	YES	NO	YES
If yes, describe the services (1 <sup>st</sup> year):				
If yes, describe the services (2 <sup>nd</sup> year):				

Report Card Results:								
Course	1 <sup>st</sup> Year of Monitoring				2 <sup>nd</sup> Year of Monitoring			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

**Students Name:** \_\_\_\_\_

**1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>**

**1st Year of Monitoring**

Teacher's Initials: \_\_\_\_\_

Rate the student's performance in each of the following areas:  
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

1. The student completes assignments on time -----
2. The student communicates effectively with teacher -----
3. The student participates effectively in class projects -----
4. The student participates effectively in class discussions -----
5. The student is able to work independently -----
6. The student attends class regularly -----
7. The student displays effort and enthusiasm in class -----
8. The student requires additional assistance with assignments -----
9. The student shows evidence of difficulty with language -----
10. The student has discipline problems that interfere with progress -----

1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter


1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter

Have ESL strategies been implemented to respond to the language needs of the former ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>
Do you recommend that this student be considered for reclassification as an ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

**1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>**

**2nd Year of Monitoring**

Teacher's Initials: \_\_\_\_\_

Rate the student's performance in each of the following areas:  
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

11. The student completes assignments on time -----
12. The student communicates effectively with teacher -----
13. The student participates effectively in class projects -----
14. The student participates effectively in class discussions -----
15. The student is able to work independently -----
16. The student attends class regularly -----
17. The student displays effort and enthusiasm in class -----
18. The student requires additional assistance with assignments -----
19. The student shows evidence of difficulty with language -----
20. The student has discipline problems that interfere with progress -----

1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter


1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter

Have ESL strategies been implemented to respond to the language needs of the former ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>
Do you recommend that this student be considered for reclassification as an ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

Students Name: \_\_\_\_\_

**To be completed by appropriate ESL staff**

<b>1st Year of Monitoring</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
I received and reviewed this form. (ESL staff member initials)	_____	_____	_____	_____

Complete the following items only if the information on this form indicates the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (If the answer is "YES" describe the collaboration in the comments section)	
<b>1st</b>	
<b>2nd</b>	
<b>3rd</b>	
<b>4th</b>	

**NOTE:** A student may not be recommended for reclassification if collaboration between ESL and classroom teacher has not been taken place.

	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
I recommend that this student be reclassified as an ELL.	<b>Y N</b>	<b>Y N</b>	<b>Y N</b>	<b>Y N</b>

If a recommendation is made to reclassify, have the parents been notified?	<b>YES</b>	<b>NO</b>
--	------------	-----------

<b>2nd Year of Monitoring</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
I received and reviewed this form. (ESL staff member initials)	_____	_____	_____	_____

Complete the following items only if the information on this form indicates the former ELL is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. (If the answer is "YES" describe the collaboration in the comments section)	
<b>1st</b>	
<b>2nd</b>	
<b>3rd</b>	
<b>4th</b>	

**NOTE:** A student may not be recommended for reclassification if collaboration between ESL and classroom teacher has not been taken place.

	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>
I recommend that this student be reclassified as an ELL.	<b>Y N</b>	<b>Y N</b>	<b>Y N</b>	<b>Y N</b>

If a recommendation is made to reclassify, have the parents been notified?	<b>YES</b>	<b>NO</b>
--	------------	-----------

## Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education Staff

<b>Student Name:</b>		<b>Student ID #:</b>	Monitoring Year (circle): <b>1<sup>st</sup> Year 2<sup>nd</sup> Year</b>
<b>Grade:</b>		<b>Academic Year:</b>	
<b>Name of <u>Language Arts</u> teacher</b>			<i>The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual teacher for review.</i>
<b>Name of <u>Mathematics</u> teacher</b>			
<b>Name of <u>Science</u> teacher</b>			
<b>Name of <u>Social Studies</u> teacher</b>			
<b>Name of ESL/Bilingual teacher</b>			<i>The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.</i>
<b>ESL Coordinator</b> <small>(Responsible for ensuring that this form is completed each quarter and maintained in the students academic record)</small>		<b>Date:</b>	

Exiting Overall Performance Level on the <b>ELPA</b> :						
	Listening	Reading	Writing	Speaking	Comprehension	Overall
<b>Scale Score:</b>						
<b>Cut Score:</b>						

1<sup>st</sup> Year of monitoring  or 2<sup>nd</sup> Year of Monitoring

MEAP Score Categories and Scale Scores:					
Subject	Grade	Level 4 Not Proficient	Level 3 Partially Proficient	Level 2 Proficient	Level 1 Advanced
<b>Mathematics</b>					
<b>Reading</b>					
<b>Writing</b>					
<b>ELA</b>					
<b>Science</b>					
<b>Social Studies</b>					

<b>Is the student receiving any special services?</b> <small>(any academic services/programs in addition to the standard academic program)</small>	<b>NO</b>	<b>YES</b>
If so, describe the services:		

Report Card Results:								
Course	1 <sup>st</sup> Year of Monitoring				2 <sup>nd</sup> Year of Monitoring			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>

*If you have additional comments, attach them to this form when you return it into the ESL teacher.  
Make sure you identify which monitoring year and quarter you are commenting on.*

**Students Name:** \_\_\_\_\_

1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>

**Language Arts**

Teacher's Initials: \_\_\_\_\_

Rate the student's performance in each of the following areas:  
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- 21. The student completes assignments on time -----
- 22. The student communicates effectively with teacher -----
- 23. The student participates effectively in class projects -----
- 24. The student participates effectively in class discussions -----
- 25. The student is able to work independently -----
- 26. The student attends class regularly -----
- 27. The student displays effort and enthusiasm in class -----
- 28. The student requires additional assistance with assignments -----
- 29. The student shows evidence of difficulty with language -----
- 30. The student has discipline problems that interfere with progress -----

1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter


1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter

Have ESL strategies been implemented to respond to the language needs of the former ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>
Do you recommend that this student be considered for reclassification as an ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>

**Mathematics**

Teacher's Initials: \_\_\_\_\_

Rate the student's performance in each of the following areas:  
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- 31. The student completes assignments on time -----
- 32. The student communicates effectively with teacher -----
- 33. The student participates effectively in class projects -----
- 34. The student participates effectively in class discussions -----
- 35. The student is able to work independently -----
- 36. The student attends class regularly -----
- 37. The student displays effort and enthusiasm in class -----
- 38. The student requires additional assistance with assignments -----
- 39. The student shows evidence of difficulty with language -----
- 40. The student has discipline problems that interfere with progress -----

1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter


1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter

Have ESL strategies been implemented to respond to the language needs of the former ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>
Do you recommend that this student be considered for reclassification as an ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

**Students Name:** \_\_\_\_\_

1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>

**Science**

Teacher's Initials: \_\_\_\_\_

Rate the student's performance in each of the following areas:  
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- 41. The student completes assignments on time -----
- 42. The student communicates effectively with teacher -----
- 43. The student participates effectively in class projects -----
- 44. The student participates effectively in class discussions -----
- 45. The student is able to work independently -----
- 46. The student attends class regularly -----
- 47. The student displays effort and enthusiasm in class -----
- 48. The student requires additional assistance with assignments -----
- 49. The student shows evidence of difficulty with language -----
- 50. The student has discipline problems that interfere with progress -----

1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter


1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter

Have ESL strategies been implemented to respond to the language needs of the former ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>
Do you recommend that this student be considered for reclassification as an ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

1<sup>st</sup>      2<sup>nd</sup>      3<sup>rd</sup>      4<sup>th</sup>

**Social Studies**

Teacher's Initials: \_\_\_\_\_

Rate the student's performance in each of the following areas:  
(1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- 51. The student completes assignments on time -----
- 52. The student communicates effectively with teacher -----
- 53. The student participates effectively in class projects -----
- 54. The student participates effectively in class discussions -----
- 55. The student is able to work independently -----
- 56. The student attends class regularly -----
- 57. The student displays effort and enthusiasm in class -----
- 58. The student requires additional assistance with assignments -----
- 59. The student shows evidence of difficulty with language -----
- 60. The student has discipline problems that interfere with progress -----

1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter


1<sup>st</sup> Quarter    2<sup>nd</sup> Quarter    3<sup>rd</sup> Quarter    4<sup>th</sup> Quarter

Have ESL strategies been implemented to respond to the language needs of the former ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>
Do you recommend that this student be considered for reclassification as an ELL?	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>	<b>Y</b>	<b>N</b>

*If you have additional comments, attach them to this form when you return it into the ESL teacher. Make sure you identify which monitoring year and quarter you are commenting on.*

**Students Name:** \_\_\_\_\_

**To be completed by appropriate ESL staff**

I received and reviewed this completed form.	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
	_____	_____	_____	_____
	(Initial)	(Initial)	(Initial)	(Initial)

**Complete the following items only if the information on this form indicates that the former ELL is struggling:**

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. <i>(If the answer is "YES" describe the collaboration in the comments section)</i>		
<b>1<sup>st</sup></b>	<b>Yes    No</b>	Comments:
<b>2<sup>nd</sup></b>	<b>Yes    No</b>	Comments:
<b>3<sup>rd</sup></b>	<b>Yes    No</b>	Comments:
<b>4<sup>th</sup></b>	<b>Yes    No</b>	Comments:

**NOTE:** A student may not be recommended for reclassification if collaboration between ESL and classroom teacher has not been taken place.

I recommend that this student be reclassified as an ELL.	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
	<b>Y    N</b>	<b>Y    N</b>	<b>Y    N</b>	<b>Y    N</b>

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	<b>YES</b>	<b>NO</b>
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## APPENDIX D

### Descriptions at English Language Proficiency Levels

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

Federal NCLB Categories of English Proficiency	Michigan English Proficiency Levels	Description of English Language Learners (ELLs)
<p style="text-align: center;"><b>BASIC (B)</b></p>	<p><b>Level 1A</b></p>	<p><b>Students with limited formal schooling</b>            Level 1A includes students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than ELL beginning students at Level 1B. Level 1A students lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p><b>Recently arrived student</b> (less than 30 days) These students have not been assessed with the Michigan English Language Proficiency Test or other tests used for placement.</p>
	<p><b>Level 1B</b></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.</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete.</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>

<p style="text-align: center;"><b>LOW INTERMEDIATE (LI)</b></p>	<p style="text-align: center;"><b>Level 2</b></p>	<p><b>Early intermediate (Speech emergent)</b> Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation.</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages.</p> <p>Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p>
<p style="text-align: center;"><b>HIGH INTERMEDIATE (HI)</b></p>	<p style="text-align: center;"><b>Level 3</b></p>	<p><b>Intermediate</b> At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings.</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text.</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>

<p style="text-align: center;"><b>PROFICIENT (P)</b></p>	<p style="text-align: center;"><b>Level 4</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.</p> <p>Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems.</p> <p>They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing). (TESOL, 1999, p. 21)</p>
<p style="text-align: center;"><b>ADVANCED PROFICIENCY (AP)</b></p>	<p style="text-align: center;"><b>Level 5</b></p>	<p><b>Monitored (Advanced Proficiency)</b>          Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (English Language Proficiency Test - ELPT). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.</p>

## APPENDIX E

### DEFINITIONS

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

#### ***Bilingual/ESL Student File***

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

#### ***Bilingual Instruction***

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

#### ***Bilingual Paraprofessional***

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

#### ***Bilingual Program***

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

#### ***Bilingual Teacher***

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

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

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

#### ***CALP***

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

#### ***Co-Teaching***

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

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

ELLs refers to students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to as limited English proficient or LEP) and those who have already

developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are learning English.

### ***ELPA***

The English language Proficiency Assessment (ELPA) is the annual assessment that measures English language proficiency in listening, speaking, reading, writing and comprehension for ELL in Michigan. It is administered in the spring.

### ***ELPA Screener***

The English language Proficiency Assessment Screener (ELPA Screener) is a short version of the ELPA used to measure English language proficiency in listening, speaking, reading, writing and comprehension for ELL in Michigan for newly arrived students in a school district. It is administered after the ELPA window from May through mid-March.

### ***ESL***

English as a Second Language (ESL) 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. The ESL teacher may provide ESL instruction or support services to LEP students and may provide consultative services to regular classroom teachers.

### ***FLEP Students***

Formerly Limited English Proficient (FLEP) student has been exited from Title III/ESL/Bilingual program because:

The student has scored proficient on the ELPA, ELPA Screener and multiple district assessments.

### ***Inclusion***

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

### ***Placement Team***

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

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

The ESL teacher and bilingual paraprofessionals assigned to the building will provide instructional support and materials.

When concerns arise regarding a student's program, curriculum, and placement, the team outlined above will address these issues at a Child Study meeting. The Child Study Team referrals may be requested by any staff member. The District Title III/ESL/Bilingual supervisor will be notified when a Child Study for an ELL is planned or when a particular student's problem persists after interventions have been implemented as recommended by the Child Study Team.

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

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

### **NCLB Title III**

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

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

### **Woodcock-Muñoz**

Woodcock-Muñoz is used to determine English language proficiency.

## APPENDIX F

### 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 Language Learners (ELLs) need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lecture, memorization, and worksheets may be least appropriate for second language learners.
- 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 background 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/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 LEP student. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of student's progress over time. The placement team recognizes that every test is a language test; the student may understand content but be unable to decipher a multiple-choice test. Finally, the team assists teachers in inventing ways of allowing the student to demonstrate what they have learned without using complex English.

The placement team encourage the LEP student's involvement in extra-curricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir. The LEP student needs to be invited to participate.

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