

School District of the City of Royal Oak

TITLE III/ESL PROGRAM



English as a Second Language

HANDBOOK

2013 – 2014

Program Website: www.royaloakschoolsesl.weebly.com

Title III/ESL Program Handbook
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I. INTRODUCTION

Mission Statement of the School District of Royal Oak

The mission of the School District of the City of Royal Oak is to create a world class system for learning by building active partnerships among students, educators, families, and community to prepare all students to participate in an ever-changing world as responsible, lifelong learners.

The School District of Royal Oak seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Language Learners (ELs) are provided instructional services through an English as a Second Language (ESL) program, which is designed to meet their unique needs.

Royal Oak has prepared this handbook of program policies and procedures to ensure that the Title III/ESL program is consistent throughout the district.

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

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Title III Handbook

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II. DEFINITION OF ENGLISH LEARNER (ELs)

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 (ELs). The federal government classifications follow.

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

1. Belongs to one of the following categories:

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

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

- Score at the proficient level on state assessments of academic achievement;
- Learn successfully in classrooms that have language of instruction in English; or
- Participate fully in society

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 Learner provisions are included under Title I and Title III of NCLB. Title I outlines the state standards, assessment, annual yearly progress, and other accountability requirements for EL students. Title III provides funding to state and local education agencies that are obligated by NCLB to increase the English proficiency and core academic content knowledge of Limited English Proficient students (another term is EL-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 EL students English, but requires that instructional programs to be scientifically proven to be effective.

State education agencies, school districts and schools must:

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

WHAT YOU NEED TO KNOW

Title III funds are to be used to provide language instruction educational programs — defined as courses in which EL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child’s native language to enable the child to develop and attain English proficiency, but school districts are required to “use approaches and methodologies based on scientifically-based research.” Each school or district using Title III funds must implement an effective means of outreach to parents of EL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.

Title III Schools and School Districts Must:

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

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

- 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 EL students

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

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

Assessments Required of EL Students:

1. All EL students must be included in the state assessment required of all students. Inclusion in this assessment must begin immediately when the student enrolls in school, and no exemptions are permitted on the basis of English proficiency. For the first three years, however, EL 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 EL students on their English language proficiency to determine how proficient they are in listening, speaking, reading and writing, and this proficiency data must be sent to the state for compilation. Each state is required to set annual measurable objectives for school districts in moving EL 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 defines 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 the Royal Oak 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 (APPENDIX A) is included in the Royal Oak School District registration form. It is to be completed at the time of registration. The secretary responsible for student enrollment at each level will ensure that a home language survey is completed for all students at the time of enrollment. A copy of the completed registration form shall be forwarded immediately to the ESL teacher, and placed in student's permanent (CA-60) files.

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

B. Initial Assessment for Program Eligibility

Within ten (10) school days of enrollment, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for Title III/ESL program services. Assessments assess a student's language skills in listening, speaking, reading, writing, and comprehending English using the *World-class Instructional Design and Assessment* (WIDA) during the testing window beginning in February through March, or the *World-class Instructional Design and Assessment Screener* (WIDA Screener) from May until February when the WIDA testing window begins again.

See the following Entrance/ Exit criteria to determine if students should be entered or exited from ESL services (if they received a score of Proficient or Advanced Proficient on the WIDA assessment).

C. Entry/ Exit Criteria for Title III/ ESL Services

Kindergarten through 2nd Grade Exit Criteria (or entering grades 1-3)

WIDA	Reading	Math
Student receives an overall proficiency score of Bridging or Reaching	Score at or above grade level on: DRA (Reading Diagnostic Assessment)	Score at or above grade level on: - AIMSweb MCOMP Curriculum-Based Measure (1 st and 2 nd grade) - AIMSweb Test of Early Numeracy (Kindergarten)

3rd through 5th Grade Exit Criteria (or entering grades 4-6)

WIDA	Reading	Math
Student receives an overall proficiency score of Bridging or Reaching	MEAP Reading (& 4 th grade writing) score at the proficient or advanced proficient level. If MEAP score is unavailable: Score at or above grade level on: DRA (Reading Diagnostic Assessment)	MEAP Math score at the proficient or advanced proficient level. If MEAP score is unavailable: Score at or above grade level on: - AIMSweb MCOMP Curriculum-Based Measure

6th through 8th Grade Exit Criteria (or entering grades 7-9)

WIDA	Reading	Math
Student receives an overall proficiency score of Bridging or Reaching	MEAP Reading (& 7 th grade writing) score at the proficient or advanced proficient level. If MEAP score is unavailable: Score at or above grade level on: - Woodcock Munoz Complete Battery, or - ACT EXPLORE Reading (8 th grade)	MEAP Math score at the proficient or advanced proficient level. If MEAP score is unavailable: Score at or above the national norm for grade level on: - AIMSweb MCOMP Curriculum-Based Measure (6 th & 7 th grade) - ACT EXPLORE Math (8 th grade)

9th through 10th Grade Exit Criteria (or entering grades 10-11)

WIDA	Reading	Math
Student receives an overall proficiency score of Proficient or Advanced Proficient	Score at or above grade level on: - Woodcock Munoz Complete Battery, or - ACT EXPLORE Reading (9 th grade) - ACT PLAN Reading (10 th grade)	- Local Common Assessments aligned to state standards and benchmarks (semester common exams), or - ACT EXPLORE Math (9 th grade) - ACT PLAN Math (10 th grade)

11th through 12th Grade Exit Criteria (or entering grade 12)

WIDA	Reading	Math
Student receives an overall proficiency score of Proficient or Advanced Proficient	MME Reading & Writing score at the proficient or advanced proficient level. If MME score is unavailable: Score at or above grade level on: - Woodcock Munoz Complete Battery	MME Math score at the proficient or advanced proficient level. If MME score is unavailable: <ul style="list-style-type: none"> Local Common Assessments aligned to state standards and benchmarks (semester common exams)

D. Entrance/ Exiting Title III/ESL Program Services

A student who scores Entering, Beginning, Developing, Expanding, Bridging or Reaching on the WIDA is eligible for Title III/ESL Program Support. For a student scoring Reaching to continue receiving Title III/ESL support services, the district takes into account additional multiple academic criteria as noted in the Entry/ Exit Criteria chart on the previous page.

A student who scores Bridging or Reaching and meets the criteria of additional standardized and curriculum-based assessments on the Entry/ Exit Criteria chart on the previous page may be exited from the Title III/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.

E. Monitoring Formerly Limited English Proficient Students (FLEP)

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/Bilingual staff member is designated to monitor the student's progress with entry/ exit criteria. The ESL teacher assesses the student's progress annually.

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 Title III/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 ESL files.

F. Placement in Title III/ESL Program

The Royal Oak School District 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.

The Royal Oak School District's Title III/ESL program provides language and academic content support to ELs through:

- ESL Classroom Instruction, K-12
- Sheltered Content Instruction, 6-12
- ESL/Bilingual Tutorial Support, K-12
- Reading Support from the Reading or Title I teacher, K-12
- Monitored by the ESL Staff, K-12

Program Description

Students receive a minimum number of minutes per week of classroom and/or pullout services by an ESL teacher or paraprofessional supervised by an ESL teacher.

ENTERING/ Level 1:

Eligibility criteria: WIDA score

Elementary (Grades K-5): 120 minutes/week

Middle School (Grades 6-8): 250 minutes/week

High School (Grades 9-12): 250 minutes/week in a specialized self-contained classroom

BEGINNING/ Level 2:

Eligibility criteria: WIDA score
 Additional district criteria (MEAP, MLPP and DRA scores, writing samples)

Elementary (Grades K-5): 90 minutes/week
 Middle School (Grades 6-8): 90 minutes/week
 High School (Grades 9-12): 250 minutes/week

DEVELOPING/ Level 3:

Eligibility criteria: WIDA score
 Additional district criteria (MEAP, MLPP and DRA scores, writing samples)

Elementary (Grades K-5): 45-90 minutes/week
 Middle School (Grades 6-8): 90 minutes/week
 High School (Grades 9-12): 120 minutes/week

EXPANDING/Level 4:

Eligibility criteria: WIDA score
 Additional district criteria (MEAP, MLPP and DRA scores, writing samples)

Elementary (Grades K-5): 45-90 minutes/week
 Middle School (Grades 6-8): 90 minutes/week
 High School (Grades 9-12): 120 minutes/week

BRIDGING/ Level 5:

Eligibility criteria: WIDA score
 Additional district criteria used for exit from program services:
 (MEAP, MLPP and DRA scores, writing samples)

Elementary (Grades K-5): 30-50 minutes/week or exit, based on need
 Middle School (Grades 6-8): 30-50 minutes/week or exit, based on need
 High School (Grades 9-12): 30-50 minutes/week or exit, based on need

REACHING/ Level 6:

Eligibility criteria: WIDA score of Advanced Proficiency (AP)
 Additional district criteria used for exit from program services:
 (MEAP, Stanford, MLPP and DRA scores, writing samples)

Elementary (Grades K-5): 30-50 minutes/week or exit, based on need
 Middle School (Grades 6-8): 30-50 minutes/week or exit, based on need
 High School (Grades 9-12): 30-50 minutes/week or exit, based on need

G. Parental Notification See APPENDIX B

The Royal Oak School District must inform parents of a 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 Language Learners (ELs) prior to the beginning of the school year.

Parent Notification letters are available in the following languages: English, Albanian.

Title III School Districts Must Inform Parents of:

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

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

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

H. ELs Who are Struggling Learners:

When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will begin the Response to Intervention process. The school's RtI team, including the ESL teacher, RtI Coordinator, classroom teacher and other pertinent staff, will design tier 2 interventions and gather systematic data in order to determine the success or failure of the strategies. Please see page 14 for a more in-depth study of Royal Oak's RtI process for ELs.

The Royal Oak 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 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.

I. Student Folder Contents and CA-60

Each English Language Learner will have a folder maintained by the ESL teacher at the building. The folder will contain:

- Home language survey *APPENDIX A*
- Parent notification letter *APPENDIX B*
- WIDA results
- Student Profile (for students moving from elementary to middle school and from middle school to high school)
- Monitoring records (for exited students)
- Record of placement decisions (description of program for individual student, including type and amount of alternative program services)

The CA-60 of each English Language Learner will contain:

- WIDA results
- Exit records (Parent Notification Letter)

J. Response to Intervention Flowchart for English Language Learners

Tier 1: Classroom Accommodations and ESL Services

- Student receives English as a Second Language services to meet his/her language needs.
- Classroom teachers accommodate the curriculum, homework and assessments to meet the student's academic needs.
- Formal and informal assessments measure progress (Universal screening, standardized tests, district, ESL and classroom data)
- If student is not making progress despite accommodations, please contact the ESL teacher immediately to discuss possible Tier 2.

Note: Inform parents when students move to a new tier. Talk to the ESL Teacher to see if a translator is necessary.

If **Tier 1** is Unsuccessful:

Tier 2: Data and Research-based Intervention Plan

- Rtl team meets, including the ESL teacher.
- Rtl team reviews data points and formal assessments to identify areas of difficulty for the student.
- Rtl team reviews the student's history: prior schooling, family, physical, and academic background.
- A researched-based intervention plan is created by the team, with frequency and timeline (Approximately 10 week interval)
- Staff is assigned to implement and monitor interventions and collection of data points.

Note: As student progresses through the interventions, keep parents informed of progress. Check with the ESL Teacher to see if a translator is necessary.

If **Tier 2** is Unsuccessful:

Tier 3: Data and Research-based Intervention Plan

- Rtl team meets again, including the ESL teacher.
- Rtl team reviews and analyzes data obtained in Tiers 1 and 2.
- A more intense intervention is formulated to address the student's needs. Amount of intervention should increase.
- If still unsuccessful, Rtl team meets to discuss and redesign interventions. If team proceeds to special education referral, involve ESL teacher, psychologist and appropriate special education staff to ensure that proper testing procedures are followed.

K. ESL Program Structure

Elementary, K-5

- Pull-out program at all six elementary schools, small groups from one to five ESL students
- One ESL teacher and two paraprofessionals deliver ESL curriculum to their own caseloads
- Team meets weekly to discuss new units and engage in professional development

Two ESL Curriculums are taught:

- **Levels 1 and 2:** Thematic units incorporating vocabulary, grammar, reading, writing and listening skills (based on the English Language Proficiency Standards)
- **Levels 3 and 4:** Genre studies that directly teach text structures and writing structures, incorporating vocabulary, academic language and higher level grammar skills (based on the English Language Proficiency Standards). Topics include the language of Science, Social Studies, Math and Language Arts to prepare students for the ability to succeed in grade level content area expectations.

Middle School, 6-8

- Pull-out program
- One ESL teacher and paraprofessional deliver ESL curriculum
- Paraprofessionals are under direct supervision of the ESL teacher.

Program components:

- **Levels 1 and 2:** Thematic units incorporating vocabulary, grammar, reading, writing and listening skills (based on the English Language Proficiency Standards)
- **Levels 3 and 4:** Teaches academic content and language objectives, incorporating vocabulary, reading comprehension and writing skills (based on the English Language Proficiency Standards). Topics include the language of Science, Social Studies, Math and Language Arts to prepare students for the ability to succeed in grade level content area expectations.

High School, 9-12

- Elective class offered for credit
- Students grouped by proficiency level within classroom
- One ESL teacher and paraprofessional deliver ESL curriculum
- Paraprofessionals are under direct supervision of the ESL teacher

Program components:

- Half of each hour is spent on direct instruction of English Language Proficiency Standards
- Half of each hour is spent on content area support
- **Levels 1 and 2:** Vocabulary, grammar, reading, writing and listening skills (based on the English Language Proficiency Standards)
- **Levels 3 and 4:** Academic content and language objectives, incorporating vocabulary, reading comprehension and writing skills (based on the English Language Proficiency Standards). Topics include the language of Science, Social Studies, Math and Language Arts to prepare students for the ability to succeed in grade level content area expectations.

V. STAFF Roles

A. ESL Teachers

The ESL teacher is certified in his/her teaching area and has an ESL endorsement. 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 English. The ESL teacher is responsible for language development and content specific instructional support.

ESL teacher:

- provides instruction in language development based on the State of Michigan's English Language Proficiency Standards;
- meets regularly with the mainstream teacher to consult on the academic needs of LEP students enrolled in their classes;
- teaches basic survival skills to the most limited English proficient students;
- assists general education staff about culture and language of the EL and the family;
- provides the mainstream teacher with the cultural and linguistic background of the language minority students in the class;
- identifies, assesses, teaches, and counsels ELs in the program; and
- provides staff development on English language instruction and cultural awareness.
- provides outreach for families of EL students in the program on cultural awareness, community resources and educational needs

B. Role of ESL/Bilingual Paraprofessional

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 K-12 ESL/Bilingual paraprofessional are to:

- assist ESL teachers and mainstream teachers in content instruction and teach the ESL Curriculum;
- meet regularly with ESL teachers and/ or mainstream teachers to determine the academic needs of ELs enrolled in their classes;
- assist in teaching basic survival skills to the most limited English proficient students;
- assist in identification, assessment, teaching, and counseling each EL
- assist in providing staff development on English language instruction and cultural awareness; and
- provide outreach and translation for families of EL students in the program, teaching cultural awareness, connecting families with community resources and educational needs

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

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 using the WIDA CAN DO statements as guides. 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/Bilingual staff are the ones who decide:

- what should be taught;
- how the mainstream class content should be supported by ESL/bilingual staff;
- what the essential concepts in the lessons are;
- how lessons should be accommodated;
- how to modify assessment; and
- how to assess achievement.

In addition, the mainstream teacher:

- Uses WIDA CAN DO statements to determine what the expectation is for each content area assignment
- is a full partner with the ESL/Bilingual 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/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/ bilingual staff.

D. Role of Special Services Staff

Special Services staff members are essential for the success of LEP students in elementary, middle, and high schools in the Royal Oak School District. Counselors, social workers and curriculum support personnel are a 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 LEP students:

- work in conjunction with the ESL/Bilingual and mainstream staff to provide appropriate scheduling of students;
- have an awareness of the culture and language abilities of language minority students;
- provide social and academic guidance to help LEP students become familiar with school culture and academic opportunities;
- have current language proficiency assessment accessible; and,
- provide academic information to parents/guardians.

E. Suggestions for the General Education Teacher

First Week Teaching Suggestions

Learning how to “do school” in American elementary, middle school and high school requires time, trial and error and lots of help from other students and sensitive adults. The following suggestions may help ease students’ transition during the first week or so of entry into a new school.

- Speak at a normal (or slower) rate and volume with bilingual students. For some reason, we tend to speak louder when speaking to people who use a language other than our own.
- Assign the student a “peer ambassador.” Allow this student to sit beside the newcomer and demonstrate classroom routines. Have the peer take the student on a daily tour of school identifying significant people and places – especially bathrooms and cafeteria routines.
- Introduce the student to the class as _____ (name) who speaks (language). If you introduce the student as someone “who doesn’t speak English,” she/he is being identified by what she/he can’t do. Call students by their real names; avoid nicknames that are “easier” to say. Students need to keep their identities as they make the transition into American schools.
- Be sure the student has materials needed for classroom activities.
- Begin to incorporate the student’s native language into the classroom by posting a greeting or labeling an updated map. Make sure that announcements regarding upcoming events such as parent/teacher conferences and holiday activities are translated and sent home.
- Establish consistent routines and language for describing these routines. Create a means of documenting when the student has successfully followed classroom routines.
- Provide examples of required work such as notes, homework, worksheet, etc.
- If you have several students who speak the same language, allow them to interact in their native language. Given that they are human beings, they may joke to tease a bit in the “secret code,” but usually they can provide a sense of belonging to each other – and they can easily explain content and procedures in their native language.
- Teach the student how to ask for clarification. This can be as simple as “Repeat, please!” or as complex as “Would you say that again? I don’t understand.”
- Recognize that, for many students, being accepted by other students is a priority. Create opportunities for students to share a classroom task, work together to begin to build friendships.
- Note that learning how to interact in a new language and culture is exhausting. Students may need time to themselves to simply absorb all that is new.
- As students begin to attempt to speak English, don’t worry about pronunciation. Pronunciation is generally the last skill to be refined. Students will start talking more clearly over time when they find themselves in meaningful interactions where they really want to be understood.
- Provide bilingual dictionaries and periodicals and books. Encourage students to use all of their language skills as they learn in the classroom. For example, students who are literate may wish to take notes or write a rough draft in their native languages prior to writing in English.
- Get to know the student so that you can modify instruction in appropriate ways. Answers to the following questions may provide crucial information. You may need to use an interpreter to determine the following:
 - What is the student’s native language?
 - Is the student literate in that language?
 - Has the student attended school in this country or in another country?
 - Does the student have any physical, social or emotional needs that could affect learning?
 - What are the student’s goals in regard to schooling and language learning?
 - Have high expectations and be patient. Students need lots of time and positive interactions to relax enough in a new school, language and culture to begin to learn academic material.

Vocabulary items should be taught orally first, written forms come later. Concepts vocabulary peculiar to American culture is the most difficult to learn. The Gay Nineties, the Roaring Twenties, Dixieland Jazz and similar concepts are culture-bound and should await further American cultural experience before their development. Vocabulary should not be taught out of a structural context. A second language is best taught as a medium to teach something else. Advice to the classroom teacher suggest that you:

- Encourage your student to speak.
- Avoid materials or activities, which may be too difficult and frustrating.
- Speak to your student in a natural way – contraction, normal rate, tone and pitch. Use simple language – short sentences, familiar structure and concrete vocabulary.
- Emphasize listening and speaking activities, plays with puppet shows, dramas, role-playing, public speaking, debating.
- Provide a variety of listening activities: poetry reading, singing, talking books, filmstrips with records and tapes, taped material.
- Provide a variety of listen activities as often as possible: telephone conversations (can usually borrow a system from the phone company), give oral reports on field trips, provide structured situations for talking. For instance, make a map of community and surrounding areas. Have your student work out his/her route to and from school and discuss stores, building, etc. on the route.
- Give simple directions – one and two steps initially; even better, use an example.
- Teach your student to read and write only what he/she can say and understand.
- Use a variety of visual aids: chalkboards, charts, pictures, maps, diagrams, movies, film strips.
- Give your student English labels and structure practice for the necessary classroom concepts.
- Make sure your student can ask questions and understand answers.
- Support your student’s struggle with new English learning and don’t over correct that which hasn’t been mastered.
- Help your student learn “how to learn” and succeed in English, including initial and transfer reading instruction, how to take tests, how to efficiently find answers to the questions at the end of the chapter, etc.
- Include individualized activities which can be programmed, self-correcting and make use of cassette recordings at the student’s learning point.
- Remember that any test and its instructions are also language tests. Results from tests or evaluation of skills, abilities or academic achievement will be a reflection of English language proficiency and may not be an accurate indication of what you think you are evaluating. You may be able to design alternative means of assessing LEP students by having them demonstrate or apply what they have learned in a new activity. Often, LEP students need to have tests read to them orally and directions explained and demonstrated explicitly.
- Find out if your LEP students are literate in their native languages. Students who are already literate come to the task of learning English literacy skills with an understanding of the reading process. They will be able to apply their reading skills in their first language as they learn English. Also, students with native language literacy skills will be able to record new information in their native language rather than simply trying to remember everything.
- Find out about your students’ formal schooling background. If they have not learned in classroom settings before, adjusting to the routines and cultural practices of an American school scene may take time and energy. LEP students who have attended schools in other countries may view the U.S. system as very unstructured. Students may not be accustomed to moving about the classroom, asking questions, and raising their hands to answer questions or active learning through hands-on activities. LEP students, in order to show respect for the teacher, may say that they understand whether they do or not. The teacher may be seen as an authoritarian figure who is never to be questioned. Give students time and reinforcement as they adjust.

- Invite Bilingual/ESL teachers and paraprofessionals to meet with academic departments to discuss expectations, cultural and language information and resources. Identify advocates and become resources for each other.
- Invite guidance counselors, school nurses, administrators, etc., in on your discussions regarding bilingual students so that they will be more familiar with the issues and have a more complete picture of LEP students in the schools.
- Promote communicative skills through:
 - Confirmation checks: Is this what you're saying?
 - Comprehension checks: Do you understand what I'm saying?
 - Clarification requests: What do you mean by that?
 - Repetitions: TEL me how to do this problem.
 - Expansions: statements, antonyms/ synonyms/ explanations.
 - Variety of question types starting with 5 W's and H.
- Interdependent dialogue: Each party has information the other does not have and they exchange/negotiate meaning.
- Personalize classroom conversation: Use names, refer to past and future shared classroom experiences.
- Organization classroom language use:
 - Establish consistent routines. Give credit for successfully following routines.
 - Provide examples of required work: notes, homework, write-ups of class activities.
 - Provide bilingual lists of vocabulary items. Encourage use of bilingual dictionaries.
 - Provide tape of content reading and allow time for repeated listening sessions.
 - Teach test taking strategies for different test types. Practice test taking.

A classroom teacher's main responsibility is to teach vocabulary in context and give the student a chance to use the English he/she has learned. Some of this learning must come from other students, especially the language of the peer group. To do this, the teacher needs to know as much about the student as possible.

ALTERNATIVES TO WRITING BOOK REPORTS

- Book jacket or bookmark: Illustrate a cover for the book or design a bookmark with characters or setting from the book.
- News Reports: Summarize the book by writing a news report as if the events in the story actually took place. Pretend to be a TV anchorperson and give the report.
- Ending Rewrite: Give the book a new ending. Pursue different ways the story could have ended.
- Advertisement: Dress and act as a character from the book and "sEL" the book to the class.
- Write the Author: All authors can be written to in care of the publisher. Students should make comments about books read.
- Poetry: Summarize a book by retELing in poetry form.
- Character Journal: Write a journal portraying a character from the book. The journal should be written in first person and describe the character's thoughts, feelings and ideas.
- Plays: Rewrite the book in play form. For longer stories, take a chapter or chapters and just write an "act" or "scene" of the play.
- Models: Make a model of the setting or a character from the book.
- Bulletin Board: Use classroom bulletin board to describe and display setting, characters and theme of the book.
- Map: Draw map of story setting to show story action. Use map as a prop when discussing the book.
- Life-Size Posters: Make life-size characters to use as props when presenting an oral book report.
- Letter: Write a letter tELing a friend about the book. Describe setting, characters and plot.

- Comic Book: Summarize the book in the form of a comic book. This would be a good idea for unmotivated readers who are very interested in drawing and art.
- Oral or Taped Presentation: This is an easy alternative to written reports. With taped reports, sound effects can be added to interest the audience.
- Condensed Book: Write and illustrate a short synopsis of the book. This would be similar to what certain magazines do to advertise a book.
- Illustrations: Draw main characters, setting or climactic scene from book.
- Panel Discussion: For those reporting on the same book, form a panel and have a questions-and-answer period.
- Demonstration: “How-To” books – student could demonstrate what was learned. For example: cake decorating – bring in a cake and show steps in decorating.
- Time Line: Draw a time line of events as they happened in the story. Illustrations may be added to explain events in the story.

MOTIVATIONAL MATERIALS FOR RELUCTANT READERS

After years of reading failure, students become “turned off” to reading. Therefore, it is up to the teacher to find reading material that interests these individuals enough to find reading acceptable and enjoyable. Here is a list of motivators for reluctant readers:

Joke and Riddle Books	Greeting Cards
Album Jackets	Comic Books
Comic Strips	Tongue Twisters
Travel Brochures	Transportation Schedules
TV Schedule	Catalogue
Advertisements	Classified Ads
Telephone Book – YELow Pages	Cook Books
Society Columns – Dear Abby	Biographies
Sport Page	How-To-Books
First Aid Books	Magazines
Department of Motor Vehicles	Drivers Ed. Manual

STEPS FOR ADAPTING ASSIGNMENTS

- Be sure that student has the correct information on the assignment (page numbers, due date, etc.)
- Review the assignment and check for questions.
- The assignment should be geared for the level of each student.
- Structure each assignment so all students can experience success.
- Provide immediate feedback on all assignments.
- If the assignment requires students to look up answers to questions, use an asterisk to distinguish implied fact from literal questions requiring a stated fact.
- If the assignment is lengthy, provide class time to complete part of the assignment or divide into two or more days.
- Identify an “assignment buddy” for each student. The buddy may be another student within the class, in another class or a friend or parent outside the class. This provides a support system for the student who may not know how to complete the assignment.
- Assignments may be assigned to two or more students. It is suggested that class time be given for shared assignments and that both students be given the same grade.
- Teach students the concept of grade averaging with and without zeros. Many students do not realize the difficulty of trying to raise an average after just one zero on an assignment.
- Allow student the option of dropping one or more low assignment grades per grading period.

- Establish assignment passes earned for good work and “cashed in” when the assignment is forgotten or a low grade is received.
- Be consistent in placing the assignment for class or homework in the same place each day.
- Provide written and oral directions for assignments.
- If an assignment requires several steps or stages (i.e., projects), provide a checklist for the students.
- If the assignment is to be copied from the text, allow the student who has difficulty copying, or who copies slowly, to copy only the answers.
- Be careful in the use of worksheets. Worksheets should be clear and uncluttered. Watch the overuse of worksheets. Sometimes the reward for completing one worksheet is another worksheet. Also, giving a stack of worksheets can be overwhelming.
- Put books needed to take home in the locker with spine to the back of the locker and on the right side of locker. At the end of the day, the student reaches into the locker and retrieves all spine-back books to take home.
- Require a method of recording assignments for the students in the class.
- Make copies of the assignments for a weekend and give the student and the support teacher/Bilingual/ESL paraprofessional a copy.
- After the class assignment is completed, tell students where to put the assignment and what to do next.
- Do not punish the student by making him/her finish assignments during free time, recess or after school.
- For in-class assignment, give a warning when it is close to time to turn in the assignment.
- Orient students to the major points of the assignment.
- Begin all assignments with a planned opening and a purpose.
- Practice for assignments should be individualized.
- Relate all activities within an assignment directly to the objective of the assignment.
- Assess the assignment for the appropriate instruction level.
- Use feedback from the previously completed assignments to indicate the quality of the next assignment.

VI. PARENTAL COMMUNICATION

A. Parental Communication/Interpreter Services

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

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

The Bilingual Parent Advisory Committee takes place during ESL Parent Night yearly to review the program and gain feedback for improvement.

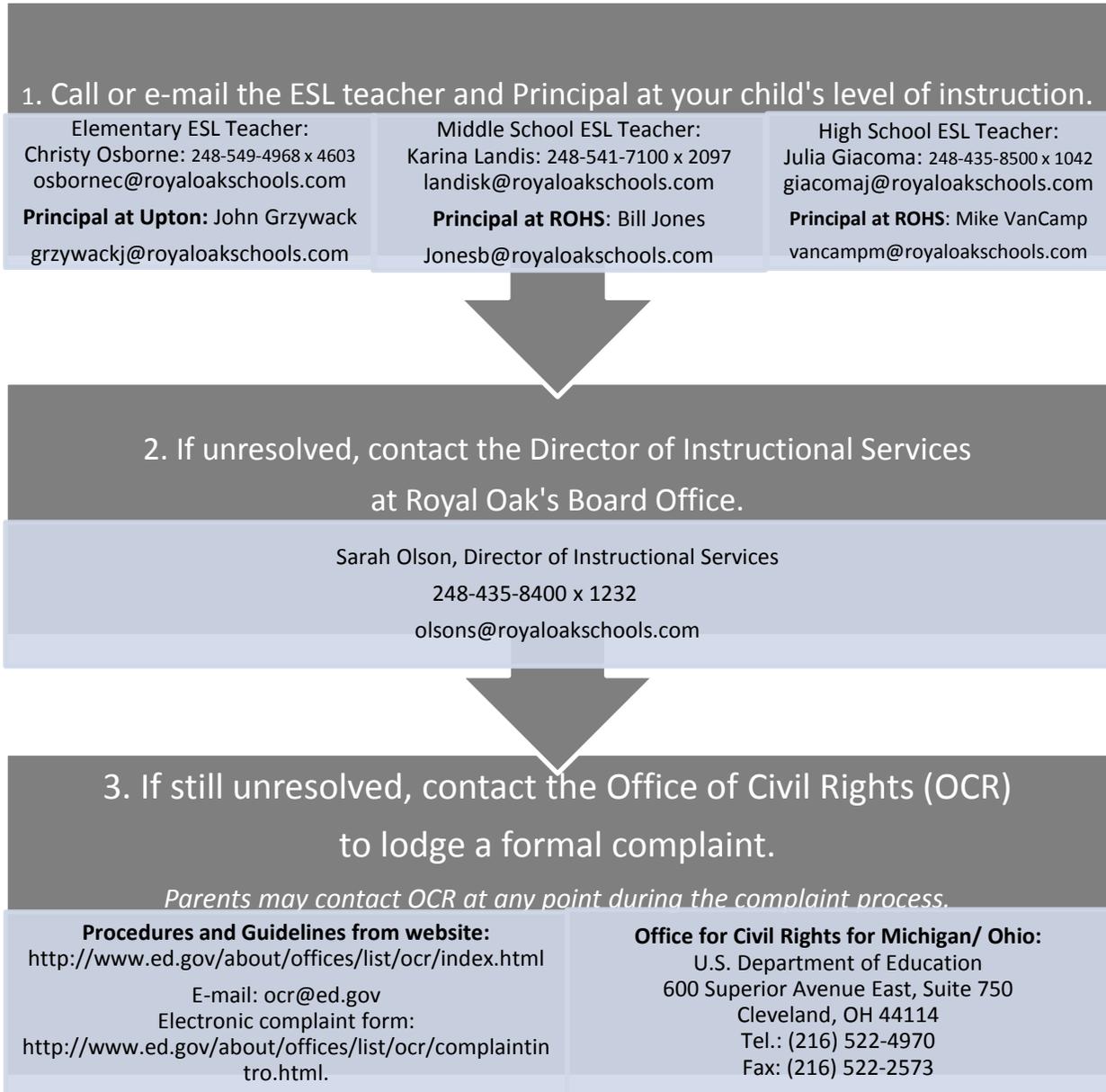
Send notification of ESL/Bilingual Parent Advisory Committee Meetings. If possible, send the letter in the parents' native language. Phone calls by bilingual staff to remind parents are very helpful. The Parent Advisory Committee is an excellent way to develop rapport and solicit questions and suggestions 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 and distributed to parents of ELs. This will assure that students and parents are informed in their first language.

Parent Complaint Process

If the school and the parents/ guardians disagree on the level of services their child should receive, or have questions or complaints about the English as a Second Language instructional program, we suggest that this chain of contact be followed:



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.

The District will encourage the designation of ESL/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.

B. Inservices

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

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

Training for regular education teachers on ESL/Bilingual issues will be provided.

IX. PROGRAM EVALUATION

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

APPENDIX A

STUDENT INFORMATION FORM: HOME LANGUAGE SURVEY

(Attach in printed version of Handbook)

APPENDIX B

**School District of the City of Royal Oak
Parental Notification**



ROYAL OAK SCHOOLS
A COMMUNITY OF EXCELLENCE

Date: _____

Dear Parents:

The Royal Oak 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 ESL (English as a Second Language) program based their Fall 2013 WIDA (World-Class Instructional Design and Assessment) test score. 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 by the date indicated on the form. The WIDA APT (WIDA Access Placement Test) test is required by the State of Michigan for all K-12 students with another language on their initial enrollment form. It is used to assess students in reading, writing, listening, speaking, and comprehension of the English language in all content areas. The WIDA APT is used to place students in the ESL program.

Test Administered:

_____ WIDA APT (Initial Kindergarten): _____ WIDA/APT
(Spring, Grades K-5)

English Proficiency Score: WIDA APT: Kindergarten (Speaking and Listening ONLY)	English Proficiency Score: WIDA Test (Speaking, Listening, Reading, Writing)
Beginning Speaker of English ____ Low	Beginning Speaker of English ____ Level 1: Entering
Gaining Language Skills ____ Mid ____ High	Gaining Language and Literacy Skills ____ Level 2: Beginning ____ Level 3: Developing ____ Level 4: Expanding
Developed Language Skills ____ Exceptional	Developed Language and Academic Language ____ Level 5: Bridging ____ Level 6: Reaching

Please sign and return attached form to your child's teacher.

Program Description:

- ___ ESL Classroom Instruction
- ___ ESL Tutorial Support
- ___ Bilingual Tutorial support
- ___ Content area tutorial in needed areas
- ___ Exited and monitored by the ESL Staff

ESL Teacher comments: _____

English is used as the language of instruction for speaking, reading, writing and listening, and assistance in other subjects is given in English and/or the native language.

Exit Procedures:

****While parents may choose not to have their child receive ESL services, all students will continue the annual WIDA assessment until they reach Advanced Proficiency AND are successful on grade level math and reading assessments.** The state of Michigan mandates that parents cannot opt out of testing or exit the ESL program if students do not meet these criteria.

If you have any questions, we would be happy to meet with you. Please call or e-mail the ESL teacher at your child's level with the contact information below.

ESL Department:

Sarah Olson, Executive Director of Student Services
248.435.8400 x 1232 olsons@royaloakschools.com

Christy Osborne, ESL Coordinator and Elementary Teacher
248.549.4968 x 4603 osbornec@royaloakschools.com

Karina Landis, Middle School Teacher
248.541.7100 x 2097 landisk@royaloakschools.com

Julia Giacoma, High School Teacher
248.435.8500 x 1042 giacomaj@royaloakschools.com

ESL/Bilingual Instructors:

Violet Andoni, ESL Instructor and Albanian translator andoniv@royaloakschools.com

Janka Demiri, ESL Instructor and Albanian translator demirij@royaloakschools.com

Note: Please return to your child's school by _____ .

Date: _____ **School:** _____

Student's Name: _____

____ Yes, I would like my child enrolled in the ESL Program for the 2013/2014 school year.

____ No, I do not want my child enrolled in the ESL program for the 2013/2014 school year.

Parent Signature: _____

APPENDIX C

Descriptions of English Language Proficiency Levels

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

Federal NCLB Categories of English Proficiency	Michigan English Proficiency Levels	Description of English Language Learners (ELs)
Entering	Level 1: Limited Schooling	<p>Students with limited formal schooling 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 EL 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>Recently arrived student (less than 30 days) These students have not been assessed with the Michigan English Language Proficiency Test or other tests used for placement.</p>
	Level 1	<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.</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>Beginning</p>	<p>Level 2</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.</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>Developing</p>	<p>Level 3</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.</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>Expanding</p>	<p>Level 4</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.</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>Briding</p>	<p>Level 5</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.</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>Reaching</p>	<p>Level 6</p>	<p>Monitored (Advanced Proficiency) IF students succeed in grade level assessments as outlined in the criteria, they are then exited from the ESL program. Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA). 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 D

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 ELs. 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 ELs in the building.

ELs (English Learners)

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

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

WIDA

The World-class Instructional Design and Assessment (WIDA) is the annual assessment that measures English language proficiency in listening, speaking, reading, writing and comprehension for EL in Michigan. It is administered in the spring.

WIDA Screener

The World-class Instructional Design and Assessment APT (WIDA APT) is a short version of the WIDA used to measure English language proficiency in listening, speaking, reading, writing and comprehension of ELs in Michigan for newly arrived students in a school district. It is administered after the WIDA 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 WIDA, WIDA Screener and multiple district assessments.

Inclusion

An EL 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 Instructor/Bilingual 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 supervisor will be notified when a Child Study for an EL 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 ELs from different languages together in classes where teachers use English as the medium for providing content area instruction. Teachers modify classroom language to the proficiency level of the students.

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 E

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 (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 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.

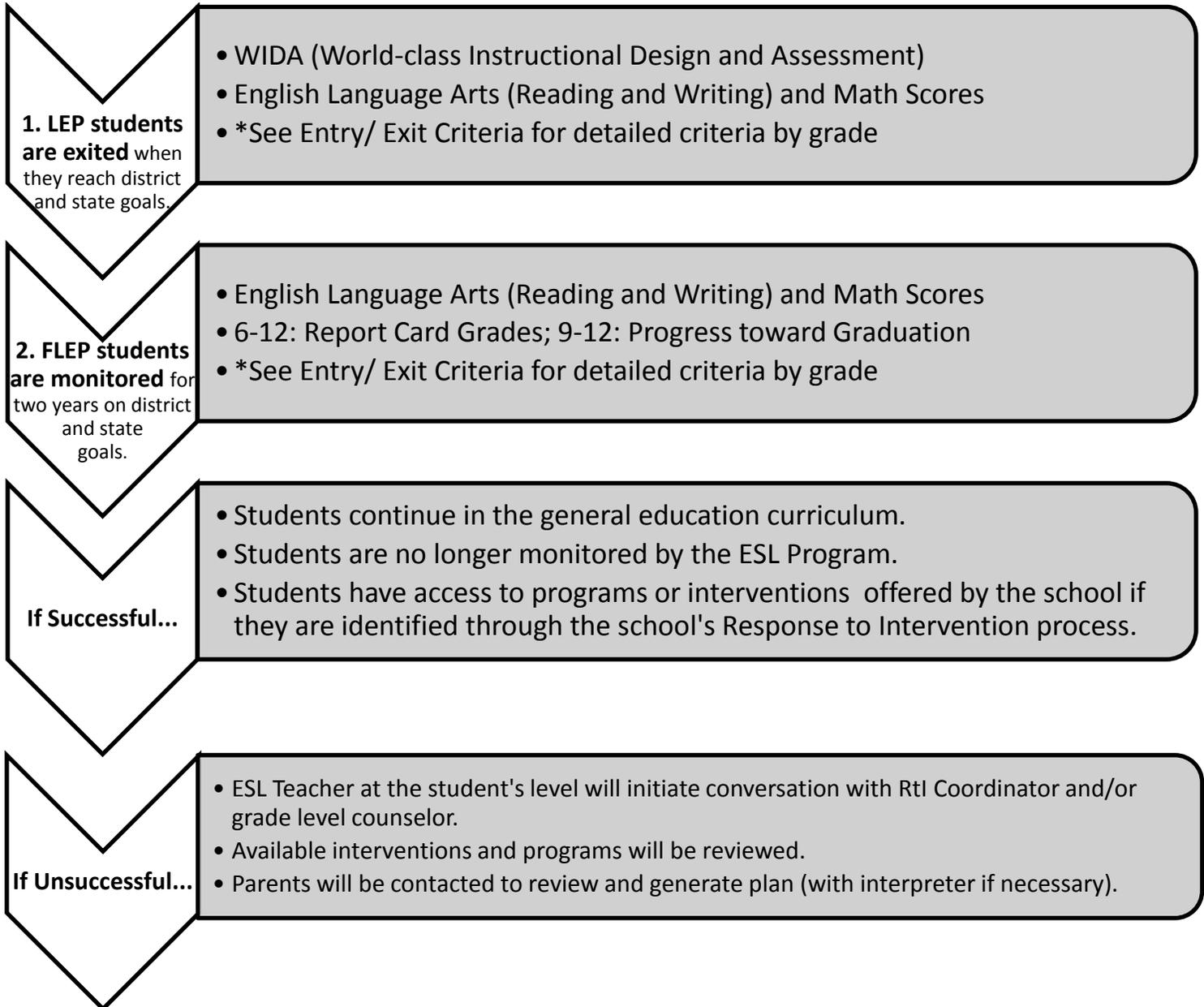
APPENDIX F
PROGRAM DOCUMENTS



ROYAL OAK SCHOOLS

A COMMUNITY OF EXCELLENCE

FLEP (Formerly Limited English Proficient) Students Procedures for Monitoring and Interventions





LEP (Limited English Proficient) Procedures for Monitoring and Interventions

1. ELs are identified when they meet district and state criteria.

- Home Language Survey
- WIDA (World-class Instructional Design and Assessment)
- English Language Arts (Reading and Writing) and Math Scores
- *See Entry/ Exit Criteria for detailed criteria by grade

2. EL progress is monitored each year on district and state goals..

- WIDA (World-class Instructional Design and Assessment)
- English Language Arts (Reading and Writing) and Math Scores
- 6-12: Report Card Grades; 9-12: Progress toward Graduation

3. ELs are exited when they reach district and state goals.

- WIDA (World-class Instructional Design and Assessment)
- English Language Arts (Reading and Writing) and Math Scores
- *See Entry/ Exit Criteria for detailed criteria by grade

If lack of progress is evident...

- ESL Teacher at the student's level will initiate conversation with RtI Coordinator and/or grade level counselor.
- Available interventions and programs will be reviewed.
- Parents will be contacted to review and generate plan (with interpreter if necessary).

English Learner Academic Plan

(Also for Formerly Limited English Proficient Students)

Part I: Demographic Information

Student Name (Last, First, MI)	Date of Birth
Country of Origin	Native Language
Date of Entry into US Schools	Date of Entry into Royal Oak Schools
Interrupted Schooling	Coordinated Services
Exit Date/Reason	Comments

Part II: ELPA Progress by MI Standard Area (WIDA Progress – Standard areas listed in parentheses)

Date	Score/Cut Score	Level	MI-Listening (W-Social/ Instructional)	M- Speaking (W-Lang. of Lang. Arts)	MI- Reading (W-Lang. of Math)	MI-Writing (W-Lang. of Science)	Compreh. (W-Lang. of Soc. St.)

Part III: Content Area Progress

Reading/Writing		Mathematics	
Assessment Name	Score and Date	Assessment Name	Score and Date

Part IV: Progress toward Graduation (9-12 only)

Subject Area	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English (ELA) 4 credits required				
Mathematics 4 credits required				
Science 3 credits required				
Social Studies 3 credits required				
Physical Education & Health (1 credit)				
Visual/Performing/ Applied Arts (1 credit)				
World Language (2016) 2 credits or equivalent				
Other Coursework 22 credits to graduate				

Part V: Accommodations and Interventions

Date	Description of Accommodation or Intervention	Outcome/Comments

Appendix: General Education Interventions and Strategies for English Learners (ELs)

Student _____ Teacher(s) _____
 Grade _____ Building _____

The following is a list of interventions and strategies that may be used as a means of individualizing and assisting an English Learner (ELs) in a general education classroom. Since this list is not meant to be exhaustive, blank spaces have been provided for additional strategies. Each intervention needs to be implemented for a minimum of eight (8) weeks. Please attach copies of the strategies/interventions you have used where applicable.

The purpose of the chart below is to demonstrate possible differentiated instructional strategies for English Learners (ELs). The chart includes a sample of essential strategies recommended for providing differentiated instruction for EL across all content areas. This document may be useful in guiding the discussion of EL committees to determine the instructional differentiation that relates to applicable accommodations for school-based and state-mandated assessments. Accommodations are provided for ELs based on the student's level of language proficiency.

CLASSROOM INTERVENTIONS

Category	Intervention/Strategy for ELs <i>Check (✓) all that apply</i>	Proficiency Level	Comments <i>How effective was the intervention? In which subject area?</i>
Time Frame	<input type="checkbox"/> Chunk instruction into shorter segments <input type="checkbox"/> Allow extra time to complete assignments <input type="checkbox"/> Extend wait time for oral and writing participation and responses <input type="checkbox"/> Plan most challenging tasks and subjects earlier in the day or period when possible	3-5 3-5 3-5 3-5	
Classroom Setting	<input type="checkbox"/> Seat ELs close to teacher, speaker, screen or reader, good role models <input type="checkbox"/> Provide small group instruction <input type="checkbox"/> Pair or group EL with "buddies" who will assist with modeling and explaining tasks. <input type="checkbox"/> Rotate "buddies" on a frequent basis. <input type="checkbox"/> Work one-on-one with student	1-3 1-3 1-3 1-3 1-3	
Instructional Materials & Technology	<input type="checkbox"/> Introduce and develop new vocabulary visually by using a picture dictionary or picture file or other visual aids. <input type="checkbox"/> Use bilingual dictionaries during reading and writing assignments to clarify meaning when possible <input type="checkbox"/> Use leveled texts or adapt texts by shortening or simplifying language <input type="checkbox"/> Use technology and multimedia (e.g. electronic translators, software, audio books) <input type="checkbox"/> Use the supplemental materials in the student's language that come with the texts. <input type="checkbox"/> Use organizing tools (e.g. graphic organizers, timelines, webs, sticky notes) <input type="checkbox"/> Use modified or alternate materials (e.g. texts, CD, computer, tape recorder) <input type="checkbox"/> Allow counters, manipulatives, or calculators for math computation <input type="checkbox"/> Provide a copy of classroom notes and supplemental information when necessary <input type="checkbox"/> Allow student to have extra books at home	1-2 1-2 1-2 1-5 1-2 1-5 1-3 1-5 1-3 1-2	

<p>Teacher Presentation</p>	<ul style="list-style-type: none"> ___ Create assignments that respect the student’s language proficiency level 1-3 ___ Provide ample repetition of language and tasks: repeat, restate, rephrase, review and reread 1-3 ___ Keep explanations and directions brief and concise-focus on key concepts and vocabulary 1-3 ___ Highlight and explicitly teach key vocabulary needed to accomplish the assigned task 1-3 ___ Enhance oral presentations with nonverbal and written support, graphic organizers, and modeling 1-4 ___ Writing key points on the board/using pictures to illustrate new words and terms 1-4 ___ Provide audio-visual and manipulative aides 1-4 ___ Give all students time to check and discuss understanding of directions and content with peers (10-2 strategy) 1-4 ___ Present content through multiple modes, using technology, visual and auditory examples 1-5 ___ Modify or provide alternate methods of instruction 1-5 ___ Use demonstrations and/or concrete experiences whenever possible 1-5 ___ Provide written/recorded study notes and outlines as needed 1-3 ___ Read directions to student provide a demonstrated sample or check for comprehension 1-3 ___ Accompany oral assignments with written instructions or visual aids 1-4 ___ Pair students to check work 1-5 ___ Student is not penalized for misspELings or poor penmanship on written work 1-3 ___ Check for comprehension of directions, assignments and concepts 1-5 ___ Provide assistance during testing 1-3 ___ Modify or provide alternate methods of assessment 1-3 		
<p>Student Response</p>	<ul style="list-style-type: none"> ___ Encourage and allow for non-verbal response such as pointing, nodding, pictures, manipulatives, and graphic organizers 1-2 ___ Adjust expectations for language output (e.g. student speaks in words, phrases, simple present tense statements) 1-3 ___ Allow shortened responses 1-3 ___ Require fewer assignments (focus on quality of a reduced number of instructional objectives based on proficiency) 1-2 ___ Pair ELs with strong speakers and writers (buddies) 1-4 ___ Encourage “buddies” to take dictated response during pair work requiring explanation of concepts that ELs can better express orally 1-2 ___ Allow ELs to dictate responses into a tape, CD, video as evidence of completion of 1-2 		

	assigned written work		
Assignments and Tests	<input type="checkbox"/> Shorten assignments (when the need arises) <input type="checkbox"/> Give frequent short quizzes and avoiding long tests <input type="checkbox"/> Give extra time to complete tasks <input type="checkbox"/> Complete test in the ESL classroom <input type="checkbox"/> Simplify complex directions <input type="checkbox"/> Reduce homework assignments (when the need arises) <input type="checkbox"/> Make adjustments for group and individual testing <input type="checkbox"/> Emphasize accuracy of work instead of speed <input type="checkbox"/> Provide peer tutoring <input type="checkbox"/> Pair students to check work <input type="checkbox"/> Use demonstrations and/or concrete experiences whenever possible	1-3 1-3 1-3 1-3 1-3 1-3 1-3 1-3 1-3 1-4 1-5	
Special Considerations	<input type="checkbox"/> Alert the bus driver <input type="checkbox"/> Assign a mentor <input type="checkbox"/> Group/individual counseling	1-2 1-3 1-3	