

Arbor Academy

ESL/ELD/Title III/Bilingual Program HANDBOOK



(2022-2023)

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Title III Program Handbook

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I. INTRODUCTION

Mission Statement

The mission of the Academy is to provide a high quality general program of fundamental education in reading, mathematics, science, social studies, conduct, health/physical education, and art to all students.

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

Arbor Academy has prepared this handbook of program policies and procedures to ensure that the Title III program or the ESL/ELD/Bilingual program in the district is consistent throughout the district.

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

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II. DEFINITION OF ENGLISH LEARNERS (ELs) ESSA Definition of an "English Learner" Student

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

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

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

Asset-based language (Optional)

Federally, the term "English learner" is used in policies and communications; however, Arbor Academy holds a strong commitment to Anti-Bias, Anti-Racist practices and believes in embracing strengths- and asset-based perspectives. Therefore, while official language may still reflect "English learners," Arbor Academy strives to refer to students who speak a language other than English as "multilingual learners." This honors the linguistic strengths our students bring with them to our schools and positively reframes perceptions of this diverse group of students.

III. LEGAL RESPONSIBILITIES

A. Title I & Title III

PROGRAMS OF ENGLISH LEARNERS

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

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

- Identify and assess all potential EL students in a timely, valid, and reliable manner;
- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district's language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated¹¹ to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and

- Ensure meaningful communication with parents of English Learners.

WHAT YOU NEED TO KNOW

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

Title III Schools and School Districts Must:

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

Title III funds may be used for supplementing NOT supplanting school district and/or school activities. (See APPENDIX G)

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

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

Assessments Required of EL Students:

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

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

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

- ESSA requires states:
 - to the extent practical, provide content area assessments in an appropriate language and form for ELs (ESEA Section 1111(b)(2)(B)(vii)(III))
 - identify languages present to a significant extent in the state for which assessments are needed but not available and then work to develop those assessments (ESEA Section 1111(b)(2)(F))
- ESSA requires districts and schools:
 - to implement reasonable adaptations and accommodations for students with diverse learning needs (inclusive of ELs who may also be students with disabilities) necessary to measure the achievement of such students relative to state content standards (ESSA Section 1111(b)(2)(B)(iii))
- ESSA allows states:
 - to provide partial exclusion from content area assessment participation and accountability for ELs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))
- Michigan has adopted the following exceptions for Newcomer ELs
 - **Year one** (living in the US for 12 months or less)
 - exempt from ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator
 - **Year two**
 - student takes ELA assessment and ELP assessment and is included in English Language Progress indicator
 - **Year three**
 - Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators
 - **Year four**
 - Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators

B. Federal Law

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

1868 Constitution of the United States, Fourteenth Amendment

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

1964 Title VI of the Civil Rights Act of 1964

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

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

1974 Lau v. Nichols

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

1982 Plyler v. Doe

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

IV. PROCEDURES

The following procedures are established for the District to meet the requirements of Title I and Title III.

A. Registration/Identification Using Home Language Survey

The Home Language Survey (HLS) approved by the Michigan Department of Education (APPENDIX A) is included in Arbors registration form. It is to be completed at the time

of registration for all newly enrolled students. The Building office staff is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The Building office staff will secure a completed, written and/or electronic HLS form, shall place the original completed home language survey in student's permanent (CA-60) files and give a copy to the EL Teacher/EL Coordinator. Building office staff will add student information to the English Learner & Immigrant Identification Process document. All (responsible office staff) will receive training on the procedures and protocol of collecting, filing and giving the EL teacher the HLS in August, with refresher training offered mid year.

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL/ELD/Bilingual services. The Title III/ELD Teacher/EL Coordinator in the building of attendance will interpret the HLS responses to determine if the student will take an ELP placement test. If responses are unclear or contradictory, the Title III/ELD Teacher/EL Coordinator or Office Staff will contact the parent for clarification. If necessary, parents must make corrections to the home language survey and initial. The Title III/ELD Teacher/EL Coordinator or office staff will record HLS results and the translation/interpretation needs of the parents in the student's CA-60. If either HLS answer is 'yes', the ESL/ELD/Bilingual staff will arrange for a prompt assessment of the student to determine eligibility for ESL/ELD/Bilingual services.

In addition to the questions on the HLS to identify eligibility for ELD services, children in the district will be identified as an immigrant student using the following questions in the district's enrollment form:

- Was the child born outside the United States or Puerto Rico?
- If yes, when did the student first enter US schools?

This information will be added to the English Learner & Immigrant Identification Process document as well to determine eligibility for immigrant student funding. If a student is identified as being within the 3 year window for immigrant identification, staff marks the student as "immigrant" in the student information system and documents when the three years will expire. This flag is removed at the end of the three year period in the student information system.

B. Initial Assessment for Program Eligibility

Within 30 days of the start of the school year or within ten (10) school days of enrollment during the school year, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for Title III/ESL/ELD/Bilingual program services. The WIDA Screener and WIDA ACCESS for ELLs measure a student's language skills in listening, speaking, reading, writing, and comprehending in English.

If a student is arriving from another district or state, the building office staff should work to locate student records, including the original home language survey, previous WIDA testing results, and formal records of student qualification as an English learner. This information should be shared with the Title III/ELD Teacher/EL Coordinator to inform qualification as an EL.

The following chart shows levels of proficiency correlated to the WIDA Standards. It may assist in determining the level of the student’s proficiency and the student’s placement into grade level or courses with appropriate ESL language and academic support. See APPENDIX C for a detailed description of English learners at each proficiency level.

WIDA ACCESS for ELLs/WIDA Screener Scores & Levels of Proficiency

WIDA ACCESS for ELLs/ WIDA Screener Score	Proficiency Levels WIDA Standards
1.0 – 1.9	Entering
2 – 2.9	Emerging
3 – 3.9	Developing
4 – 4.9	Expanding
5 – 5.9	Bridging
6.0	Reaching

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

Michigan Department of Education’s EL Program Entrance and Exit Protocol provides determining scores which qualify students as English learners. A student who scores below 4.8 Composite on the WIDA ACCESS for ELLs or below 5.0 in any domain (Listening, Speaking, Reading, Writing) on the WIDA Screener is eligible for ELD Program Support. For a student scoring Reaching to continue receiving ELD support services, the district takes into account additional multiple academic criteria (grades, progress monitoring, etc.). The Title III/ELD Teacher/EL Coordinator will determine final qualification status and update in KRESA Potential English Learner & Immigrant Identification Process sheet.

Entrance Protocol	Kindergarten before December 1	Kindergarten after December 1st through Twelfth Grade
WIDA Screener Score to Qualify as English Learner	Student scores below 5.0 on the listening or speaking domains.	Student scores below 5.0 on one or more domains. (Reading, writing, listening, speaking)

(MDE, *English Learner Program Entrance and Exit Protocol*, 2022)

D. Early Childhood Transition Students

Arbor has an intentional systematic process for welcoming potential English Learner students into Kindergarten via transition meetings. Considerations for potential English Learners transitioning from Arbor’s Early Childhood Program(s) include: the language proficiency of the child and the prior supports utilized in the pre-k program. The district’s EL teacher will conduct a transition meeting to make a plan for potential English Learners as they transition from the pre-k program(s) into Kindergarten.

E. Exiting from Title III/ESL/ELD/Bilingual Program Services

Scores from the WIDA ACCESS for ELLs are necessary for exiting students from the Title III/ESL/ELD/Bilingual program. A student who meets the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol may be exited from the Title III/ESL/ELD/Bilingual Program. Students exited from the Title III/ESL/ELD/Bilingual Program will be auto-exited in MSDS, and must also have an EL Exit Date noted in the student information system, as well as unchecking the EL Identification box. Exited students are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student's CA 60.

Entrance & Exit Criteria - WIDA Screener & WIDA ACCESS for ELLs

WIDA ELD Levels	WIDA Screener (Placement)	WIDA ACCESS for ELLs
Level 1: Entering	1.0-1.5	1.0-1.9
Level 2: Emerging	2.0-2.5	2.0-2.9
Level 3: Developing	3.0-3.5	3.0-3.9
Level 4: Expanding	4.0-4.5	4.0-4.9
Level 5: Bridging/Reaching	5.0-6.0	5.0-6.0
Entrance Criteria <i>Students must score below 5.0 on one or more domains (Listening, Speaking, Reading, or Writing) of the WIDA Screener to qualify as an English learner.</i>		
Exit Criteria <i>Students must reach 4.8 overall composite score on the WIDA ACCESS for ELLs or P2 on the WIDA Alternate ACCESS for ELLs in order to qualify to exit the ELD Program.</i>		

F. Monitoring Former English Learners (FELs)

A team determines if the FEL student needs support services during the transition to the regular education program. Additionally, an Arbor staff member is designated to monitor the student's progress (such as grades, attendance, and standardized test scores). The designated staff member assesses the student's progress Every semester. We will use the **Elementary Monitoring Form for Former English Learners (FEL)**. Year 1 Monitor marking periods in all areas that the student scored emerging or below on with teacher comments each semester; Year 2 Monitor all developing or lower areas with teacher comments three times a year; Year 3 Monitor ELA and Math twice a year with teacher comments twice a year; Year 4 Monitor ELA and Math twice a year with teacher comments once a year). If, during the four year monitoring period, it appears that the student is not succeeding in the regular education program, the staffing team will meet to determine if further assessment of the student is warranted, if the student will be reentered into the Title III/ESL/ELD/Bilingual program, or if other services are appropriate.

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

G. Placement in Title III/ESL/ELD/Bilingual Program

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

Arbor’s Title III/ESL/ELD/Bilingual program provides language and academic content support to ELs through:

- Content Tutorial (ESL/Bilingual)
- Language Tutorial
- Reading Support
- Title I Reading Support
- Tutoring in reading and math
- Bilingual EL Instructional Assistants (under direct supervision of teacher)

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

WIDA Level & Eligibility Criteria	Description of ELD Services	Minutes/Week of ELD Services
Entering (Level 1) 1.0-1.9	Students at this level require intensive direct English language instruction from a certified EL teacher, with native language supports provided as needed. EL teachers must also collaborate and consult with classroom teachers to ensure appropriate instruction.	K:30 minutes 1-5 Gr:30 minutes 6-8 Gr: 1 hour
Beginning (Level 2) 2.0-2.9	Students at this level require intensive direct English language instruction from a certified EL teacher, with native language supports provided as needed. EL teachers must also collaborate and consult with classroom teachers to ensure appropriate instruction.	K:30 minutes 1-5 Gr:30 minutes 6-8 Gr: 1 hour
Developing (Level 3) 3.0-3.9	Students at this level receive direct instruction from a certified EL teacher to help them be successful across the content areas. EL teacher collaborates with the general education teacher to support instruction.	K:15 minutes 1-5 Gr:15 minutes 6-8 Gr: 30 minutes
Expanding (Level 4) 4.0-4.9	Students at this level receive direct instruction from a certified EL teacher to help them be successful across the content areas. EL teacher collaborates with the general education teacher to support instruction.	K -8 GR :15 minutes/month
Bridging (Level 5) & Reaching (Level 6) 5.0-6.0	Students at this level may or may not have met exit criteria from the ELD program. They receive support from a certified EL teacher who monitors and consults with the classroom teacher as necessary. Students may also receive direct support as identified by needs.	K-8 15 minute check in once a month 1-5 Gr: 6-8 Gr:

H. Parental Notification (See APPENDIX B)

Arbor must inform parents of English Learners (ELs) identified for participation in the district's Title III/ESL/ELD/Bilingual program.

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

Parent Notification letters are available in the following languages: Spanish and Burmese

School Districts Must Inform Parents of:

- The reasons for identifying their child as an English Learner and for placing their child in a language instruction educational program;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- How the program will meet the objectives of an individualized education program for a child with a disability;
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 330 a-d)

I. ELs who are Struggling Learners

When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the school Child Study Team for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. Arbor has an established protocol for referring students for special education evaluations. These special intervention strategies must be utilized to determine what further strategies may be necessary. These special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more Title III/ESL/ELD/Bilingual 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.

J. Provision of Services

Arbor has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools. Arbor facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming. [add district process for consulting with private schools]

K. Student Folder Contents and CA-60

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

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

V. STAFF Roles

A. ESL/ELD/Bilingual Teachers

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

The ESL/ELD/Bilingual 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/ELD/Bilingual teacher is responsible for language development and content specific instructional support.

ESL/ELD/Bilingual teacher:

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

- serves on Child Study Team meetings or IEPs where ELs are involved

B. Role of ESL/ELD/Bilingual Paraprofessional/Tutor/Aid

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

Responsibilities of the ESL/ELD/Bilingual Paraprofessional/Tutor/Aid are to:

- assist ESL/Bilingual teachers and mainstream teachers in providing content instruction and language development;
- meet regularly with ESL/Bilingual teachers and mainstream teachers to determine the academic needs of ELs enrolled in their classes;
- assist teaching basic survival skills to the most limited English proficient students;
- inform general education staff about culture and language of the ELs and their families;
- provide mainstream teachers with cultural and linguistic background of the language minority students in their classes;
- provide input to staff regarding curriculum development;
- assist in identification, assessment, teaching, and counseling each EL; and
- assist in providing staff development on English language instruction and cultural awareness.

C. Role of Mainstream General Education Teacher

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

The mainstream teacher and the ESL/ELD/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 differentiated and accommodated;
- how to make appropriate accommodations for assessments; and
- how to assess achievement.

In addition, the mainstream teacher:

- is a full partner with the ESL/ELD/Bilingual staff in educating ELs in his/her class;
- demonstrates sensitivity and awareness of cultural and linguistic differences;
- individualized instruction to meet the needs of each student;
- uses visuals/hands-on activities to facilitate learning;
- provides materials for the ESL/ELD/Bilingual staff that support the mainstream instruction;
- helps language minority students make friends and be part of the social interaction in the classroom;

- promotes intercultural discussion; and,
- suggests the type of help the EL needs to be successful in his/her class to the ESL/ELD/Bilingual teacher.

D. Role of Special Services Staff

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

Support Staff for English Learners:

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

E. Professional Learning for Staff

The School District provides high quality *supplemental* professional development, available to all instructional staff of ELs, administrators, parents, family and community. Professional learning for educators of ELs is evaluated to ensure effectiveness.

VI. PARENTAL INVOLVEMENT

A. Parental Communication/Interpreter Services

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

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

Prior to the Meeting

1. Accurately determine the parents' native language prior to the meeting and identify an interpreter (may be an adult family member) who is fluent in that language. Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate.
2. Send notices for school meetings and conferences home in English on one-side and student's native languages (when possible) on the other. Keep a generic file of these notices with blanks for times and dates.

3. Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual paraprofessional who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.
4. Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar.
5. Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is also difficult for most children to translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

During the Meeting

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

Following the Meeting

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

B. ESL/Bilingual Parent Advisory Committee

Send notification of ESL/ELD/Bilingual Parent Advisory Committee Meetings. If possible, send the letter in the parents' native language. Phone calls by bilingual staff to

remind parents are very helpful. The Parent Advisory Committee is an excellent way to develop rapport and solicit questions and suggestions regarding student progress in your schools. It also serves as a strong base for an International/Multicultural Task Force. Keep a roster of parents who attend and minutes and agendas of meetings.

C. Code of Conduct

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

VII. PERSONNEL PRACTICES

A. Postings

Arbor Academy 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.

Arbor Academy will encourage the designation of ESL/ELD/Bilingual paraprofessionals as a distinct category. This will provide trained personnel and consistent instruction. Presently, the paraprofessionals are highly trained with specific skills to meet the needs of ELs.

VIII. PROGRAM EVALUATION

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

Arbor uses MDE's Program Evaluation Tool to determine the effectiveness of programs and initiatives in assisting ELs toward achieving State content standards and attaining English language proficiency.

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

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

APPENDIX A HOME LANGUAGE SURVEY QUESTIONS

Required Home Language Survey (HLS) Questions

Is your child's native tongue a language other than English?

_____ Yes _____ No What is that language? _____

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

_____ Yes _____ No What is that language? _____

What is your preferred language of communication? _____

What is your preferred mode of communication? (i.e. call, text, email)

Spanish Translation (Required questions)

¿Es el idioma nativo de su hijo(a) otro aparte del inglés?

_____ Sí _____ No ¿Cuál es ese idioma?

¿Es el idioma principal usado en la casa o ambiente de su hijo(a) un idioma diferente al inglés?

_____ Sí _____ No ¿Cuál es ese idioma?

Spanish Translation (Suggested additional questions)

¿Cuál es su idioma preferido para la comunicación? _____

¿Cuál es el modo preferido para la comunicación? (ej. llamada, mensaje, email)

APPENDIX B PARENT LETTERS

Parent notification and permission for services letter

☰ Arbor Annual Parent Notification Letter (Previously Identified)

☰ Arbor Annual Parent Notification Letter (Previously Identified)

APPENDIX C DESCRIPTIONS OF ENGLISH LANGUAGE PROFICIENCY LEVELS

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

Michigan English Proficiency Levels (WIDA English Language Proficiency Levels)	Description of English Learners (ELs)
<p>Level 1 Entering</p>	<p>Students with limited formal schooling Level 1 may include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than other EL beginning students at Level 1. Level 1 students may lack sufficient English literacy for meaningful participation in testing even at the most minimal level.</p> <p>Beginning (Pre-production and early production) Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously (WIDA, 2012).</p> <p>At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).</p> <p>They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).</p>

<p>Level 2 Beginning</p>	<p>Early intermediate (Speech emergent) Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012).</p> <p>When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages (WIDA, 2012)..</p> <p>Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when students try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)</p>
<p>Level 3 Developing</p>	<p>Intermediate At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012).</p> <p>Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text (WIDA, 2012).</p> <p>Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses. (Virginia, pp. 11-14)</p>

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

APPENDIX D COMPLAINTS REGARDING SCHOOL PERSONNEL

IF you have a complaint about a personnel member at Arbor Academy please follow these procedures.

Please place the complaint in writing to the principal. Arbor Academy will then make the board aware within 24 hours. Once this is done the Board will be able to complete a full investigation. Once the investigation is finished the board will make their ruling. If information needs to be shared it will be done at the next board meeting.

APPENDIX E DEFINITIONS

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

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

Bilingual 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.

Building Instructional Team

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

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

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

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

after interventions have been implemented as recommended by the Building Instructional Team.

CA-60 File

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

CALP

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

Content-based Language Development Programs

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

Co-Teaching

Co-teaching is defined as having an ESL/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.

ESL/ELD

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

ESL Programs

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

ESL Class Period

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

ESL Instruction

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

ESL Newcomer Center

ESL Newcomer 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 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.

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.

ESSA

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

FEL Students

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

Inclusion

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

Language Instruction Educational Program (LIEP)

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

Title III

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

- Develop high-quality language instruction educational programs
- Assist SEAs, LEAs and schools to build their capacity to establish, implement, and sustain language instruction and development programs

- Promote parental and community involvement
- Hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
- Demonstrated improvement in the English proficiency of limited English proficient children each fiscal year; and
- Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2).

Woodcock-Muñoz

Woodcock-Muñoz is an assessment used to determine English language proficiency.

WIDA Screener refers to the English language screening assessment given to students new to Bloomfield Hills Schools, when indicated on the home language survey, that a language other than English is spoken in the home.

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

APPENDIX F PLACEMENT GUIDELINES

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

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

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

APPENDIX G TITLE III FUNDS

Allowable Uses of Title III Funds

Title III English Language Acquisition: Generally Allowable Expenditures

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

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

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

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

Title III Non-Allowable Expenditures:

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

Immigrant Program: Generally Allowable Expenditures:

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

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

Title III Immigrant Non-Allowable Expenditures:

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

5. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III immigrant funds.

APPENDIX H LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM

Proficiency Level	Level of Service / # of Hours Daily (general funds)	Mode of Delivery (general funds)	Staff Providing Services (general funds)
Entering (1.0 - 1.9)	<p>Students receive daily instruction in the 4 core academic areas from highly qualified classroom teacher.</p> <ul style="list-style-type: none"> -elementary @ ELA 60 min., Math 60 min. -secondary @ ELA & Math 60 mins <p>Support from EL Interventionist -30 additional minutes 2-3 times a week) 1 hours minimum</p>	<p>Common Core Content Area</p> <p>Push in / Pull out</p> <p>Small Groups</p> <p>Collaborative Support</p>	<p>Certified EL Interventionist</p> <p>Highly Qualified Classroom Teacher</p> <p>Generally funded paraprofessionals / specialists supervised by a teacher and consult with an EL interventionist</p>
Emerging (2.0 - 2.9)	<p>Students receive daily instruction in the 4 core academic areas from highly qualified classroom teacher.</p> <ul style="list-style-type: none"> -elementary @ ELA 60 min., Math 60 min. -secondary @ ELA & Math 60 mins <p>Support from EL Interventionist 30 additional minutes 1 - 2 times a week) 1 hour minimum</p>	<p>Common Core Content Area</p> <p>Push in / Pull out</p> <p>Small Groups</p> <p>Collaborative Support</p>	<p>Certified EL Interventionist</p> <p>Highly Qualified Classroom Teacher</p> <p>Generally funded paraprofessionals / specialists supervised by a teacher and consult with an EL interventionist</p>
Developing (3.0 - 3.9)	<p>Students receive daily instruction in the 4 core academic areas from highly qualified classroom teacher.</p> <ul style="list-style-type: none"> -elementary @ ELA 60 min., Math 60 min. -secondary @ ELA & Math 60 mins <p>Support from EL Interventionist. (30 additional minutes 1 -2 times a week) .5 hour minimum</p>	<p>Common Core Content Area</p> <p>Push in / Pull out</p> <p>Small Groups</p> <p>Collaborative Support</p>	<p>Certified EL Interventionist</p> <p>Highly Qualified Classroom Teacher</p> <p>Generally funded paraprofessionals / specialists supervised by a teacher and consult with an EL interventionist</p>

<p>Expanding (4.0 - 4.9)</p>	<p>Students receive daily instruction in the 4 core academic areas from highly qualified classroom teacher. -elementary @ ELA 60 min., Math 60 min. -secondary @ ELA & Math 60 mins</p> <p>Assessment data monitored and additional support provided as needed. (EL Interventionist checks in 1-2/month)</p> <p style="text-align: right;">.25 hour minimum</p>	<p>Common Core Content Area</p> <p>Push in / Pull out</p> <p>Small Groups</p> <p>Collaborative Support</p>	<p>Certified EL Interventionist</p> <p>Highly Qualified Classroom Teacher</p> <p>Generally funded paraprofessionals / specialists supervised by a teacher and consult with an EL interventionist</p>
<p>Bridging/ Reaching (5.0 - 6.0)</p>	<p>Students receive daily instruction in the 4 core academic areas from highly qualified classroom teacher. -elementary @ ELA 60 min., Math 60 min. -secondary @ ELA & Math 60 mins</p> <p style="text-align: right;">.25 hour minimum</p>	<p>Common Core Content Area</p> <p>Collaborative Support</p> <p>Tutoring</p>	<p>Consult with the EL interventionist with additional input from the Classroom Teacher as needed</p>

Instructions: Complete the entire table. Services described must reflect what the district is providing to English Learners with general funds in order to fulfill the “supplement, not supplant” ESEA requirements. Section 31a and any of the Federal funds may be used over and above district’s services funded from general funds. Descriptions of EL services include both meaningful access to core curriculum and direct English language development instruction. (MDE)

APPENDIX I NOTICE OF NON-DISCRIMINATION

Please see school handbook.

