GROSSE POINTE PUBLIC SCHOOL SYSTEM

English as a Second Language Handbook

2017

Title III Program
GROSSE POINTE PUBLIC SCHOOLS
ENGLISH LEARNERS PARENT HANDBOOK

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I. INTRODUCTION

A. EL PROGRAM MISSION STATEMENT

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

B. ADDITIONAL INFORMATION

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

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

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

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

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

II. DEFINITION OF ENGLISH LEARNERS (ELs)

A Limited English Proficient (LEP) is described according to the federal government definition used in ESSA and in Michigan is referred to as an English Learner (EL). The federal government classifications follow.

An EL is a student aged 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 on the individual’s level of English language proficiency;
   - 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 and Title III

Title I, Section 1112

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

English Language Learner provisions are included under Title I and Title III of ESSA. 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 ESSA to increase the English proficiency and core academic content knowledge of Limited English Proficient students (another term is EL-English Learners, although ESSA 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 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.

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 English 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, 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 manner 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
- Technology acquisition
- Parent involvement
- Summer school program
- Support for teacher aides trained to provide services to EL students

Assessments Required of EL Students:

All EL students must be included in the State assessment required of all students (MSTEP). Inclusion in this assessment must begin immediately when the student enrolls in school, and no exemptions are permitted on the basis of English proficiency.

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.

Placement and Exit Criteria

Placement guidelines for grades K-8:

Students with official translated transcripts describing their previous schooling will be placed at grade levels comparable to what is indicated on their transcripts. Students without transcripts will not be placed more than one grade level below their age group.

Placement guidelines for grades 9-12:

Counselors will assist students and students’ families in developing schedules and finding the most appropriate courses. They will determine the number of credits required for high school completion and graduation. Students with official translated transcripts will be placed at grade
levels comparable to their age. In the event the student is missing coursework the grade level placement should be no more than one grade level below his or her age group. Newly arrived limited English proficient students (including those entering 12th grade) should expect to take at least two years to complete all graduation requirements.

**Michigan Department of Education EL Common Entrance & Exit Criteria from the English Learner Program:**

**Entrance Criteria:**

The WIDA screener (or a review of previous year’s WIDA) is required of any student who indicates a language other than English for either of the questions on the Home Language Survey. **Results must be less than one year old.**

After administering the WIDA screener to determine eligibility, if a school district believes that a student does not qualify for an alternative language program (for example, the student has scored Reaching (level 6) on the screener and is not in Pre-K), **the district may administer a district approved Reading and Math assessment.**

**Exit Criteria:**

Students must have results from the annual spring WIDA assessment to be considered for Exit. Students must not be exited based on WIDA Screener results. Only the full WIDA results are used when determining exit eligibility. Students must score on the WIDA-Access assessment either Bridging (level 5) or Reaching (level 6) to be considered for exit. Students must also demonstrate at or above grade level performance in Reading and Math on other State standardized tests.

**Monitoring Criteria:**

The EL teacher will place all formerly limited English proficient (FLEP) students on a monitoring list for four years following the student’s exit from EL services. During this time, the EL teacher will consult with general education teachers to make sure the student is performing at or above grade level in the classroom, as well as scoring proficient or partially proficient on the M-STEP or MME. At the elementary level, the areas monitored are Reading, Writing and Math and, at the secondary level, English and Math. **Appropriate interventions must be provided if the student does not sustain academic progress.** In some cases, the student may be placed back in the EL program.

**B. Federal Law**

There exists a substantial body of Federal law which established 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 students 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 immigration status. The Court emphatically declared that the 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 excluding or denying educational service to any student.

IV. PROCEDURES
The following procedures are established for Grosse Pointe Schools to meet the requirements of Title I and Title III.

A. Registration/Identification Using Home Language Survey
The Home Language Survey (see Appendix I) approved by the Michigan Department of Education is included with other Grosse Pointe School District registration forms. It is to be completed at the time of registration. The Pupil Accounting/Student Services department is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in a student’s permanent (CA-60) file. If a student is identified on the Home Language Survey as having a native language other than English and/or the primary language spoken in the home is a language other than English, he/she is therefore potentially eligible for ESL services.
B. Initial Assessment for Program Eligibility

Within thirty days of the beginning of the school year (or within two weeks if enrolled during the school year), a student who is identified as potentially eligible on the Home Language Survey or is an exchange student from a foreign country must be assessed to determine if they are eligible for EL Title III services. Assessments determine a student’s language skills in listening, speaking, reading, writing, and comprehending English using the WAPT screener. During the testing window beginning in February, the WIDA assessment will be given.

C. Eligibility for ESL Title III Program Services

A student who scores level 1 through level 5 on the WIDA screener is eligible for ESL Title III Program Services. For students who score level 6 (Reaching) to continue receiving ESL Title III support services, the district, along with Wayne RESA, takes into account additional multiple academic criteria as noted in the following flowchart.
FLOWCHART FOR DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL

1. Home Language Survey
   Parents complete the home language survey during the enrollment process.

2. Trained staff administers the W-APT to potentially eligible English learners, or acquires the results of the previous school year’s WIDA ACCESS for ELLs.

3. An additional Reading Assessment is administered or results are acquired.

4. District EL team reviews data to determine eligibility.

**Entrance Protocol**

<table>
<thead>
<tr>
<th>Pre-Kinder Students</th>
<th>Kinder before December 1</th>
<th>Kinder after December 1</th>
<th>First Grade before December 1</th>
<th>First Grade after December 1 Through Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W-APT Score</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Pre-K students qualify as English learners based on identifying a language other than English on the Home Language Survey. This applies to eligible district-based programs that support children ages 3 to 5 years old. (See Table 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W-APT: Student scores below Exceptional (20) on listening and speaking or (See Table 2a)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or (See Table 2b)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W-APT: Student scores below Exceptional (20) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or (See Table 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W-APT: Student scores below Exceptional (20) on listening and speaking or scores below 15 on Reading or scores below 15 on Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or (See Tables 4 and 5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading Assessment</strong></td>
<td>Student scores below grade level or below benchmark on a local early literacy assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>See NOTE regarding potentially eligible Kindergarten students who do not qualify for EL. Additional monitoring is secured (page 11)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Student is enrolled in the English learner program and is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be reassessed at a later date if they fail to progress and meet the entrance protocol requirements.**

**Is the student eligible for EL services?**

YES

NO
D. Parental Notification (See Appendix I)

The Grosse Pointe School District informs parents of English Learners (ELs) identified for participation in the district’s ELS Title III 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 (ten school days) of attendance for children who have not been identified as ELs prior to the beginning of the school year.

Title III School Districts Must Provide the Following Information to Parents

- 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;
- The parents’ rights, including written guidance that (A) specifies the right to have their child immediately removed from a language 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.

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 the language the parents can understand.

E. Placement in the ESL Title III Program

The Grosse Pointe School District/Wayne RESA Consortium provides an instructional program to meet the language and academic content needs of English Learners (ELs)
enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. Below is the guide for EL program instruction described by level of language proficiency and level of instruction.

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

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

F. 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 S3 Team for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. The Grosse Pointe 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 and 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 ESL Title III 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 further evaluation administered in his/her native language.

G. Exiting from ESL Title III Program Services

A student who scores an overall proficiency between 5 (Bridging) and 6 (Reaching) on the WIDA test may be exited from the ESL Title III Program and monitored for four (4) years. This student is also exited from the program in the SRSD and considered FLEP (Formerly Limited English Proficient) for four years. Criteria used to exit a student will be placed in the student’s CA-60.

See the following Exit Protocol flowchart.
FLOWCHART FOR APPLYING THE EXIT PROTOCOL

Student qualified as an English Learner: According to federal law, the student must be enrolled in an English Learner Program and receiving EL services.

Trained staff administer the Spring WIDA ACCESS for ELLs.

District EL team reviews data to update student placement and determine eligibility and the Alternative Language program EL services for the upcoming school year.

<table>
<thead>
<tr>
<th>Exit Protocol</th>
<th>Pre-Kinder Students</th>
<th>Kindergarten Through Second Grade</th>
<th>Third Grade Through Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA ACCESS for ELLs Domain Level Proficiency</td>
<td>Since preschool students do not take the WIDA ACCESS for ELLs, they should not be considered for exit. NO ROUNDING It is highly recommended that students not be exited from EL services until they demonstrate proficiency on third grade reading assessments. (see Table 8)</td>
<td>Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains. NO ROUNDING</td>
<td>Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains. NO ROUNDING</td>
</tr>
<tr>
<td>Reading Assessment</td>
<td>The LEA will review local writing assessments to determine each student’s proficiency in writing.</td>
<td>Student scores at or above grade level on a state-approved reading assessment.</td>
<td>Student scores at or above grade level on a state-approved reading assessment.</td>
</tr>
</tbody>
</table>

After exit, students monitored 4 years

Did the student meet the exit protocol requirements?

YES

Student is exited from the English Learner Program and reclassified as Former English Learner. RTI/RTS is updated with this information. Student is monitored for two years following exit.

NO

Student remains eligible in the English Language program and continues to receive EL services. English learner services for the following year will be determined based on the results of the WIDA ACCESS for ELLs and content area assessments.
H. 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 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 using any combination of the following criteria: report cards, GPA, attendance, standardized assessments, and teacher observation.

If, during the monitoring, it appears that the student is not succeeding in the regular education program, the staffing team will meet to determine if further assessment of the student is warranted, if the student will be reentered into the ESL Title III Program, or if other services are appropriate.

A record of the monitoring as well as any placement changes resulting from the monitoring will be placed in the student’s ESL Title III files.

I. Student Folder Contents and CA-60

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

- Parent refusal of services notification letter (Appendix I)
- WIDA test results
- Monitoring records

The CA-60 will contain:

- Home language survey
- WIDA test results explained (Appendix II)

V. STAFF ROLES

A. ESL Teachers

The ESL teacher is trained in Sheltered Instruction Observation Protocol (SIOP) annually. 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 received 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 English. The ESL teacher is responsible for language development and content specific instruction support.
The ESL teacher:

- provides content instruction and language development;
- assumes the same functions as the mainstream teacher when they are the teacher of record in the classroom;
- teaches basic survival skills to the most limited English proficient students;
- assists general education staff about culture and language of the EL and family;
- identifies, assesses, teaches, and counsels each EL; and
- provides staff support on English language instruction and SIOP.

B. The teachers and the ESL staff are the ones who decide:

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

In addition, the teachers:

- are full partners with the ESL staff in educating ELs in his/her class;
- demonstrate sensitivity and awareness of cultural and linguistic differences;
- individualize instruction to meet the needs of each student;
- use visuals/hands-on activities to facilitate learning;
- provide materials for the ESL staff that support the mainstream instruction;
- help EL students make friends and be part of the social interaction in the classroom;
- promote intercultural discussion; and
- suggest the type of help the EL student needs to be successful in his/her class to the ESL teacher.

Appendix I. Parent Forms: Consent and Home Language Survey Form, WIDA Scores Form, GPPS Release Form, Code of Conduct Agreement Form
Grosse Pointe Public Schools
English as a Second Language
Consent Form

Student ____________________________  School ____________________________
D.O.B. ____________________________  Grade ____________________________
Address ___________________________________________________________________
Phone # ____________________________  Cell # ____________________________
Teacher ________________________________________________________________
Parents _____________________________ & _________________________________
Language ________________________________________________________________
Immigration Date ________________________________

My child _____________________________ has my permission to be assessed for
English language proficiency.

Parent Signature ________________________  Date ________________________

Home Language Survey

1. Is your child’s native tongue a language other than English?  ☐ Yes  ☐ No

   If Yes, what language? ________________________________________________

2. Is the primary language used in your child’s home or environment a language
   other than English?  ☐ Yes  ☐ No

   If Yes, what language? ________________________________________________
To the parents of ___________________________________________________,

Last spring your child took the WIDA test to assess their English language proficiency and progress. Your child scored at a(n) ______________________ level.

**Levels of English Language Proficiency**

- **1 – Entering**
  
 Knows and uses minimal social language and minimal academic language with visual and graphic support

- **2 – Emerging**
  
  Knows and uses some social English and general academic language with visual and graphic support

- **3 – Developing**
  
  Knows and uses social English and some specific academic language with visual and graphic support

- **4 – Expanding**
  
  Knows and uses social English and some technical academic language

- **5 – Bridging**
  
  Knows and uses social and academic language working with grade level material

- **6 – Reaching**
  
  Knows and uses social and academic language at the highest level measured by this test

Based on the WIDA test results, your child:

- [ ] will receive EL services for the current school year.

- [ ] will no longer receive EL services but will continue to be monitored by their classroom teacher, EL teacher, and school principal for 2 years.

If you have any questions, please email Nancy Rieth, ELL Program Coordinator, at nancy.rieth@gpschools.org

Office Phone Number 313-432-3387
Grosse Pointe Public School
English Language Learner Program
Release Form

Student Name____________________________________________________

I hereby release my child, __________________________________________, from participation in the ELL Program. My child will not receive services on a daily basis from the EL Department. However, I am aware that my child will take an English Proficiency Test every year until he/she scores at the Proficient or Advanced Proficient Level.

Parent’s Signature___________________________________

Phone Number_______________________________________

Date_______________________________

School______________________________________________
English as a Second Language/English Language Learners

Code of Conduct Agreement

___ I understand that the Grosse Pointe Public School System expects students to follow its rules.

___ I understand that the Grosse Pointe Public School System has a list of items students are not allowed to bring to school.

___ I understand these rules are listed in the Grosse Pointe Public School System’s Code of Conduct.

___ I understand that I can find this Code of Conduct on the Grosse Pointe Public School System website at gpschools.org under the ESL tab on the right side of the screen.

___ I understand that this Code of Conduct can be translated into my preferred language.

___ I understand that I should read this Code of Conduct with my child(ren).

___ I understand that any questions can be directed to Nancy Rieth at nancy.rieth@gpschools.org.

Parent Signature(s): ________________________________

Student Signature: __________________________________

Dated: ____________________________________________
Appendix II. (WIDA) ACCESS for ELs English Language Proficiency Assessment

What is the WIDA?

The WIDA ACCESS is the annual assessment given to Michigan’s students who are eligible for EL (English Learner) services.

Who takes the WIDA?

Students who are eligible for EL services, are K-12 students, and who are enrolled in a Michigan public school or private school take the WIDA.

How are eligible ELs identified?

The Home Language Survey (HLS), a Title VI ESSA reporting requirement, is given to all students at the time of enrollment. It asks two important questions:

1. Is the student’s native tongue a language other than English (LOTE)?
2. Is a LOTE spoken in the student’s home or environment?

If either of the answers to these questions is “yes,” then the student is eligible to be assessed for English proficiency. Based on this assessment, as well as other locally-determined criteria which could include expert opinion, a district will enter the student into EL services offered within the district. This student will continue to take the spring WIDA assessment year to year until they are exited from services.

Why is the WIDA given?

It measures, on an annual basis, the progress ELs are making in the acquisition of their English language skills. Reports on their progress are provided to districts, ISDs, the state itself, and the federal government.

Source: Michigan Department of Education
WiDA® Consortium
ACCESS for ELLs®
English Language Proficiency Test
Parent/Guardian Report

District: Sample District
School: Sample ES 2
Grade: 1

Student: Lastname, First
State ID: 22222222 District ID: 0000
Birth Date: 07/18/2005

Report Purpose: This report gives information about your child’s level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level

<table>
<thead>
<tr>
<th>Test Section</th>
<th>1 - Entering</th>
<th>2 - Emerging</th>
<th>3 - Developing</th>
<th>4 - Expanding</th>
<th>5 - Bridging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
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<tr>
<td>Writing</td>
<td></td>
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</tr>
</tbody>
</table>

Drill Language
Listening and Speaking
Literacy Reading and Writing
Comprehension Listening and Reading

Overall Score

Description of the ELP Levels

Oral Language Score
Literacy Score
Comprehension Score
Overall Score
## LANGUAGE DEVELOPMENT LEVELS

As Related to the WIDA levels of English language Proficiency

<table>
<thead>
<tr>
<th>WIDA</th>
<th>Language Development Stage</th>
<th>Students Have:</th>
<th>Students Can:</th>
<th>Teacher Should:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Entering</td>
<td>Pre-Production</td>
<td>Minimal or no English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at student’s grade level. These students have a very limited exposure to English. They may be intently listening. Most known English vocabulary is related to BICS (basic interpersonal communication skills.)</td>
<td>Draw cartoons and pictures. Nod answers to questions. Point to objects and pictures. Move to show understanding. Match words and pictures. Role play or act out. Pantomime. Listen. Select. Choose. Circle.</td>
<td>Provide ample listening opportunities. Use mixed ability groups. Create high content for shared reading. Use physical movement. Use art, music, and music. Use statements such as “Show me,” “Move the,” “Take this to,” “Is this a,” “Give this to.”</td>
</tr>
<tr>
<td>2. Emerging</td>
<td>Early Production</td>
<td>Partial or developing English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at student’s grade level. Students at this level begin to use more expressive words by rely mostly on BICS vocabulary to get through the day. Students often give one or two word responses.</td>
<td>Identify people, places, and things. Repeat memorable language. Listen with greater understanding. List and categorize. Use routine expressions independently. Name. Label. Group. Tell or say.</td>
<td>Ask yes/no and who? What? Where? When? And either/or questions. Have students complete sentences with one or two word responses. Have students label or manipulate pictures and objects. Do shared reading with props. Use predictable and patterned books. Introduce dialogue journals, supported by conversations. Have students name or group things, order objects, etc.</td>
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# LANGUAGE DEVELOPMENT LEVELS

As Related to the WIDA levels of English language Proficiency

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<th>3. Developing</th>
<th>Speech Emergence</th>
<th>Nearly increases to sufficient or mostly developed English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at student's grade level. Simple sentences are spoken. Some errors in speech.</th>
<th>Describe events, places, and people. Recall facts. Explain academic concepts. Define new vocabulary. Retell information from text. Summarize. Compare and contrast. Restate. Role play.</th>
<th>Ask open-ended questions. Model, expand, restate, and enrich student language. Have students describe personal experiences. Use predictable or patterned books for shared and guided reading. Support the use of content area texts with retellings, role-play, etc. Have students create books through language experience activities. Have student predict or explain.</th>
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### LANGUAGE DEVELOPMENT LEVELS

As Related to the WIDA levels of English language Proficiency

| 5. Bridging/6. Reaching | Advanced Fluency | Near native speech and performance indicates substantial understanding and application of complex English language skills in the areas of listening, reading, writing, speaking, and comprehension as defined for Michigan students at student’s grade level. Has high oral fluency, but still have limited content-specific language and writing skills. | Produce written and oral language that is comparable to that of native speakers of English the same age. Analyze. Apply. Comprehend. Evaluate. Synthesize. Defend. Assess. Classify. Infer. | Continue on-going language development through integrated language arts and content-area activities. |
Appendix III. Social Language, Academic Language defined

Social and Academic Language

Social Language - Basic Interpersonal Communication Skills (BICS)

Language experts differentiate between social and academic language acquisition. BICS is the social language, involving the day-to-day language needed to interact socially with other people. English learners use social language when they are on the playground, in the lunchroom, on the school bus, at parties, playing sports and talking on the telephone. These language skills usually develop within six months to two years after arrival in the U.S. Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good English.

Academic Language - Cognitive Academic Language Proficiency (CALP)

CALP refers to academic learning, which includes listening, speaking, reading, and writing about subject area content material. This level of language is essential for students to succeed in school. Students need time and support to be proficient in academic areas. This usually takes from five to seven years. Some research has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years for ELs to catch up to their peers (Thomas & Collier, 1995). Source: Judy Haynes, Michigan Department of Education Office of School Improvement
Appendix IV. Home to School Communication

The Grosse Pointe School district believes that communication between home and school is important for student success. Our staff is committed to ongoing communication between school and home. Please see the Student Code of Conduct on our website.

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

- **Back to School Nights** - provide parents with an opportunity to get an overview of their child’s school. This event is held during the first few weeks of school. Information is given on schedules, classroom expectations, homework, special subjects, curriculum, volunteer opportunities and communication with the teacher.

- **ESL Parent Information Night** – an evening, usually scheduled in October, where parents of ESL students are escorted to the library of an elementary school for a presentation describing the ESL academic program and available family support resources, while the ESL students remain in the gym with ESL assistants socializing and playing games. After the presentation, dinner is served to all.

- **District and school websites** - contains important district information such as district news, school calendar, and school contact information. This website has the option to be translated in over 10 languages.

- **Parent/Teacher Conferences** - held in the fall and the spring. The school notifies parents of the specific dates. Additional conferences can be requested by the parent or teacher during the school year.

- **Classroom Newsletters** – published by the elementary teachers with important information about the class, upcoming events, areas of study, and general class progress and needs.

- **Report Cards** - given out 3 times a year for elementary students and 4 times a year for middle school and high school students.

- **Flyers and letters** – these can include notes from the teachers, lunch menus, fines, upcoming school events, and other school information.

- **Parent Teacher Organization (PTO)** – an organization comprised of school parents and teachers that meet and work to support the school in various ways.

**Communication Procedures with School Personnel**

We encourage every parent to stay in close communication with their child’s teacher and school. Please check with your child’s teacher for the most efficient and best way to communicate with him/her. Contact information on your child’s school can be found at this link, the Grosse Pointe Schools website.
It’s important to notify the school with any new information on your child, especially health problems or concerns, and change of address or phone number.

**Procedures for visiting your child’s school**

All school visitors must enter through the main school doors and report to the school office. Please make arrangements with your child’s teacher if you would like to meet with them or if you plan on volunteering at your child’s school.

**EL Parent Information Night**

EL Parent Information Night is scheduled in October, where parents of ESL students are escorted to the library of an elementary school for a presentation describing the ESL academic program and available family support resources, while the ESL students remain in the gym with ESL assistants socializing and playing games. After the presentation, dinner is served to all.

**EL Parent Advisory Committee**

The EL Parent Advisory Committee is a group of EL parents and staff that meet to share ideas and concerns regarding the EL program. The Parent Advisory Committee consists of one parent of an EL elementary student, one parent of an EL middle school student, and one parent of an EL high school student. Interested parents are asked to contact Nancy Rieth at Nancy.Rieth@gpschools.org.
Appendix VI. Glossary of Terms

**Academic Language:** The language which includes content area vocabulary and the skills required for success in school such as comparing, classifying, synthesizing, evaluating and inferring. Research indicates that it takes students from three to seven or more years to acquire academic language (Cummins 1984).

**Basic Interpersonal Communication Skills (BICS):** This 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).

**Bilingualism:** The ability to understand and use two languages in particular contexts and for particular purposes. Bilinguals can have the same levels of proficiency in both languages (advanced in both) or different levels of proficiency (advanced in one and beginning or intermediate in the other). Bilingual individuals do not necessarily have the same level of proficiency in all aspects of both languages: speaking, listening, reading and writing.

**CA-60:** 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 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).

**English Learners (EL):** (sometimes referred to as “limited English proficient”, LEP, or language minority students) are students who begin their schooling in the U.S. with limited proficiency in English. These students must learn English as a second language for both academic and social purposes in order to benefit fully from instruction through English.

**ELL Paraprofessional:** ELL paraprofessionals, trained in SIOP, provide support services to ESL students. Students they support must demonstrate language proficiency in listening, speaking, reading, writing, and comprehension of the English language.

**ESL:** English as a Second Language 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 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 Student File:** This file is kept by the 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.

**Formerly Limited English Proficient (FLEP):** When a student has made sufficient progress as determined by the district, based upon the State of Michigan exit criteria, and is no longer eligible for EL services. The student’s academic progress will be monitored for two years.

**Home Language Survey:** A series of questions that parents are asked to complete upon registering their student in the district. The questions provide information on student’s linguistic background and help determine eligibility for EL support. The Home Language Survey is included in the UCS registration packet.

**Language Proficiency:** The ability to use language accurately and appropriately in its oral and written forms in a variety of settings. Proficiency varies as a function of the context, purpose and content of communication.

**Newcomer:** Any limited English speaking student who has never attended American schools and is new to this country.

**Placement Team:** The following staff (where available) should be part of the team working with ESL students:

- Classroom Teacher
- Counselor
- Social Worker
- Psychologist
- ESL/ELL Instructor/Paraprofessional
- General Education Resource Teacher
- Principal
- The ESL teacher 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 an S3 meeting. The S3 Team’s referrals may be requested by any staff member. The District ESL Title III supervisor will be notified when an S3 for an ELL is planned or when a particular student’s problem persists after interventions have been implemented as recommended by the S3 Team.

**Pull-out:** A program model in which a student is taken from the regular classroom instruction to receive individual or small group instruction.
**Push-in:** A program model in which a highly qualified teacher or ESL paraprofessional with SIOP training goes into the regular classroom to assist the teacher in delivering instruction to a select group of students.

**SIOP (Sheltered Instruction Operational Protocol):** A systemized set of strategies designed to help English learners master content and language simultaneously.

**Social Language:** Language proficiency in everyday communicative texts, or aspects of language proficiency that seem to be acquired naturally and without formal schooling. Research indicates that it can take one to three years for students to acquire social language (Cummins, J. 1984).

**WIDA (World Class Instructional Design and Assessment) ACCESS:** An annual assessment which is given to all K-12 English learners to measure progress in all domains of language learning. Michigan is part of this consortium and began implementing the assessment in the spring of 2014.