SCHOOL DISTRICT OF THE CITY OF PONTIAC

English Learner (EL) Program HANDBOOK



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MISSION STATEMENT

I. INTRODUCTION

The mission of the Office of Bilingual and ESL Education in the School District of the City of Pontiac is to ensure that English language learners (ELLs) receive a rigorous foundation which prepares them to excel in a highly competitive, multicultural, global society.

GOALS

1. Ensure that English language learners master the same high academic standards required of all learners.

2. Create a safe, multicultural, and nurturing environment that is free of barriers for all students and families.

3. Strengthen the two-way relationship with families and communities.

4. Provide professional development for staff.

5. Strengthen the use of technology in the classroom for instructional purposes.

VALUES & BELIEFS

- Learning is a socio-cultural and linguistic process.
- All children learn best when actively engaged with others in authentic instruction grounded in respect of their prior sources of knowledge such as: language, history, and culture.
- Given the opportunity and support, English language learners can excel academically and contribute greatly to our global society.
- The community contributes to the success of English language learners.
- Parents, families, and the community are vital partners in the educational process.
- All educational personnel have a legal and moral responsibility to provide the highest level of education to all students, including English language learners.
- A highly trained and supported staff will most effectively meet the educational

needs of English language learners.

All parents and family members can contribute to their children's education regardless of their English language ability, provided the school facilitates this involvement.

The School District of the City of Pontiac 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) program that is designed to meet their unique needs.

The School District of the City of Pontiac has prepared this handbook of program policies and procedures to ensure that the Title III program or the ESL/ELD program is consistent throughout the district.

The information contained herein has been compiled using the following sources:
Suzanne Toohey
Consultant, ESL/Title III, Oakland Schools

Michigan Department of Education Office of School Improvement Title III Handbook

The following staff members are acknowledged for their efforts in developing this handbook: Dr. Ruben Alicea, Director, Office of Bilingual and ESL Education

II. DEFINITION OF ENGLISH LEARNERS

(ELs) ESSA Definition of an "English Learner" Student

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

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and

who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —

(i) the ability to meet the challenging State academic standards;

(ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

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

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 Language Instruction Educational Programs
    - Number and percentage of former ELs who meet academic content standards (for 4 years)
    - Number and percentage of ELs who have not exited Language Instruction Educational Programs 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 School District of the City of Pontiac to meet the requirements of Title I and Title III.

A. Registration/Identification Using Home Language Survey
The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the School District of the City of Pontiac registration form. It is to be completed at the time of registration. The Pontiac School District's intake enrollment personnel is responsible for ensuring that a home language survey is completed if the enrollment form indicates that a language other than English is spoken in the home. The completed registration forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL/ELD services. If so, the ESL/ELD teacher in the building of attendance will be notified. The ESL/ELD staff will arrange for a prompt

assessment of the student to determine eligibility for ESL/ELD services.

The district determines if a student meets the definition of an "immigrant" student (students from ages 3-21; enrolled in public or private school; not born in the United States; not attended school in the United States for more than three full years). A family interview is given to see if the student has been in the United States schools the entire time or if there has been some back and forth between the home country and in the United States. Once the student has been identified as being within the 3-year window for immigrant identification, staff flags the student as "immigrant" in the student information system and documents when the three years will expire. When the student reaches the end of the three-year period, staff removes the immigrant flag from the student information system.

B. Initial Assessment for Program Eligibility

Within ten (10) school days of enrollment in our district, 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 program services. Assessments assess a student's language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA ACCESS for ELLs or the WIDA Screener.

Staff is also encouraged to assess the reading and math abilities of the student using other standardized instruments to address learning needs across the content areas.

WIDA ACCESS for ELLs/WIDA Screener and Levels of Proficiency

The following chart shows the level 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.

School District of the City of Pontiac English Learner (EL) Education Program Flowchart

Identification of a potential Immigrant student is determined by a brief family interview conducted by the District's intake enrollment personnel to determine if the student meets the immigrant definition (less than 3 years in U.S. schools). Information from the interview is used to establish if the student has been in U.S. schools the entire time or if there has been some back and forth between the home country and the U.S. Once the student has been identified as being within the 3 year window for immigrant identification, the ESL Education Program staff must determine when the three years will expire. The intake enrollment personnel removes the immigrant flag from the local student information system (MiStar) once the student has reached the 3 year program eligibility status. Lastly, the information is given to the District's.

Identification of a potential EL candidate is made through the home language survey questions:
1. Is your child's native language a language other than English?
2. Is the primary language used in your child's home or environment a language other than English?

YES TO EITHER
Students must be assessed for English Language proficiency.

NO TO BOTH
No further action is needed,

Student is tested for English Language proficiency.

The student meets the District's criteria for EL program services.

The student does not meet the District's criteria for EL program services.

The student is not eligible for or no longer meets the criteria for EL services.

The student is placed in the EL program. A letter and Service Agreement is sent to parents.

NO

Parents refuse EL services, but the student is still assessed annually for English language proficiency.

YES

The student is place in the EL program.

The student is tested again at the end of the school year (spring) for reclassification.

The student is found to be proficient in English under the District's criteria.

The student is exited from EL services and is monitored for a period of four years.

The student still meets the District's criteria for EL services.

WIDA ACCESS for ELLs/WIDA Screener Score	Proficiency Levels WIDA Standards	Optional Multiple Indicators
6	Reaching	Early literacy assessment approved by MDE AIMSWeb – both CBM and MAZE subtests DIBELS Next Discovery Education Assessments DRA: Developmental Reading • Assessment version 2 Fountas & Pinnell iReady Diagnostic MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy PSAT or SAT QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Early Literacy Star Reading Gates McGinitie* ITBS: Iowa Test of Basic Skills* Terra Nova* *These assessments are norm referenced and used only for exiting purposes. Non-italicized assessments (which are criterion-based, or both norm-referenced and criterion-based) may be used for entrance and exit. All reading assessments administered must include the comprehension subtests.
5 – 5.9	Bridging	
4 – 4.9	Expanding	
3 – 3.9	Developing	
2 – 2.9	Emerging	
0 – 1.9	Entering	

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

A student who scores Entering through Bridging on the WIDA ACCESS ELLs or WIDA Screener is eligible for Title III/ESL/ELD Program Support. For a student scoring Reaching to continue receiving Title III/ESL/ELD support services, the district takes into account additional multiple academic criteria as noted in the chart.

D. Early Childhood Transition Students

The School District of the City of Pontiac has an intentional systematic process for welcoming potential English Learner students into Kindergarten via transition meetings. Considerations for potential English Learners transitioning from the Pontiac School District'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 Program Services

Districts should put in place a team review process for K-12 English Learners who meet the minimum criteria established in the Michigan Department of Education English Learner Program Entrance and Exit Protocol, and include additional multiple academic criteria in their decision making. Students in grades 3-12 who meet the minimum criteria established in the Entrance and Exit Protocol will be auto-exited from the Title III/ESL/ELD Program unless the district chooses to maintain EL status, and students in grades K-2 can be manually exited from the Title III/ESL/ELD Program. Students exited from the Title III/ESL/ELD Program must also be exited from the program in the MSDS and are then considered FEL (Former English Learner) for four years. FEL academic performance must be monitored for four (4) years. Criteria used to exit a student will be placed in the student's CA 60.

F. Monitoring Former English Learners (FELs)

English Learners (ELs) should be monitored for four years after achieving exit status by meeting the Michigan English proficiency requirements. Designated instructional staff, such as EL staff, must formally monitor the former EL student's academic performance regularly. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

If an exited English Language Learner student is not progressing academically as expected and monitoring suggests a continuing language issue, districts should re-test the student's English language proficiency with a valid, reliable, and grade-appropriate English language proficiency assessment (WIDA MODEL) to see if the student should be provided additional EL services. If reentered into EL services, the district should document the reasons and obtain the parent's consent to reenter the student into EL services.

G. Placement in Title III/ESL/ELD Program

The School District of the City of Pontiac 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.

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

- English as a Second Language Instruction
- Sheltered Content Classes
- Content Tutorial (ESL/Bilingual)
- Language Tutorial

- Reading Support
- Title I Reading Support

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

H. Parental Notification (See APPENDIX B)

The School District of the City of Pontiac must inform parents of English Learners (ELs) identified for participation in the district's Title III/ESL/ELD 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: English, Spanish, Hmong, Chinese, and Arabic

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 (Student Support Network-SSN) for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. The School District of the City of Pontiac 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 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. Student Folder Contents and CA-60

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

- Home language survey ***APPENDIX A***
- Parent notification letter ***APPENDIX B***
- WIDA ACCESS for ELLs & WIDA Screener testing results
- Individual Instructional Plan for ELLs (Description of program for individual student, including type and amount of alternative program services)

V. STAFF Roles

A. ESL/ELD Teachers

School District of the City of Pontiac

Job Description

Position: ESL Education Teacher
Reports to: Building Principal and the Director of the Office of Bilingual and ESL
Education Qualifications:

- Highly qualified teacher with full State of Michigan certification and endorsement in ESL education
- Knowledge of and experience with the use of behavior and achievement data for the design and implementation of intervention plans for English Language Learners.

- Knowledge of effective, research based instructional strategies and best practices for English Language Learners and the ability to implement them effectively.
- Knowledge of the use of assessments and assessment data to inform instruction and prescribe work plans for students.
- Knowledge of the use of technology to support instruction.
- Ascribes to the philosophy that all children can succeed and demonstrates the commitment to do what is necessary to make this a reality.
- Evidence of the willingness and the ability to comply with the standards for ethical and professional performance established by the State Board of Education.
- Interview/file data will include evidence of sensitivity and respect for others and verification of the demonstrated ability to serve as a positive role model for youth.
- Possession of the necessary social and academic skills to promote cultural awareness and appreciate individual cultural differences and commonalties.

SCOPE OF POSITION:

The ESL Education teacher delivers rigorous instruction based on the Michigan Curriculum Framework and Content expectations and standards aligned with the Pontiac School District curriculum scope and sequence to students identified as English Language Learners. Effective strategies in management, instruction, student motivation and curriculum planning are the basis of instruction. The teacher makes knowledge accessible to all students; develops students' cognitive capacity and respect for learning; and fosters students' self-esteem, motivation and sense of civic responsibility.

MAJOR FUNCTIONS:

The ESL Education teacher responsibilities will include but are not limited to the following:

- Effectively deliver the curriculum and content standards identified by the Michigan Department of Education and Pontiac School District.
- Integrate best practices using grade level content standards established by the State of Michigan following the Pontiac curriculum scope and sequence.
- Scaffold student learning so they are required to read, write and think on a regular basis with the inclusion of before, during and after reading strategies.
- Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess skills and understandings central to the content as well as literacy (the ability to read and write) and mathematics.

MAJOR FUNCTIONS (Continued):

The ESL Education teacher responsibilities will include but are not limited to the following:

- Use multiple methods of assessment, formal and informal, formative and summative, and a range of assessment strategies including performance, journals, class critiques and discussions.
- Regard assessment as a joint venture through which both student and teacher understanding is enhanced.
- Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.
- Recognize the individuality of students and individual responses to assignments.
- Ensure that all students have an equal opportunity to display what they know and can do in class.
- Provide insightful critiques to students considering the learning and creative processes of student work as well as the finished product and in the context of previous work.
- Model good assessment processes that assist students in assessing their own work and their peers.
- Differentiate instruction to meet the needs of individual students and enable student mastery of curriculum content expectations.
- Provide recognition of a variety of student accomplishments and positive behaviors.
- Participate in teacher teams that focus on the: identification of student needs through data analysis, development of research based instructional strategies to address those needs, and the monitoring and evaluation of instruction and student learning.
- Participate in professional development and training to provide student instruction in the core content areas through an enriched academic program that integrates literacy and mathematics under a whole school initiative.
- Effectively use and integrate technology into the curriculum.
- Maintain effective home/school communications to support student success.
- Actively participate in the development, implementation and evaluation of the School- wide/School Improvement Plan and work collaboratively to achieve the overall purposes of the school.
- Regular and predictable attendance is essential.

B. Role of Bilingual Tutors

Position: Bilingual/ESL Tutors

Reports to: ESL Teacher and Director of the Office of Bilingual and ESL Education

Qualifications:

- Completed two years of study at an institution of higher education;
- or obtained an Associate's (or higher) degree;
- or be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing, reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness).

Scope of Position:

The Every Student Succeeds Act (ESSA) is designed to help disadvantaged children reach high academic standards. Properly trained paraprofessionals (teaching assistants/ tutors) can play important roles in improving student achievement in Title I schools by reinforcing and augmenting a teacher's effort in the classroom. Tutorial support can be provided through during the school day push-in/pull-out and/or after school intervention programs as identified in the School-wide/School Improvement Plan.

MAJOR FUNCTIONS: The tutor responsibilities will include but are not limited to the following:

- Support the curriculum and content standards identified by the State of Michigan and Pontiac School District and delivered by the classroom teacher.
- Integrate best practices using grade level content standards established by the State of Michigan following the Pontiac curriculum scope and sequence.
- Scaffold student learning so they are required to read, write and think on a regular basis with the inclusion of before, during and after reading strategies.
- Use fair and equitable assessments to assess individual skills, knowledge, and understandings.
- Assist students in assessing their own work.
- Adjust instructional support to meet the needs of individual students and enable student mastery of curriculum content expectations.
- Provide recognition of a variety of student accomplishments and positive behaviors.
- Provide student performance information to teacher teams that focus on the identification of student needs through data analysis, development of research based instructional strategies to address those needs, and the monitoring and evaluation of instruction and student learning.
- Participate in professional development and training to provide student instruction in the core content areas through an enriched academic program that integrates literacy and mathematics under a whole school initiative.
- Effectively use and integrate technology into supplemental academic interventions.
- Regular and predictable attendance is essential.

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 staff determine:

- 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 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 staff in educating ELs in his/her class;
- demonstrates sensitivity and awareness of cultural and linguistic differences;
- individualizes instruction to meet the needs of each student;
- uses visuals/hands-on activities to facilitate learning;
- provides materials for the ESL/ELD 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 the School District of the City of Pontiac. 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 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 affecting 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. 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

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

The School District of the City of Pontiac will encourage the designation of Bilingual Tutors as a distinct category. This will provide trained personnel and consistent instruction. Presently, the Bilingual Tutors 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.

The School District of the City of Pontiac uses the Michigan Department of Education'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, the School District 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

STATE BOARD OF EDUCATION APPROVED HOME LANGUAGE SURVEY

APPENDIX A HOME LANGUAGE SURVEY QUESTIONS

EL Identification Questions

SCHOOLS MUST COMPLETE THIS SECTION
School District of the City of Pontiac Office of Bilingual and ESL Education

School Code

Last Name, First Name

ID# if no ID# is available

Birth Date

The School District of the City of Pontiac is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1152-380.1157 of the School Code of 1995, Michigan's Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation.

Student's Name _____ **Grade** _____ **Age** ____

School _____

1. Is your child's native tongue a language other than English? YES NO

What is that language? _____

2. Is the primary language [1] used in your child's home or environment a language other than English? YES NO

What is that language? _____

_____ _____
Signature of Parent or Guardian Date

_____
Address

[1] **"Primary language" means the dominant language used by a person for communication.**

APPENDIX A HOME LANGUAGE SURVEY QUESTIONS

EL Identification Questions

SCHOOLS MUST COMPLETE THIS SECTION
School District of the City of Pontiac Office of Bilingual and ESL Education

School Code

Last Name, First Name

ID# if no ID# is available

Birth Date

El Distrito Escolar de la ciudad de Pontiac necesita información acerca de los idiomas que sus estudiantes hablan o entienden; y del lenguaje que aprendieron al nacer, aunque no lo hablen o entiendan. Esta información será usada por el distrito escolar para determinar el número de estudiantes que pueden calificar para recibir educación bilingüe de acuerdo a las Secciones 380.1151-380.1158 del Código Escolar de 1995, Ley sobre Educación Bilingüe de Michigan. Por favor responda a las preguntas que se hacen abajo.

Muchas gracias por su colaboración.

Nombre del Estudiante _____ **Grado** _____ **Edad** ____

Escuela _____

1. ¿El primer idioma de su hijo/hija es otro que no sea el inglés?

Sí **No** **Si la respuesta es Sí.**

¿Cual es el? _____

2. ¿En su hogar se habla otro idioma que no sea el inglés?

Sí **No** **Si la respuesta es Sí.**

¿Cual es el? _____

¿Qué otro idioma se habla? _____

_____ _____
Signature of Parent or Guardian Date

_____
Address

[1] **"Primary language" means the dominant language used by a person for communication.**

TSEV KAWM NTAWV MAM UA SEEM NO KOM TIAV

Cheebt Tsam Tsev Kawm Ntawv hauv Lub Nroog Pontiac Ntawm Lub Chav Fai Txog Ntau Hom Lus thiab ESL Kev Kawm Ntawv

POM ZOO LOS NTAWM LUB XEEV TSOOM THAWJ TSWJ HAUV KEV KAWM KEV SOJ NTSUAM HOM LUS HAIS HAUV TSEV

TSEV KAWM LUB XEEM, LUB NPE ID# YOG TSIS MUAJ ID# NTAWV TUS CES MUAB LUB HNUB YUG ZAUV CIM

Cheebt Tsam Tsev Kawm Ntawv hauv Lub Nroog Pontiac sam sim soj ntsuam cov tub ntxhais kawm ntawv txhua tus cov lus uas lawv hais seb yog yom twg. Cov kev tshawb pom no yuav muab siv coj los ua kev txiav txim seb pes tsawg tus me nyuam kawm ntawv yuav tsum tau muaj kev pab txog kev qhia kom raws li Txhooj Cai 380.1152-380.1157 hauv lub tsev kawm ntawv ntawm tus Zauv Cim 1995, uas yog Michigan Txhooj Cai rau Cov Kev Kawm Uas Yog Hom Lus Zus Ob (Michigan's Bilingual Education Law). Thov koj pab teb cov lus nram qab no?

Ua tsaug rau koj qhov kev koom tes.

Tus Menyuam Kawm Ntawv Lub Npe: _____

Qib Kawm _____ **Hnub Nyoog** _____

Koj tus me nyuam puas yog yug hauv Teb Chaws Mis Kas (USA)? Yog Tsis Yog

Yog tias tsis yog, qhia hnub uas tuaj rau hauv Teb Chaws Mis Kas (USA):

_____

1. Koj tus me nyuam hom lus hais yog i b hom lus uas tsis yog lus Mis Kas puas yog?

Yog Tsis Yog

Hom lus hais ntawv yog hom twg? _____

中文

庞蒂亚克公立学区
双语/双文化和英语作为第二语言
州教育董事局批准

家庭用语调查

(Home Language Survey – Chinese)

SCHOOLS MUST COMPLETE THIS SECTION

SCHOOL CODE	LAST NAME, FIRST NAME	ID# IF NO ID# IS AVAILABLE GIVE BIRTH DATE

庞蒂亚克公立学区收集有关每一个学生的语言背景信息资料。学区将依据密歇根州的双语教育法，一九九五年学校法规第380.1152 至 380.1157 款，用这些信息资料来统计有多少学生需要接受双语教育/英语作为第二语言教育。敬请家长合作，提供以下信息资料以供统计人数之用。

学生姓名: _____ 年级: _____ 年龄: _____

您的孩子出生在美国吗? ☐ 是 ☐ 否
如果您的孩子不是出生在美国，请写明进入美国的日期: _____年_____月_____日

学校: _____

1. 您的孩子是否说除英语之外的另一种语言?

   ☐ 是 ☐ 否 如果是，您的孩子使用的另一种语言是什么? _____

2. 家长或监护人在家里是否说除英语之外的另一种语言?

   ☐ 是 ☐ 否 如果是，使用的是什么语言? _____

（请用正楷写该语言的名称，不要写国家或民族的名称。感谢您的合作！

_____ _____ _____年____月____日
家长或监护人签名 地址（用英语） 日期

请让您的孩子尽快将此表格交还给他/她的老师。

Arabic

مدرسة حي مدينة بوينياك

المدارس يجب أن تكمل هذا الجزء
مكتب اللغة الثانية والتعليم الأساسي
معتمد من مجلس الوالية التعليمي
تقصي اللغة الأم

رقم البطاقة،إن لم يوجد رقم البطاقة الاسم الأول ، الاسم الأخير رمز المدرسة
أكتب تاريخ الميلاد

تقوم مدرسة زاحية مدينة بوينياك بتجميع المعلومات نيما يخص الخلفية اللغوية لكل من تلاميذها،وسوف تستخدم هذه المعلومات من قبل الزاحية لتحديد عدد الأطفال اللذين يجب أن يتم تزويدهم بتعليمات اللغة الثانية بما يتسجم مع البنود 380.1152-380.1157 من قوانين المدرسة لعام 1995،قانون مينيسوتا للتعليمي للغات الثانية.

الرجاء مساعدتنا بتزويدنا بالمعلومات التالية؟
شاكرين تعاونكم.

اسم الطالب: _____ التصنيف /الدرجة:_____ العمر _____

هل ولد طفلكم في الولايات المتحدة الأمريكية نعم كال

إذا كال،أذكر تاريخ دخوله إلى الولايات المتحدة: _____

1. هل اللغة الأصلية لطفلكم هي غير اللغة الأنكليزية?

نعم? _____ كال ماهي هذه اللغة

2. هل اللغة الرئيسية التي تستخدم في منزل طفلكم أو محيطه هي غير اللغة الأنكليزية?

نعم? _____ كال ماهي هذه اللغة

School District of the City of Pontiac

Acceptance or Waiver/Refusal of
English as a Second Language/Bilingual Program

Date _____

Dear Parent or Guardian:

Your child, _____ , has been identified as being eligible for an English as a Second Language/Bilingual Program. This determination is based on an assessment of your child's ability to understand, speak, read, and write English.

Please fill out the notice below indicating acceptance or refusal of the program and return to the school.

If you have any question, please call me at: _____

Sincerely,

_____
Principal or Program Designee

Acceptance or Waiver/Refusal of
English as a Second Language/Bilingual Program

Dear Principal or Program Designee:

- ☐ I want my child, _____ , to be placed in the program.
- ☐ I do not want my child, _____ , to be placed in the program.

Name of Parent/Guardian: _____ Date: _____

Signature: _____ Telephone: _____

El Distrito Escolar de la Ciudad de Pontiac

Aceptación o Rechazo del Programa Bilingüe y
de servicios de Inglés como Segundo idioma

Fecha _____

Estimados Padres de Familia/Apoderados Legales:

Su hijo(a), _____, ha sido identificado como elegible para recibir servicios del programa bilingüe, "inglés como segundo idioma". Esta determinación se basa en la evaluación requerida por el Estado que indica el nivel de conocimientos de habla, lectura y escritura que tiene su hijo/a en el idioma inglés.

Por favor firme la nota de Aceptación o Rechazo del programa bilingüe y de servicios de inglés como segundo idioma y regrésela a la escuela.

Si tiene alguna pregunta, por favor Comuníquese conmigo al: _____

Atentamente,

_____
Maestro de Inglés como Segundo idioma

El Distrito Escolar de la Ciudad de Pontiac

Aceptación o Rechazo del Programa Bilingüe y
de servicios de Inglés como Segundo idioma

Estimado director o encargado del programa:

- ☐ Quiero que mi hijo(a), _____ , participe en este programa.
- ☐ No quiero que mi hijo(a), _____ , participe en este programa.

Nombre de los padres/apoderados legales: _____

Fecha: _____

Firma: _____ Teléfono: _____

School District of the City of Pontiac

Pom zoo rau qhov kev Zam/Tsis pom zoo rau qhov kev kawm ntawm kev kawm lus Mis Kas uas yog hom lus zus ob (Acceptance / Waiver /Refusal of English as a Second Language / Bilingual Education Program)

Hnub Tim _____

Nyob zoo rau cov niam txiv los sis tus saib xyuas:

Koj tus me nyuam, _____ , raug xaiv los kawm ntawv askiv uas yog yam lus thib 2 ntawm lus hmoob (English as a Second Lauguage/Bilingual Program). Qhov Kev txiav txim siab no yog txiav txim raws li tus me nyuam qhov kev to taub, kev nyeem ntawv, thiab kev sau ntawv As Kiv.

Thov kos daim ntawv hauv qab no tias koj txaus siab tso koj tus me nyuam kawm los koj tsis txaus siab tso koj tus me nyuam kawm ntawm qhov kev kawm no thiab xa rov qab rau koj tus me nyuam lub tsev kawm ntawv.

Yog koj muaj lus nug thov hu rau kuv ntawm: _____

Ua Tsaug Ntau Ntau,

_____

Thawj Tswj kev kawm ntawv

Pom zoo rau qhov kev Zam/Tsis pom zoo rau qhov kev kawm ntawm kev kawm lus Mis Kas uas yog hom lus zus ob (Acceptance of Waiver/Refusal of English as a Second Language/Bilingual Program)

Nyob zoo Thawj Tswj Coj kev kawm thiab nrog rau tus kws muaj feem:

- ☐ Kuv txaus siab cia kuv tus me nyuam, _____ , kawm hauv qhov kev kawm no.
- ☐ Kuv tsis txaus siab cia kuv tus me nyuam, _____ , kawm hauv qhov kev kawm no.

Niam Txiv Sau Npe: _____ Hnub Tim: _____

Kos Npe: _____ Xov Thooj: _____

Chinese
Acceptance/Waiver/Refusal of ESL/Bilingual Program

庞蒂亚克市学区

接受英语作为第二语言/双语教育意愿调查

日期：_____

尊敬的家长/监护人：

您的孩子_____， 被确认为适合接受英语作为第二语言/双语教育。这个决定是在您孩子英语的理解力、英语的说、读和写的能力基础上做出的。

请填写下面的意愿调查，表明是否愿意接受这项服务，并将通知书交回学校。如果您有问题，请打电话与您孩子的学校联系：_____。

_____敬上

接受英语作为第二语言/双语教育意愿调查
(Acceptance/Waiver/Refusal of ESL/Bilingual Program – Chinese)

尊敬的家长/监护人：

☐ 我希望我的孩子_____接受英语作为第二语言/双语教育。

☐ 我不希望我的孩子_____接受英语作为第二语言/双语教育。

家长/监护人姓名：_____ 日期: _____

签名：_____ 电话: _____

مدرسة حي مدينة بونتياك
قبول أو تنازل / رفض
للأنكليزي كلغة ثانية / برنامج اللغة الثانية

التاريخ:

الأهل الأعزاء أو الوصيين :

إبنكم / إبنتكم---------- ،تم تصنيفه / تصنيفها من المؤهلين للغة الأنكليزية كلغة ثانية / برنامج اللغة الثانية ،وقد استند التصنيف على تقييم قابلية إبنكم / إبنتكم للفهم,التحدث ،القراءة والكتابة للغة الأأنكليزية.

الرجاء إملاء في البيان أدناه موضحين قبولكم أو رفضكم للبرنامج وإعادتها إلى المدرسة،وفي حال وجود أي إستفسار لديكم الإتصال بي على الرقم ---------

المخلص.

المشرف عن البرنامج

قبول أو تنازل / رفض
للأنكليزي كلغة ثانية / برنامج اللغة الثانية

عزيزي المشرف عن البرنامج :

أريد تسجيل إبني / إبنتي ---------- في البرنامج.

لاأريد تسجيل إبني / إبنتي ---------- في البرنامج.

إسم الأهل / المربي: التاريخ :

التوقيع : رقم التلفون:

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)
Level 1 Entering	**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. **Recently arrived students** (less than 30 days) These students have not been assessed with the WIDA Screener and/or other tests used for placement. **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). 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). 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).

Level 2 Beginning	**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). 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). 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).
Level 3 Developing	**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). 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 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). 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).

Level 4 Expanding	**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). 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). 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).
Level 5 Bridging	**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). 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). They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).
Level 6 Reaching	**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.

APPENDIX D COMPLAINTS REGARDING SCHOOL PERSONNEL

School District of the City of Pontiac

Office of Bilingual and ESL Education
60 Parkhurst | Community Level, Room 206 | Pontiac, MI 48342
Telephone: (248) 451-7525 Fax: (248) 451-6975

PARENTAL CONCERN FORM

1.	Person taking call:	Date: ☐ Walk-in ☐ Phone	
2.	Parent's Name:	Time: ☐ Fax ☐ Email	
3.	Address:	Phone:	
4.	Child's Name:	D.O.B.:	Age:
5.	School:	Grade:	
6.	Principal:	Phone:	Fax:
7.	Concern discussed with Principal: ☐ No ☐ Yes		Date:
8.	Concern:		
9.	Action Requested:		
10.	Final Arrangement:		
11.	☐ Resolved ☐ Unresolved ☐ Further Action Requested		
12.	Forwarded to:		
13.	Upon resolution of parental concern, the completed copy was forwarded to: ☐ School Principal ☐ Director, Office of Bilingual/ESL Education ☐ _____		Date:

Distrito Escolar de la Ciudad de Pontiac

Oficina de servicios Bilingües y de ESL
60 Parkhurst | Community Level, Room 206 | Pontiac, MI 48342
Teléfono: (248) 451-7525 Fax: (248) 451-6975

Formato de Quejas

1.	Persona que tomó la llamada:	Fecha: ☐ en Persona ☐ Por teléfono	
2.	Nombre del Padre:	Time: ☐ Fax ☐ e-mail	
3.	Dirección:	Teléfono	
4.	Nombre del estudiante:	Fecha de nacimiento:	Edad:
5.	Escuela:	Grado:	
6.	Director:	Teléfono:	Fax:
7.	Comunicó la queja al director: ☐ No ☐ Sí		Date:
8.	Queja:		
9.	Acción requerida:		
10.	Arreglo Final:		
11.	☐ Se resolvió ☐ No se resolvió ☐ Requiere otra acción		
12.	Se envió a:		
13.	Al resolver la queja, mandar una copia al: ☐ Director de la escuela ☐ Director de la oficina bilingüe ☐ _____		Fecha:

School District of the City of Pontiac

Office of Bilingual and ESL Education
60 Parkhurst | Community Level, Room 206 | Pontiac, MI 48342
Telephone: (248) 451-7525 Fax: (248) 451-6975

DAIM NTAWV NIAM TXIV MUAJ KEV TXAWJ XEEB

1.	Tus Neeg Txais Xov Tooj:	Hnub Tim: ☐ Walk-in ☐ XovTooj	
2.	Niam Txiv Npe:	Sij Hawm: ☐ Fax ☐ E-mail	
3.	Chaw Nyob:	Xov Tooj:	
4.	Me Nyuam Npe:	Hnub Yug:	Hnub Nyoog:
5.	Tsev Kawm Ntawv Npe:	Qib Kawm:	
6.	Thawj Coj Hauv Tsev Kawm Ntawv:	Xov Tooj:	Fax:
7.	Kev Txawj Xeeb Sib Tham nrog Tus Thawj ☐ Tsis Yog ☐ Yog		Hnub Tim:
8.	Kev Txawj Xeeb:		
9.	Yam Koj Xav Tau:		
10.	Kev Txiav Txim Thaum Kawg:		
11.	☐ Yam Hais Tag ☐ Yam Hais Tsis Tau Tas ☐ Puas Muaj Lwm Yam Koj Xav Tau Ntxiv.		
12.	Yuav Xa Tsab Ntawv No Rau Qhov Twg:		
13.	Sij Hawm Sib Tham Tag Yuav Muab Tsab Ntawv No Luam Xa Rau Qhov Twg: ☐ Thawj Coj Hauv Tsev Kawm Ntawv. ☐ Thawj Coj Nyob Rau Bilingual/ESL Education ☐ _____		Hnub Tim:

庞蒂亚克学区

双语/英语作为第二语言教育办公室

地址：60 Parkhurst ♦ Community Level, Room 206 ♦ Pontiac, MI 48342
电话: (248) 451-7525 传真: (248) 451-6975

家长投诉表

1.	受理人:	投诉日期:	☐亲临投诉 ☐电话投诉
2.	家长姓名:	投诉时间:	☐传真投诉 ☐电邮投诉
3.	住址:	电话:	
4.	学生姓名:	出生日期.:	年龄:
5.	学校:	年级:	
6.	校长:	电话:	传真:
7.	是否已向校长反映过: ☐ 有 ☐ 没有		日期:
8.	投诉内容:		
9.	要求采取的措施:		
10.	处理意见:		
11.	☐ 已解决 ☐ 未解决 ☐ 需要采取进一步的措施		
12.	投诉受理转交给:		
13.	该投诉处理完毕后, 本表格的完整副本应转发给: ☐ 学校校长 _____ 双语/英语作为第二语言教育办公室主管		日期:

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 be demonstrated in listening, speaking, reading, writing, and comprehension, both in 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/Bilingual Tutors
- General Education Resource Teacher
- Principal

The ESL/ELD teacher and Bilingual Tutors 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 Student Support Network (SSN) meeting. Any staff member may request the Building Instructional Team referrals. The District ESL/ELD/Bilingual/Title III Director will be notified when a particular EL's problem persists after interventions have been implemented as recommended by the Student Support Network (SSN).

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

ESL Resource Center
Students from several classrooms come together for English language and academic content instruction. The resource center concentrates ESL materials and staff in one location.

ESL Student File
The Bilingual/ESL teacher at the building of enrollment keeps this file. 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 the Pontiac School District, 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.

• 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 Tutors 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 teachers or tutors, other content area classes such as science and math may be crucial to maintaining a student's interest in school.

• Consideration is given to alternative means of assessment for the English Learner. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of a 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 extracurricular 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 file.

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 the 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 costs (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

School District of the City of Pontiac
Office of Bilingual and ESL Education

AMOUNT OF ENGLISH AS A SECOND LANGUAGE (ESL) SERVICES

The amount of time the ESL teacher and/or bilingual language tutor is assigned to a school building will be determined by the educational needs and the English language proficiency level of the English Learners (ELs) in the school.

Level 1: **Entering**

- pictorial or graphic representation of the language of the content areas;
- words, phrases, or chunks of language when presented with one-step commands, directions, WH- questions, or statements with visual and graphic support

Level 2: **Beginning**

- general language related to the content areas;
- phrases or short sentences;
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support

Level 3: **Developing**

- general and some specific language of the content areas;
- phrases or short sentences;
- oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support

Level 4: **Expanding**

- specific and some technical language of the content areas;
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs;
- oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support

Level 5: **Bridging**

- the technical language of the content areas;

- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports;
- oral or written language approaching comparability to that of English proficient peers when presented with grade level material

The minimum required time of weekly service for bilingual/ESL students according to their level of English language proficiency are as follows:

Entering – thirty (30) minute sessions for three (3) times a week
Beginning – thirty (30) minute sessions for three (3) times a week
Developing – thirty (30) minute sessions for two (2) times a week
Expanding – thirty (30) minute sessions for two (2) times a week
Bridging – thirty (30) minute sessions for two (2) times a week

APPENDIX I NOTICE OF NON-DISCRIMINATION

The School District of the City of Pontiac does not discriminate on the basis of race, color, national origin, religion, height, weight, familial status, marital status, sex, age, or disability in its programs and activities.

APPENDIX J PROGRAM ENTRY AND EXIT SUMMARY CHART

(May change with updated Michigan Department of Education Entrance and Exit Protocol.)

WIDA ELD Levels	WIDA Screener (Placement)	WIDA ACCESS for ELLs
Level 1: Entering	1	1
Level 2: Emerging	2	2
Level 3: Developing	3	3
Level 4: Expanding	3-4	3-4
Level 5: Bridging	5	5

Exit Criteria

Students must reach ***4.8 overall proficiency on the WIDA ACCESS*** or ***P2 on the WIDA Alternate*** in order to qualify to exit the ESL/ELD Program.

Students in grades 3 - 12, scoring at or above 4.8 overall proficiency on the WIDA ACCESS or P2, on the WIDA Alternate, will “auto exit”. “Auto exit” refers to the process of automatically exiting a student from EL status in the Michigan Student Data System (MSDS) when they reach the WIDA ACCESS Overall Score of 4.8 or higher or the WIDA Alternate ACCESS overall score of P2. Auto exit is completed by the state (CEPI) over the summer. At present, auto exit does not include students in grades K-2 that meet these predetermined thresholds.

Note, for the 19-20 school year, any K-2 student meeting the exit criteria will need to be exited via the district initiated manual exit protocol in MSDS before the September deadline if the district feels
strongly that the student is ready for EL exit.