

**The Greenspire School
Title III Program Handbook**

I. INTRODUCTION

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

Greenspire has prepared this handbook of program policies and procedures to ensure that the Title III Program is consistent throughout Greenspire.

II. DEFINITION OF ENGLISH LEARNER (EL)

NCLB Definition of a “Limited English Proficient” Student

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

The term “Limited English Proficient” (LEP), when used with respect to an individual, means an individual:

1. Who is age 3-21
2. Who is enrolled or preparing to enroll in an elementary school or secondary school,
3. Who was not born in the United States or whose native language is a language other than English;
 - a. Who is a Native American, Alaska Native, or native resident of outlying areas; and
 - b. 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
 - c. 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
4. Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - a. The ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
 - b. The ability to successfully achieve in classrooms where the language of instruction is English; or
 - c. The opportunity to participate fully in society.

NCLB/ESEA Title IX, Sec. 9101, (B)(25)

The term Limited English Proficient (LEP) and English Learner (EL) are used interchangeably throughout this document. LEP is the term used in federal and state legal documents. EL is a common alternate meant to counter the negative connotations of Limited English Proficient.

III. LEGAL RESPONSIBILITIES

A. Title I & Title III

Programs of English Language Learners

Title I, Section 1112

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

English Learner provisions are included under Title I and Title III of NCLB. Title I outlines the state standards, assessment, annual yearly progress, and other accountability requirements for EL students. Title III provides funding to state and local education agencies that are obligated by NCLB to increase the English proficiency and core academic content knowledge of Limited English Proficient students (another term is EL - English Language Learners, although NCLB uses the term LEP - 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:

- 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.
- Provide parental notification as to why their child is in need of placement in a specialized language instruction program.
- 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.
- Test at least 95% of those students identified as EL in reading/language arts, math, and science as required of all public school students in the state. The assessment should be designed to provide information on the proficiency of EL students to master English.
- Assess in a language and a format most likely to elicit the above information and which would allow the state and local school district to make testing accommodations (such as developing an assessment in a student's native language, providing translation help and/or conducting an oral test).
- Report the test scores of EL students as one of the subgroups to be disaggregated, and as part of the state, district and school test scores for all of the students.
- Involve EL parents in the decision-making process of Title III programs and activities at both the state and local levels.

WHAT YOU NEED TO KNOW

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

Title III Schools and School Districts Must:

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

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

- English Instruction beyond the school day
- Staff training and professional development
- Curriculum development
- Remedial tutoring, tutorials, and/or youth counseling
- Technology acquisition
- Parent Involvement
- Summer programs

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

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

Assessments Required of EL Students:

1. All EL students must be included in the state assessment required of all students. Inclusion in this assessment must begin immediately when the student enrolls in school, and no exemptions are permitted on the basis of English proficiency. For a student who has entered the U.S. Education system for the first time in any state, the student is given an exemption from the English Language Arts (ELA) portion of the state assessment for the first year in U.S. Education system as long as the student has participated in the state English language proficiency assessment or English language proficiency screener (WIDA ACCESS or W-APT). EL students may take the content assessments (Math, Science, Social Studies) in the student's native language (available in Spanish and Arabic), as the assessment is aligned with the state content and achievement standards.
2. Districts must annually assess EL students on their English language proficiency to determine how proficient they are in listening, speaking, reading and writing, and this proficiency data must be sent to the state for compilation. Each state is required to set annual measurable objectives for school districts in moving EL students toward English proficiency.

III. LEGAL RESPONSIBILITIES:

B. Federal Law

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

1868 -- Constitution of the United States, Fourteenth Amendment

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

1964 -- Title VI of the Civil Rights Act of 1964

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

This law has been interpreted in the public school context as requiring appropriate steps to ensure that equal educational opportunities are afforded to students who are limited in their English language proficiency.

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 English language learners denied them the meaningful opportunity to participate in the district’s educational program in violation of Title VI of the Civil Rights Act of 1964. The Court further noted that equality of opportunity is not simply providing English Language Learners (ELL) the same facilities, textbooks, teachers and curriculum which non-ELL students receive. If English is the language of instruction, then measures must be taken to ensure that English is taught to students who do not speak English or who are limited English proficient in order to provide equal access to educational opportunities.

1974 -- Equal Educational Opportunities Act of 1974

This act mandates that no state shall deny equal education opportunity to any individual, “by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program.” This requires educational service providers to take appropriate action to help these students overcome language barriers.

1981 -- Castaneda v Pickard

The Supreme Court delineated a three-pronged standard for determining whether or not ESL students have equal and meaningful access to a school district’s program. A program for ELL students is acceptable if:

- the district is pursuing a program informed by an educational theory recognized as sound by some experts in the field, or at least is deemed to be a legitimate experimental strategy;

- the programs and practices used by the district are reasonably calculated to implement such theories effectively; and
- the district will take action if the program, after a legitimate trial, fails to produce results that indicate the language barriers confronting students are being overcome.

1982 -- Plyler v. Doe

The Supreme Court stipulated that undocumented children have the same right to a free public education as U.S. citizens and permanent residents.

- School officials may not require students to prove they are in the United States legally,
- Schools should avoid attempts to document students' status.
- The following school practices are prohibited:
 - Barring access to a student on the basis of undocumented status
 - Treating students disparately for residency determination purposes on the basis of their undocumented status
 - Making inquiries to a student or his/her parent which may reveal their status
 - Federal education programs may ask for information from parents and students to determine if students are eligible for various programs. In such cases, schools should ask for voluntary information from parents.

2000 -- Executive Order 13166

This presidential order required all federal agencies to “ensure that the programs and activities they normally provide in English are accessible to ELL persons and thus do not discriminate on the basis of national origin in violation of Title VI of the Civil Rights Act of 1964.”

2002 -- No Child Left Behind (NCLB)

The reauthorization of Public Law 107-110 (the No Child Left Behind Act), define a Limited English Proficient student as an individual age 3-21, who is enrolled (or about to enroll) in a U.S. elementary or secondary school and meets these two requirements:

1) Belongs to one of the following categories:

- was not born in the United States or speaks a native language other than English
- is a Native American, Alaskan 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, or
- is migratory, speaks a native language other than English, and comes from an environment where a 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 whose languages of instruction is English, or
- participate fully in society.

**It should be noted that NCLB uses the term LEP for Limited English Proficiency, rather than EL (English Learner).*

One of the performance goals of NCLB requires LEP students to become proficient in English while reaching high academic achievement standards in reading/language arts and mathematics. NCLB also requires that LEP students participate in annual academic assessments in reading/language arts and mathematics, which are used to determine adequate yearly progress for schools and the state.

IV. PROCEDURES

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

A. **Registration/Identification Using Home Language Survey (APPENDIX A)**

The home language survey approved by the Michigan Department of Education is included in Greenspire's enrollment packet. It is to be completed at the time of **initial** enrollment in the school district. The original HLS document will be forwarded immediately to the English Learner Coordinator and placed in the student's permanent (CA-60) file.

If a student is identified as speaking a primary or home language other than English on the Home Language Survey, and is therefore potentially eligible for ESL services, the English Learner Coordinator will then arrange for prompt assessment of the student to determine eligibility for ESL services.

B. **Initial Assessment for Program Eligibility**

Within ten (10) school days of enrollment (or within 30 days of the beginning of the school year), a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for Title III/ESL program services. Greenspire utilizes the *World-class Instructional Design and Assessment Screener* (W-APT) to initially assess a student's language skills in listening, speaking, reading, writing, and comprehending English. The score a student receives on the W-APT in conjunction with scores from grade level proficiency assessments in reading and math are used to determine whether or not a student qualifies for ESL services.

C. **Entrance/Exiting Title III/ESL Program Services**

A student who scores Entering, Beginning, Developing, Expanding, Bridging or Reaching on the W-APT or WIDA ACCESS is potentially eligible for Title III/ESL program support. For a student scoring Reaching to continue receiving Title III/ESL support services, the district takes into account additional multiple academic criteria as noted in the Entrance & Exit Protocol (EEP) (APPENDIX C).

A student who scores Bridging or Reaching and meets the criteria of additional standardized and curriculum-based assessments on the EEP may be exited from the Title III/ESL Program through the biannual review process conducted by the district EL advisory team. Students who are approved for exit from the district Title III/ESL Program must be monitored for two (2) years. They are also exited from the program in MSDS and considered FLEP (Formerly Limited English Proficient) for two years.

D. **Monitoring Formerly Limited English Proficient Students (FLEP)**

The ESL teacher and program coordinator, who review the criteria for a student to exit from the Title III/ESL program also determine if the student needs support services during the transition to the regular education program. Additionally, an ESL teacher is designated to monitor the student's progress with entry/exit criteria annually.

If, during the monitoring it appears that the student is not succeeding in the regular education program, the ESL Teacher and program coordinator determine if further assessment of the student is warranted, if the student will be reentered into the Title III/ESL program or if other services are appropriate. A record of the monitoring as well as any placement changes

resulting from the monitoring will be placed in the student's CA-60 and ESL files (APPENDIX D).

E. Placement in the Title III/ESL Program

Greenspire 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.

- **Support for ELs language and academic content needs are provided as follows:**

- ESL Pull-Out Instruction
- ESL Push-in Support during core content classes
- ESL combination of Pull-Out and Push-In support
- Content Area Support from At-Risk teacher and para, 7-8
- Monitoring by the ESL staff, 6-8

- **Program Description**

Students receive a minimum number of minutes per week of in classroom and/or pull-out services by an ESL teacher (APPENDIX E).

F. Parental Notification (APPENDIX F)

Greenspire must inform an English Learner's parents of their child's identification and participation in the district's Title III/ESL program:

- no later than 30 days after the beginning of the school year for students who enter at the start of the school year, or
- 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.

Title III School Districts Must Inform Parents of:

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

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

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

G. ELs Who are Struggling Learners (APPENDIX G):

When indicators suggest that an English Learner (EL) is having difficulty attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the building child study or student intervention team to begin the Response to Intervention process. The school's team, including the ESL teacher, at-risk coordinator, classroom teacher and other pertinent staff, will design tier 2 interventions and gather systematic data in order to determine the success or failure of the strategies

Greenspire has an established procedure for referring students for special education evaluations. Special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more Title III/ESL support services. In the event the various strategies are not successful, the student may be referred for a special education evaluation. The student may require an evaluation administered in his/her native language.

H. Student ESL Folder Contents and CA-60

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

- Copy of Home Language Survey (appendix A)
- Copy of Parent Notification Letter (appendix F)
- WIDA and/or W-APT results
- Individual Learning Plan
- Monitoring records (for exited students)
- Record of placement decisions (description of program for individual student, including type and amount of alternative program services)

The CA-60 of each English Learner will contain:

- WIDA and/or W-APT results
- Original Home Language Survey
- Copy of Parent Notification Letters
- Copy of Exit Notification (when applicable)

EL COMPREHENSIVE PROGRAM OF SERVICE

V. STAFF ROLES

A. ESL Teachers

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

The ESL teacher supports the instruction of the mainstream class by discussing the content using ESL, sheltered or content specific instruction taught in English. The ESL teacher is responsible for language development and content specific instructional support.

The ESL teacher:

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

C. Role of Mainstream General Education Teacher

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

The mainstream teacher and the ESL Teacher are the ones who decide:

- what should be taught;
- how the mainstream class content should be supported by the ESL teacher;
- what the essential concepts in the lessons are;
- how lessons should be accommodated;
- how to accommodate assessments; and
- how to assess achievement.

In addition, the mainstream teacher:

- Uses WIDA CAN DO statements to determine what the expectation is for each content area assignment;
- is a full partner with the ESL Teacher 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 teacher that support the mainstream instruction;

- helps language minority students make friends and be part of the social interaction in the classroom;
- promotes intercultural discussion; and,
- suggests the type of help the EL needs to be successful in his/her class to the ESL/ bilingual staff.

D. Role of Special Services Staff

Special Services staff members are essential for the success of ELs attending Greenspire. Counselors, social workers and curriculum support personnel are generally new 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/Bilingual and mainstream staff to provide appropriate scheduling of students;
- have an awareness of the culture and language abilities of language minority students;
- provide social and academic guidance to help ELs become familiar with school culture and academic opportunities;
- have current language proficiency assessment accessible; and
- provide academic information to parents/guardians.

VI. PARENTAL COMMUNICATION

A. Parental Communication/Interpreter Services

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

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

Prior to the Meeting

1. Accurately determine the parents' native language prior to the meeting and identify an interpreter 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 interpret 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. Title III Parent Meetings

Title III Parent meetings take place during Parent Teacher Conferences. The main purpose of the parent meeting is to review the program and gain feedback for improvement however additional parent meetings are held to focus on better communication between school and home and to address topics relevant to parents. Some relevant topics include: WIDA testing, graduation requirements, and how to use Power school to check students' grades.

At the beginning of the school year a calendar of Title III parent meetings is sent home with all students. A week prior to a parent meeting a reminder note in English and the native language is sent home with students and/or mailed home. Phone calls by staff to remind parents are very helpful and are conducted 1-2 days prior to the meeting. The Parent Meeting is an excellent way to develop rapport and solicit questions and suggestions regarding student progress in your schools. Keep a roster of parents who attend.

C. Code of Conduct

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

Parent Complaint Process

If the school and the parents/guardians disagree on the level of services their child should receive, or have questions or complaints about the English as a Second Language instructional program contact the head of school.

VII. PERSONNEL PRACTICES

A. Postings

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

B. Professional Development

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

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

Training for mainstream teachers on ESL/Bilingual issues and teaching strategies such as Sheltered Instruction and the WIDA CAN Do's will be provided.

B. PROGRAM EVALUATION

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

APPENDICES

FORMS

LETTERS

APPENDIX A

Home Language Survey

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

No Yes

If yes, what is the Language? _____

Is the primary language used in your child's home or environment a language other than English? No Yes

If yes, what is the Language? _____

What language do you prefer to be contacted in? _____

Appendix B



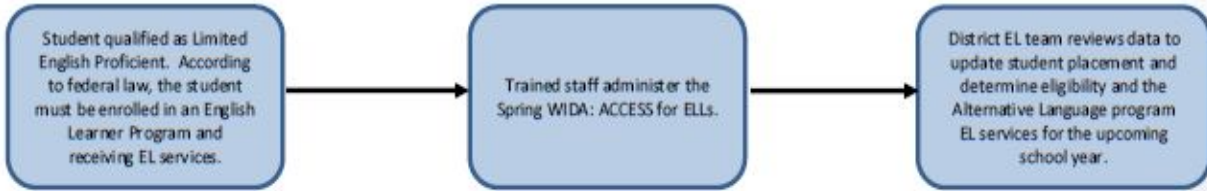
Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

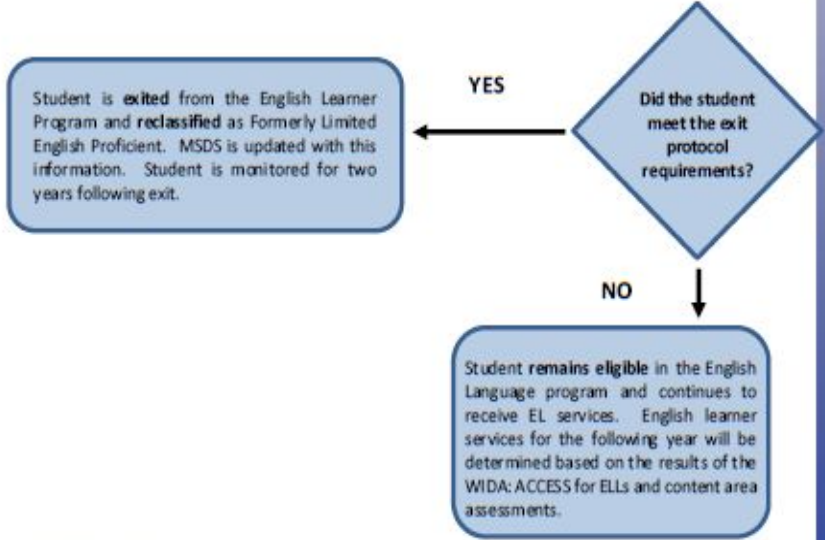
6 Reaching	<ul style="list-style-type: none"> • specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to English-proficient peers
5 Bridging	<ul style="list-style-type: none"> • specialized or 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
4 Expanding	<ul style="list-style-type: none"> • specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or 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 sensory, graphic, or interactive support
3 Developing	<ul style="list-style-type: none"> • general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • 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 sensory, graphic, or interactive support
2 Beginning	<ul style="list-style-type: none"> • 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 sensory, graphic, or interactive support
1 Entering	<ul style="list-style-type: none"> • 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-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support

Appendix C

APPLYING THE EXIT PROTOCOL



Exit Protocol	Pre-Kind Students	Kindergarten Through Second Grade	Third Grade Through Twelfth Grade
A student must meet all of the required protocol to be considered for exit from English learner services.			
WIDA: ACCESS for ELLs Domain Level Proficiency	Since pre-school students do not take the WIDA: ACCESS for ELLs, they should not be considered for exit.	Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains (e.g. listening 5.0, speaking 5.0, reading 5.0, writing 4.5). No ROUNDING It is highly recommended that students not be exited from English learner services until they demonstrate proficiency on the State Reading Assessment, M-STEP, in third grade or on a State-approved reading assessment. (see Table 8)	Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains (e.g. listening 4.5, speaking 4.5, reading 4.5, writing 4.5). No ROUNDING (See Table 9)
AND			
EIA Content Area Assessment	The LEA will review local writing assessments to determine each student's proficiency in writing.	ELA Student scores at or above grade level on an alternative state-approved reading assessment.	ELA Student scores Proficient or Advanced Proficient on the State Assessment (M-STEP or ACT/SAT), or as defined by a state-approved reading assessment.



List of Approved Reading Assessments to use for exiting

List of Approved Reading Assessments (First Grade after Dec. 1st-Second Grade)

- AIMSWeb-both CBM and MAZE subtests
- DIBELS Next
- Discovery Education Assessments
- DRA: Developmental Reading Assessment version 2
- Fountas & Pinnell
- MLPP: Michigan Literacy Progress Profile
- NWEA: Northwest Evaluation Association
- Star Early Literacy

List of Approved Reading Assessments (Third through Eighth Grade)

- AIMSWeb-both CBM and MAZE subtests
- DIBELS Next
- Discovery Education Assessments
- DRA Developmental Reading Assessment version 2
- Fountas & Pinnell
- NWEA: Northwest Evaluation Association
- QRI-5 Qualitative Reading Inventory
- Scantron Performance Series (6th-8th)
- SRI: Scholastic Reading Inventory (6th-8th)
- Star Reading

List of Approved Reading Assessments (Ninth and Tenth Grade)

- Discovery Education Assessments
- DRA Developmental Reading Assessment Version 2 (6th-8th)
- Fountas & Pinnell (6th-8th)
- NWEA: Northwest Evaluation Association
- QRI-5: Qualitative Reading Inventory
- SRI: Scholastic Reading Inventory
- Scantron Performance Series
- Star Reading

List of Approved Reading Assessments (Eleventh Grade)

- ACT/SAT

List of Approved Reading Assessments (Twelfth Grade)

- State Assessments from previous school year

Appendix D

Monitoring Document

FLEP Exit and Monitoring Form

Student Name:	Year of Graduation:
Exit Criteria Met:	Date of Exit:
Type of Criteria	Evidence
WIDA	
MSTEP	
AIMS WEB	
Local Assessments	
Other	

Monitoring:

Yr 1	Performance Data	Recommendations/Comments
1 st		
2 nd		
3 rd		
4 th		
Yr 2	Performance Data	Recommendations/Comments
1 st		
2 nd		
3 rd		
4 th		

Appendix E

Alternative Language Template and Comprehensive Program

Alternative Language Program

Proficiency Level	Level of Service/Number of Hours Daily (from General Funds)	Mode of Delivery (from General Funds)	Staff Providing Service (from General Funds)
Entering/ Emerging	45 minutes, 2-3 times a week	Push-in for language development and common core content area learning	Certified bilingual/English as a Second Language (ESL) teacher
Developing	45 minutes, 2-3 times a week	Push-in for language development and common core content area learning	Certified bilingual/English as a Second Language (ESL) teacher
Expanding	45 minutes, 2 times a week	Push-in for language development and common core content area learning	Certified bilingual/English as a Second Language (ESL) teacher
Bridging/ Reaching	½ hour 1-2 times a week	Push-in for language development and common core content area learning	Certified bilingual/English as a Second Language (ESL) teacher

Comprehensive Program

Appendix F

Notification Letter

The Greenspire School Student Placement in English Learner (EL) Program Parent Notification

Date: _____

Dear Parent/Guardian of _____,

Your child, (**insert child's name here**), has been identified to receive support based on their performance on the WIDA assessment. Based on the information that you provided on the Home Language Survey, your child was assessed for English proficiency using the WIDA. TBAISD strongly believes that the EL Program would be a significant educational benefit for your child.

The WIDA assessment has six potential English language proficiency levels. Your child's English language proficiency level is indicated below. You will find a description of what your child is able to demonstrate in English

- _____ **1. Entering:** Student has limited or no understanding of the English language and does not speak English with the exception of a few isolated words or expressions.
- _____ **2. Beginning:** Student understands and speaks conversational and academic English with hesitancy and difficulty. Student is able to understand simple directions and is at the pre-emergent (learning letters and sounds, uses picture clues, and knows simple sight words) or emergent level (uses language, memory, and pictures to read and understand text) in reading and writing.
- _____ **3. Developing:** Student understands and speaks conversational and English, but it is challenging and often requires prompting and assistance. The student is at the emergent level (uses language, memory, and pictures to read and understand text) level in reading and writing. Student can demonstrate academic knowledge in content areas with assistance.
- _____ **4. Expanding:** Student understands and speaks conversational English with some hesitancy, but understands and speaks academic English with much difficulty. Student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance.
- _____ **5. Bridging:** Student understands and speaks conversational and academic English well. Student is near proficient in reading, writing, and in all content areas as well. Student requires occasional support.

_____ **6. Reaching:** Student understands and speaks conversational and academic English well. Student is near proficient in reading, writing, and in all content areas as well. Student requires occasional support.

We feel that your child's participation in the EL program will most effectively increase his/her English proficiency and knowledge of academic content. Our K-12 EL program consists of a variety of potential services: pull-out instructional support (one-on-one and/or small group), push-in instructional support, English-sheltered instruction, and consultation with your child's teacher. Your child will receive services that focus on developing your child's reading, writing, speaking, and listening skills in English. Your child's native language will be used as part of the instructional program whenever possible.

Your child is invited and may participate in the EL program until it is determined by state assessments (M-STEP) and other local assessments that services are no longer needed. Please, keep in mind that your child may be eligible for services for several years since the goal of the EL program is English proficiency. Once it is determined that your child is proficient in English, he/she will be monitored for two years to ensure continued educational success.

We are looking forward to working with you and your child. You are welcome to come and visit the program at any time. Please notify us in advance of your desire to visit at the number listed below.

As a parent, you may choose not to have your child participate in the EL program and may withdraw your child from the program at any time by giving the district written notice. If you have any questions or concerns, then please call Michael Schramm

Sincerely,

Michael Schramm

Michael Schramm
Superintendent
231-421-5905
michael.schramm@greenspireschool.org

The Greenspire School
Notificación Para Los Padres de la Colocación del Estudiante
En El Programa de Inglés Como Segundo Lenguaje (EL)

Fecha: _____

Estimados Padres/Tutores de _____,

Su hijo/hija, (**Insert child's name here**), ha sido identificado/a para recibir apoyo basado en su desempeño en la evaluación de WIDA. Basado en la información que usted nos proporcionó en la encuesta de idioma, su hijo/hija fue evaluado/a utilizando el examen WIDA para saber cuánto inglés su hijo/hija comprende. Las escuela del TBAISD creen firmemente que el programa de EL sería un beneficio educativo y significativo para su hijo/hija.

La evaluación de WIDA tiene seis posibles niveles de dominio del idioma Inglés. El nivel de entendimiento lingüístico en inglés de su hijo/hija se indica a continuación. Usted encontrará una descripción de lo que su hijo/hija es capaz de dominar en el idioma inglés

_____ **1-Entrada:** El/La estudiante tiene poco o ningún conocimiento del idioma Inglés y no habla Inglés, con la excepción de unas pocas palabras o expresiones.

_____ **2-Emergente:** El estudiante entiende y habla inglés conversacional y académico con duda y dificultad. El/La estudiante es capaz de entender instrucciones simples y está en el nivel pre-emergente (aprendiendo las letras y los sonidos, utiliza imágenes como pistas para las palabras, y sabe palabras simples) o el nivel emergente (usa el lenguaje, la memoria y las imágenes para leer y entender textos) en lectura y la escritura.

_____ **3-Desarrollo:** El/La estudiante entiende y habla Inglés conversacional, pero es un reto y requiere a menudo ayudas y asistencia. El/La estudiante está en el nivel emergente (utiliza el lenguaje, la memoria y las imágenes para leer y entender textos) en lectura y escritura. El/La estudiante puede demostrar el conocimiento académico en las materias con asistencia.

_____ **4-Extension:** El/La estudiante entiende y habla Inglés académico con mucha dificultad y con algunas dudas. El/La estudiante sigue adquiriendo habilidades en las áreas de lectura y escritura basados en el contenido académico necesario para lograr las expectativas del grado actual con la asistencia.

_____ **5-Transformacion:** El/La estudiante entiende y habla Inglés conversacional y académico muy bien. El/La estudiante está muy cerca de ser *Trascendencia* en lectura, escritura, y en todas las materias académicas, también. El estudiante requiere apoyo ocasional.

_____ **6-Trascendencia:** El/La estudiante ya no necesita asistencia del programa de ELL. Pero seguirá siendo moni turado/a por las siguientes 2 años.

Creemos que la participación de su hijo/hija en el programa de ELL aumentará con mayor eficiencia su dominio y conocimiento del contenido académico en inglés. Nuestro programa de ELL del Kinder-12 grado consiste en una variedad de servicios: instrucción fuera del aula (uno-a-uno con un instructor/a o en un grupo pequeño), la instrucción resguardada-en-Inglés, y la consulta con el maestro/la maestra de su hijo/hija. Su hijo/hija recibirá los servicios que se centran en el desarrollar de las habilidades en Inglés en las áreas de lectura, escritura, habla, y escuchar. El primer idioma de su hijo/hija será utilizado como parte de la instrucción siempre y cuando sea posible.

Se invita a participar a su hijo/hija y puede participar su hijo/hija en el programa de EL hasta que se determine por las evaluaciones del estado y otras pruebas académicas que su hijo/hija es competente en el idioma Inglés y que los servicios del programa EL ya no son necesarios. Por favor, tenga en cuenta que su hijo/hija puede ser elegible para recibir los servicios del programa de ELL durante varios años, hasta lograr el objetivo del programa EL de demostrar el dominio del idioma Inglés. Una vez que se determina que su hijo/hija es competente y domina el idioma Inglés, él/ella será moni turado/a durante dos años para asegurar la continuidad en el éxito educativo.

Estamos ansiosos por trabajar con usted y su hijo/hija. Los invitamos a venir y visitar las oficinas del programa en cualquier momento. Por favor, avísenos con anticipación de su deseo de visitarnos al número que aparece a continuación.

Como padre, usted puede decidir si quiere o no que su hijo/hija participe en el programa de EL y también puede retirar a su hijo/hija del programa en cualquier momento mediante la notificación por escrito al distrito escolar. Si usted tiene alguna pregunta o preocupación, por favor llame al Michael Schramm

Atentamente,

Michael Schramm
Superintendent
231-421-5905
michael.schramm@greenspireschool.org

Appendix G

Struggling Learner Process