

**DETROIT PUBLIC SCHOOLS**  
**Department of Multilingual-Multicultural Education**



**OFFICE OF ENGLISH LANGUAGE LEARNERS**  
*Claudia Lara-Martinez, Interim Bilingual Director*

*Guidelines and Mandates*  
*2013-2014*



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# MULTICULTURAL CURRICULUM RESOLUTION

## DETROIT BOARD OF EDUCATION

### PREAMBLE

The Detroit Public School district prepares students to be contributing American citizens in a pluralistic society. Students must understand and appreciate the totality of society. In addition to understanding its history and its problems, a society's students must have positive self-esteem and must value cultural diversity. Students, parents, teachers and administrators must be empowered with the tools and opportunities necessary to create a society that ensures equity and equality for all of its citizens.

### RESOLUTION

**WHEREAS** the students of the Detroit Public Schools are entitled to a well-ordered, accurate, truthful, factual and balanced education; and

**WHEREAS** a student's positive self-esteem and sense of belonging is a prerequisite for learning and is influenced by cultural identity; and

**WHEREAS** the Detroit Public Schools must therefore assure that its entire curricula enable Detroit Public School students to develop an appreciation and understanding of the heritage of all people, especially of each student's own ethnic, racial, cultural and linguistic group; and

**WHEREAS** the Detroit Public Schools must provide an opportunity to develop an appreciation and understanding of the heritage of staff's own, other ethnic and cultural groups; and

**WHEREAS** a special emphasis must be placed on the contributions of people of color, women, and handicapped persons, and

**WHEREAS** a vast majority of the new entrants to the labor workforce will be either women, people of color, or immigrants;

**Now therefore be it resolved** that the General Superintendent of the Detroit Public Schools direct his staff (1) to develop procedures and guidelines for textbook selection; (2) to review all textbooks and instructional materials to ensure that they are accurate, complete and free of stereotypical views of any group whether expressed or implied, by statement, visual image or by omission; and when necessary, (3) to develop supplementary material when textbooks, other commercially available material fail to meet guidelines for comprehensive and accurate instruction; and be it finally.

**RESOLVED** that the General Superintendent direct the staff of the Detroit Public Schools to develop a comprehensive multicultural education plan which includes guidelines and procedures for program, staff and curriculum development.

DETROIT PUBLIC SCHOOLS

FEBRUARY, 1991

# **VISION STATEMENT, MISSION STATEMENT, GOALS, VALUES AND BELIEFS**

## **VISION STATEMENT**

The Office of English Language Learners in collaboration with the Detroit Public Schools, communities and businesses will reach out to the children of Detroit Public Schools to secure and broaden their academic success, fostering an environment that respects multiculturalism, and inspiring students to proudly maintain or acquire a second language.

## **MISSION STATEMENT**

The mission of The Office of English Language Learners is to increase the graduation rate of all English Language Learners in Detroit to optimum levels and to produce highly qualified, competitive, and socially adept students who excel in a technological, multilingual, multicultural, and global society, and who have plans for post secondary education. Students will acquire a second language, not at the expense of their native language, but as an enhanced skill for the development of academic and career success.

## **GOALS**

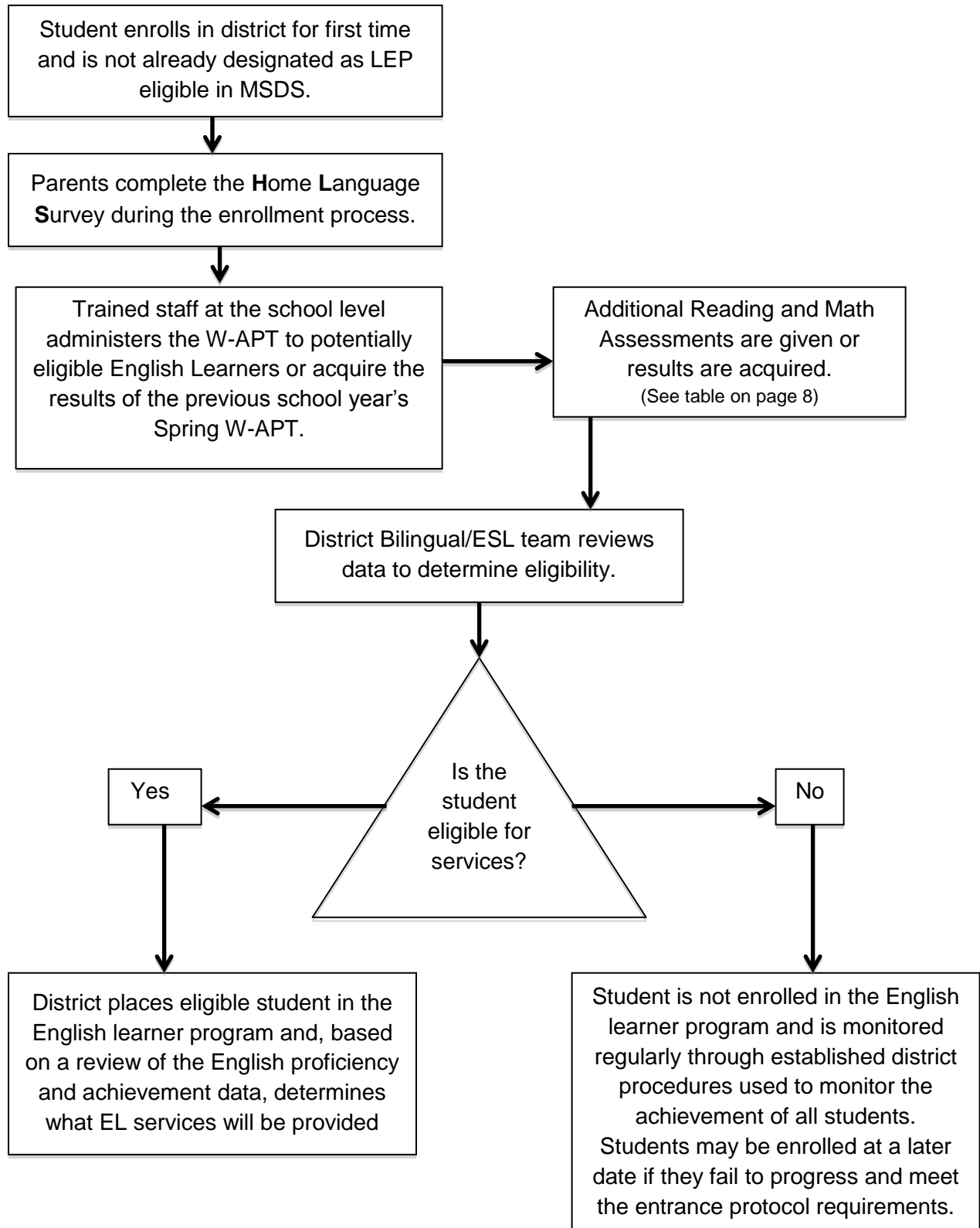
1. To ensure that English Learners master the academic standards required of all learners.
2. To open access to learning and assure high quality, efficacious instruction.
3. To provide quality, data based professional development to staff and parents.
4. To produce technologically proficient students who are fluent in utilizing technologies and who are prepared to master emerging advancements.
5. To assist schools in hiring and motivating a cadre of highly qualified and dedicated bilingual staff to service schools having English Learners.
6. To collaborate with surrounding universities to “grow our own” through programs that are welcoming to students and other members of the community.

## **VALUES AND BELIEFS**

1. Learning is a socio-cultural and linguistic process.
2. All children learn best when actively engaged with others in authentic instruction grounded in respect of their prior sources of knowledge such as culture, language and history.
3. Parents and families of English Language Learners are vital partners and can contribute to their children’s education, regardless of their own English language ability.
4. All educational personnel have a legal and professional responsibility for the education of English Language Learners.
5. Highly qualified and supporting staff must meet the educational needs of English Language Learners.
6. The community contributes to the success of English Language Learners.
7. All stakeholders should view themselves as part of the process in achieving success with our ELL students and should critique their own efforts, holding themselves accountable.
8. English Language Learners have the diversity, innovation and divergent thought that is of value competing on an international platform.

# Enrollment, Identification, Entrance, and Exit of English Learners

## Determining Eligibility with Entrance Protocol



Entrance Protocol	Pre-Kinder Students	Kinder before December 1 <sup>st</sup>	Kinder after December 1 <sup>st</sup>	First Grade through Twelfth Grade
A student qualifies if he/she meets one or more of the protocol listed in the chart.				
W-APT Score	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, nonprofit programs that support children ages 3 to 5 years old.	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1st. These students must be tested on the W-APT which includes only the Listening and Speaking domains before December 1st.	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing	W-APT: Student scores <i>below</i> 5.0 (Bridging) and does not score 5.0 on each domain (listening, speaking, reading and writing) NO ROUNDING 2013 Annual Spring ELPA: Student scores Basic, Low intermediate, High intermediate
Reading & Math Content Area Assessment			Reading Student scores below grade level as defined by MEAP/MME or an alternative state approved assessment. Math Student scores below grade level as defined by MEAP/MME or local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.	Reading Student scores below grade level as defined by MEAP/MME or an alternative state-approved assessment. Math Student scores below grade level as defined by MEAP/MME or local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.

## English Learner (EL) Identification Process and Entrance Protocol

Michigan Bilingual Education rules and regulations provide specific guidelines on how to identify English Learners, place them in the proper educational program, monitor their progress, and transition them to the general program of instruction.

### Enrollment Form

The **Home Language Survey** is embedded in the district enrollment form. The section in the enrollment form that asks if there is another language other than English spoken in the home is the first indicator that a student may be eligible for bilingual services.

### Home Language Survey (HLS)

According to Sections 380.1152-380.1157 of the School Code of 1995, Michigan's Bilingual Education Law, Detroit Public Schools require that schools provide a Home Language Survey (HLS) to every parent/legal guardian **of all newly enrolling students** for the purpose of identifying students who have a language background other than English. This includes Pre-K, kindergarten and grades 1-12. The HLS serves to indicate possible eligibility for bilingual education services.

The HLS asks parents/guardians to answer two questions:

- Is a language other than English spoken in your home?
- Does the student speak a language other than English?

If the answer to either question on the **HLS** is YES, the EL resource teacher or bilingual contact person in the school will initiate the language assessment and testing process using the ELPA Screener to determine the level of English language proficiency in listening, speaking, reading and writing. The results will be considered as the basis to determine eligibility **within 30 days at the beginning of the school year** or **within 10 days thereafter**. It is the responsibility of the school personnel to ask/interview the student/family to acquire accurate information. Students qualify for an alternative language program if they do not obtain an Advanced Proficient score on the ELPA Screening or do not perform at or above grade level in reading or math as measured by the approved assessments.

### Pre-K

All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to school-based, non-profit programs that support children ages 3 to 5 years old.



### **Kindergarten Before December 1<sup>st</sup>**

All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1st. These students must be tested with the W-APT in two of the four domains: listening and speaking. These results combined with developmentally appropriate assessment of the student's native and English language acquisition, as well as the performance on reading and math assessments, will be used to place the student within the continuum of alternative language services provided within the LEA.

### **Kindergarten After December 1<sup>st</sup>**

Kindergarten students, including Young 5's, are assessed in all four domains: (listening, speaking, reading and writing) after December 1st. They qualify for services if one of the following protocol requirements is met for entrance into the program: if they receive a score below Exceptional (29) in Listening and Speaking, score below 13 for Reading, or score below 15 for Writing on the W-APT, or if they are below grade level in reading or math. If the student has met or exceeded the W-APT scores, the school will proceed to administer one of the state-approved reading assessments to determine if the student is at or above grade level in reading. The school must also collect evidence from local common assessments in mathematics that demonstrate that the student is at or above grade level.

### **First and Second Grade**

Students in first and second grade qualify for services if one of the following protocol requirements is met for entrance into the program: if they receive an Adjusted Overall Composite Proficiency (CPL) below 5.0 Bridging (no rounding), score below 5.0 (no rounding) in each domain (listening, speaking, reading and writing), or if they are below grade level in reading or math. If the student has met or exceeded the 5.0 Bridging score on the WAPT, and scored above 5.0 on each domain, the school will proceed to administer one of the state-approved reading assessments. The school must also collect evidence from local common assessment in mathematics that demonstrates the student is at or above grade level.

### **Third through Twelfth Grade**

Students are eligible for services if one of the following protocol requirements is met for entrance into the program: if they receive an Adjusted Overall Composite Proficiency (CPL) below 5.0 Bridging (no rounding), score below 5.0 (no rounding) in each domain (listening, speaking, reading and writing), or if they are below grade level in reading or math. If a third through twelfth grade student have met or exceeded 5.0 Bridging on the W-APT, the school will review MEAP or MME reading and math scores to determine eligibility for EL services. If MEAP or MME data is unavailable, the school will proceed to administer one of the state-approved assessments to determine if the student is at or above grade level in reading.

For grade levels administering MEAP writing, writing data should also be reviewed. Students scoring below proficiency on either the MEAP/MME reading or math tests qualify for EL services. For grade levels where MEAP/MME reading and math are not administered, an alternative state approved test is required. The use of science and social studies data in determining specific alternative language services is highly recommended. If students are not meeting the state standards in science or social studies, a designated LEA team should review multiple measures to determine the needs of the student in the content area. (This team should include, but not be limited to, a certified and endorsed Bilingual/ESL teacher). Suggested data measures include:

- Common assessments results.
- MEAP/MME.
- Grades from standards-based assessments.
- Teacher input on student's mastery of content standards.

The school must also collect evidence from local common assessment in mathematics which shows the student is at or above grade level. For ninth and tenth grades, which do not participate in MEAP or MME, and in cases where the student may not have taken MEAP or MME, the school may elect to administer one of the alternative state-approved required reading assessments. If a student does not demonstrate grade level proficiency in reading and math, the student qualifies for the EL program.

### **Students who DO NOT qualify for the EL Program**

A student who has been identified by the Home Language Survey for W-APT testing, scores at or above 5.0 Bridging, and is at or above grade level in reading and math, **does not** qualify for the EL Program. This student is not coded in MSDS as LEP and does not take the annual WIDA (ACCESS for ELLs) in the spring. The student is monitored for academic achievement and to ensure the student does not experience future failures as a result of their English language proficiency. The student may be identified for Title I, Part A or Section 31a services or be re-evaluated and enter the EL program at a later time.

### **Special Education**

*Public Law 105-17 (IDEA) mandates that a student be tested for special education services in his or her native (dominant) language to provide the most descriptive and fair assessment results.* ELL program personnel in each school must monitor the referral process for Special Education eligibility for ELLs. Such a process should rule out the possibility of students being identified for Special Education services based on English Language Proficiency.

If a student is eligible for Bilingual and Special Education services, the two offices must work collaboratively to provide access to the curriculum for the student. The Resource Coordinating Team (RCT) Process should be followed. It is the responsibility of Special Education to provide translating service to parents and students during the entire process. Once a bilingual student has been identified by RCT and appropriate assessments as noted in their Individual Educational Plan (IEP), a bilingual certified teacher must provide Special Education bilingual services endorsed in Special Education.

## **WIDA (ACCESS for ELLs) and W-APT Out-of-State Scores**

If a student has been assessed with the WIDA (ACCESS for ELLs) or the W-APT in another state within the last 12 months and the scores are obtained by the receiving district within the allowable 10 day window (30 days from the start of school), the score may be used to determine eligibility within Michigan by applying the same Entrance Protocol requirements. The LEA may not use the sending state's LEP determination, but rather, may use the reported WIDA Adjusted Composite Proficiency Levels to determine eligibility as an English learner in Michigan. If WIDA (ACCESS for ELLs) results are not acquired within the allotted timeframe, the student must be screened using the W-APT to determine eligibility according to the Entrance Protocol requirements.

## **English Language Learner (ELL) Required Documentation**

The following documents must be filed in the student's ELL folder within the cumulative folder:

- Home Language survey (HLS) completed, signed and dated by the parent/legal guardian
- English language proficiency screener(s)
- Parent Notification Letter(s)
- Annual student assessment information: WIDA (ACCESS for ELLs)
- Individual Bilingual Instruction Plan
- Student Reclassification form/letter, if applicable.
- Documentation of parent conferences and written communications about ELL related matters

**DETROIT PUBLIC SCHOOLS / ENROLLMENT FORM**



Office Staff Only		
Today's Date:	Student Start/Enrollment Date:	
School Name:	Grade Entering:	Bus Route:
Student Number:	Teacher / Counselor:	Homeroom:
UIC:	Proof of Residency Provided:	
New to DPS: Yes ___ No ___ If YES: Immunizations: ___ Transcript: ___ Most recent Report Card: ___		

**IMPORTANT: Certified Birth Certificate, Proof of Immunization and Proof of Residency must be provided.**

**STUDENT INFORMATION**

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Middle Name \_\_\_\_\_ Suffix: \_\_\_\_\_  
 (Student's Name as it appears on Birth Certificate or Passport) (Jr., III, etc.)

Date of Birth: \_\_\_ / \_\_\_ / \_\_\_ Gender \_\_\_ Is the student a member of a multiple birth? Yes \_\_\_ No \_\_\_  
 Month Day Year If so, indicate twin, triplet etc: \_\_\_\_\_

**Race and Ethnicity:** (Both Part A and Part B of the question **must be** answered)

**PART A:** Is this student Hispanic/Latino? (Choose only one)

\_\_\_ **NO, Not Hispanic/Latino**

\_\_\_ **YES, Hispanic/Latino** (A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race)

The above question is about ethnicity, not race. No matter which box you selected above, **please continue to answer the following** by marking one or more boxes to indicate what you consider your student's race to be:

**PART B:** What is the student's race? (Choose one or more)

\_\_\_ **American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America, including Central America, and who maintain tribal affiliation)

\_\_\_ **Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam)

\_\_\_ **Black or African American** (A person having origins in any of the black racial groups of Africa)

\_\_\_ **Native Hawaiian/Other Pacific Islander** (A person having origins in any of the original people of Hawaii, Guam, Samoa or Pacific)

\_\_\_ **White** (A person having origins in any of the original peoples of Europe, the Middle East or North Africa)

NOTE: Both Parts A and B MUST be completed. We encourage you to select an answer for both parts. If either Part A or Part B is not answered, the U.S. Department of Education requires the school district to supply an answer on your behalf.

Is your child's native language a language **other than** English? Yes \_\_\_ No \_\_\_ What is the Language? \_\_\_\_\_

[Office Use: Primary Language]

Is the primary language used in your child's **home** a language **other than** English? [Office Use: Home Language]

Yes \_\_\_ No \_\_\_ What is the Language? \_\_\_\_\_

Was your Student Born in the USA? Yes \_\_\_ No \_\_\_ Date Entered USA: \_\_\_ / \_\_\_ / \_\_\_ Birth Country: \_\_\_\_\_

Month Day Year

**Please provide a Certified Student Birth Certificate:**

\_\_\_\_\_ Student's City and State of Birth

\_\_\_\_\_ Birth Document Provided

US Citizen: Yes \_\_\_ No \_\_\_

Home Phone: ( ) \_\_\_\_\_ Is the student a member of a military household? Yes\_\_No\_\_

Student's Address: \_\_\_\_\_  
Street Address Apt# City State Zip

<b>If not <u>currently</u> living in Detroit Public School District boundary:</b> What is the District of Residence? _____	For official Use: Basis for Enrollment: _____ <i>Window for O, X closes 10 days after start of school</i>
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Has the student attended a DPS school before? Yes\_\_No\_\_ Last School attended at DPS? \_\_\_\_\_

Previous School: \_\_\_\_\_  
Name Street Address City State Zip

Have you or your spouse moved in the past three years looking for temporary or seasonal employment in agriculture or fishing work? Yes\_\_No\_\_

**PARENT / GUARDIAN INFORMATION**

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Lives with student: Yes \_\_No \_\_

Address: \_\_\_\_\_  
Street Address (if different from student's address) Apt# City State Zip

Phone Numbers: Home: *(if not living at above address)* ( ) \_\_\_\_\_ Work ( ) \_\_\_\_\_ Cell: ( ) \_\_\_\_\_

Email Address: \_\_\_\_\_ Employer: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_  
*Mother, Father, Legal Guardian, Foster Parent, Grandparent, Step Mother, Step Father, etc.*

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Lives with student: Yes \_\_No \_\_

Address: \_\_\_\_\_  
Street Address (if different from student's address) Apt# City State Zip

Phone Numbers: Home: *(if not living at above address)* ( ) \_\_\_\_\_ Work ( ) \_\_\_\_\_ Cell: ( ) \_\_\_\_\_

Email Address: \_\_\_\_\_ Employer: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_  
*Mother, Father, Legal Guardian, Foster Parent, Grandparent, Step Mother, Step Father, etc.*

**EMERGENCY CONTACT INFORMATION (My Child should be released to the following individuals ONLY)**

Name	Address, City, Zip	Phone Numbers	Relationship

**OTHER CHILDREN IN THE FAMILY**

Name	Date of Birth	Grade	School Attending

**SPECIAL CIRCUMSTANCES & PERSONAL EMERGENCIES**

If there are any special circumstances or personal emergencies you want the district to be aware of, please describe:

**MEDICAL**

Does the student have a medical condition you want the school to be aware of? YES \_\_\_ No \_\_\_

If YES, please describe: \_\_\_\_\_

Does the student need prescription medications? YES \_\_\_ No \_\_\_ Please list:

**SPECIAL EDUCATION**

Does the student have an IEP and receive special education services? YES \_\_\_ No \_\_\_

**SECTION 504**

Does the student have a 504 plan? YES \_\_\_ No \_\_\_

**ENGLISH LANGUAGE LEARNER**

Has the student ever been enrolled in a Bilingual or English Language Learner Program? YES \_\_\_ No \_\_\_

**DISCIPLINE**

Has the student ever been suspended from a previous school/school district for 10 days or more? YES \_\_\_ No \_\_\_

If YES, please explain the offense: \_\_\_\_\_

Has the student ever been expelled from a school/school district? YES \_\_\_ No \_\_\_

If YES, please explain the offense: \_\_\_\_\_

Has the student withdrawn from any previous school when disciplinary charges were pending or after being accused of violating school policy or committing a disciplinary offense? YES \_\_\_ No \_\_\_

If Yes, please explain the offense: \_\_\_\_\_

I certify that this information is true and correct. If necessary I will allow an interview by the Attendance department to verify this data.

I understand that incorrect information could be grounds for revoking enrollment. I understand that it is my responsibility to inform the appropriate school office if and when any information on this form changes.

By signing this Enrollment Form, I accept and agree that if any statements and information contained on this Enrollment Form are not accurate and true, I will be personally liable to pay to the school district, tuition for the student (at the highest rate allowable by law) for all periods of time the student was a non-resident pupil of the school district – including attorney fees incurred by the school district in collecting the tuition.

\_\_\_\_\_

\_\_\_\_\_

*Parent or Guardian Signature*

*Date*

### **Limited English Proficient**

This term when used with respect to an individual, means an individual:

- (A) Who is age 3-21;
- (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 State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) The opportunity to participate fully in society.

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

To be classified as LEP, 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).

*EDFACTS, 2011*

### **Immigrant Student**

In accordance with the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years. The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. (See P.L. 107-110 Title III, Part C, § 3301(6).)

### **Migrant Students**

Are the children of farm laborers, who often face such challenges as poverty, poor health care, limited English proficiency, and the readjustments of moving often from school to school.

Students are identified through an active identification and recruitment (ID &R) campaign to find and enroll migrant children. The Michigan Family Certificate of Eligibility (COE) is a legal document used to document the eligibility of each child who is recruited for Migrant Education. Similarly, migrant students

must be identified as ELLs using the same identification system applied to all students (e.g., home language survey and the English language proficiency screener). Children identified as eligible for the MEP may receive services from the age of 3 to 21, or until they attain a high school diploma, whichever comes first.

### **Transfer Students**

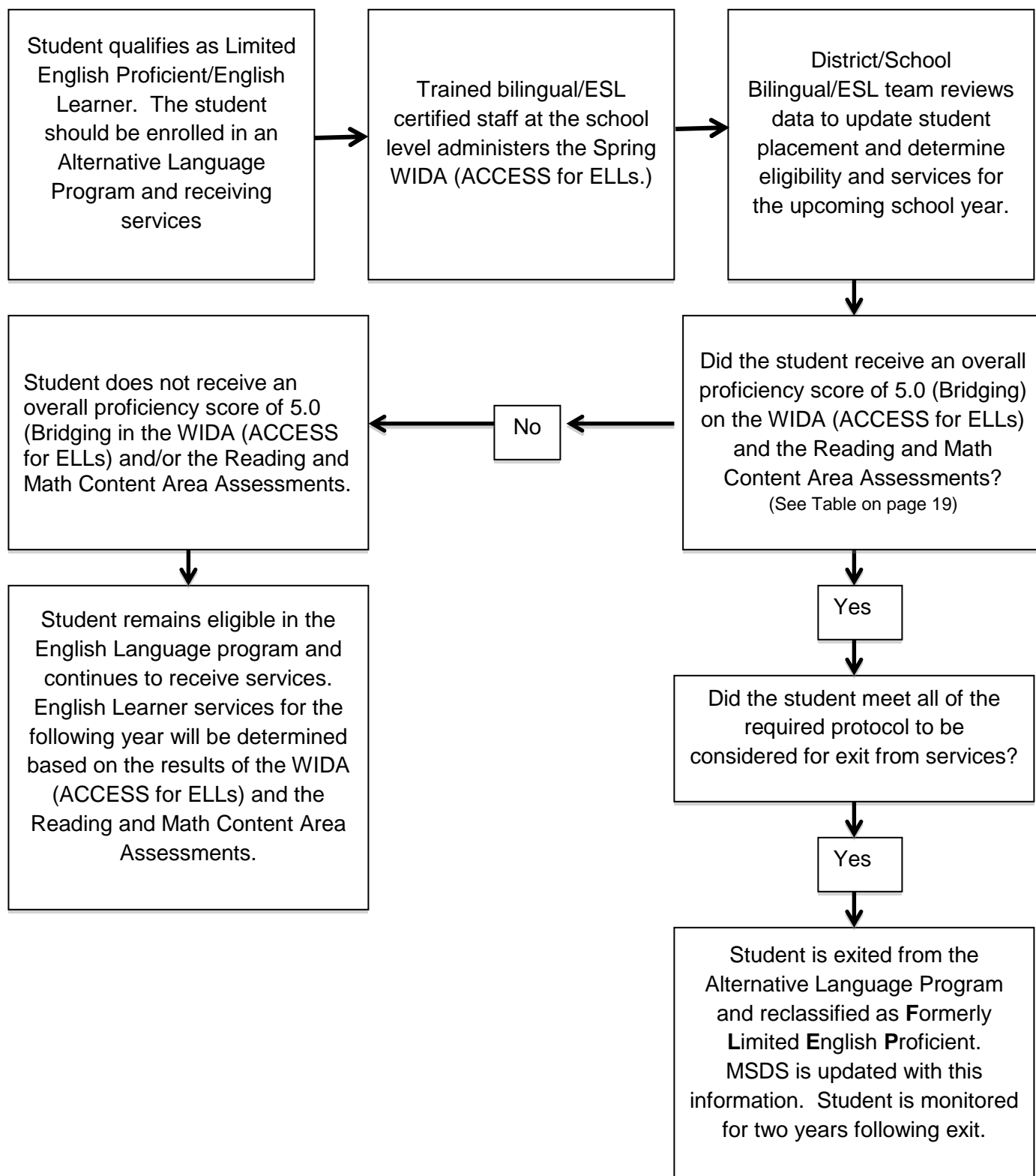
Every student that transfers into Detroit Public Schools and is identified by a HLS as coming from a home in which a language other than English is spoken, must have his/her English language proficiency assessed using the appropriate screener.

### **Exceptions include**

If the student has an English language proficiency screener administered by another school district and the results are not older than 12 months, DPS will use the students overall performance on the screener to determine the students placement in a Alternative Language Program, or the general program of instruction.



## English Learner (EL) Exit Protocol



Exit Protocol	Pre-Kinder Students	Kinder through 2 <sup>nd</sup> Grade	Third Grade through Twelfth Grade
<p>WIDA (ACCESS for ELLs) Overall Composite Proficiency Level</p> <p><b>AND</b></p>	<p>Since pre-school students do not take the WIDA (ACCESS for ELLs), they should not be considered for exit.</p>	<p>Students receive an overall proficiency score of 5.0 (Bridging) or 6.0 (Reaching). NO ROUNDING</p> <p>It is highly recommended that students not be exited from English learner services until they demonstrate proficiency on the MEAP in third grade.</p>	<p>Student receives an overall 5.0 Bridging (Overall Composit ed Proficiency Level) and does not score below 5.0 on each domain (listening, speaking, reading and writing) NO ROUNDING</p>
<p>Reading &amp; Math Content Area Assessment</p>		<p>Reading Student scores Proficient or Advanced Proficient on the MEAP/MME or as defined by an alternative state- approved assessment.</p> <p>Math Student scores Proficient or Advanced Proficient on the MEAP/MME or is on grade level or above as defined by the local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.</p>	<p>Reading Student scores Proficient or Advanced Proficient on the MEAP/MME or as defined by an alternative state- approved assessment.</p> <p>Math Student scores Proficient or Advanced Proficient on the MEAP/MME or is on grade level or above as defined by the local common assessments aligned to Career and College Ready Common Core State standards and benchmarks.</p>

## English Learner (EL) Exit Process

Each summer, after the administration of the annual spring WIDA (ACCESS for ELLs), the district/school Bilingual/ESL team reviews the results to determine student exit, and evaluate the effectiveness of the alternative language program and supplemental services.

All English Learners (ELs) must receive an overall score of 5.0 Bridging for spring WIDA (ACCESS for ELLs), in order to be considered for exit from EL services. *The W-APT does not exit students* because it does not represent the full range of ELP standards.

***Pre-school students should not be considered for exit, because they do not take the full ACCESS test.***

**Students in Kindergarten through Second Grade** who score Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) and receive 5.0 or higher on each individual domain, and must demonstrate grade level proficiency in reading and math. ***It is highly recommended that students not to be exited from English Learner services until they demonstrate proficiency on the MEAP in third grade.*** Assessments administered below third grade may not reflect the cognitive and linguistic complexity needed to successfully demonstrate academic language proficiency. Therefore, to prevent premature exit from the EL program that may make students susceptible to failure in a later grade, EL students must demonstrate proficiency with more cognitively and linguistically complex and demanding tasks.

**Students in Third Grade through Twelfth Grade** Students who receive an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) and receive 5.0 or higher on each individual domain, must demonstrate grade level proficiency in reading and math. These students must demonstrate grade level proficiency in reading and math on standardized assessments (MEAP or MME). A student must perform at or above grade level in both reading and math to be considered for exit.

### ACT Testing and Benchmark Scoring

If using the ACT PLAN, or ACT EXPLORE assessments. All Michigan high school students are expected to take the ACT as part of the Michigan Merit Exam (MME). ACT® has provided the following benchmark scores for determining proficiency. These grade level benchmark scores are to be used in applying the Exit Protocol. Per ACT's representative, districts choosing off-grade level testing are to apply the grade level benchmark indicated in the chart, as ACT® does not provide off-level benchmarking.

	Composite Score Range	Minimum Score Necessary to Exit		
		Reading	English	Mathematics
EXPLORE – 8th grade	1-25	15	13	17
EXPLORE – 9th grade	1-25	16	14	18
PLAN – 10th grade	1-32	17	15	19
ACT – 11th & 12th grade	1-36	21	18	22

District/School Bilingual/ESL team reviews data and determine if the Student should be exited from the Alternative Language Program and reclassified as **Formerly Limited English Proficient (FLEP)**. Michigan Student Data System is updated with this information. The student must be monitored for two years even after the school administration has provided documentation during the initial RCT meeting (e.g., ACCESS scores, MEAP scores, report cards, teacher and parent recommendations). Students should not be exited abruptly. The school should employ transitional strategies that ease the students into the mainstream classes before they officially exit from services completely.

The FLEP form at the end of this section should be used to notify parents that their child has been exited from the program.

### **Formerly Language Proficient Students not making progress:**

The Office of English Language Learners and the Bilingual/ESL Resource Teachers will monitor the progress of Formerly Limited English Proficient (FLEP) students regularly for two years following exit from the program. If a FLEP student is identified as not making academic progress, an intervention plan will be developed to provide support to the student in the area needed, as indicated by current data. Interventions may include, but it's not limited to after school and summer school tutoring.

### **Reinstating FLEP students in the Bilingual Program:**

The parent/legal guardian or school staff can request to the school administration that a child needs to be reinstated in the bilingual-education program **AT ANY TIME**, if the child is failing academically. The DPS- Office of English Language Learners (OELL) must receive a signed written request from the school administration that a child needs to be reinstated into the Alternative Language Program. The OELL recommends that an RCT meeting be held to facilitate the process of placing the child into the appropriate classes and/or program.

### **The following shall be readily available for review:**

- Attendance records.
- Student grades.
- In elementary schools, posted time sheet that includes daily native language and ESL instruction.
- In high schools, the individual schedules of English Language Learners.
- Roster of each classroom with ELLs, (including parent refusals).
- Lesson plans and student work samples aligned with Michigan English Language Proficiency Standards (MELPS).
- Appropriate Instructional materials in the native language, as designated.
- Appropriate ESL instructional materials, technology as designated Title III.
- Appropriate instructional materials in English, as designated.
- Classroom and school libraries should include native language materials that are representative of the ELL student population.

## **Additional Considerations**

Additional guidance is provided for the following circumstances that districts may encounter when exiting students.

### **Exiting students who also qualify for Special Education services and do not meet the common exit protocol requirements:**

When English learners have a disability, the district is required to provide both bilingual /ESL as well as special education services. Such students are not to be exited from the EL program until they meet the state exit protocol requirements. The current accommodations include requesting test waivers from the Bureau of Assessment and Accountability on a case-by-case basis. The Michigan Department of Education (MDE) urges all district personnel to adopt a collaborative and comprehensive educational approach to identifying, assessing and placing ELs with possible disabilities. Such best practices should follow the OCR and IDEA guidance and requirements. (Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990)

When a referral is made of an English Learner to special education, MDE highly recommends that the Individualized Educational Plan (IEP) Team include a Bilingual/ESL certified and endorsed staff member in the pre-planning, planning and implementation phases of such process. This would include Response to Intervention (RTI) process that the district/school may utilize for determining pre-referral interventions.

### **Migrant Students who are not enrolled in Michigan schools during the Spring WIDA (ACCESS for ELLs) testing window:**

Migrant students who move outside of Michigan each year may not have the opportunity to take the full spring ACCESS and receive an overall proficiency score that would make them eligible to be considered for exit from EL services.

To remedy this situation, and provide a means of exit for these migrant students who are not physically present in the state during the Spring ACCESS Window, the following exception will be made for **Migrant students with a Qualifying Activity Date (QAD) that is less than one year old**. Migrant students with a QAD that is more than one year old will have had the opportunity to take the full spring ELPA and be considered for exit with their EL peers following the receipt of ACCESS results to the district.

## **In Summary**

Kindergarten through twelfth grade students are exited from the Alternative Language/EL Program Services when they receive an Overall Composite Proficiency Level of Bridging (5.0) or higher on the spring WIDA (ACCESS for ELLs) and receive 5.0 or higher on each individual domain, and have demonstrated academic achievement on MEAP/MME state assessments, or on the alternative state-approved reading assessments and local math assessments.

**{ School Name and Address }**

{Date}

Estimados padres:

Las Escuelas Públicas de Detroit se comprometen a proporcionar programas educativos y de enriquecimiento que se adapten a las necesidades de todos los estudiantes en nuestras escuelas. De acuerdo con los objetivos educativos de este distrito, hemos desarrollado un programa de instrucción académica que se ocupa de las necesidades especiales de lenguaje de nuestros estudiantes. Su hijo ha recibido ayuda adicional para aprender a leer, escribir y hablar inglés. Cada año los estudiantes son evaluados para determinar su progreso y determinar si necesitan apoyo continuo. Junto con esta carta van los resultados de la prueba de primavera del {year}. La evaluación de competencia del idioma inglés (ELPA por sus siglas en inglés) se toma en todo el estado de Michigan. Basándose en los resultados de su hijo/a creemos que él/ella ha progresado suficiente y ya no necesita apoyo adicional. Vamos a seguir controlando el éxito de su hijo/a en la escuela. Si se determina que él/ella necesita ayuda adicional, le informaremos y reanudaremos los servicios de Inglés como Segundo Idioma (ESL por sus siglas en inglés).

Nombre del estudiante \_\_\_\_\_

Por favor llame al {info} si tienen alguna pregunta.

Atentamente,

{Name

TITLE}

**{School Name and Address}**

{Date}

Dear Parents,

Detroit Public Schools is committed to providing instructional and enrichment programs that will meet the needs of all students in our schools. In accordance with the educational goals of this district, we have developed a program of academic instruction that addresses the special language needs of our students. Your student has received special assistance as he/she learned to read, write and speak English. Each year the students are tested to determine their progress and whether they need continued support. Enclosed with this letter are the results from the spring {year} testing. The English Language Proficiency Assessment (ELPA) is given throughout the state of Michigan. Based on the results for your child we believe he/she has made great progress and no longer needs additional support. We will continue to monitor your child's success in school. If it is determined that he/she may need additional support we will inform you and resume ESL (English as a Second Language) services.

Student Name \_\_\_\_\_

Please call {info} if you have any questions.

Sincerely,

{Name

TITLE}

## PROGRAM EVALUATION

The Office of Research, Evaluation, Assessment, and Accountability (OREAA) follows the general guidelines established by the Office of Civil Rights when conducting program evaluations. The OREAA has put together an evaluation tool to measure the Title III program effectiveness and the implications the program has on student achievement. This tool evaluates the progress of the English Learners by looking at multiple data sources, disaggregating data by school and by subgroup to examine areas of progress or improvement. The findings of such a process will be distributed to the district leadership, including, but not limited to, school principals and assistant superintendents.

Any achievement gaps are addressed at the school level. Students are provided additional interventions during the day or extended day and summer programs. The students' needs are addressed based on data gathered by state and district assessments. Students who are exited from the program are monitored for two years and are provided additional support as needed to insure their continued academic achievement.

Detroit Public Schools strives to meet the three annual measurable achievement objectives (AMAOs) requirements. Therefore, the Office of English Language Learners will assist school principals to use ELPA (ACCESS starting in the Spring of 2014) and MEAP/MME results to:

- Examine annual increases in the number or percentage of ELs making progress in learning English according to the criteria set by the State and as measured by ELPA (ACCESS starting in the Spring of 2014).
- Examine the number and percent of ELs attaining proficiency in English by the end of each school year according to the criteria set by the State and as measured by ELPA (ACCESS starting in the Spring of 2014).
- Examine the number and percent of ELLs making adequate yearly progress (AYP) in Reading and Math, with or without allowable accommodations as measured by MEAP (ACCESS starting in the Spring of 2014).

The achievement of these annual objectives will be examined yearly using the following steps:

- Analyze ELPA test results by overall category and by skill (Listening, Speaking, Reading, Writing, and Comprehension)
- Identify strengths and weaknesses by school and grade
- Provide professional development to staff in the areas of improvement focusing on strategies that would enhance student performance on the specific ELP standards
- Follow up and determine if improvement has occurred and plan accordingly
- Revise plan as new data is available



## ***Improving Program Effectiveness:***

Results of achievement data, as well as qualitative data (surveys and focus groups formed of stakeholders), will be utilized to derive implications for program modifications and refinement. The Bilingual Program administrator and Bilingual Literacy SLOP trainers will continue to provide support and receive feedback from school staff in order to meet the needs of the schools. Future professional development opportunities will be based on staff recommendations, and student achievement data.

## **SCHOOL-BASED ROLES AND RESPONSIBILITIES**

### **Goal Development**

The process of developing goals should flow from the educational approach that has been selected for serving ELL students. Goal development should relate back to what experts in the field have identified as successful results under the approach the district has selected. In establishing goals, each district should take its individual circumstances into account. The fundamental Title III requirement for English Learners is that they have meaningful access to the district's educational program. Therefore, the goals for success for ELs should relate to the goals maintained for students throughout the district.

### **The Compliance Process**

The Department of Multilingual/Multicultural Education (DMME) is responsible for ensuring the district/school is in compliance with state bilingual education mandates. The department will conduct annual visits to schools to monitor ELL participation in the appropriate instructional program and ELL access to the same high quality educational opportunities and resources as their peers. Administrative staff will support and verify that schools are in adherence with Michigan Bilingual Code, 1995. The compliance process is a three-step process that consists of the following:

### **STEPS**

1. **Initial visit:** the Title III compliance facilitator and the Bilingual Program supervisor meet with the school principal to review the compliance process. In addition, possible areas of concern are identified, support is offered, and a compliance visit date is scheduled.
2. **Compliance visit:** the Title III compliance facilitator and the Bilingual Program supervisor meet with school principal to discuss the details of the visit. The Title III compliance facilitator and the Bilingual Program supervisor visit classroom and reviews EL documents. At the end of the school visit, the Title III compliance facilitator and the Bilingual Program supervisor meet with the school principal to review the results of the school visit. If the school is out of compliance the Title III compliance facilitator and the Bilingual Program supervisor makes recommendations related to instructional best practice and state law. A follow-up visit will be scheduled if needed.
3. **Follow-up visit(s):** During this time any outstanding concerns identified during the compliance visits are revisited to ensure the concern(s) are resolved.

# SPECIAL EDUCATION AND ENGLISH LEARNERS

## Special Education

*Public Law 105-17 (IDEA) mandates that a student be tested for special education services in his or her native (dominant) language to provide the most descriptive and fair assessment results.* Bilingual program personnel in each school must monitor the referral process for Special Education eligibility for ELs. Such a process should rule out the possibility of students being identified for Special Education services based on English Language Proficiency. Articulation between the Special Education Teacher should take place continuously in order to ensure appropriate educational services. Information should be updated on the Student Information System Database.

If a student is eligible for Bilingual and Special Education services, the two offices must work collaboratively to provide access to the curriculum for the student. The Resource Coordinating Team (RCT) Process should be followed. It is the responsibility of Special Education to provide translation service to parents and students during the entire process. Once a bilingual student has been identified by the RCT and appropriate assessments as noted in their Individual Educational Plan (IEP), a bilingual certified teacher must provide Special Education bilingual services endorsed in Special Education. A teacher with a Bilingual and Special Education Certification must provide the services to the student or Services must be provided a Bilingual-Special Education teacher.

The following section addresses assessment of language proficiency. However, for a complete list of state assessment accommodations, copy the following link and paste on a browser:

[http://www.michigan.gov/documents/mde/Updated\\_Revised\\_Accommodation\\_Summary\\_Table\\_080211\\_3597\\_04\\_7.pdf](http://www.michigan.gov/documents/mde/Updated_Revised_Accommodation_Summary_Table_080211_3597_04_7.pdf)

# ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

## INITIAL TESTING

### *Screening*

Upon receiving a copy of the Home Language Survey from the school secretary, the EL resource teacher or the bilingual contact person in the school will initiate the language assessment and testing process. The results will be considered as the basis for an eligibility and placement decision for English language acquisition (EL) services. The testing and placement process must be completed within 10 school days from the date of enrollment in the school. The screener results are manually entered into the BAA website by a school administrator.

### *Testing Procedures and Results for New Students*

The resource teacher or a trained bilingual/ESL endorsed staff will administer the English Language Proficiency Assessment Placement (W-APT), to determine the level of English language competency in listening, speaking, reading and writing.

### *Assessment of Language Proficiency and Academic Achievement*

Trained staff will administer the W-APT to students upon enrollment and identification. The staff will administer the ACCESS spring test to all students placed in the program. Every attempt will be made to seek scores of students enrolling from other districts. The ACCESS spring results will be used to determine ELL placement and services for the following school year.

If a student scores within the Basic (B) or Intermediate (I) performance levels, he/she is eligible for services. If a student (in grades 3-12) scores within the proficient or advanced proficiency levels, he/she will receive services if they have non-passing scores on the MEAP, STAR math, STAR reading or DIBELS. In grades K-2, where these tests are not administered, the Developmental However, because K-2 English Language Learners do not have norm-referenced test scores, eligible students are not exited from services at these grade levels in our school district.

The following are the performance levels of ELPA/ACCESS:

#### **1 ELPA Basic/ACCESS Entering:**

This student's performance indicated **minimal or no** English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

- Limited English Proficiency, Non English Speaker
- Some Basic Communication Skills (BICS)

## 2 ELPA Low Intermediate/ACCESS Emerging

This student's performance indicated partial or developing English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at this grade level.

- Limited English Proficiency, Basic Interpersonal Communication Skills (BICS)
- Little CALP (Cognitive Academic Language proficiency)

## 3 ELPA High Intermediate/ACCESS Developing

This student's performance indicates **near-sufficient or mostly developed** English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at the grade level.

- a. Limited English Proficiency, Basic Interpersonal Communication Skills (BICS),
- b. Low CALP (Cognitive Academic Language Proficiency)

## 4 ELPA Proficient/ACCESS Expanding

This student's performance indicates **sufficient or well-developed** English language acquisition in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at the grade level.

- a. Basic Interpersonal Communication Skills (BICS)
- b. Below average CALP (Cognitive Academic Language Proficiency)

## 5 ELPA Advanced Proficient/ACCESS Bridging

This student's performance indicates **substantial understanding and application** of complex English language skills in the areas of listening, reading, writing, speaking and comprehension as defined for Michigan students at the grade level.

- a. Fluent English Proficiency
- b. Basic Interpersonal Communication Skills
- c. Average CALP (Cognitive Academic Language Proficiency)

## 6. ACCESS Reaching

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

***Detroit Public Schools Office of Research, Evaluation, Assessment and Accountability (OREAA) holds an annual meeting before the testing period begins.*** The objective of the meeting is to go over any new information related to the assessment, answer questions and go over accommodations for special need students. ***Any questions related to the W-APT or ACCESS should be directed to the OREA at 313-576-0050.***

*\*The language proficiency assessment must be administered by staff being paid out of general funds.*

## Annual Parent Notification

No Child Left Behind (NCLB) Act of 2001 requires that all schools notify parents/legal guardians of their child's placement in a bilingual education program within 10 calendar days of enrollment to the school year.

The written notice (Parent Notification Letters) must be in English and in the student's home language. The written parent notification conveys the following information as required by state and federal statutes:

- Explanation of the identification of ELLs
- Assessment process of ELLs
- English Language Proficiency Screener results
- Student's current English language proficiency level
- Child's placement in a bilingual education program
- Any change in the child's status (i.e., continuing or transitioning ELLs)
- Overview of parent rights and options
- Individualized Educational Plan(IEP), if applicable

# PARENT NOTIFICATION LETTER FOR BILINGUAL SERVICES

## ELPA Screener / W-APT LEVEL:

Date: \_\_\_\_\_

School: \_\_\_\_\_

Student ID#: \_\_\_\_\_

Student Name: \_\_\_\_\_

<i>1<sup>st</sup> Grade (after Dec. 1<sup>st</sup>) through 12<sup>th</sup> Grade</i>	
<input type="checkbox"/>	1 Basic / Entering
<input type="checkbox"/>	2 Low Intermediate/ Beginning
<input type="checkbox"/>	3 High Intermediate/ Developing
<input type="checkbox"/>	4 Proficient / Expanding
<input type="checkbox"/>	5 Advance Proficient/ Bridging

Dear Parents,

Detroit Public Schools provides bilingual/ESL supplemental service to selected students who come from language backgrounds other than English. Based on enrollment information, your child is eligible for services that support classroom instruction and provide additional opportunities for your student’s academic growth and language proficiency. This letter is intended to clarify information about the program and options for your child.

<i>Kinder through 1<sup>st</sup> Grade (before Dec. 1<sup>st</sup>)</i>	
<input type="checkbox"/>	Low
<input type="checkbox"/>	Mid
<input type="checkbox"/>	High
<input type="checkbox"/>	Exceptional

### What are bilingual support services?

Bilingual support services are specialized programs funded by local, state and federal funds. The purpose is to enable students to read, write and communicate in the English language simultaneously learning the subject matter.

### How are students identified as having limited English proficiency?

Students are identified on the Home Language Survey as having a first language other than English or if a language other than English is spoken in the home. A state language proficiency assessment determines services needed. The state mandates the administration of the English Language Proficiency Assessment (ELPA) to determine student’s listening, speaking, reading, and writing skills. Results determine eligibility for service as well as student’s progress.

### How can I find out my child’s language proficiency level?

Your child’s proficiency level is located at the top of this letter. Please contact your child’s teacher for a full explanation of your child’s scores or progress made.

**What types of programs are available?**     *Clustering Program*     *Dual Language Education*  
 *Transitional Bilingual Education*                       *English as a Second Language (ESL)*

**How do students exit the program?**

Our transitional model allows students to progress into general education steadily as they develop English Language Proficiency. English Language Learners exit the program in two ways:

- Any student in grades 3-12 who scores at the proficient levels on the ELPA (ACCESS starting in the Spring 2014) and a passing score on MEAP or MME reading, writing and math, in addition to district assessments.
- Any student who graduates from Detroit Public Schools

**Do parents have the right to refuse services?**

- Yes, a parent has the absolute right to withdraw their son or daughter from bilingual/ESL services at any time. Please contact the school to schedule a meeting.
- *Please note that our federal government still mandates the continued testing of any student with a parent letter on file refusing ELL services until that student attains the level of proficient on the English Language Proficiency Assessment.*

We will monitor student progress for two years following exit from the bilingual/ESL program. Report cards and test results will be used to monitor progress. This information will be used to determine further support for your child. If you need any further information, please contact your child’s school.

Sincerely,

---

# CARTA DE NOTIFICACIÓN PARA PADRES SOBRE LOS SERVICIOS BILINGÜES

## NIVEL DE ELPA/WIDA:

Fecha: \_\_\_\_\_

Escuela: \_\_\_\_\_

Número de ID#: \_\_\_\_\_

Nombre del estudiante:  
\_\_\_\_\_

<i>1<sup>st</sup> Grade (after Dec. 1<sup>st</sup>) through 12<sup>th</sup> Grade</i>
<input type="checkbox"/> 1 Básico / Nivel de Entrada
<input type="checkbox"/> 2 Intermedio bajo/Nivel Emergente
<input type="checkbox"/> 3 Intermedio alto /Nivel de desarrollo
<input type="checkbox"/> 4 competente / Nivel de extensión
<input type="checkbox"/> 5 competente avanzado / Nivel de transformación

<i>Kinder through 1<sup>st</sup> Grade (before Dec. 1<sup>st</sup>)</i>
<input type="checkbox"/> Low/Bajo
<input type="checkbox"/> Mid/Intermedio
<input type="checkbox"/> High/Alto

Estimados padres:

Las escuelas públicas de Detroit proveen servicios suplementarios bilingües/ESL para alumnos que hablan otro idioma que no sea inglés. Basándonos en la información de matrícula, su hijo/a califica para servicios de apoyo en el salón de clases, además de oportunidades adicionales para el mejoramiento académico y de lenguaje. Esta carta es para clarificar información sobre el programa de la escuela y las opciones para su hijo.

### ¿Qué son los servicios de apoyo?

Los servicios de apoyo son programas especiales que están respaldados por fondos locales, estatales y federales. Su propósito es permitir que los alumnos aprendan a leer, escribir y comunicarse en inglés, y al mismo tiempo aprender el contenido académico de las materias.

### ¿Cómo se identifican a los estudiantes con dominio limitado del inglés?

A los estudiantes se les identifican con una encuesta donde se les pregunta si hablan otro idioma que no sea inglés, o si se habla otro idioma en casa que no sea inglés. Los alumnos toman un examen estatal para determinar el tipo de servicio que necesitan. El estado exige que los alumnos tomen el English Proficiency Assessment (ACCESS, por sus siglas en inglés), para determinar sus destrezas en lectura, escritura, al hablar y al escuchar. Los resultados determinan para qué servicios califican y el progreso de los estudiantes.

### ¿Cómo puedo saber cuál es el nivel de dominio del inglés de mi hijo/a?

El nivel de dominio está en la parte superior de esta carta. Por favor hable con el maestro o la maestra de su hijo/a para obtener una mejor explicación sobre el progreso de que su hijo/a ha hecho en el dominio del idioma inglés.

¿Qué tipo de programas hay disponibles?  Agrupación  Educación de lenguaje dual

Educación transicional bilingüe

Inglés como segundo idioma (ESL)



### **¿Cómo salen los estudiantes del programa?**

Nuestro modelo transicional le permite a los estudiantes a ingresarse a las clases de educación general de manera progresiva al desarrollar dominio del idioma inglés. Los estudiantes bilingües salen del programa de dos maneras:

- Cualquier estudiante de los grados 3-12 que tiene un nivel competente de inglés en ELPA (ACCESS a partir de la primavera del 2014) y en las secciones de lectura, escritura y matemáticas del MEAP o MME además de otros exámenes del distrito.
- Cualquier estudiante que se gradúe de las escuelas públicas de Detroit.

### **¿Tienen derecho los padres de rehusar los servicios bilingües?**

- Sí, los padres tienen el derecho absoluta de sacar a sus hijos/as de los servicios bilingües cuando lo consideren necesario. Por favor contacte la escuela para hacer una cita.
- *Tenga en cuenta que nuestro gobierno federal mandatos aún el análisis continuo de cualquier estudiante con una carta a los padres sobre los servicios de ELL se niegan archivos hasta que el alumno alcance el nivel de dominio en el idioma evaluación de competencia en inglés.*

Haremos un seguimiento del progreso del estudiante durante dos años a partir de la salida del programa bilingüe / ESL. Las calificaciones y resultados de las pruebas se utilizarán para monitorear el progreso. Esta información se utiliza para determinar un mayor apoyo para su hijo/a. Si necesita más información, por favor comuníquese con la escuela de su hijo/a.

Atentamente,

---

## Refusal of Services

The parent/legal guardian has the right to refuse bilingual education program services for his/her child. When the parent/legal refuses bilingual education services for their child, the school must complete the following steps:

1. Conduct an in-person conference with the parent/legal guardian to explain the benefits of the bilingual education program services and discuss the child's English language proficiency level.
2. Review the district's promotion policy and guidelines that the child will be responsible for the general program of instruction.
3. Inform the parent/legal guardian that the child must continue to be tested annually with the English language proficiency assessment until the child attains the state-set English proficiency score.
4. If the parent/legal guardian still refuses placement upon completion of the in-person conference, he/she must submit a written request to the school and the school must complete the refusal form.
5. The school's resource teacher/bilingual-lead teacher or school designee must fax the parent's /legal guardian's written request to waive bilingual education services to the DPS Office of English Language Learners at 313-873-8596
6. All parent refusal request documentation must be filed in the student's cumulative folder.
7. The bilingual resource teacher or school designee shall place the student in a general program of instruction classroom per parent/legal guardian written request. The receiving teacher must be informed that the student's parent/legal guardian has refused bilingual education services and provide the student's English language proficiency level.

**Detroit Public Schools**

**Refusal of Bilingual Education/ ESL Program Services Form**

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_

I understand that my student's score on the English Language Proficiency Assessment (ACCESS) qualifies him/her to receive bilingual/ English as a Second Language (ESL) services as mandated by state and federal law.

I understand that students in the bilingual program will receive services by a trained professional and/or be placed in a classroom among students with similar needs in order to target instruction based on my child's academic needs.

I understand that all curriculum and instruction in a standard education classroom is designed for fluent English proficient students.

I understand that without the recommended programs, the student's academic performance and test scores could be negatively affected, and, as such, Detroit Public Schools strongly recommends these services for my child.

I understand that under the No Child Left Behind Act, our federal government mandates the continued testing of any student whose home or primary language is other than English until that student attains the level of proficient on the English Language Proficiency Assessment (ACCESS)

I refuse the services of the Detroit Public Schools Bilingual/ESL program.

\_\_\_\_\_  
Parent signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

## Escuelas Públicas de Detroit

### Formulario para rechazar servicios del Programa de Educación Bilingüe/ESL

Nombre del estudiante \_\_\_\_\_ Grado \_\_\_\_\_

Escuela \_\_\_\_\_

\_\_\_ Entiendo que la puntuación de mi hijo en la evaluación de competencia del idioma Inglés (ACCESS) él / ella califica para recibir servicios bilingüe / Inglés como Segundo Idioma (ESL), según está declarado por la ley estatal y federal.

\_\_\_ Entiendo que los estudiantes en el programa bilingüe recibirán servicios de un profesional capacitado y / o serán asignados a un salón de clases con otros estudiantes en niveles similares con el fin de enfocar la instrucción basada en las necesidades académicas de mi hijo.

\_\_\_ Entiendo que todo currículo e instrucción en un salón de educación estándar está diseñado para estudiantes con dominio del idioma inglés.

\_\_\_ Entiendo que sin los programas recomendados, el rendimiento académico del estudiante y resultados de las pruebas podrían ser afectados negativamente, y, como tal, las Escuelas Públicas de Detroit insisten en continuar estos servicios para mi hijo.

\_\_\_ Entiendo que bajo la ley No Child Left Behind, nuestro gobierno federal exige la prueba continua de cualquier estudiante cuya lengua materna no sea inglés hasta que el alumno alcance el nivel de dominio en la evaluación de competencia del idioma Inglés (ACCESS)

\_\_\_ I refuse the services of the Detroit Public Schools Bilingual/ESL program.

\_\_\_\_\_  
Firma del padre o tutor

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Director

\_\_\_\_\_  
Fecha

## STUDENT RECORDS

Detroit Public Schools is committed to data driven decision making. Data pertaining to ELs is important to the instructional and programming decisions made at the school and district levels. In an effort to facilitate the process of making decisions that will impact the EL student population, the DPS- Department of Multilingual-Multicultural Education (DMME) is responsible for distributing EL data gathered by schools to many different stakeholders including teachers and administrators, federal and state agencies, central office personnel, and staff.

The Department of Multicultural-Multilingual Education employs a full time data specialist dedicated to the task of data and record management. EL Lead teachers submit an add-on sheet every time a new EL is enrolled at the school site. The specialist then store student data into the district electronic student information system.

### **RECORDS MAINTAINED:**

A blue folder Form 80-B is inserted into the students 80 folder. In order to comply with Title III and meet local, state, and federal audit requirements the following documentation must be compiled and filed in the Form 80-B (Bilingual). The following items can be found in the Form 80-B.

- Home Language survey (HLS) completed, signed and dated by the parent/legal guardian. (Copy of the New Enrollment Form with language information for newly enrolled students)
- Parent Notification Letters
- English language proficiency screener(s)
- Parent Refusal Letter (if available)
- Copies of results of the State mandated English Proficiency Assessment, MEAP Standardized test, and Diagnostic Test Score Reports.
- Copies of Report Cards
- Copies of Special Education I.E.P. or related forms
- Individual Bilingual Instruction Plan
- Parent/student agreement letter to participate in after school tutoring, and Summer School
- Additional comments Documentation of parent conferences and written communications about ELL related matters



## LEVELS OF SERVICE FOR ENGLISH LEARNERS

### Michigan Department of Education-Office of Field Services Alternative Language Program Provided to K-12 English Learners (ELs) based on OCR Requirements

**Name of School District/PSA: Detroit Public Schools: Detroit Public Schools**

**Name of the Title III/EL contact person, email address, & phone number:** Claudia Lara-Martinez, [claudia.lara@detroitk12.org](mailto:claudia.lara@detroitk12.org) 313-873-4020

Proficiency levels	Level of service/# of hours daily (from general funds)	Mode of delivery (from general funds)	Staff providing service (from general funds)
*Basic/	15-20 hours a week	Push-in or pull out services to support areas of need	Certified bilingual/ESL endorsed <b>resource</b> teacher or under the direct supervision of one
*Low intermediate	15-20 hours a week	Push-in or pull out services to support areas of need	Certified bilingual/ESL endorsed <b>resource</b> teacher or under the direct supervision of one
*High Intermediate	10-15 hours a week	Push-in or pull out services to support areas of need	Certified bilingual/ESL endorsed <b>resource</b> teacher; under the direct supervision of one
Proficient/Advance Proficient	5-10 hours a week	Push-in or pull out services to support areas of need	Certified bilingual/ESL endorsed <b>resource</b> teacher or under the direct supervision of one

\* Transportation to a school with bilingual services is offered to students whose neighborhood schools do not offer such services.

\*EL students attending application schools continue to be monitored for proficiency across the content areas, services may be offered based on need.

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## **STAFFING FOR SERVICE**

Principals are responsible for providing bilingual education services to all eligible students. Services must be provided by certified teachers with a Bilingual and/or ESL endorsement, who are paid with general funds. Each English Language Learner, like any other student, generates funds to provide them with an equal high quality education. The principal of the school controls these funds (teacher service); therefore Bilingual/ESL teachers must be paid with school funds.

Prior to the new school year, principals will receive their teacher allocation. This will include the number of Bilingual/ESL resource teachers who must provide English language development support, according to the Alternative Language Plan in the previous page. Their schedule must reflect the services stated in the plan, and will need to be available for review at any time for audit purposes.

Principals must request from the Office of Human Resources bilingual teachers, administrators and support staff (e.g. clericals) in regular positions to comply with legal mandates and to ensure that the needs of bilingual students and parents are met.

## PROGRAMS AND SERVICES

The Detroit Public Schools bilingual education programs provide standards-based instruction and other educational assistance to students acquiring English language proficiency while developing academic skills in the content areas. All students enrolled in a bilingual education program must receive instruction aligned with the Michigan Core Standards. It is the objective of the bilingual education programs to develop and enrich the students home language, culture, English language proficiency and introduce academic content area skills in the English Language. Currently we offer Transitional Bilingual Education (TBE), Dual Language Education (DLE/Immersion), and English as a Second Language (ESL).

### **Below is a brief description of programs / services:**

**Clustering Program:** Schools with 9 or less eligible students must offer the students the option to attend a bilingual “cluster” in another school.

**Dual Language Education (DLE):** Also known as two-way immersion or developmental program, this bilingual program is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

**Transitional Bilingual Education (TBE):** Also known as early-exit bilingual education, utilizes a student’s primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL student’s transition to mainstream academic instruction using the native language to the extent necessary.

**English as a Second Language (ESL):** A program of techniques, methodology and special curriculum designed to teach ELL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is in English with little use of native language.

### ***Programs funded with specific Grants***

There are two Federal grants that are given to the district based on the number of Bilingual students eligible: Title 1 and Title III. These grants are for supplementing services (see reference below) for eligible English Language Learners. Title 1 grants must be exhausted before Title III funding is accessed.

### **Title III - Language Instruction for Limited English Proficient and Immigrant Students**

The Title III program is designed to assure speedy acquisition of English language proficiency, assist students to achieve in the core academic subjects, and to meet State standards. It also assists the transition of immigrant children and youth into American society.

**SUPPLEMENT, NOT SUPPLANT Section 3115(g) of Title III of the ESEA (hereafter “Title III”) provides as follows:** -- Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability,



would have been expended for programs for limited English proficient children and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

### **Migrant Education Program (MEP)**

*Elementary and Secondary Education Act (ESEA)* Sections 1301 (4); 1303 (e); 1304 (b) (1) and (2); 1304 (d); 1306 (a) (1) (C) and (D)

The term “migratory child’ according to regulation refers to a child:

- 1) who is a migratory agricultural worker or a migratory fisher; or
- 2) who is preceding 36 months, in order to accompany or join a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher-
  - a. has moved from one school district to another;
  - b. in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or
  - c. as the child of a migratory fisher, resides in a school district if more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence.

Students are identified through an active identification and recruitment (ID &R) campaign to find and enroll migrant children. The Michigan Family Certificate of Eligibility (COE) is a legal document used to document the eligibility of each child who is recruited for Migrant Education. **Similarly, migrant students must be identified as ELLs using the same identification system applied to all students (e.g., home language survey or English language proficiency screener).** Children identified as eligible for the MEP may receive services from the age of 3 to 21, or until they attain a high school diploma, whichever comes first. Funds also may be used to provide day care and other services for children under the age of 3 when necessary to enable older children to participate.

### **Equitable Services for Private School Students or Private Non-Public (PNP)**

Private schools that have potential eligible ELLs. *Elementary and Secondary Education Act (ESEA) of 1965. No Child Left Behind (NCLB) Act of 2001*, states local education agencies (LEAs) receiving funds from certain federal education programs must provide similar services to eligible students from within their jurisdiction who choose to attend private schools.

## STAFF PROFESSIONAL DEVELOPMENT

A teacher's ability to improve professionally is an essential element in meeting the challenges of teaching English Learners. Teachers must be given access to the most current information in the field of education while also continually expanding their repertoire of strategies. Any such staff professional development must take into account teachers new to the profession as well as veteran teachers as well as teachers trained in Bilingual/ESL and those who are not.

The Office of English Language Learners is dedicated to providing high quality professional development to all Detroit Public Schools staff involved in the education of English Learners.

Through a partnership with the Michigan Department of Education, a team of three bilingual literacy coaches, 4 classroom bilingual teachers, and the Program Supervisor for the Office of English Language Learners attended SIOP Institutes and got certified as trainers. The purpose of this team is to build capacity among the bilingual teachers, and the teachers that work with English Language Learners; and to implement the SIOP Model with fidelity in those schools that provide services to the ELL population. The SIOP Model is a researched based teaching framework that provides a means for making grade-level academic content more accessible for English Learners while promoting their English Language Development.

The SIOP trainings consist of a minimum of fifteen hours dedicated to the eight components and 30 features of the SIOP Model. Activities incorporating the four language domains (reading, writing, listening, and speaking) are used to enhance participants' understanding of the SIOP Model while also modeling the kinds of activities teachers can use in their classrooms for enhanced student learning. Also, sessions included Blueprint for Exceptional Writing (BEW), a writing program aligned with the SIOP model.

In response to teachers' requests to continue their study of SIOP, professional development sessions were offered during the 2012-2013 school year, where SIOP was explored within a content area. Sessions for Social Studies and Science were offered.

Monthly Lead Teacher Meetings have been established in order to maintain a closer relationship with schools. This has allowed each building to have a representative on-site who is current with the state and federal guidelines regarding English Learners and updated on professional findings from conferences and other sources. This practice will continue in the fall of 2013 and thereafter.

Attending outside conferences focuses on the academic development of English Learners is critical in providing a professional development program of the highest quality and to allow teachers direct access to this information as well. In addition to the SIOP & BEW Training of Trainers (TOT) workshops, the Bilingual Supervisor and the three Bilingual Literacy Coaches have attended a three-day training from World-Class Design & Instruction Assessment (WIDA) through the MDOE. This

training has, and will continue to allow the Bilingual Literacy Coaches, and the Bilingual Program Supervisor to instruct school staff in the organization and structure of the new ELD standards, setting language goals for transformation in language proficiency, and creating expanded strands for learning outcomes as per the WIDA standards. Introductory presentations have been made to school principals and Bilingual Lead Teachers. Further training will be provided during the Bilingual Summer Institute, Teaching and Learning Symposium, and throughout the school year.

The Bilingual Literacy Coaches and selected teachers of ELs became proficient educational coaches, following participation in Coaching 101. Also sponsored by the MDOE, Coaching 101 is a four-day training on the specifics of effective teacher coaching. The sessions culminate with a rigorous exam on all topics related to coaching with a passing grade necessary to become proficient.

Annual regional and national conferences attended by OELL staff and teachers of ELs include: the Michigan Association of Bilingual Staff (MABE), the National Association of Bilingual Education (NABE), Teachers of English as a Second Language (TESOL), National Association for State Directors of Migrant Education (NASDME), and the annual Specials Populations Conference in Lansing, MI.

For the 2013-2014 school year, the Bilingual Literacy coaches, along with the school trainers, will work together with five schools: Academy of Americas, Earhart, Maybury, Munger, and Roberto Clemente, in which the majority of teachers have already received 15 hours of initial SIOP training. They will provide in depth training and coaching cycles at each of these schools. There will be an implementation period of one year with monthly workshops, followed up by coaching cycles with the Bilingual Literacy Coaches, and classroom observations by the Bilingual Program Supervisor and school administrators. Feedback sessions will be held with all stakeholders to debrief and improve implementation. Over the next few years, this method will continue in the other schools with a high population of bilingual students, to continue building capacity and implementing with fidelity.

# THE NEW ENGLISH LANGUAGE DEVELOPMENT STANDARDS

The following information has been taken from [www.wida.us](http://www.wida.us)

In 2012, WIDA has shifted from the English Language Proficiency Standards to English Language Development Standards to articulate the process of language development as fluid and flexible.

## The Five Standards

The WIDA English Language Development (**ELD**) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. English Learners need to construct meaning from oral and written language as well as to express complex ideas and information. To achieve this goal, students must practice using language in different **DOMAINS**. WIDA's standards framework addresses four language domains: listening, speaking, reading, and writing. This organization helps educators plan balanced opportunities for language learning and take advantage of stronger English language skills in one domain to support their development in the other domains. This format does not imply, however, that language domains are used, taught, or learned in isolation. The nature of language necessitates the integration of language domains; for example, during classroom interactions, students have to listen and speak to carry on a conversation. In general, to show processing or comprehension of language, students need to produce language either orally, in writing, or using semiotics (signs or symbols).

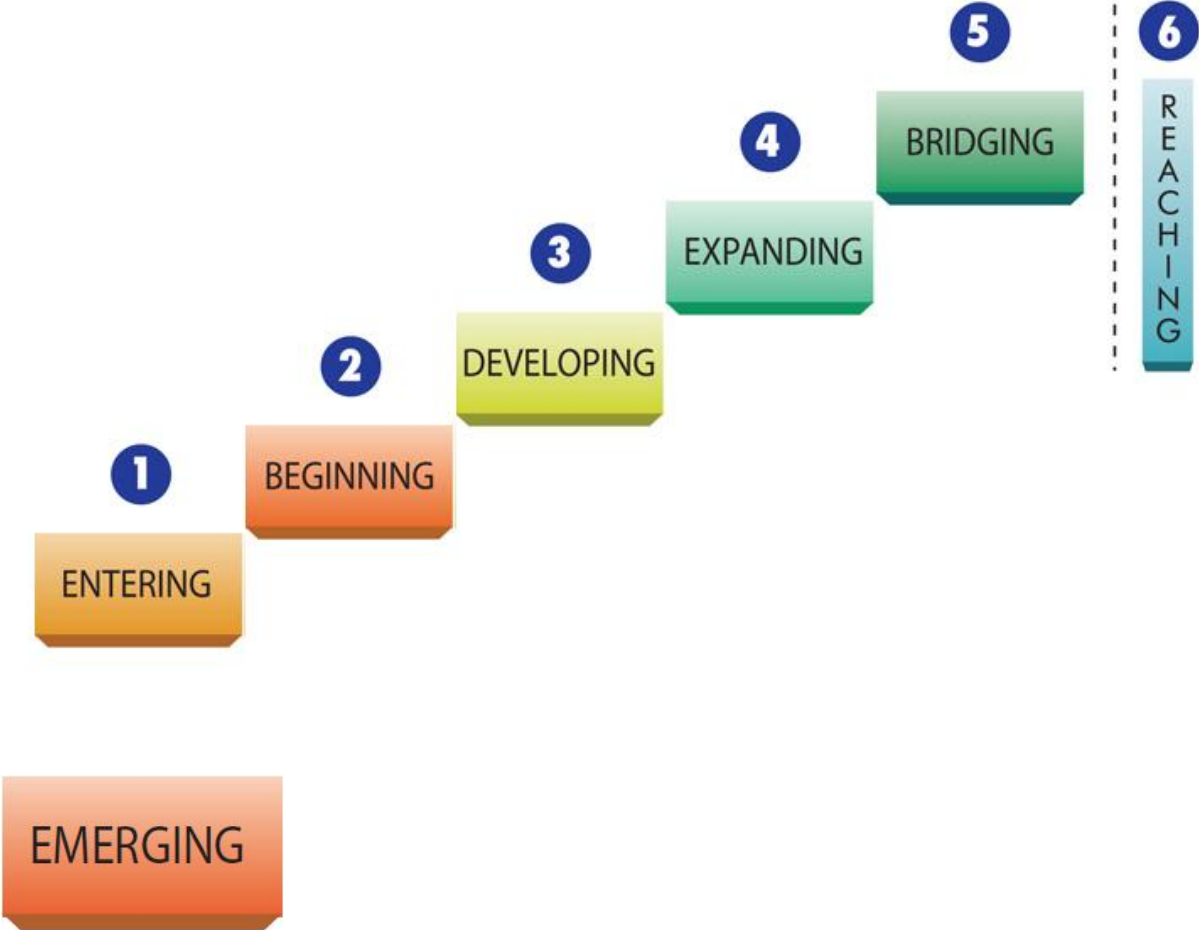
	Standard	Abbreviation
English Language Development Standard 1	English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The language of Language Arts
English Language Development Standard 3	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The language of Mathematics
English Language Development Standard 4	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The language of Science
English Language Development Standard 5	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The language of Social Studies

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a

The Features of **Academic Language** operate within socio-cultural contexts for language use. WIDA organizes social, instructional, and academic language into three levels: discourse level, sentence level, and word/phrase level. The **FEATURES OF ACADEMIC LANGUAGE** in the chart below delineate academic language at each of these levels, which correspond to the criteria of Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage. These three criteria represent WIDA’s view of the language of school. Notice that the criteria are framed within the sociocultural context that highlights the purpose of the communication and, most importantly, the participants and their experiences.

	Performance Criteria	Features
<b>Discourse Level</b>	<b>Linguistic Complexity</b> <i>(Quantity and variety of oral and written text)</i>	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
<b>Sentence Level</b>	<b>Language Forms and Conventions</b> <i>(Types, array, and use of language structures)</i>	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/ perspective
<b>Word/Phrase Level</b>	<b>Vocabulary Usage</b> <i>(Specificity of word or phrase choice)</i>	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

Language develops across different **LEVELS OF LANGUAGE PROFICIENCY**. WIDA's standards framework distinguishes five levels of language proficiency, defined by specific criteria. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. In other words, level 6 represents language performance that meets all the criteria for level 5.



## PARENTS AND THE COMMUNITY

DPS-Department of Multilingual-Multicultural Education (DMME) provides a variety of opportunities for family members to be effectively engaged in their children's education and for community residents to participate in their schools at both a neighborhood and citywide level. The goals for bilingual Family Engagement include but are not limited to, the development of a program of experience and activities that support and enhance the parent's role as the principal influence in their child's education.

Bilingual education program information is made available to parents in multiple languages so that they can be fully informed of the services offered in their right to access them.

- Ensuring Flyers for meetings, events and program brochures are made available in multiple languages, particularly Spanish, Arabic, Bengali, and Hmong.
- Developing materials to facilitate communication of district events, resources and programs for parents of bilingual students.
- Creating flyers for parent groups,
- Communicate via email notifications with parents, community groups and schools in as many languages as possible.
- Updating or creating informative brochures for parents regarding available programs and resources and having them translated.

In addition, there are formal advisory groups where parent can contribute to decision-making about bilingual programs,

- The City-wide Bilingual Multicultural Advisory Council is a group of bilingual parents and community organizations. Some of the community organizations are Congress of Communities, Detroit Hispanic Development Corporation, Ser Metro, Esperanza Detroit, and ACCESS.
- The City-Wide Bilingual Multicultural Advisory Council was specifically formed to address parent concerns and suggestions for the Bilingual programs at their schools
- Notices of all meetings are sent to all of the bilingual schools in the district. Each school is encouraged to send at least one representative to discuss the Bilingual program at their school.
- Every Month there is a workshop at the CWBMAC meetings to encourage and inform parents how to create an academic environment at home.
  - Workshops include:
    - Power of parents
    - Migrant Education
    - Internet/Computer Usage and Safety
    - Community Partners and Available Resources
    - Summer Programs and Continuing Learning in the Summer
- The CWBMAC meets monthly at different bilingual schools throughout the district as well as at community partner location sites.

- Bilingual parents are contacted to participate in district advisory councils, through our cooperation with the office of community and parent engagement.
- Collaborating with various departments in support of the District's mission, goals and objectives.

There are Parent Resource centers where parents can participate in skill building workshops and other activities.

- Bilingual Parent resource centers are located in Bennett Elementary, Priest elementary middle school, Osborne, and Detroit International academy for girls.
- Each Bilingual parent resource center has a bilingual staff person there to work with the bilingual parents.
- The resource centers offer weekly workshops on many life skills and leadership skills themes, from finance education to self esteem.
- The Bilingual Parent Resource centers house laptops for use with software for English language acquisition and as a supplement for Adult ESL classes.

The DMME facilitates a Michigan Migrant Education Program, a requirement of No Child Left Behind. The goals of the Migrant education program are to ensure that all limited English proficient students will reach high standards at a minimum attaining proficiency or better in reading/language arts and mathematics. Programs for Migrant education include: Family Literacy, Parent Advisory Councils, Integration of technology, Parent Involvement, Advocacy and Outreach, Transition to post Secondary, professional Development, and Out-of-School Youth Program Coordination.

- Through the Acosta Migrant resource center in Earhart Elementary-Middle School Migrant student have access to a computer lab, literacy materials in Spanish and English, and after school tutoring.
- Parents and family members of migrant students are invited to participate in basic and intermediate ESL classes, life skills workshops and computer application instruction.



## **Acknowledgements and Contributions**

We would like to acknowledge the contribution of the following people to the development of the handbook:

Rodolfo Díaz  
Dr. Deborah Gross  
Norma Hernandez  
Clarys Jamil  
Claudia Lara-Martinez  
Evelyn Orozco  
Andrew Rodgers