



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
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STATE SUPERINTENDENT

April 30, 2013

Mr. Dan Bauer, Superintendent  
Shelby Public Schools  
525 North State St  
Shelby, MI 49455-8201

Dear Mr. Bauer:

The On Site Review Title III Team from the Michigan Department of Education (MDE), Office of Field Services (OFS), Special Populations Unit, would like to thank Shelby Public Schools for the hospitality offered to the team during our visit on April 23, 2013. The purposes of the Title III On Site Review visit were to: fulfill the MDE's oversight responsibilities for the State and Federal programs administered by the OFS; encourage program coordination and collaboration; help department consultants identify the program development and improvement needs of the school Districts; and identify effective program practices for dissemination purposes.

The Title III On Site Review for Shelby Public Schools has been completed and the enclosed compliance plan prepared. The compliance plan provides the observations, as well as items that require change in order for the District to be in compliance with legislative requirements.

The District is required to complete all blank portions of the enclosed plan to bring the program into compliance and submit the plan to: [OFSSpecialPops@michigan.gov](mailto:OFSSpecialPops@michigan.gov), by June 11, 2013. For the district's convenience, MDE will forward an electronic copy of the attached documents to you and the main On Site Review contact. The District may invite the Title III consultant to assist with this plan.

Again, we thank you and your staff for the opportunity to visit your District. If you have any questions, please call your Title III consultant in the OFS, Marla Silva, at 517-373-6066.

Sincerely,

Shereen Tabrizi, Ph.D.  
Manager, Special Populations Unit  
Office of Field Services

cc: Lynette Lentz

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Michigan Department of Education  
Office of Field Services  
District Compliance Plan for Title III - English Learner & Immigrant Education Programs

**District:** Shelby Public Schools

**District Code:** 64080

**On Site Review Date:** April 23, 2013

**Compliance Plan Due Date:** June 11, 2013

**Reviewer(s):** Shereen Tabrizi and Maria Silva

**Observations:**

- Teachers at Shelby Middle School demonstrate a dedication to collaboration by giving up a weekly preparation hour for grade level meetings.
- The school community and principal at Shelby MS are open to embracing best practices supporting EL achievement. The principal also assigns a meeting per month for content area meetings and they utilize consultants from the ESC to support the building staff.

<b>Change Required</b>	<b>District Action Steps that will be Implemented to Achieve the Change Required</b>	<b>Stakeholders Engaged in Action Steps</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Evidence of Completion</b>
<p>The district must ensure that a plan for use of Title III funds has been submitted. <i>[ESSEA Sec. 3116(a)-(d)] note DIP has to have objectives strategies and activities for ELS</i></p>					

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<p>The district must have procedures to determine the effectiveness of programs and activities in assisting ELS in achieving State content standards and attaining English language proficiency. [ESEA Sec. 3121]  <i>Note: The district must evaluate the EL program annually deriving implications for future programming.</i></p>					
<p>The district must comply with the supplement, not supplant provision of Title III, Part A? The district must demonstrate that services provided with Title III funds are in addition to services that students would otherwise receive from State, local and other Federal funds.            [ESEA Sec. 3115(g); 1120A and 9021]  <i>Note: Shelby School District must submit a description of its ALP by completing the template indicating services provided by general funds.</i></p>					

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<p>The district must have evidence that procedures are in place to monitor students who have exited the program for at least two years after their exit notification. <i>[ESEEA Sec. 3121(a)(4)]</i></p>					
<p>The district must have a clear process for handling complaints related to services to ELs. The district must annually disseminate to parents and private school officials, free of charge, information clearly describing the district's complaint procedures in a language that parents of EL students can understand. <i>[Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i></p>					
<p>The district's must have a process for initial identification and placement of eligible EL students ages 3 to 21. <i>[Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i></p>					

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<p><i>Note: The identification process for ELS must include incoming kindergarteners as well.</i></p> <p>The district must have a home language survey to identify student's first or home language. The district must have evidence that every K-12 student has completed home language surveys. <i>[Title VI of the Civil Rights Act of 1964 - OCR Guidelines]</i> <i>Note: The handbook states that parents must respond to all 3 questions which is not consistent with the state's EEP- pending revision</i> <i>Note: Changes to be made to HLS including the identification of potentially eligible immigrant students.</i></p>					
<p>The district must have an effective means of parent outreach to EL parents (programs, activities, training, family literacy). The district must have evidence that EL parents are involved stakeholders? Does the district have evidence that there is a means for</p>					

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<p>evaluating and determining the effectiveness of the parent outreach. [ESEFA Sec. 3302(e)] Note: Evaluation of parent outreach must include action steps and subsequent activities. At the secondary level, translations of major documents must be available.</p>					
<p>The district must have a program of service that provides coherent, sustained English language development based on research or accepted theories. [ESEFA Sec. 3115(a) and 3115(c)]</p>					
<p>The district must ensure that the language instruction program focuses on the development of English language proficiency and academic content. [ESEFA Sec. 3115(f); 3116(b)(2); 3121 and 3122] Note: Instruction must focus on both language and content objectives. The district must maintain data on ELS who participate in dual enrollment classrooms.</p>					

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<p><i>advanced placement, special education enrollment as well as their graduation rates compared to non-ELs.</i></p> <p>The district must implement reasonable adaptations and accommodations for students with diverse learning needs (inclusive of ELs who may also be special education students) necessary to measure the achievement of such students relative to State content standards. <i>[ESE Sec. 3121 and 3122]</i> <i>Note: this pertains to local assessments</i></p> <p>The district must have procedures to determine the effectiveness of professional development activities provided to teachers of ELs? <i>[ESE Sec. 3115(c)(1)]</i> <i>Note: The summaries of findings must provide subsequent planning PD activities.</i></p>					

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<p>The district must have evidence that the Title III program is regularly evaluated and improved. [ESEA Sec. 3121 and 3122] Note: Have the DIP objectives been met?</p>					
<p>The district must have on file at the district office a description of the progress made by former English learners (Former Limited English Proficient Students) in meeting challenging state academic content and performance standards for each of the two years after exiting the program? How many were found to be succeeding? How many were not successful? If not, was it due to English proficiency? How many returned to the EL program? [ESEA Sec. 3121(a)(4)] Note: Procedures must be in place.</p>					
<p>The district must have a process for publicizing and disseminating the results of its biennial review of EL programs in appropriate schools. [ESEA Sec. 3121] Note: Share annual</p>					



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<i>education report (AER) with district administrative team, parents and community and plan for next steps.</i>					