

St. Clair County English Learner Handbook

2013-14

**Handbook for Local District Administrators, Teachers, and
Central Office Personnel**



St. Clair County RESA

499 Range Road, PO Box 1500
Marysville, MI 48040

810-364-8990

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St. Clair County English Learner (EL) Contacts

Algonac – Alan Latosz

Phone: 810-794-9364

Email: alatosz@acsk12.us

Capac – Kathy Kish

Phone: 810-395-4321

Email: kkish@capacschools.us

East China – Brenda Tenniswood

Phone: 810-676-1010

Email: btenniswood@ecsd.us

Marysville – Sarah Thaler

Phone: 810-455-6037

Email: sthaler@marysvilleschools.us

Memphis – Nancy Thomson

Phone: 810-392-2151

Email: nthomas@memphisk12.org

Port Huron – Jennifer Allen

Phone: 810-984-3101

Email: jallen@phasd.us

Yale – Joseph Haynes

Phone: 810-387-4274

Email: jhaynes@ypsd.us

St. Clair County RESA – Robert Evans

Phone: 810-455-4018

Email: evans.robert@sccresa.org

Handbook Review and Dissemination

Title III Parent and ESL Advisory:

Membership for Title III Parent and ESL advisory committees is at the LEA level.

Program and Policy Dissemination:

St. Clair County districts will annually disseminate this handbook and their local district handbook to every building and central office administrator. EL programming and objectives will be discussed during the beginning of the year staff development days required of all instructional and administrative staff.

Additionally, the EL Programming Handbook will be available online on the St. Clair County RESA website and local school district websites.

Preface

Vision:

St. Clair County Schools will provide English Learners (EL) with connections to systems and supports which ensure EL students develop English language proficiency and mastery of grade level content expectations. We recognize that the path to such a vision is achieved through the following:

- equitable access to the regular curriculum
- academic, social and emotional supports that ensure every opportunity for student success
- high expectations with appropriate accommodations
- clarity that EL success is everyone's responsibility
- teachers' instructional efforts are supported adequately with resources and professional development
- effective communication and involvement/engagement of EL families and parents
- community collaborations are critical to the success of educational programming

Mission:

The St. Clair County RESA and local school district staff will support English Learners in achieving their full potential through instruction, support and problem-solving while embracing cultural diversity.

Assurances

- Local Education Agencies (LEAs) will not discriminate against children who are not legally admitted to the United States by denying them access to educational programs offered to children of U.S. citizens nor shall the district:
 - a) Require students or parents to disclose or document their immigration status
 - b) Make inquiries of students or parents which may expose their undocumented status
 - c) Require social security numbers of all students, as it may expose the undocumented status of students or parents (Plyer v. Doe, 457 U.S. 202, 1982).
- LEAs will determine the primary AND home languages of all students at enrollment through strategies such as the home language survey (HLS) and/or the inclusion of the HLS questions on the enrollment form AND, in the case that a language other than English (LOTE) is suspected, but not documented at enrollment, LEAs will conduct an interview with the parents/ legal guardians to verify such information to the extent practicable.
- LEAs will provide equal educational opportunities to all EL students and uphold such rights regardless of citizenship or nationality status, as provided under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, Sec. 204(f) and affirmed in the Supreme Court ruling in Plyer v. Doe, 1982, and any other civil rights guaranteed by federal law.
- LEAs will develop a district plan for educating all English language learners (EL; known in legislation as limited English proficient students {LEP}) enrolled in their district. It also assures that a copy of the district EL plan will be provided to all schools in the district and that the plan and its contents will be made available to EL families and the public in compliance with open records laws.
- LEAs will develop a plan that is based on approaches and methodologies consistent with scientifically based research on teaching EL and immigrant students.
- LEAs will develop their proposed TIII plan in consultation with affected school staff and parents.
- LEAs will consult with non-public schools within their area about their option to participate in TIII services.
- LEAs will ensure that the EL program(s) will enable EL to speak, read, write, and comprehend the English language and meet challenging academic content and student academic achievement standards.
- LEAs will align and integrate EL programs, strategies and funding with District and School Improvement Plans.
- LEAs will ensure that classroom teachers, principals, administrators and other school personnel are provided high quality professional development:
 - a) Focused on the improvement of instruction and assessment of EL students;
 - b) Entailing the enhancement of the ability of such teachers to understand and use curricula, assessment measures and instructional strategies appropriate for EL;

- c) Based on scientifically-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency; and
 - d) Of sufficient duration and intensity that it will have a positive and lasting impact on the teachers' performance in the classroom.
- LEAs will ensure that all teachers in the EL program responsible for English language proficiency instruction are fluent in English and any other language used for instruction, including written and oral skills.
- LEAs will annually assess the English language proficiency in all domains (reading, writing, speaking and listening) of all identified EL students in the district using the Access for ELLs Assessment (WIDA).
- All EL students enrolled in the school district will participate in state-mandated assessments (MEAP, MME, etc.), with the exclusion of recently arrived EL students who will only be exempt from the **MEAP ELA portion one time their first academic year** if criteria (a) and (b) below are met:
 - a) In United States public schools \leq 10 months
 - b) At Entering or Emerging proficiency level
- Parents/legal guardians of EL students, under section 3302 of the statute:
 - a) will be notified within 30 days after the beginning of the school year of:
 - The reason for identifying the child as EL and for placing the child in the ESL program
 - The child's level of English proficiency and how the level was assessed
 - The child's program instructional services and its methods
 - How the program will help the child learn English and meet academic achievement standards
 - The program exit requirements
 - How the program will meet the objectives of an IEP for a child with a disability
 - Parental rights including:
 - The parental option to opt out of services upon their request
 - b) will be notified within 2 weeks of program placement should the student not be in attendance at the beginning of the year
- LEAs will promote EL parental and community participation in programs for EL and immigrant students
- LEAs will expend all Title III funds to improve the education of EL children in attaining English proficiency and meeting the state content and performance expectations/standards.
- LEAs will use Title III funds in ways that will build district and school capacity to continue to offer and develop high-quality language instruction educational programs for EL.
- Title III funds will supplement, but in no case supplant federal, state and local public funds for programs for EL students.
- LEA is not in violation with any State or Federal law, including State constitutional law, regarding the education of EL students.

Introduction

St. Clair County RESA and its seven constituent districts ensure that every child in the county, regardless of his native origin or native language, receives a quality education and comprehensible instruction. The Federal courts have determined that it is not enough to place a teacher who speaks English only in front of a classroom with children who speak a language other than English in their homes.

St. Clair County is in consortium with Macomb ISD for Title III funding. Macomb ISD provides EL technical assistance and support to St. Clair County RESA and the seven local districts.

This handbook has been prepared to assist all teachers, counselors and other professionals who come in contact with National Origin Language Minority students/English Learners (EL) enrolled in St. Clair County schools.

The information contained in this handbook has been adapted from previous publications related to the administration of bilingual education programs and the MISD Bilingual Teachers' Handbook and other public domain resources for assisting in the education of the limited English-proficient students. This information was revised to provide accurate information based on the new MDE rules originating in 1997 school year and the No Child Left Behind legislation of 2002 - 05.

This publication is for all St. Clair County educators who have students who speak a language other than English in their homes and need special services to fully benefit from English-only instruction.

Definition and Purpose of Bilingual/ESL Education

Bilingual education is generally defined as the use of two languages, one of which is English and the other, the native language of the child, to educate the child to his maximum potential. Bilingual Education provides an organized program and includes multicultural education -- the study of the history and culture associated with the native languages of the student population. This assistance may be accomplished by providing resources and ESL instructional strategies/methods for the mainstream teacher. Such methods will assist English Language Learners to learn English as quickly as possible so they will have an equal opportunity in a mainstream English classroom.

The purposes of St. Clair County Bilingual/ESL Education Programs are two-fold. First, districts provide limited English-proficient pupils with access to instruction in learning English-as-a-Second Language (ESL) as quickly as possible in tutorial sessions using the student's native language when necessary for explanation. Secondly, by focusing on the history and culture of the native language, bilingual education serves to enhance the self-concept of the student whose home language is other than English.

The literature suggests that the rejection of the student's heritage and language may have a detrimental effect on their self-concept. The consequences of a low self-concept among students of limited English-proficient ability historically have been poor academic performance and high drop-out rates. Bilingual education attempts to enhance the self-concept of limited English proficient students by providing an environment which respects their language. The civil rights of each student are met through receiving the best education that suits the needs of each individual student. An eligible limited English proficient student is defined as a student who scores below the 40th percentile on a standardized English and/or Reading test.

Michigan Department of Education Bilingual Education policy follows the example of the federal government rulings. As early as 1971, the Department of Education approved a document entitled "The Common Goals of Michigan Education." This document stated:

Michigan education must recognize and respect the needs for special academic and administrative measures in schools serving students whose native tongue is one other than English. These students should be encouraged and assisted to develop their skills in their native language while they are acquiring proficiency in English . . . Bilingual programs should be provided in order that the student may develop their bilingual skills and enhance their educational experience rather than be forced into the position of a disadvantaged student.

The Federal legislation further stipulates that school districts should develop a curriculum that "does not penalize students" who come to school with language skills in languages other than English. In 1974, the U.S. Supreme Court in the Lau vs. Nichols case unanimously handed down a landmark decision for bilingual education which stated that service and treatment in education are not equal merely because all students are provided with the same facilities, books, teachers and curriculum. The 1986 ruling gives more flexibility to choosing the methods for teaching the English Language Learning students in bilingual education programs. The bilingual instructional assistant provides comprehensible instruction for the limited English Language Learning student. The local districts provide bilingual or ESL services as needed to assist students in learning English as quickly as possible so they may benefit fully from the mainstream classroom instruction.

Program Services:

1. Districts provide tutoring assistance to the **English Learner (EL)** students in basic English skills, U.S. cultural etiquette and help in reading comprehension of core content areas of math, social studies, science, etc.

2. Macomb ISD provides staff training for participating districts, including St. Clair County districts, in the areas of ideas, tools and strategies of bilingual/ESL and multicultural education.
3. Macomb ISD provides some translated school documents.

State and Local Responsibilities for Implementation of a Bilingual Education Program

The Michigan State Board of Education supports the implementation of bilingual education programs in schools/districts within the state. According to the 1995 Educational Code, LEA districts may operate a bilingual education program. The state has set forth six guidelines and regulations.

- Students receiving bilingual instruction should be encouraged and assisted to develop skills in their native language while they are acquiring proficiency in English.
- Students receiving bilingual instruction should achieve at a rate commensurate with their own age, ability, and grade level in all school subjects.
- Students receiving bilingual instruction should demonstrate growth in self-esteem.
- Students receiving bilingual instruction should be provided with a coordinated and integrated learning environment through effective articulation within the general school program.
- All teachers and staff members of schools offering bilingual education should be involved in a comprehensive in-service training program.
- Parents and other community members should be involved in the planning, implementation, and evaluation of bilingual instruction programs.

It is the belief of the Michigan Bilingual Education Department that any special language program should be an integral part of a program of quality education. The Michigan Office of Bilingual Education and Equity is staffed by a field consultant:

1. To coordinate bilingual programs within the state;
2. To provide research, development and dissemination of information to local districts, and
3. To assist local districts with consultant and technical services.

There are many students who live in districts with small numbers of students who speak a language other than English. These students are eligible for bilingual education and need a person who speaks their language to provide understandable instruction.

Consortium Bilingual/Title III English Learner Programs

St. Clair County RESA Responsibilities:

At the county level, the program is guided by a staff person who has been appointed by the superintendent as the “Designated Bilingual Contact Person”.

Responsibilities of the St. Clair County RESA Bilingual Contact Person:

- Attend bi-monthly informational meetings held at the MISD educational service center.
- To disseminate the information to the local district EL Contacts.

LEA Responsibilities:

At the local district level, the program is guided by a staff person who has been appointed by the LEA superintendent as the EL Contact Person.

- Assist in referral of EL students to the district bilingual or EL program.
- Assist in teacher/tutor relationships.
- Assist in parent communication.
- To see that each teacher who has an EL student in their classroom also receives a copy of the district and St. Clair County RESA handbook.
- To see that each administrator and counselor should receive a copy of the district and St. Clair County RESA handbook.
- Monitor for at least 2 years EL students who have exited the program, through progress report, using the following tools:
 - Student classroom performance
 - Student standardized test performance
 - Student MEAP/MME performance
 - Other criteria used by district to determine exit from program

Core Services for ELs

Definition:

The programs/services that the district implements for ELs to assist them with closing academic gap and develop English language proficiency.

"Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

From the OCR May 25, 1970 Memorandum

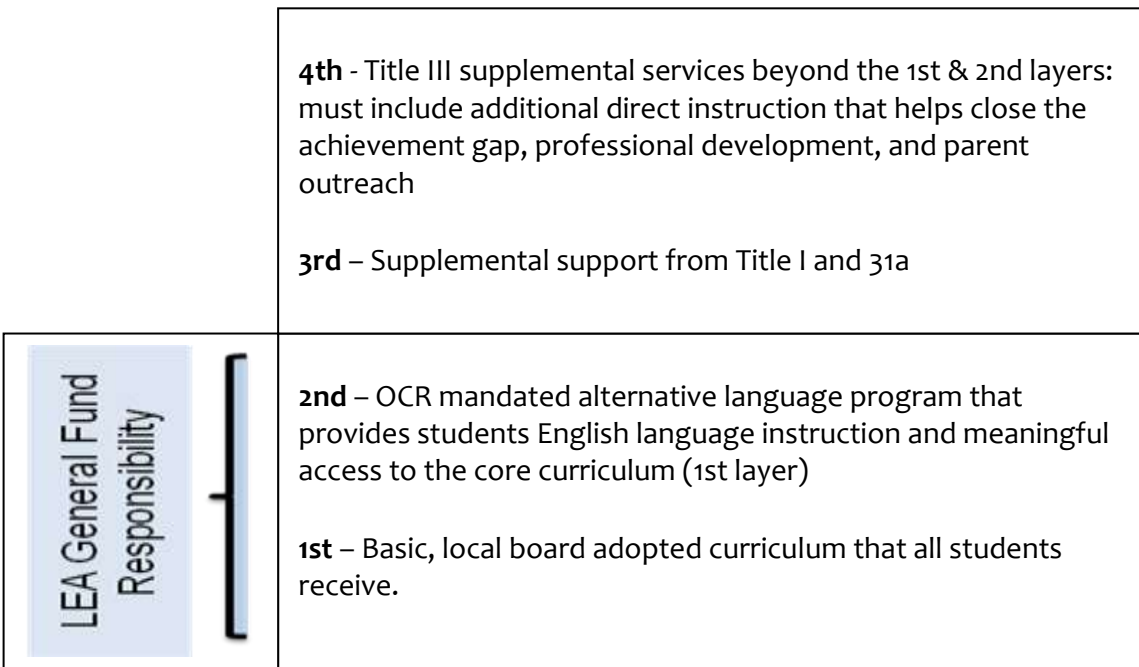
Alternative Language Program:

Students who meet the criteria of Limited English Proficient/English Learner must be provided **alternative language services** in addition to the **basic**, local board of education adopted education that all students in the LEA receive. This alternative language service program must provide *meaningful access* to the core curriculum and provide *direct* English language instruction.

The alternative language services must be provided, in addition to the local board of education adopted education, to EL students meeting the Entrance criteria. The alternative language services required of the Office for Civil Rights are required whether districts receive Title III funding or not.

In order to ensure that districts are using Title III funds to supplement these alternative language services, it is critical that districts define their alternative language program. For assistance in defining an alternative language program, districts can contact the Office of Field Services, Special Populations Unit.

Alternative Language Program: Layers of Service



Alternative Language Program: Support Hours/Week

Service minimums per proficiency level with differentiation for additional academic risk factors (in hours/ week)									
Additional risk factors might include: formative and summative assessment indicators of academic need beyond language proficiency, limited/interrupted formal schooling, minimal literacy support/experiences in the home, homelessness, migrancy or high transiency, low socio-economic status, interrupted language maintenance									
		Entering	Entering w/ +2 addl risk factors	Emerging Minimum	Emerging w/ +2 addl risk factors	Developing Expanding Minimum	Developing Expanding w/ +2 addl risk factors	Bridging Reaching Proficient Minimum	Bridging Reaching Proficient w/ +2 addl risk factors
Grade Level	PK: 2 years before K	0.5	2.5	0.5	2	teacher consult	1	teacher consult	0.5
	PK : 1 year before K	0.75	5	0.5	4	teacher consult	2	teacher consult	1
	Early 5s	0.75	5	0.5	4	0.5	2	teacher consult	1
	1/2 day K	3	7.5	2.5	6	1	3	teacher consult	1.5
	full day K	2.5	6.25	2	5	1	2.5	teacher consult	1.25
	1st	4	10	3	8	1.25	4	teacher consult	2
	2nd	5	12.5	4	10	1.5	5	teacher consult	2.5
	3rd	6	15	4.75	12	2	6	teacher consult	3
	4th	6.5	16.25	5	13	2	6.5	teacher consult	3.25
	5th	7	17.5	5.5	14	2.25	7	teacher consult	3.5
	6th	7.5	18.75	6	15	2.5	7.5	teacher consult	3.75
	7th	8	20	6.5	16	2.5	8	teacher consult	4
	8th	9	22.5	7.25	18	3	9	teacher consult	4.5
	9th	10	25	8	20	3.25	10	teacher consult	5
	10th	10	25	8	20	3.25	10	teacher consult	5
11th	10	25	8	20	3.25	10	teacher consult	5	
12th	10	25	8	20	3.25	10	teacher consult	5	

Title III Program Evaluation Checklist

The Michigan Department of Education (MDE) is required to review all English Learners (EL) programming to ensure the educational needs of EL students are being met under the No Child Left Behind Act.

In order to comply with this requirement, all EL programs are required to complete a self-evaluation every three years (or earlier if the district receives an Office of Field Services onsite visit from MDE). The checklist encourages districts to go beyond minimal compliance. The checklist provides a self-study format that leads districts through a process of quality program evaluation.

The Office of Field Services (OFS) will use an evaluation tool developed by members of the EL Advisory Committee to assist programs to provide a self-assessment of their program's performance. It will also provide valuable insights into the program's effectiveness in increasing English acquisition and positively impacting academic achievement.

The Evaluation Checklist is organized into six areas that address the requirements of Title III. These areas are:

- Administrative Responsibilities
- Student Identification, Placement and Exit
- Parent and Community Engagement
- Instructional Programs and Assessment
- Teacher Qualifications and Professional Development
- Program Evaluation and School Improvement

Title III Allowable Expenditures

Title III English Language Acquisition: Generally Allowable Expenditures

Title III funds are supplemental and are to be used over and above the district's required services and resources provided to ELs and their families. **Required** activities include:

1. High quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.
2. High quality professional development of sufficient intensity and duration that demonstrates effectiveness in improving instruction and assessment, enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies.

Title III supplemental EL funds can be used, in priority order, for the following:

1. Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.
2. Professional development that is planned based on student achievement data and provided in a systemic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school-based or community-based organizational personnel who serve ELs.
3. Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, and mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements.
4. Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support child's English language learning at home and materials and books on parenting skills. A Parent Involvement Liaison can be hired or contracted to enhance ongoing parent engagement in school activities, committees and functions; facilitate planning and conduct parent meetings; connect families to community resources, and interpret to parents during Title III meetings.
5. Cost for educational field trips, if part of high quality language instruction educational programs/activities (buses and admission).
6. Administrative and Indirect costs of III/Immigrant may NOT exceed 2% of the total allocation.

Title III Non- Allowable Expenditures

1. Title III funds may NOT be used to pick up a cost that was previously funded by general funds.
2. Title III may NOT supplant any other federal, state or local expenses.
3. All test administration costs (WIDA Access for ELLs and the W-APT Screener, other state assessments) must be paid by general funds, including the pay for proctors, assessors and substitute teachers.
4. Translation of documents, parent handbooks, and assessments are funded by general funds and NOT with Title III funds.
5. Title III funds may NOT be used for Intake/Eligibility or Annual progress assessments.

Title III and EL Preschool Children

Title III English Language Acquisition Program funds are for eligible Limited English Proficient students/English learners who are between ages 3-21. If a district would like to serve 3-4 year old ELs who participate in district's preschooler programs, they would need to:

1. Identify these students through a home language survey; no need for state testing (W-APT).
2. Acquire a UIC for these students and enter them in the local data system and subsequently in MSDS.
3. Enter their home language and primary language information in the local data system and MSDS and designate them as LEP.
4. Serve the preschooler ELs (3 and 4 year olds) following Title III Statute and Guidance. Such services must be supplemental to district's preschooler programs funded by district or state.
5. Assess these students on the W-APT Screener upon their exit from preschooler and prior to their enrollment in kindergarten (the incoming kindergartners).
6. MDE will extract the information and include these students in the LEP count for funding.
7. These preschoolers will not be included in the AMAO calculations until they are in kindergarten and are tested in WIDA Access for ELLs.

LEA Referral Process

The St. Clair County students are referred to bilingual or EL programs by the local schools/districts after giving a W-APT screening test, which is administered by the school staff.

Under Federal Title III guidelines, all students are eligible to receive bilingual/EL services if their Home Language Survey has indicated that there is a language other than English that is spoken at home.

The students referred are reported on a Fourth Count Day Report which is submitted to the State Department. Potentially eligible students are those National Origin Language Minority students who speak a language other than English in their home. *Each district must keep a record of all potentially eligible students to comply with the Office of Equal Opportunity rules.* Student's eligibility criteria respond to federal regulations and are approved by the MDE Bilingual Department. All potentially eligible students are to be screened for eligibility using W-APT Initial Screener.

It is the responsibility of the local school district to administer a W-APT Initial Screener to each new enrollee who states on their home language survey that they speak a language other than English in their home. This test must be given to determine the student's eligibility for bilingual education or special program services in order to provide understandable instruction and provide the student with an equal opportunity to obtain an education in an English only classroom. The assessment should be administered within 10 days the students enrolled in the district.

Each district will administer the MDE mandated test of *English Language Proficiency Assessment* (WIDA Access for ELLs) in the fall and spring to all English Language Learning students, K-12.

Each district will maintain the inactive EL student files for at least 7 years or until students graduate.

Refusal of Bilingual Services

Only parents can refuse services. Teachers may make recommendations to the parents. If teachers/ administrators/counselors feel strongly about a student not needing the services, then there must be an assessment test given that will indicate the student's English proficiency. Schools may reactive bilingual services with parent's agreement.

If a parent refuses services for their EL child during a school year, the school personnel are still required to assess the student using WIDA Access for ELLs until s/he is proficient on WIDA Access for ELLs and meeting district's exit criteria. Since services are not provided to

such student due to parent refusal, the student's WIDA Access for ELLs score would not be included in the AMAO (Annual Measurable Achievement Objectives) calculation for accountability purposes. It is critical that the student participates in the assessment in order for the LEA to obtain 100% assessment participation rate required by USED. The student will be designated FLEP and exit the program only when s/he reaches proficiency on WIDA Access for ELLs and meets district's exit criteria (**code 50 on MSDS**).

WIDA Access for ELLs Assessment

Each district will identify the following elements for administration and management of the WIDA Access for ELLs:

- Coordinator
- Student identification
 - W-APT Screener Administration
- Test administration process and procedures
- Materials acquisition
- Test administration timeline
- Materials storage
- Assessment data management – WIDA Access for ELLs assessment data will be entered by the WIDA Coordinator or his/her designee into:
 - County data warehouse
 - CA60 files – WIDA individual report
- WIDA parent report mailed (translated version)

Annual Measurable Achievement Objectives (AMAOs)

AMAOs Require Reporting on the Following:

1. Annual increases in the number of students making progress in learning English which is measured by the *WIDA Access for ELLs*.
2. Annual increases in the number of students attaining English proficiency by the end of each school year which will be measured by WIDA Access for ELLs.
3. Reporting the annual yearly progress (AYP) for EL students measured by WIDA Access for ELLs. Parents will be notified that the child is receiving assistance in learning English by a letter that states the test scores of the students on the English Language Assessment. This letter will be in both English and Home languages as well as a personal phone call by the tutor who speaks the parents' language to describe the program, the student's progress in learning English and information about parents' rights.

Data Management

LEAs will maintain EL and Title III records in a central location including:

- Documentation for identifying ELs, program placement decisions, parental involvement and other information related to implementation of the program will be maintained in a central location in each school district.
- Schools will enter demographic and student achievement data into the countywide data warehouse in order to facilitate monitoring of student progress.
- CA60 Files will include exit eligibility, initial home language survey, language and literacy survey (for students who checked yes to either question on home language survey), documentation of services.

Eligibility Criteria

Pre-K: Eligibility of every Pre-K student in a school-based program who has a native language other than English in the home OR a primary language other than English in the home.

K-2: Students scoring below AP on W-APT screener or below P on WIDA Access for ELLs are automatically eligible. For students scoring AP on screener or P/AP on WIDA Access for ELLs, we evaluate reading and math criteria via one of the state-approved assessments. Any student not at or above grade level with a native language or a primary language other than English is eligible for services.

3-12: Students scoring below AP on W-APT screener or below P on WIDA Access for ELLs are automatically eligible. For students scoring AP on screener or P/AP on WIDA Access for ELLs, we evaluate reading writing and math per MEAP or MME in applicable grades OR via state-approved assessments for grades not tested via MEAP or MME. We also evaluate science and social studies performance due to the vocabulary needed to understand these areas' expository tests. Any student not proficient (or at/above grade level) in any area of reading/writing/math is eligible (and/or science/social studies if the LEA chooses).

Exit Criteria

Pre-K-2: Ineligible for program exit but eligible for teacher consultation services.

3-12: Students scoring below P on WIDA Access for ELLs are not eligible for exit. For students scoring AP or P on WIDA Access for ELLs, we evaluate reading writing and math per MEAP or MME in applicable grades OR via state-approved assessments for grades not tested via MEAP or MME. We also evaluate science and social studies performance due to the vocabulary needed to understand these areas' expository tests. Any student not proficient (or at/above grade level) in any area of reading/writing/math remains eligible for services (and/or science/social studies if the LEA chooses).

Macomb ISD Consortium Program Objectives

Objective 1: To assist LEAs in identifying students who are eligible for bilingual education and to report this information to the state department in the manner prescribed to apply for the bilingual education funds for providing bilingual education services to the participating districts.

Task 1-1: Identification procedures, which meet the Federal Guidelines.

Target: Home Language Survey-Fall of each year and continuing as new students enroll.

Method: To provide models for the LEAs of the legal Home Language Survey for identifying students who speak a language other than English in their homes. Instruct LEA's Bilingual Contact persons of the procedures required for recording keeping of the languages spoken in the homes of students enrolled in their districts.

Target: Identification of students who speak a language other than English in their homes as potentially eligible for bilingual education and those who are eligible for bilingual education during the fall and continuing as new students enroll.

Method: Instruct LEAs (via an MISD Administrative Handbook and via bimonthly training meetings for LEA Bilingual Contact personnel) of the Federal requirements to assess the language abilities of students via a standardized English test to identify those who require special provisions to ensure an equal opportunity for education in an English-only classroom. Our program will provide the standardized testing of students who are currently enrolled in our program in the spring of each year.

Task 1-2: Assess new ELL student as they enroll in each district with W-APT Initial Screener.

Target: This is to determine the eligibility and the proficiency level of ELL students who have been referred to the MISD bilingual education program.

Method: Students will be administered the W-APT Initial Screener by the local district staff.

Task 1-3: Inform parents via phone call and letter in both English and in their native language that their student is eligible for the Bilingual Education program and will be receiving tutorial instruction at their local building during regular school hours.

Target: Parents will be informed by a phone call that their student has been referred to the MISD bilingual education program and will have a tutor assigned to them. This will take place during the last week of September and during the first two weeks of October.

Method: BIA tutors will be given a list of students whom they will instruct and will make the phone calls to the parent in the parent's home language. A record will be kept in the student's folders of the date of the phone call, to whom the tutor spoke, and the content of the phone call.

Target: Parents will be informed by US mail that their student has been referred to the MISD bilingual education program.

Method: Parents will be informed by US mail that their student has been referred to the MISD bilingual education program and will be invited to attend a parent meeting to meet the BIA tutor and will be invited to observe the program at any time. Parents will be informed of their right to remove their student from the program by a written letter. Letters will be sent in both English and in the parents' home language. Letters will be mailed during October and the Parents meeting will be held in October, and also as scheduled at individual districts where large concentrations of one language are located.

Task 2-1: Assess students in spring using state assessment, WIDA Access for ELLs in four domains: reading, speaking, listening and writing.

Target: ELL students will be assessed via WIDA Access for ELLs to determine the competency level of their speaking, listening, reading and writing in English.

Method: Students will be administered the WIDA Access for ELLS in spring by their district.

Objective 2: Create a program for instructing the English Language Learning students which will enable them to gain to their full capacity in an English-only classroom.

Task 2-1: Apply for funding from the MDE Section 41 Bilingual Education Program following the state mandates for bilingual funding.

Target: Hire Bilingual Instructional Assistants (BIA) who speaks the home languages of the students identified by the LEAs as eligible for the Bilingual Education program during the fall and as needed throughout the school year.

Method: Advertise the needs for personnel who speak the required languages in ethnic community organization newsletters, cable TV, Selfridge cable TV, International Institute employment agency, ethnic & religious organizations, and via word of mouth to ethnic communities. Review resumes, interview and administer English vocabulary and reading comprehension tests to qualify applicants.

Task 2-2: Apply for Title III funding from the MDE following the Federal regulations for Assisting English Language Learners.

Target: Develop an ELL program in the consortium with LEAs to give assistance and provide direct service for meeting the needs of the English Language Learners who speak a language other than English in their homes.

Method: Provide an Administrators' Handbook and a Teachers' Handbook that describe the program for English Language Learners and procedures for following the rules and regulations.

Task 2-3: English-as-a-Second Language Training -- Provide professional development for the Bilingual Instructional Assistants to learn procedures for assessment of students and methods for teaching English-as-a-Second-Language.

Target: Train Bilingual Instructional Assistant tutors in the administration of both the W-APT Initial Screener and Spring WIDA Access for ELLs.

Method: BIA tutors will meet early in September for intensive training. Training will continue on a bi-weekly basis on Thursday afternoon for 1 to 1.5 hours.

Target: Tutors will be trained to use the ESL materials and to implement ESL instructional strategies. The certified Bilingual Instructional Assistants will be trained to work with the newcomer students, using Newcomer program's components & materials. Designated BIA will be chosen to work in the ELL Sheltered Resource Center.

Method: Weekly training sessions will be held during the school year with lessons taught by a certified bilingual endorsed teacher and experienced bilingual instructional assistants who hold assistant positions.

Task 2-4: Follow scientifically-based researched methods; keep records of instructional methods used, assessment, and parent contacts.

Target: Provide scientifically-based researched materials and resources, such as SIOP model, for teaching English-as-a-Second- Language (ESL).

Method: BIA tutors will be provided with a kit of ESL/ELL materials. Training sessions will be conducted to assist the BIA tutors in the proper use of the materials throughout the school year on a weekly basis.

Task 2-5: Parent Notification Requirements following Title III section 3302 -- Parent contacts will be made to inform the parents of student progress and special needs.

Target: All assessment results of the students' progress will be shared with the parents at a parent meeting during the fall & spring.

Method: Letters will be sent inviting the parents to a parent meeting and they will receive the test results. At the parent meeting, test results will be explained and parents will meet the Bilingual Instructional Assistant assigned to their student. Students test results will be in the hands of each tutor to discuss with the parents who attend.

Target: Bilingual Instructional Assistants will act as interpreters for classroom teachers when needed and will convey messages home in cases where no English is spoken in the home. This service will be available throughout the school year.

Method: Classroom teachers and principals of the LEAs will contact the Bilingual Instructional Assistants when needed and then make an appointment to discuss with them what is needed to be conveyed to the parents.

Target: In the cases where districts have a high concentration of parents who speak the same language, parent programs will be held in the parents' language and will focus on the special needs of that ethnic group.

Method: Special parent meeting in Spanish, Chinese, Bosnia, and/or Hmong will be held at local district builds where the students attend.

Task 2-6: The student program will focus on meeting “No Child Left Behind legislation” using scientifically researched methods and the state provided English Language Proficiency Standards (ELP).

Target: English-as-a-Second-Language (ESL) methods, as well as following the guidelines of the ELP Standards, will be used with the students enrolled in the MISD bilingual program throughout the school year. Home language will be used where it is necessary to provide understandable instruction.

Method: Bilingual Instructional Assistants will keep an anecdotal record of the materials used in the tutorial sessions.

Target: To teach English language and reading skills using scientifically-based researched ESL methods and Whole Language Approach so that the ELL student will be able to benefit from the mainstream instruction in content areas and classroom procedures.

Method: BIA Tutors will use classroom materials provided by the LEA teacher where appropriate as well as a variety of literature to teach English as quickly as possible.

Target: English language vocabulary, reading/comprehension, writing, and listening and speaking skills will be measured in the spring of the year by the use of Spring WIDA Access for ELLs.

Method: The Spring WIDA Access for ELLs will be administered in SPRING of each year and the results will be reported to the school directly by OEAA/MDE.

Task 2-7: “The high school graduation rate will be 90 percent.” The MISD bilingual program sees limited English-proficient students as “at risk” potential dropout students if special provisions are not made to provide understandable instruction. To meet this need the program attempts to do the following:

Target: To foster a positive self-concept in participating ELL students and reduce ELL student dropout rate by providing role models in their own native language.

Method: The program will provide bilingual instructional assistants who speak the language of the student and who will be able to discuss problems encountered by a limited English proficient student in and English only classroom. The tutors will also encourage the students to continue and will act as a positive role model from their own culture.

Target: To foster acceptance of cultural differences on the part of the mainstream students in the building where the refugee and immigrant students are placed.

Method: BIA tutors will provide the classroom teachers with multicultural materials and may even speak to the classroom about their culture and customs. The bilingual contact meetings will include cultural understanding materials. Multicultural workshops for training of the teachers will be arranged.

Task 2-8: Parent and Community Involvement-“Schools will promote partnerships with parents to increase their participation in their children’s education.” Our program focuses on this goal via our parent communication activities and through being a liaison for the school to home communication.

Target: Provide parent meetings in the parents’ native language so parents can assist their students in meeting the needs of the school environment.

Method: Bilingual Instructional Assistants will hold individual meetings with parents and conduct group meeting where appropriate in conjunction with school personnel on occasion during the school year. BIAs will inform parents of LEA offerings in ESL for adults and other adult education programs from which they will benefit.

Task 2-9: Professional Development-“Teachers will have the professional development they need to help students reach the other goals.” The MISD Bilingual program will meet this goal in the following ways:

Target: The mainstream classroom teacher will be trained about customs of the differing cultures found in Macomb County and in the needs of the limited English-proficient student throughout the school year.

Method: Periodically throughout the year, workshops will be held to develop understanding of various cultural groups living in Macomb County. LEA building principals are encouraged to set up a time for the tutors to meet with their staff and explain the bilingual/ESL program.

Target: Each mainstream classroom teacher will be given a MISD Teacher Handbook as a reference and classroom resources for the bilingual program during the school year and as new students enroll. The book, “What if they don’t speak English,” will be provided during the MISD ESL workshops.

Method: A MISD Teacher Handbook will be provided to each mainstream teacher with whom the BIA tutors work. This handbook will be discussed in LEA building teacher meetings set up by the building principals and will provide suggestions for ESL methods, resources for use with LEP students and background.

Target: The newly arrived ELL students will receive an intensive training of English language skills in the four areas of language development: listening, speaking, reading and writing. In addition, they will receive the cultural etiquette education, focusing on survival skills and connecting the students’ learning to the content areas of social studies, math, science and Language Arts. This will ensure the newcomers’ academic and social success in their community/school/classroom environment.

Method: Provide ELL Sheltered Resource Center to the Newcomers. Bilingual Instructional Assistants will work in a self-contained classroom with the newcomers, using the newcomer teaching materials and curriculum. Each session will be an hour minimum and 3-5 days per week. The newcomers will attend this special class for duration of one school year. The schools/districts will be notified of this program within their schools/districts in the beginning of the school year.

Definition of Terms

English Learner (EL) -- is the term used for a student who comes from a bilingual or non-English speaking home where English is not the primary or native language. The English learner may or may not be proficient in the parents' language and may or may not be limited English proficient.

BIA --A Bilingual Instructional Assistant is either a certified teacher with a bilingual permit or a non-certified staff member who has received specialized training in working with English Language Learners. Such an individual will have special skills such as mastery of the students' home language and ESL training. Often, the BIA paraprofessionals are degreed and certified teachers in their home country. In most cases, the BIA assigned to a student also speaks the home language of the student. The BIA is not asked to initiate instruction, but should work together with and/or under the direct supervision of a certified teacher. The MISD employs a bilingual certified teacher and 7 certified teachers with a bilingual permit.

BICS -- is Basic Interpersonal Communication Skills and is defined as language proficiency in everyday communicative contexts, or aspects of language proficiency that seem to be acquired naturally and without formal schooling. Research indicates that it can take one to three years for students to acquire social language. (Cummins, J. 1984. *Bilingualism and Special Education: Issues in Assessment and Pedagogy*. Austin TX: Pro-Ed.)

CALP -- is Cognitive Academic Language Proficiency and is defined as language proficiency in academic situations or those aspects of language proficiency that emerge and become distinctive with formal schooling. Classroom-appropriate academic proficiency is further defined by literacy skills involving conceptual-linguistic knowledge that occurs in a context of semantics, abstractions and context-reduced linguistic forms. Research indicates that it takes students from three to seven or more years to acquire academic language. (Cummins 1984)

CER -- Competent English Reader

CEW -- Competent English Writer

ELPA -- English Language Proficiency Assessment

FES -- Fluent English Speaker.

LEA -- Local Education Agencies/Authorities

Pull-out program refers to a program where a student is taken from the regular classroom instruction to receive individual or small group instruction. This is done by a trained paraprofessional under the supervision of a certified Bilingual Teacher.

Pull-in program refers to when an additional individual, usually a paraprofessional with special bilingual skills, goes into the regular classroom to assist the teacher in delivering instruction to special needs students.

SIOP – Sheltered Instructional Observation Protocol

Sample Forms

Sample Home Language Survey

HOME LANGUAGE SURVEY

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

Thank you very much for your cooperation.

Name of Student _____ Grade _____ Age _____

Name of School Building

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

Yes No If yes, what is that language? _____

2. Is the "primary language" used in your child's home environment a language other than English?

Yes No If yes, what is that language? _____

3. *What country was your child born in?

4. *When did your child enter the United States?

"Primary language" means the dominant language used by a person for communication.

*Optional

Sample Inactive Student Record

From:

School Personnel

To:

Date: _____

Re: Inactive Student:

Student Name:

Student # _____ **Grade:** _____

School/District:

Reason: (Please check one)

Moved to

(New School/New District's Name)

Parents Refusal (attached with Parents Refusal Letter – signed by parent and school principal)

High Score. (Requested by

School Personnel

Student Dropped the Program.

Sample Teacher Referral Form for Student Participation in Alternative Language Program

**** ATTENTION:**

- Teacher Referral Form (this form)
- MUST attach a copy of the Spring / Fall WIDA Access for ELLs Screening Report with this Teacher Referral
- Must attach a copy of the Home Language Survey (HLS)

**** NOTE:**

- Without the above-mentioned documents, the enrollment for this student into the Bilingual Education Program will be delayed.
- This Teacher Referral must be approved and signed by the School Principal.

***** PLEASE FILL IN EVERY AREA CLEARLY*****

District:		School:	
Teacher / Counselor: _____			
District Student ID Number: _____		UIC Number : _____	
Student :			Grade:
Last	First	Middle	AM / PM
<input type="checkbox"/> Special Education			
Date of Birth:		<input type="checkbox"/> Male <input type="checkbox"/> Female	Place of Birth : _____
Language (other than English): _____		Date Entered U.S. : _____	
Mother: _____	Father: _____	Guardian(s): _____	
Address: _____			City: _____
Zip: _____	Telephone: _____		
Is this student Non-English speaking? <input type="checkbox"/> YES <input type="checkbox"/> NO			

Teacher Suggestions or Comments:

Principal's signature _____ **Date** _____

Sample Alternative Language Program EL Parent/Student Complaint Form

Please complete this form. Your complaint will be dismissed if it is submitted with incomplete information. **Submit your complaint to your student's principal.**

1. Student's Name _____

2. Parent's Name _____

3. Address & Telephone Number _____

4. School/District _____

5. The date of the event or action that gave rise to this complaint _____

6. A detailed factual description of all of the circumstance(s) that gave rise to this complaint. (Use additional pages if necessary)

8. Identify and attach any documents upon which you will rely during the complaint process and explain what those documents will prove. (If you do not have these documents at the time you file your complaint, you will be able to provide later. However, please identify to the best of your ability what those documents are and what you think they will prove.)

9. The district wants to have all complaints resolved informally or at the lowest possible level. Explain your efforts to informally resolve your complaint including who you spoke with, when you met, and the response you received. If you did not attempt informal resolution, give a detailed explanation why not.

10. What do you want us to do in response to your complaint?

Parent's Signature _____ Date Submitted _____

Name, address, and telephone and fax number of representative, if any. _____

Sample Alternative Language Program Complaint Procedure

A formal complaint about the ESL Services can be made as follows:

In writing, you can submit a letter containing the details listed below. The letter should be given to the local school district building administrator who will share the information as needed with other district staff.

You should include the following information:

- Date writing the complaint letter
- Parent/Guardian's Name writing the letter
 - o Also include the name of the person who is writing the letter (translating) if it is not the parent/guardian
- Student's name
- Reason for the complaint
- Explanation of the timeframe and details of the incidents causing the complaint (including names if apply)
- Explanation of what should be changed

If you are unable to put a complaint in writing, you may contact an administrator at the local school district to ensure that your complaint is written. Translation via phone translation service or a bilingual tutor is available upon request.

Upon receipt of the complaint, the local district will investigate and gather more information as necessary and respond to the complaint until there is a resolution.

Sample Parent Notification Letter

Dear Parents/Guardians:

We are pleased to inform you that your child has been referred to receive assistance from a Bilingual Instructional Assistant to help him/her improve his/her English language skills as quickly as possible. Because a language other than English is spoken in the home and based on the state screening assessment, he/she is entitled to additional help.

The goal of the program is for students to learn English, meet age-appropriate academic achievement standards for grade promotion and graduation, and work toward attaining advanced proficiency levels in English in the areas of reading, writing, speaking, and listening. To exit from receiving bilingual services, your child must test at the proficiency level on the state assessment, WIDA Access for ELLs test. Your child will be monitored for two years after being exited from the program to ensure his or her educational success. Students with disabilities will be given services in conjunction with the services identified on his or her Individualized Education Plan.

This program is a free service for your child to learn at the same rate as his/her English-only classmates. A bilingual tutor will work with your child for approximately one hour per week during the regular day at your child's school. The tutorial sessions will focus on English language.

We hope this program will enable your child to be more successful in school. You do, however, have the right to refuse the services.

After signing below, please return this form to your child's bilingual tutor indicating that you...

- have been notified of the bilingual program services that are being provided for your child, and
- understand that you have the right to refuse English Language Development services at any time by filling the refusal of services form.
- For filing complaints, please contact your local school principal.

Sincerely,

Parent's/Guardian's signature _____ Date _____

Sample WIDA Access for ELLs Testing Notification Letter

Dear Parents:

I am writing to inform you of a mandatory assessment (WIDA Access for ELLs) that your child will take this spring. The State of Michigan will conduct this annual administration of the statewide WIDA Access for ELLs test. The WIDA Access for ELLs test will be administered by your child's school to all English language learners/ Limited English Proficient students in grade K-12. The administration dates are: _____.

Statewide administration of WIDA Access for ELLs meets federal assessment requirements for English language learners (ELLs). This will be in compliance with No Child Left Behind (NCLB) legislation of 2001. The results of this WIDA Access for ELLs Assessment in conjunction with the other statewide assessments will help schools more effectively prepare teaching materials to meet your child's needs.

Students will be tested in areas of English speaking, listening, reading, writing and comprehension. Proficiency levels include a basic, intermediate and proficient level for each grade level assessed. Assessments are to be based on English language proficiency standards.

If you have any more questions regarding this, please feel free to contact your school principal.

Sample Letter – Student Exit from Alternative Language Program

School District / Building:

Principal:

Dear Parent / Guardian:

Thank you for supporting your child’s education and language acquisition process. We are happy to inform you that your child’s English proficiency, classroom performance and standardized assessment performance have met the criteria for ESL Program Exiting. This means that your child will no longer receive additional support, accommodations or English language instruction in coordination with the district’s ESL Program.

Your child will continue in his/her education as if he or she were a native speaker of English. However, because content language and content expectations become increasingly difficult with each grade level, your child’s academic performance will be monitored for two year. If your child’s future performance indicates that a current or formal language barrier is impending his/her performance, he or she will again become eligible to participate in the ESL Program.

We are proud of your child’s English language acquisition development. Learning a second language is not an easy task. If you have any questions regarding this new, exciting stage in your child’s educations, please feel free to call the school. Translation services are available upon request.

Sincerely,

Principal

Date

COPY- School

COPY- Parent

COPY- District

Sample Parent Acceptance or Refusal of ESL Services

School District: _____ School Building: _____
Principal Name: _____
Student Name: _____

Dear Parent/Guardian:

Please read this form and return it to your child's teacher or principal.

As previously noted to you, your child is eligible to receive ESL (English as a Second Language Services). ESL services provide your child with a tutor and additional learning materials or opportunities. The tutors provide English language instruction and coursework support. Research shows that children with language support increase their English skills more rapidly and have greater success in the classroom than ELL students who do not receive language support.

It is our understanding that, at this time, you do not wish for your child to receive ESL services. Regardless of participation in the ESL Program, the Michigan Department of Education (MDE) will require your child to take the WIDA Access for ELLs assessment until your child shows that his/her skills in English are in the proficient range. Accordingly, please demonstrate your decision by checking the appropriate box below and giving your signature.

- I want my child to receive ESL services this school year.
- I do not want my child to have ESL services this school year. I understand that my child is eligible for ESL services because of his/her English proficiency as demonstrated by a MDE approved assessment. I understand that the State of Michigan will require my child to take the Spring WIDA Access for ELLs until he/she shows English proficiency and this will determine ESL Program eligibility.

Signature

Date

Parent/Guardian

COPY- School

COPY- Parent

COPY- District