



**Macomb Intermediate School
District
Handbook for the
Bilingual Education/
ELL/Language Alternative
Program
Fall 2011**

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Introduction

The implementation of bilingual education programs offers a challenge to the Macomb County school districts. Such challenge includes insuring that every child in the county, regardless of his/her 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.

In the past years, the Macomb Intermediate School District (MISD) has assisted in meeting this challenge by supplying Bilingual Instructional Assistants, (BIA), who speak a variety of languages other than English. These BIA work together with the classroom teachers to assist the teachers to meet their responsibility of providing understandable instruction to English Language Learning (ELL) students. The Bilingual Instructional Assistants help the classroom teacher to teach the ELL students to speak and understand English as quickly as possible so they can fully benefit from the mainstream classroom instruction.

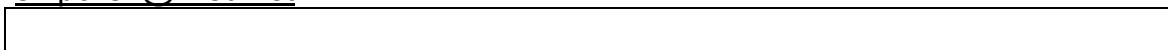
This handbook has been prepared to assist all teachers, counselors, and other professionals who come in contact with ELLs, enrolling in Macomb County schools.

The information contained in this handbook has been revised to provide accurate information based on the new Michigan Department of Education (MDE) rules originating in 1997 school year and the No Child Left Behind legislation of 2002. It is hoped that this publication will be of assistance to all Macomb County educators who have students who speak a language other than English in their homes and need additional support to fully benefit from English-only instruction.

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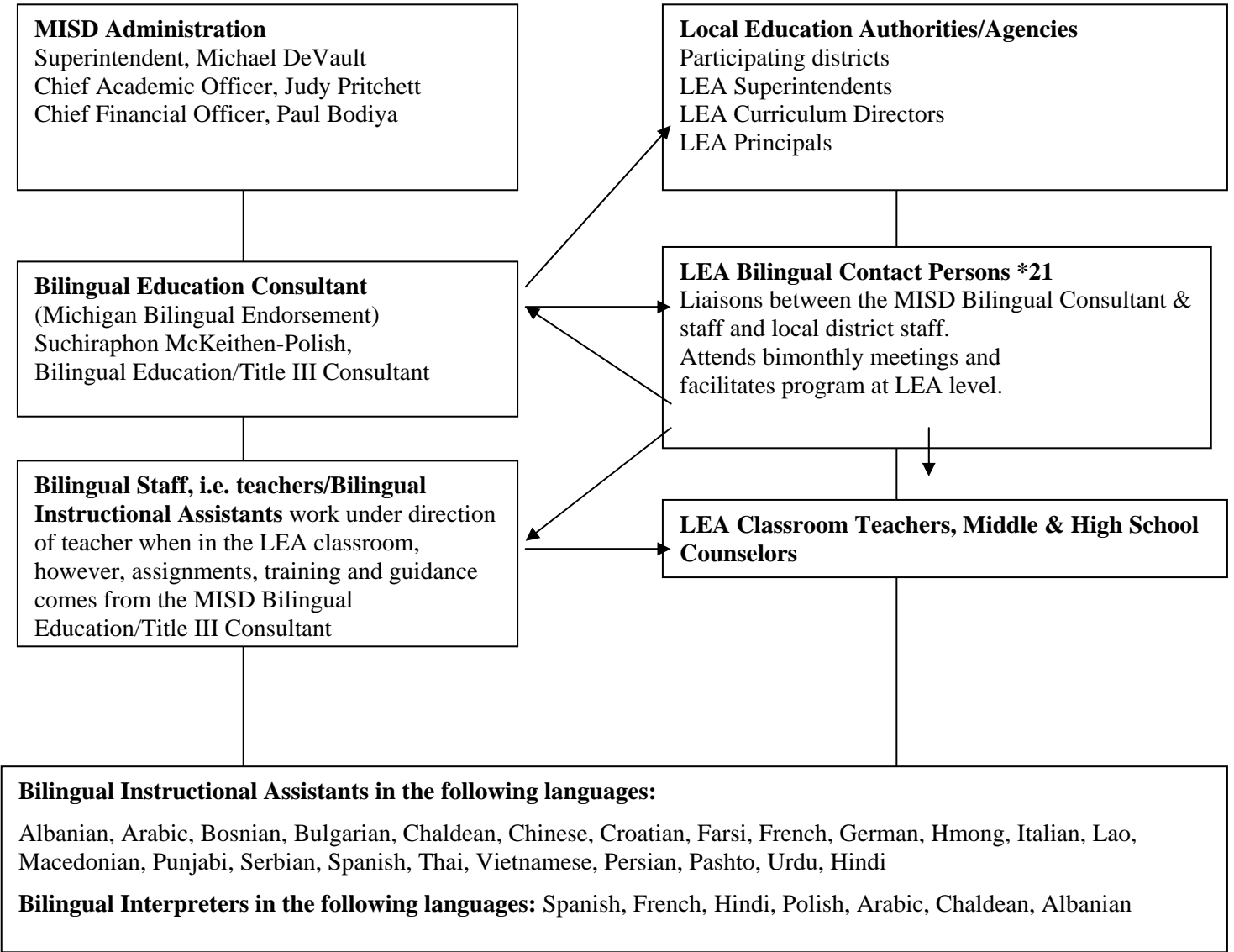
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Organization & Referral Process Chart




Different Types of Programs


(See glossary for detailed definitions)

1. Transitional – Uses two languages, one of which is native language as a means to support, build and expand English language skills to enable a student to achieve competency in English.
2. Dual Language - These programs are designed to create dual language competencies in students without sacrificing their success in school or beyond.
3. Two-way Immersion - English language speakers acquire second language with native speakers of program language who are acquiring English. Programs are designed to foster bilingualism and biliteracy for students from two cultural backgrounds.
4. ESL- English as a **second language**. Originally this term referred to non-native speakers who are learning English language in an English language environment. ESL program consists of a class that develops English language skills.
5. Sheltered Instruction - Using simplified English in a classroom for students who don't speak English as a first language. Students do not specifically study English but receive content based instruction (such as math, science, or social studies) in simplified English. The language input from the teacher and textbooks is simplified to make it accessible to these students. There is some controversy about how long a student should remain in sheltered instruction.
6. Content-Based English ESL- Teaching language through content in areas such as math, science, and social studies. Language is no longer the main focus, but instead language is picked up while focusing on other regular content.
7. Newcomer Program - a program that addresses the specific needs of newly arrived ELL students, especially those with limited or interrupted schooling in their home countries and who have limited literacy skills in their native language. Major goals of newcomer programs are to acquire beginning English language skills along with core academic skills and to acculturate to the U.S. school system. Some newcomer programs also include primary language support.

PowerSchool LEP Program Identification

MI LEP 
FULLER, TAMIAH S -1 104608 ECP

General Adult Ed Gifted **LEP** Migrant Ed Special Ed Title I Early Child Early On Attendance << >>

Version 1.5 Disable Validation 

LEP Student: (SRSD Field 29) Yes No

LEP Instructional Program: (SRSD Field 71)

Funding Participation

Title III Limited English Proficient Program: (SRSD Field 82) Yes No

Title III Immigrant Education Program: (SRSD Field 82) Yes No

Section 41 - Pupils of Limited English Ability: (SRSD Field 82) Yes No

Locally Funded English Acquisition Program: (SRSD Field 82) Yes No

Home Country of Refugee: (SRSD Field 74)

Primary Language: (SRSD Field 75) [Select a Language Code]

LEP Re-Entry Date: (SRSD Field 81)

LEP Exit Reason: (SRSD Field 78)

LEP Exit Date: (SRSD Field 79)

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Funding Sources

1. Title III LEP – It is federally funded. 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 assist students to meet State standards.
2. Title III Immigrant - .It is federally funded. It also provides immigrant students with high quality instruction to meet challenging State standards, and assists the transition of immigrant children and youth into American society.
3. MISD – Macomb Intermediate School District
4. LEA – Local Educational Agencies/Districts

The Definition and Purpose of Bilingual/ELL Education in the Macomb Intermediate School District Program (MISD)

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 English as a Second Language (ESL) instructional strategies/methods for the mainstream teachers. Such methods will assist English Language Learners (ELL) to learn English as quickly as possible so they will have an equal opportunity in a mainstream English classroom.

The purposes of the MISD Bilingual/ELL Education Program are two-fold. ***First**, we 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. An additional implementation of the **Newcomer Program components** will also be included. The components will be implemented **within** the existing bilingual program to provide assistance to those students who newly arrived from other countries. Currently, we are implementing an **ELL Sheltered Resource Center** within the designated district/building based on the district's request. **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 bilingual program must be conducted with cooperation between the Bilingual Instructional Assistant (tutor) and the mainstream classroom teachers.*

The literature by Amado M. Padilla and William Perez (2003) 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 whose:

1. Home Language Survey indicated that the child's native language is other than English and/or that there is a language other than English spoken at home.
2. English Language Proficiency Assessment (ELPA) is scored below proficient or advanced proficient.

Working with the MISD Bilingual Instructional Assistant

When completing the referral form, as much information as possible should be filled in before sending the form to the MISD Bilingual Office. If you have difficulty communicating with the parent, please call and the MISD Bilingual Education/Title III Consultant will attempt to have the appropriate BIA (tutor) assist you. After receiving the referral form, the program consultant will assign a Bilingual Instructional Assistant to assist the mainstream teacher by providing direct services for the ELL student for approximately one hour per week, with the exception of the newcomer students. The mainstream teacher is responsible for the educational development of the ELL student, and therefore open communication between the BIA and the classroom teacher is most effective. The teacher may send along classroom materials if she/he wishes the BIA to explain them to the student. The main purpose for the tutorial sessions is to teach the student English as quickly as possible using understandable instruction so the student can benefit from the English only instruction in the classroom. If the student is non English speaking (NES) or limited English speaking (LES), the Bilingual Instructional Assistant may provide survival English materials for the classroom teacher.

Classroom teachers can send assignments/projects for the students to work with their bilingual tutors. If a teacher does not send materials, the tutor will work on English materials using stories with comprehension activities and vocabulary development activities during the tutorial sessions. In the lower elementary grades, the classroom teachers are encouraged to allow the Bilingual Instructional Assistant to work with the students within the classroom rather than a pull out program.

Soon after a MISD Bilingual Instructional Assistant (BIA) is assigned to the ELL student, the BIA will contact the referring building principal to schedule a time to meet the student and determine the student's level of English proficiency. A summary of this student's English proficiency testing scores will be provided to the classroom teacher so she can adjust her instruction during the remaining portion of the week. Also, the BIA will contact the parent by phone to explain how he/she will be assisting their child and will interpret the program in the

parent's native language. A letter, written both in English and the native language, will also be sent to the parent to explain the bilingual program and its relation to the student's civil rights. The MISD will hold a parents' meeting in the fall so parents may meet with the tutors also.

Each BIA will provide the elementary mainstream classroom teacher with a schedule, indicating the time he/she will be working with the students in the teacher's classroom. A schedule will be sent to each building principal to indicate the times the tutor will be in the building. This schedule should be adhered to by the BIA unless new students are added to his/her teaching load. In this case, the school will be notified if a change of schedule is necessary. **Please call the MISD Bilingual Office if your Bilingual Instructional Assistant (BIA) does not arrive on time according to the schedule or if the tutor is absent without notification in advance.**

At the middle school and high school levels, the Bilingual Instructional Assistants will work through the counseling office. Copies of these schedules will be sent to each district Bilingual Contact Person designated by the LEA. Copies of the records of parent contact for both the phone contact and the written contact will be kept in each child's folder at the MISD office.

When BIAs arrive at the LEA building and when leaving a building, they will ask the office personnel to sign and indicate time on their time sheet voucher so the MISD can verify time spent in each building. If you feel that your ELL student is not being scheduled on a regular basis in relation to his educational needs, please contact **the Bilingual Education/Title III Consultant, Suchiraphon (Su) McKeithen-Polish** as soon as possible so an adjustment can be made in the scheduling of tutorial time.

Program Services:

1. Direct tutoring assistance to the **English Language Learning (ELL)** students in basic English skills and help in reading comprehension of core content areas of math, social studies, science, etc.
2. Training of parents and staff of participating districts in the areas ideas, tools and strategies of bilingual/ESL and multicultural education.
3. Assisting local school districts in implementation of instructional programs designed to enhance cultural awareness.
4. Interpreting services for parents in parent teacher conferences, parent-child study meetings, and special education related matters.
5. Sharing multicultural materials and activities.
6. Translating school documents.
7. Interpreting legislative rules and regulations.
8. Expanding the existing bilingual program to include **the Newcomer component**.
9. Expanding the program to include the **ELL Sheltered Resource Center** that will be housed in the designated building.

Newcomer Program

This program will serve the newcomer students who are recent immigrants and have little or no English proficiency and who may have had limited formal education in their native countries. The Newcomer Program is established to bridge the gap between newcomers' needs and regular language support programs. The objective of this program is to help them become aware of educational expectations and opportunities. It is designed to develop students' English language skills and help them acculturate to the schools of the 21 districts that we serve. The Center will be implemented within our existing Bilingual Program here at MISD.

Goals

1. Providing English Language Learners (ELL) learning opportunities to significantly increase language skills in the four areas of language development: **understanding, speaking, reading, and writing**.
2. **Cultural etiquette** education focusing on **survival skills**, and **connecting the students' learning to the content areas** of social studies, math, science and Language Arts.
3. To ensure the newcomers academic **AND** social success in their community/school/classroom environment.

4. Improving students' achievement through providing connectedness and a comfortable learning environment that will enhance the newcomers' learning experience.
5. Empowering parents to become decision-makers and be involved in their students' education. **Our goal is to acclimate parents to the United States educational and cultural system within one year.**

Who are our newcomer students?

1. Pre-literacy learners – Students who have very little or no education prior to coming to the United States, with low or no literacy skills in their native language due to limited and/or disrupted schooling.
2. Many newcomers may also come from languages with non-Roman alphabets.
3. Students who recently arrived or who are residents of U.S. less than 1 year.
4. English Level 1 proficiency as determined by program assessment procedures.

MISD Consortium Bilingual/ Title III English Language Learner/ Immigrant Programs/Alternative Language Program

Limited **E**nglish **P**roficient (LEP) & **E**nglish **L**anguage **L**earner (ELL) Terminology:

LEP and **ELL** are used interchangeably. LEP is the term used in federal and state legal documents. ELL is a common alternate term meant to counter the negative connotations of (ESL) *Limited English Proficient*. Historically, ESL was the term that was used.

Alternative Language Program:

Layers of Instruction

4th - Title III supplemental services beyond the 1st & 2nd layers: must include additional direct instruction that helps close the achievement gap, professional development, and parent outreach

3rd – Supplemental support from Title I and 31(a)

2nd – Office of Civil Rights (OCR) mandated alternative language program that provides students English language instruction and meaningful access to the core curriculum (1st layer)

1st – Basic, local board adopted curriculum that all students receive.

LEA Responsibilities

A. LEA responsibilities included 1st and 2nd layers of the Alternative Language Program: 1st – Basic, local board adopted curriculum that all students receive; and 2nd – OCR mandated alternative language program that provides students English language instruction and meaningful access to the core curriculum (1st layer).

B. At the local district level, the program is guided by a staff person who has been appointed by the LEA as the “**Designated Bilingual Contact Person**”.

Responsibilities of the Bilingual Contact Person:

1. Attend bi-monthly informational meetings held at the MISD educational service center.
2. To disseminate the information to the teachers and administrators in each of the buildings in their local district.
3. Assist in administering ELPA Screening and referral of ELL students to the MISD bilingual program.
4. Assist in teacher/BIA relationships
5. Assist in parent communication.
6. To see that each teacher who has ELL students in their classroom also receive a copy of the *Bilingual Handbook*.
7. To see that each administrator and counselor receive a copy of the *Administrative Handbook*.
8. **To exit and reclassify ELL students as FLEP, following the MDE ELL Common Entrance & Exit Criteria, which include:**
 - Student must have results of advanced proficient or proficient from the annual spring ELPA assessment to be considered for Exit.
 - Students must not be Exited based on ELPA Screener results. Only the full ELPA results are used when determining Exit eligibility.
 - Students must demonstrated at or above grade level performance in Reading and Math on MEAP.

9. Monitor for at least 2 years ELL students who have exited the program, through progress report, using the following tools:

- classroom performance
- Student standardized test performance
- Student MEAP/MME performance
- Other criteria used by district to determine exit from program

If any of these students are not achieving at grade level **due to language**, contact the bilingual consultant.

LEA Referral Process

Referrals for ELLs to the bilingual program need to be determined by the local schools/districts. The referral procedure is as followed:

1. Student is identified at registration through the Home Language Survey (HLS).
2. ELPA Screener is administered by school/district staff.
3. If student qualifies, the referral form is completed and signed by principal.
4. Referral, HLS and ELPA Screener report are sent to MISD Bilingual Education Program office.
5. MISD Bilingual Education Consultant assigned BIA.

Spring ELPA is administered to all students who are identified as limited English proficiency on MSDS, including those who may not receive any ELL/bilingual services and those whose parents may have refused the services within that specific school year.

The Title III requirement for Annual Measurable Achievement Objectives (AMAOs) require reporting on:

1. Annual increases in the number of students making progress in learning English which is measured by the *English Language Proficiency Assessment (ELPA)*.
2. Annual increases in the number of students attaining English proficiency by the end of each school year which will be measured by ELPA.
3. Adequate yearly progress (AYP) for ELL students measured by ELPA. 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 students' progress in learning English and information about parents' rights.

Description of Programs and Activities to be developed, implemented, and administered by the MISD Consortium Bilingual/ ELL Program

Alternative Language Program

MISD Mission Statement

Making a difference in Macomb County schools by providing leadership, service and support

Major Focus of the Bilingual/ELL Alternative Language Learner Program and Immigrant Program:

MISD Bilingual/ELL Alternative Language Program provide assistance to districts in Macomb County, which have English Language Learners and limited English proficient students, by providing comprehensible instruction by using native language speakers in the student's home language. The Bilingual Instructional Assistants (BIA) provide English-as-a- Second-Language instruction using the home language, where necessary, to enable the students to function in the mainstream English-only classroom as quickly as possible. For the newly arrived ELL students, they will be enrolled in an ELL Sheltered Resource Center (optional for districts). BIA, along with LEA additional services and the classroom teacher, help the LEA meet the requirements of the "No Child Left Behind" regulations.

Program Objectives:

Objective 1: To assist LEA's identify 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.

Objective 2: Create an Alternative Language Services Program for instructing the English language learning students which will enable them to gain to their full capacity in an English only classroom.

Objective 3: Create Title III Plan and LEAPC

Testing/Assessment of Needs

It is the responsibility of the local school district to administer an ELPA 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 additional 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.

MDE ELL Common Entrance & Exit criteria from the English Language Learner Program

Entrance Criteria

- The ELPA screener (or a review of the previous year's ELPA) **is required** of any student who indicates a language other than English for either of the two questions required by the Home Language Survey. **Results must be less than a year old.**
- After administering ELPA Screener to determine eligibility, **If an LEA believes a student still may not qualify for *an alternative language program*, (i.e. the student has scored AP on the screener and is not in PreK), the LEA may administer one of the approved Reading and Math assessments.**
- **The student must be performing at or above grade level in both Reading and Math.**
If the student is not performing at or above grade level in both areas, he/she qualifies for re-entering the alternative language program to receive extra support.
The LEA must code these students as LEP and provide services as required by OCR and Title III.

Exit Criteria

- Students **must** have results from the annual spring ELPA assessment of proficient or above level to be considered for exit.
- Students **must not** be exited based on ELPA Screener results. Only the full ELPA results are used when determining Exit eligibility.
- Students **must** demonstrate at or above grade level performance in Reading and Math on MEAP.

- Students who exited programs with reasons of parent refusal will not be considered as FLEP (Formal Limited English Proficient) unless they scored proficient or above level on Spring ELPA.

Monitoring Criteria

Through the bilingual contact person, the schools/districts must monitor these students' progress and provide resources for at least 2 years. If the exited ELL students are not academically successful due to language, contact the bilingual consultant/coordinator. Students who have exited the program or tested proficient or advanced proficient (Formerly Limited English Proficient or FLEP) must be monitored by the district for two years. The monitoring system can be based on the following criteria:

1. Student classroom performance
2. Student standardized test performance
3. Student MEAP/MME performance
4. Other criteria used by district

Assurances/ Legal References:

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 MISD has both *bilingual native minority language speaking tutors* and *ESL tutorial* aids to assist students in learning English as quickly as possible so they may benefit fully from the mainstream classroom instruction.

TITLE IX of ESEA —SEC. 9101

LIMITED ENGLISH PROFICIENT —The term 'limited English proficient', when used with respect to an individual, means an individual—

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) (i) who was not born in the United States or whose native language is a language other than English;
(ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the 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.

Reference:

It is the definition of Limited English Proficient that guides the Entrance and Exit criteria needed for qualifying for *alternative language programs*.

- 1) The student must obtain proficiency on the state standardized assessments as required by Title I of ESEA, Section 1111(b) 7.
- 2) LEP students must be able to meet the same challenging standards that are required of all students Title I of ESEA, Section 1111(b) 1 and 1111(b) 3.

Basic and Alternative Language Services:

- Students who meet the criteria of Limited English Proficient 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.

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

Title III & ELPA

Parental refuses services- if a parent refuses services for their ELL child during a school year, the school personnel are still required to assess the student using ELPA until s/he is proficient on ELPA and meeting district's exit criteria. Since services are not provided to such student due to parent refusal, the student's ELPA 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 ELPA and meets district's exit criteria (**code 50 on MSDS**).

Spring ELPA - Reasons Why Some ELLs Not Tested

1. Already tested
2. Tested out of program – **NO EXIT DATE**
3. Parent refused testing – **MUST STILL TEST**
4. Waiver/exemption
5. Migrant
6. Student didn't test all domains – **THIS STILL WILL BE COUNTED BUT NOT PART OF AMAOs**

From MDE

1. Right now, MDE just wants to know why ELLs not tested (districts received email from MDE). Next step is to come up with a plan to deal with this situation.
2. Students should have screeners if they missed the spring ELPA window and notify OEAA or BAA right away.

Coding

1. Do not use code 51.
2. Use code 50 – student left district.
3. Parent refusal is code 52
4. **MDE will look at exit date from district. If student exits prior to testing window, student won't be counted for that district.**

Title III & ELL Preschoolers

Title III English Language Acquisition Program funds eligible limited English proficient students/English language learners who are between ages 3-21. If a district would like to serve 3-4 year old ELLs 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 (ELPA).
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 designated them as LEP.
4. Serve the preschooler ELLs (3 and 4 year olds) following Title III Statue and Guidance. Such services must be supplemental to district's preschooler programs funded by district or state.
5. Assess these students on the ELPA 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 ELPA.

Glossary

Definition of terms:

English Language Learner (ELL) -- 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 language 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.

FLEP – Formal Limited English Proficient

IPT – Idea Proficiency Tests. These tests determine ELL students' English oral, reading and writing levels.

LEA – Local Educational Agencies/Authorities

OCR – Office of Civil Rights

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

References

Padilla, A.M. & Perez, W. (2003). Acculturation, Social Identity, and Social Cognition: A New Perspective. *Hispanic Journal of Behavioral Sciences*, Vol. 25 No. 1, February 2003 35-55: Sage Publications

Process/procedure for filing complaints from parents related to ELLs

- Parent calls student's school, or
- Contact MISD Bilingual Education Program at, (586) 228-3481
- Fill out "Complaint Form" and send to student's **local school**, or

MISD Bilingual Education Program

44001 Garfield Road
Clinton Township,
MI 48038

Interpreting Request Process

- For students serviced by MISD Bilingual Education Program: There is no extra Service Fee within school hours. **AFTER SCHOOL HOURS (If it's non-school wide Parents/Teacher Conference)**, the above-mentioned school will be **RESPONSIBLE** for a fee of \$30 /per hour for our MISD Bilingual person
- For students NOT Serviced by MISD Bilingual Education Program: There will a \$30 per hour charge, with minimum of \$30.

Macomb Intermediate School District
Bilingual Education Program

Forms Used by the Program

Sample of a Home Language Survey
Based on the requirements of the

Federal OEO Rules

MACOMB INTERMEDIATE SCHOOL DISTRICT

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

INACTIVE STUDENT

Macomb Intermediate School District Bilingual/ELL Education Teacher Handbook

From: _____
School Personnel

To: Su McKeithen-Polish
MISD Bilingual Education Consultant/Coordinator

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 MISD Bilingual Education Program.

| **Student Graduated** _____

MISD Tutor's Name: _____

**English Language Learner Support
Bilingual/ELL Education
Su McKeithen-Polish
Bilingual Education/Title III Consultant**

***Note:** Please complete the above and fax this form to us @ 586/ 286-2809

Macomb Intermediate School District Email: smpolish@mysd.net
14001 Cassfield Road, Clinton Township, MI 48038-1100 586/286-8481 Fax: 586-286-2809
Request for MISD Bilingual Interpreter and Translation Services

Macomb Intermediate School District
smpolish@mysd.net, or shui@mysd.net

Email:

44001 Garfield Road • Clinton Township, MI • 48038-1100 •
 Fax: 586-286-2809

586/228-3481

Request for MISD Bilingual Interpreter and Translation Services

To request services of the MISD Bilingual Department Personnel for Interpretation or Translation Services for students serviced by the MISD Bilingual Program, please complete the following form.

Date Requested:	
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By:		Title:	
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District:		Building:	
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Type of Services requested: **Interpreter** **Translation of Documents**
 (please circle)

IEPC meeting **Parent/Teacher Conference** **Special Ed**
Interpretation **Others**

Name of Student:		Grade:	
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Home Language:	
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Bilingual Interpreter requested:	
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Date of Service:		Time:	
		From	To

Participants (please sign your name):

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Principal

Teacher – (subject)

Parents/Guardian

MISD Bilingual Interpreter

**Teacher Referral Form for Student Participation in
 MISD Bilingual Education Program**

**** ATTENTION:**

Macomb Intermediate School District Bilingual/ELL Education Teacher Handbook

- **MUST attach a copy of the Spring / Fall ELPA 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 MISD 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:	AM / PM
	Last	First	Middle		
Special Education					
Date of Birth:		Male	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? YES NO					
Principal Signature _____			Date _____		

Tutor/Teacher Communication Note

Student Name: _____ **Student #:** _____
Language: _____

Macomb Intermediate School District Bilingual/ESL Education Teacher Handbook

District: School: _____
Grade: _____

ELPA Score: _____ ELPA Level: _____

Tutor: _____ Teacher/Counselor: _____

Focus Area: Listening _____ Speaking _____ Reading _____
Writing _____

Instructional Techniques Used:

Teacher/Counselor Comments:

Tutor Comments:

Teacher/Counselor
Signature _____ Date _____

Tutor
Signature _____ Date _____

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MISD Bilingual Education Program ELL 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 or to MISD/ Bilingual (44001Garfield Road, Clinton Township MI 48038) Fax: (586) 286-2809**

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 page s 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 whom 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 _____

Macomb Intermediate School District Bilingual/ESL Education Teacher Handbook

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