

Macomb Intermediate School District
Bilingual/ELL Education Program Manual
2016-17

LEA's Handbook for Administrator/Teacher/District's Personnel

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Macomb Intermediate School District Teacher Handbook for the Bilingual Education/ ELL Program

2016 - 17

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 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.

During the past years, the Macomb Intermediate School District has assisted in meeting this challenge by supplying bilingual instructional assistants (tutors or aides), who speak a variety of dominant minority native languages now found in Macomb County. These Bilingual Instructional Assistants 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 English-language learners to speak and understand English as quickly as possible so he/she 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 National Origin Language Minority students/English Language Learners (ELL) enrolled in Macomb County schools.

The information contained in this handbook has been extracted 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. 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 special services to fully benefit from English-only instruction. This publication will inform educators of the services offered by the MISD Bilingual/ESL Education program, providing comprehensible instruction for the "at risk" limited English-proficient students.

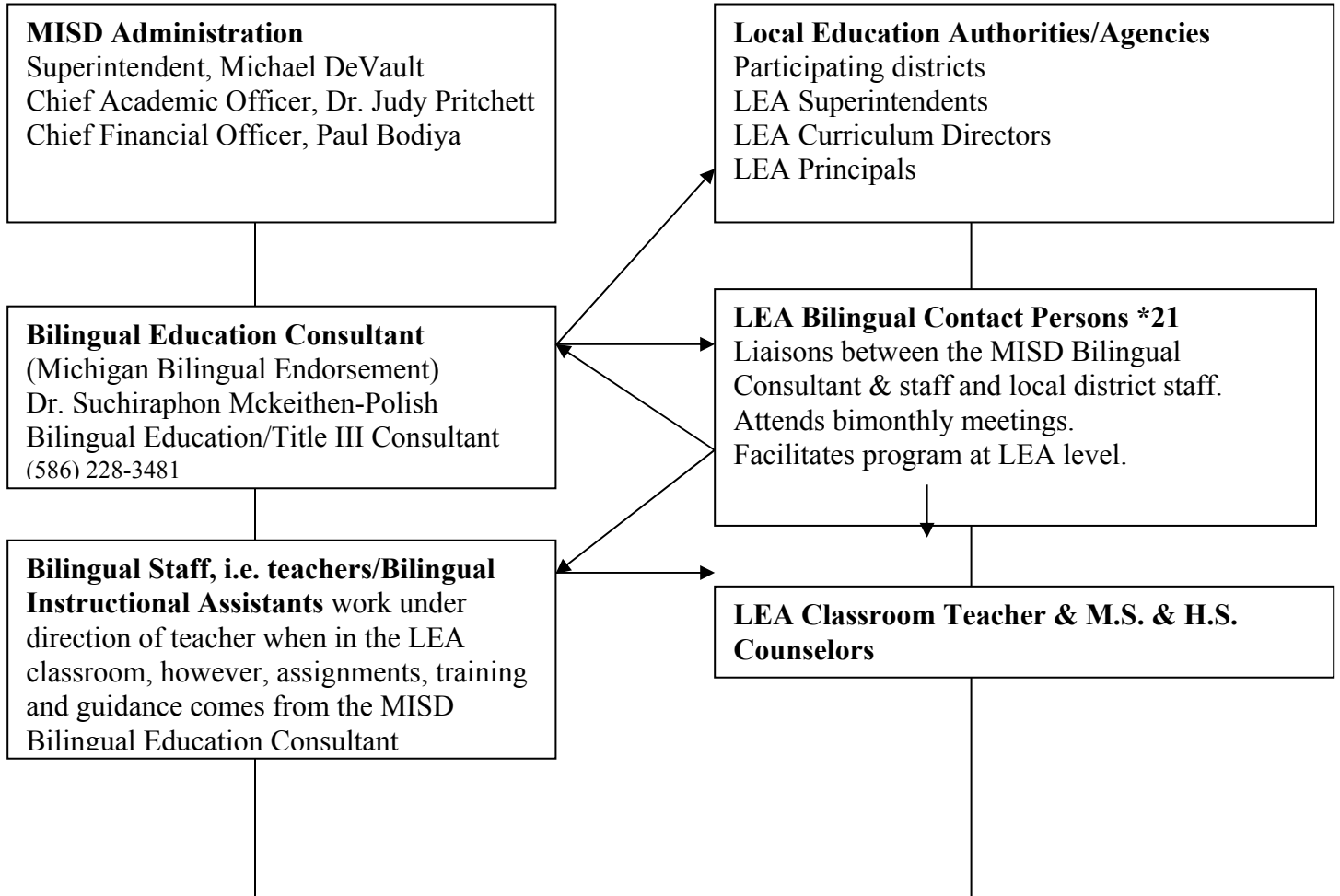
Bilingual Education/Title III Consultant

Suchiraphon McKeithen-Polish, Ph.D.

Phone: (586) 228-3481

smpolish@misd.net

Michigan Department of Education
Office of Field Services
Shereen Tabrizi, Special Populations Unit Manager, TabriziS@michigan.gov



Bilingual Instructional Assistants in the following languages:

Albanian, Arabic, Armenian, Bengali, Bosnian, Bulgarian, Chaldean, Chinese, Croatian, Farsi, Filipino, French, German, Hmong, Italian, Lao, Macedonian, Polish, Punjabi, Romanian, Russian, Serbian, Spanish, Thai, Vietnamese, Persian, Pashto, Ukrainian, Urdu & Hindi.

Students eligible for the Bilingual program will also be considered English Language Learners for the Title III funded programs

The Definition and Purpose of Bilingual/ESL 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 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 the MISD Bilingual/ESL Education Program are two-fold. **First**, we provide *English learners 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. **Second**, 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 the cooperation between the Bilingual Instructional Assistant (tutor) and the mainstream classroom teacher.

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

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 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.

Program Services:

1. Direct tutoring assistance to the **English Learners (EL)** in basic English skills and help in reading comprehension of core content areas of math, social studies, science, etc. (Proficiency levels of Basic to High Intermediate), using research based model: Sheltered Instruction Observation Protocol.
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.

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:

1. Students receiving bilingual instruction should be encouraged and assisted to develop skills in their native language while they are acquiring proficiency in English.
2. Students receiving bilingual instruction should achieve at a rate commensurate with their own age, ability, and grade level in all school subjects.

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3. Students receiving bilingual instruction should demonstrate growth in self-esteem.
4. Students receiving bilingual instruction should be provided with a coordinated and integrated learning environment through effective articulation within the general school program.
5. All teachers and staff members of schools offering bilingual education should be involved in a comprehensive in-service training program.
6. Parents and other community members should be involved in the planning, implementation, and evaluation of bilingual instruction programs.

Since the state and the intermediate school district have noted that there are many students who live in districts with small numbers of students who speak the same language other than English. Yet, these students are eligible for bilingual education and need a person who speaks their language to provide understandable instruction. *The Macomb Intermediate School District has agreed to operate a bilingual consortium program for English Learners (ELs) who resided in districts where it would be impractical to provide a bilingual program.* Therefore, in recognizing the moral, legal and social responsibilities to offer an equal educational opportunity to all children in Macomb County regardless of language and/or cultural backgrounds, the MISD has implemented a Bilingual Education/Alternative Language Program. We employ approximately 25 Bilingual Instructional Assistants who speak about 30 different languages to assist the local school districts in meeting their responsibility to offer an equal educational opportunity to these limited English proficient students. A countywide effort to implement and oversee bilingual education in schools English Language Learners is coordinated through the Bilingual Education Program within the Department of Consultant Services at the MISD. The MISD Program Director is Dr. Suchiraphon McKeithen-Polish, (586) 228-3481.

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

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 “**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 referral of ELL students to the MISD bilingual program.
4. Assist in teacher/tutor relationships, and
5. Assist in parent communication.
6. Facilitate W-APT and WIDA ACCESS (state assessment).

7. To see that each teacher who has EL student(s) in their classroom also receive a copy of the *ELL/Bilingual Handbook*.
8. To see that each administrator and counselor should receive a copy of the *Administrative Handbook*.

Monitor for 4 years ELL students who have exited the program upon receiving a composite score of 5.0 and a minimum of 4.5 on all four domains (reading, writing, listening and speaking on Spring WIDA:ACCESS for EL. The monitoring can be through progress report, using the following tool:

- **Entrance & Exit Protocol**

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

Needs Assessment by MISD

The survey of Macomb County language minority students indicated a great need for the MISD to provide a program for LEAs that do not have a large enough concentration of ELL students who speak the same language, but have students who are eligible for bilingual education. At the present time, we are able to service students who speak the following languages through bilingual education instructional assistants: Arabic, Albanian, Bosnian, Chaldean, Cantonese, Chinese, Bosnian, Croatian, Italian, Lao, German, Hindi, Hmong, French, Macedonian, Mandarin, Pashto, Persian, Punjabi, Spanish, Serbian, Thai, Tagalo, Urdu, etc. Others are serviced using English-as-a-Second Language techniques and strategies.

LEA Referral Process

The MISD students are *referred by the local schools/districts after giving an English Language Proficiency Assessment Initial Screening test, W-APT, which administered by the school staff, to determine that the student is eligible*

1. When students registered, **Home Language Survey (HLS)** is given to be filled out by parents.
2. If parents write that language other than English is spoken at home, school must administer **W-APT screener**.
3. **If the overall score of W-APT is less proficient, then the school will refer students for EL services through MISD or provide its own language development services.**
4. **Prior to referring students to MISD EL services, EL student's information must be uploaded in the PowerSchool Data System in the "LEP History" section. This is done by designated school personnel.**
5. Forms to send to MISD Bilingual/EL Program are:
 - a. MISD Teacher Referral Form
 - b. W-APT scores report
 - c. Home Language Survey (HLS)

These forms can be faxed to MISD Bilingual Office: (586) 286-2809.

6. The students referred are reported on a Fourth Count Day Report which is submitted to MSDS. Potentially, eligible students are those whose National Origin Language are 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.*

7. **WIDA ACCESS or Alternate WIDA 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.**
8. **See Entrance and Exit Protocol for more details.**

www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

Definition of terms:

English Learner (EL) -- the term is 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 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.

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LEA – Local Educational 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

W-APT – Screener given to ELL students who first entered the school to determine their eligibility to receive ELL or bilingual program services.

WIDA ACCESS – State assessment given to ELL students in spring to assess their English proficiency level.

Alternate WIDA – Given to students who are ELL and Special Ed.

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

MISD Mission Statement

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

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

Bilingual/Alternative Language Program and Title III consortium--- is to provide assistance to small districts in Macomb County which have enrolled English Learners and limited English proficient students by providing comprehensible instruction by using native language speakers in the student's home language as bilingual instructional assistants. The Bilingual Instructional Assistants provide English-as-a- Second-Language instruction using the home language, where necessary, to enable the students to function in the mainstream English-only. BIA are also trained in Sheltered Instruction Observation Protocol (SIOP).

For the newly arrived EL students, they will be enrolled in an EL Sheltered Resource Center (optional for districts). These assistants, along with LEA special services and the classroom teacher, help the LEA meet the requirements of the federal 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.

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.

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Method: Instruct LEA's (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 EL student as they enrolled in each district with WIDA Initial Screener

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

Method: Students will be administered the **W-APT 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 first week of September.

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 students' 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 on October, and also as scheduled at individual districts where large concentrations of one language are located.

Task 1-4: Assess students in spring using state assessment, **WIDA ACCESS**, in four domains: reading, speaking, listening and writing.

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

Method: Students will be administered the **WIDA ACCESS** 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: If available, 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 speak the home languages of the students identified by the LEA's 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/Alternative Language Program in the consortium with LEA's 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 the *both W-APT Screener and WIDA ACCESS*

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 SIOP instructional strategies. The certified Bilingual Instructional Assistants will be

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trained to work with the newcomer students, using **Newcomer program's components & materials**.

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.

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- Task 2-6:** The student program will focus on meeting the federal regulations, using scientifically researched methods. And the state provided **English Language Development Standards (ELD)**.
- Target:** English-as-a-Second-Language (ESL) methods, as well as, following the guidelines of the **ELD 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 and content subject vocabulary, reading/comprehension, writing, listening and speaking skills will be measured in the spring of the year by the use of **WIDA ACCESS**.
- Method:** The WIDA ACCESS will be administered in **SPRING** of each year and the results will be reported to the school directly by OSA/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.

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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. BIA’s 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* and MDE Toolkits as a reference and classroom resources for the bilingual program during the school 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. Weblink to MDE Toolkit will also be provided. Both references will be discussed in LEA building teacher meetings set up by the building principals and will provide

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suggestions for ESL methods, resources for use with EL students and background.

Target: The newly arrived EL 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 EL 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.

ELL Sheltered Resource Center

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 19 districts that we serve. The Center will be implemented within our existing Bilingual Program here at MISD.

Goals

1. Providing English Learners (EL) 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 acclimatize parents to the United States educational and cultural system within one year.**

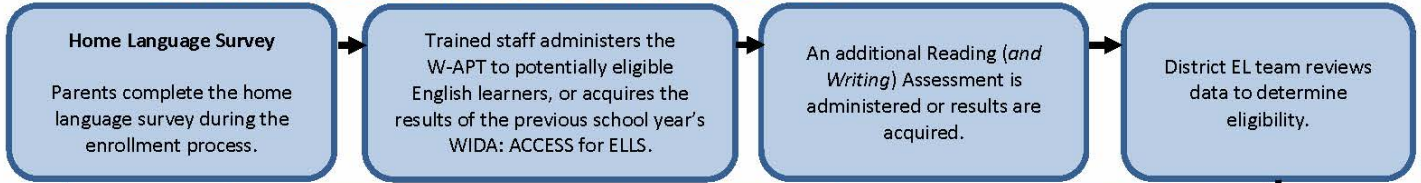
Who are our newcomer students?

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 native language due to limited and disrupted schooling.
2. Many newcomers may also come from languages with non-Roman alphabets.
3. Students who recently arrived or who are residence of U.S. less than 1 year.
4. English Level 1 proficiency as determined by program assessment procedures.

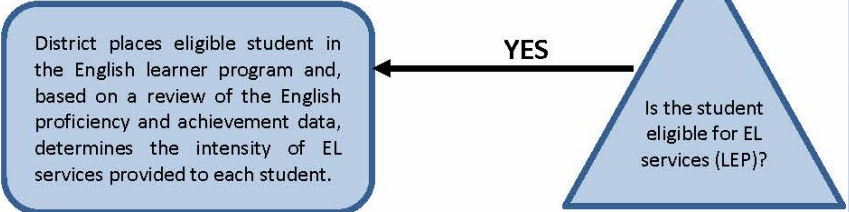
Testing/Assessment of Needs

It is the responsibility of the local school district to administer a WIDA 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.

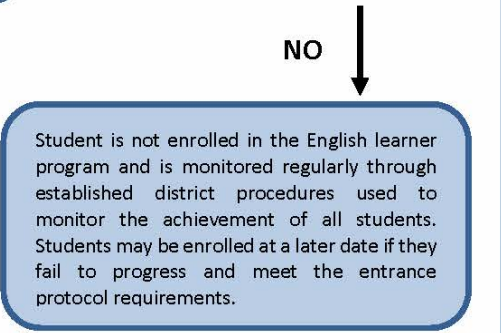
DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL



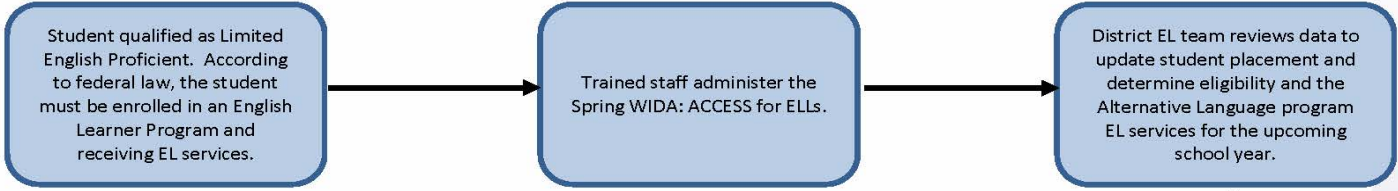
Entrance Protocol	Pre-Kinder Students	Kinder before December 1	Kinder after December 1	First Grade before December 1	First Grade after December 1 Through Twelfth Grade
A student qualifies if he/she meets one or more of the protocol listed in the chart.					
W-APT Score	All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to eligible district-based programs that support children ages 3 to 5 years old. (See Table 1)	All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1 st . These students must be tested on the W-APT which includes only the Listening and Speaking domains before December 1 st . (See Table 2a)	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing (See Table 2b)	W-APT: Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing (See Table 3)	W-APT: Student scores below 5.0 on one or more domains. NO ROUNDING <i>Use the hand scoring guide or online calculator.</i> (See Tables 4 and 5)
ELA Content Area Assessment	The LEA will review local writing assessments to determine each student's proficiency in writing.		ELA Student scores below grade level on a state-approved reading assessment.	ELA Student scores below grade level as defined by the State Assessment (M-STEP) or an alternative state-approved reading assessment.	ELA Student scores below grade level as defined by the State Assessment (M-STEP or ACT/SAT) or an alternative state-approved reading assessment.



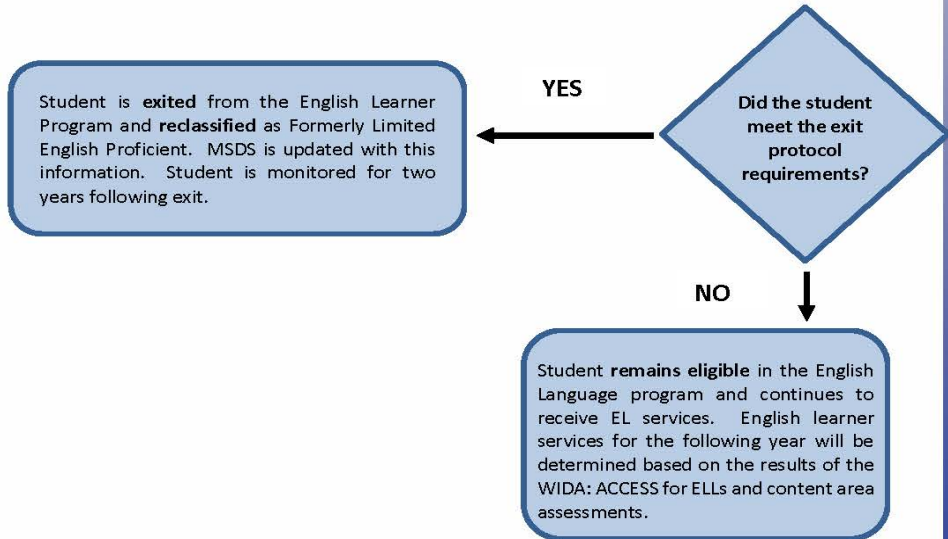
NOTE: LEP determinations must be made within 30 days of the start of the school year or within 10 days after enrollment during the school year.



APPLYING THE EXIT PROTOCOL



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



Entrance and Exit Protocol 2012 updated Spring 2015

Exit criteria from the English Language Learner Program

Students exit the bilingual and/or Title III programs when they reach proficiency or advanced proficiency on WIDA ACCESS (based on the Entrance/Exit Protocol). **Parents have the right to refuse program services but students will still need to take WIDA ACCESS if they have not reached English proficiency level.** There is no limit to the time a student may receive BIA services as long as the service is in the best interest of the student; however, Title III programs are funded only for three years. The “best interest” of the student is a professional determination made in collaboration with a student and family reviewing the students’ academic, social, and affective needs. **Through the bilingual contact person, the schools/districts must monitor these students’ progress and provide resources for at 4 years. If the exited EL students are not academically successful due to language, contact the bilingual consultant/coordinator.**

FLEP Students Monitoring Criteria:

Students who have exit 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 criteria of Entrance/Exit Protocol.
www.michigan.gov/mde/0,1607,7-140-6530_30334_40078---,00.html

Monitoring Process (from MDE Entrance/Exit Protocol)

- A designated district team, including but not limited to, a certified and endorsed Bilingual/ESL teacher must meet regularly to monitor FLEP student progress.
- Districts must have a plan for monitoring FLEP students that utilizes state and local assessments to review individual student progress for **four years once they are exited from services and classified as FLEP.**

The Department of Justice and USED released the following guidance on the monitoring of exited students in the January 7, 2015 Dear Colleague Letter: *When a school district’s monitoring of an exited EL student indicates that a persistent language barrier may be the cause of academic difficulty because general education and remediation [acceleration] services have proven inadequate, school districts should re-test the student with a valid and reliable, grade-appropriate ELP test to determine if there is a persistent language barrier and must offer additional language assistance services where needed to meet its civil rights obligations.*

FLEP students experiencing difficulty may:

- ✓ Be tested using the WIDA: ACCESS for ELLs or the W-APT and requalified for the alternative language/Title III program;
- ✓ Local testing in the content area(s) has been used to identify specific standards with which the student is experiencing; and/or
- ✓ Receive support from Title I or other support services based on the needs of the student.

Note: WIDA ACCESS for ELLs may be administered only for determinations

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for the following school year. One possible context would be following 6 months of MTSS interventions targeted at the specific standards in the content area the student is struggling, and the team which includes the Bilingual/ESL Certified teacher determines that additional English Language Proficiency testing is necessary to assess the student's current language needs.

Inclusion of MTSS Process

Districts are strongly encouraged to use the MTSS process to obtain ongoing formative assessment information to monitor each student's progress, both EL and FLEP, and identify potential areas needing instructional modifications and/or additional support. Such assessments should be used with ELs only if they are research-based, standardized and include a measure for **comprehension**.

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

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 will attempt to have the appropriate BIA (tutor) assist you. After receiving the referral form, the Bilingual Coordinator will assign a Bilingual Instructional Assistant to assist the mainstream teacher by providing direct services for the EL 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 EL student, 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 tutor 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 is assigned to the EL 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.

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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 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 superintendent. 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, Dr. Suchiraphon, (Su), McKeithen-Polish** as soon as possible so an adjustment can be made in the scheduling of tutorial time.

Parent Engagement Plan

(Adapted from Michigan Department of Education – “Parent Engagement Toolkit”)

Why Is It So Important?

According to research, students whose home environment encourages learning will have a higher achievement in academic success. Parents who are involved in their children's education and communicate high, yet reasonable, expectations for their children's academic achievement will help children in their educational process.

Listed from MDE's Parent Engagement Toolkit, these are the benefits of Parent Engagement:

1. Students achieve more, regardless of socio-economic status, ethnic/racial background or the parents' education level.
2. Students have higher grades and test scores, better attendance, and complete homework more consistently.
3. Students have higher graduation rates and greater enrollment rates in post-secondary education.
4. Educators hold higher expectations of students whose parents collaborate with the teacher.
5. Student achievement for disadvantaged children not only improves, but can also reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains.
6. Children from diverse cultural backgrounds perform better when parents and professionals collaborate to bridge the gap between the culture at home and at the learning institution.
7. Student behaviors such as alcohol use, violence, and antisocial behavior decrease as parent engagement increases.
8. Students keep pace with academic performance if their parents participate in school events, develop a working relationship with educators, and keep up with what is happening with their child's school.

Junior and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future.

What Parents can do to Increase Their Involvement

Elementary Parents:

1. Communicate frequently with your child's teacher by sharing your child's strengths and needs, asking about your child's progress in school and seeking ideas on what you can do to assist in ensuring his/her success.
2. Each day, ask your child to share with you three things s/he learned in school.
3. Read to, or with, your child every day in English or their native language since literacy skills are essential to later success both in school and career.
4. Share your skills and talents with your child's teacher and discuss ways to share them with the school community.

Secondary Parents:

1. Encourage your child to get involved in extra-curricular activities (athletics, drama, music, dance, foreign language, community service, photography, science, technology, robotics), and attend events to demonstrate your support.
2. Support your child in getting involved in mentoring and career exploration and career shadowing experiences.
3. Be active and visible in school, and communicate regularly with each of your child's teachers.
4. Use technology resources to monitor your child's grades and assignments.

What School Administrators/Board/Teachers/Personnel can do:

1. Highlight at two board meetings one teacher or administrator activity that has proven to effectively improve communications with parents in your schools.
2. Post bilingual signs in the schools, where applicable, welcoming parents and directing them to the office.
3. Invite two parents of academically challenged students to an informal meeting to discuss the barriers or challenges they face to improving academic performance.
4. Provide parents with an explanation and several examples of one reading and one math strategy each month that they can use consistently with their children.

5. Send communication to parents several times and in multiple forms for each event: phone calls, meetings, public announcements, email, parent portal, and through organizations parents tend to be involved in. This includes language appropriate invitations, language appropriate meetings, and alternative meeting times.
6. Give parents opportunities to talk about their student. Create opportunities for parents to call or come in with a concern or interest. Welcome parents to the school for a variety of activities and functions, and always thank them for coming.
7. Seek parents' commitment to ongoing engagement in their student's lives throughout their secondary schooling.
8. Understand each student's strengths and needs and how the parent can be engaged in supporting his/her student's success.
9. Establish a positive, trusting relationship with your students' parents by celebrating their parental contributions to the growth and development of their child, no matter how large or small.
10. Partner with local schools to offer mentoring and internship programs for community students.

Suggestions on How Parents Can Get Started:

1. Take your child to school on the first day.
2. Let your child know that school is important. Be sure to ask questions about homework and set up a quiet place for your child to work.
3. Read everything that is sent home from school: report cards, homework assignments, school lunch plans, and vacation and bus schedules. Show your child that you are well informed.
4. Get to know your child's teachers and school principal by attending school meetings and parent-teacher conferences.
5. Ask for copies of school policies (e.g., attendance and discipline). If there is something you do not understand, ask questions.
6. Volunteer to help with school activities. Attend sports events, assist with fundraisers, or volunteer to work in the school office.
7. Visit your child's classroom when class is in session, not just at parent teacher conferences. Set this up in advance with the school office and the teacher.

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8. Talk to other parents. If there is a parent organization, join it. If there is no parent organization at your school, think about starting one. Finding two or three other interested parents is a good start.
9. Encourage your child to read at home. Visit local libraries or used book mobiles, school libraries, or book fairs to pick out books together. Pick out books to read together and talk about them.
10. Being involved in a child's education is just as important for step-parents, grandparents, and other adults who care for a child. Invite people who care for your child to participate in school activities.

**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

*Note: Please complete and fax this form to MISD Bilingual Program @ fax 586/ 286-2809.

INACTIVE STUDENT

From: _____
School Personnel

To: Dr. Su McKeithen-Polish
MISD Bilingual Education /Title III Consultant

Date: _____

Re: Inactive Student:

Student Name: _____

Student UIC # _____ **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)
- Proficient WIDA ACCESS**
- Student Dropped** the MISD Bilingual Education Program.

MISD Tutor's Name: _____

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

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: _____

By: _____ **Title:** _____

District: _____ **Building:** _____

Type of Services requested: **Interpreter** **Translation of Documents** (please circle)

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

Name of Student: _____ **Grade:** _____

Home Language: _____

Bilingual Interpreter requested: _____

Date of Service: _____ **Time:** _____

From **To**

Participants (please sign your name):

Principal

Teacher – (subject)

Teacher – (subject)

Teacher – (subject)

Parents/Guardian

MISD Bilingual Interpreter

****NOTE:** 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 plus benefits /per hour for our MISD Bilingual person

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

**** ATTENTION:**

- **MUST attach a copy of the student's Home Language Survey Form (HLS) with Teacher Referral.**
- **MUST attach a copy of the WIDA ACCESS / W-APT Screening Report with this Teacher Referral.**

**** NOTE:**

- **All information on this referral form must be downloaded in the PowerSchool System before sending it to MISD.**
- **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 <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			

Reactivate Student's Bilingual Services? YES NO

District Provides Services/Support

Teacher Suggestions or Comments:

Principal's signature: _____ Date: _____

MISD Bilingual Education 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 or to MISD/ Bilingual (44001 Garfield Road, Clinton Township MI 48038) Fax: (586) 286-2809 (Available in different languages)

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 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 _____

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

SAMPLE OF THE PARENT NOTIFICATION LETTER
PARENT NOTIFICATION
(Available in different languages)

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, **World-Class Instructional Design Assessment (WIDA)**. 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 Instructional Assistant (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. Even with the refusal of services, your child may still have to take the state assessment of World-Class Instructional Design Assessment (WIDA) if your child did not score proficient or advanced proficient on W-APT screener, given by the school.**

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

- have been notified of the MISD Bilingual Education 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.
- Have received WIDA report from school/district. If not, contact school directly.
- For filing complaints, please contact your local school principal or contact MISD Bilingual Program, (586) 228-3481.

Sincerely,
Su McKeithen-Polish
MISD Bilingual Education/Title III Consultant
Department of Consultant Services
(586) 228-3481

Parent's/Guardian's signature _____ Date _____

**MISD-Bilingual Education Program
Tutor/Teacher Communication Note**

Student Name: _____ Student #: _____ Language: _____

District: School: _____ Grade: _____

WIDA Score: _____ WIDA 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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SAMPLE OF PARENTS REFUSAL FORM

MISD
REFUSAL OF BILINGUAL EDUCATION/ESL PROGRAM SERVICES FORM

Student's Name _____

School/District _____ Grade _____

- I understand that the MISD Bilingual Education Program has recommended that my child receive assistance from an MISD Bilingual Assistant to help him/her improve his/her English skills.

- I understand that students in the bilingual program receive assistance from the tutor for approximately one hour per week, with Kindergarten ½ per week.

- I understand that all the curriculum and instruction in a regular classroom is designed for fluent English proficient students.

- I understand that without the recommended BIA assistance, the student's academic performance could be affected as measured by district proficiencies and M-STEP.

- I understand that refusing of the MISD Bilingual/EL Program services does not exempt my child from WIDA test if she/he did not score proficient in W-APT screening.

- I refused the services of the MISD Bilingual Education Program.

Parent signature

Date

Principal

Date