

**Macomb Intermediate School District  
Title III/EL/Bilingual Education Program  
Handbook**

**2021-22**



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## I. Introduction

The implementation of English language development/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 (MISD) has assisted in meeting this challenge by providing certified teachers with EL experience and bilingual instructional assistants (tutors), who speak different languages now found in Macomb County. These teachers/Bilingual Instructional Assistants work together with the classroom teachers to assist the teachers to meet their responsibility of providing understandable instruction to English Learners (EL) 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 English Learners (EL) 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 in accordance to Elementary and Secondary Education Act: Every Student Succeed Act (ESSA). 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.

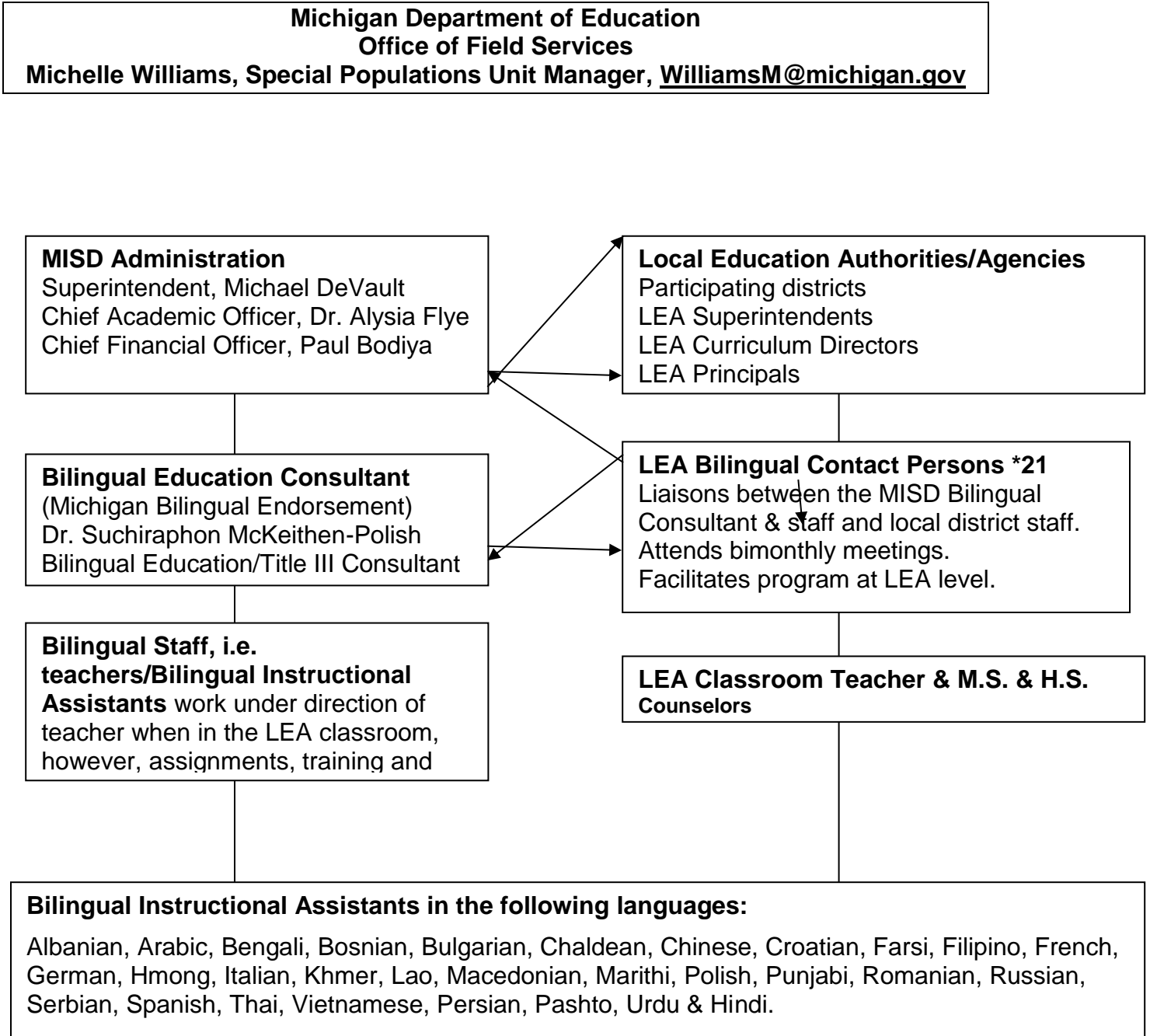
Additionally, the information contained herein has been compiled using the following sources:

Suzanne Toohey  
Consultant, ESL/Title III, Oakland Schools

Saginaw ISD English Learner Handbook  
3933 Barnard Rd.  
Saginaw, MI 48603

Michigan Department of Education  
Office of School Improvement

## Title III/EL Program Chart



## II. DEFINITION OF ENGLISH LEARNERS (ELs)

### ESSA Definition of an "English Learner" Student

The term "English learner," 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 challenging State academic standards;
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

To be classified as EL, an individual must meet the criteria of A, B, C and D in the definition above.

To meet

the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).

## III. LEGAL RESPONSIBILITIES

### A. Title I & Title III

#### PROGRAMS OF ENGLISH LEARNERS

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services. Students who meet the protocol requirements as English Learners (ELs) must be provided a language assistance program services, in addition to the basic/core education services (adopted by the local board of education) that all students in the LEA receive. This language assistance program services must provide meaningful access to the core curriculum and provide direct English language instruction. The intensity of language assistance program services provided is directly related to the individual student's level of proficiency. The less English proficiency a student has, the more intense his or her program of language assistance program services should be. The language assistance program services could include research-based models such as bilingual education, ESL/ELD programs, and/or sheltered instruction. These federally required language assistance program services ensure that ELs have equitable access to the basic, local board of education-adopted curriculum provided to all students, and acquire English language proficiency.

To meet their obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential EL students in a timely, valid, and reliable manner;

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- Provide EL students with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols* ;
- Provide sufficiently well prepared and trained staff and support the language assistance programs for EL students;
- Ensure that EL students have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of EL students;
- Ensure that EL students who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of EL students who opt out of language assistance programs;
- Monitor and evaluate EL students in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level content knowledge, exit EL students from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that EL students in each program acquire English proficiency and that each program is reasonably calculated to allow EL students to attain parity of participation in the standard instructional program within a reasonable period of time; and
- Ensure meaningful communication with parents of English Learners

### **WHAT YOU NEED TO KNOW**

Title III funds are to be used to provide language instruction educational programs — defined as courses in which EL students are placed for the purpose of attaining English proficiency, while meeting challenging State academic content and student academic achievement standards. These programs may make use of both English and the child’s native language to enable the child to develop and attain English proficiency, but school districts are required to “use approaches and methodologies based on scientifically-based research.” Each school or district using Title III funds must implement an effective means of outreach to parents of EL children. They must inform parents about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects and meet State standards.

**Title III funds may be used for supplementing NOT supplanting school district and/or school activities.** (See APPENDIX L)

### **What Academic Information Does Your School District & the Macomb ISD Have to Track About Their EL Students?**

- Must screen each EL student upon enrollment with the WIDA Screener.
- Must assess each student who qualifies for and receives service each year using the WIDA ACCESS for ELLs.
- Title I requires that States and Local Education Agencies (LEAs) annually report on ELs’ progress in achieving English language proficiency, attainment of English language proficiency, academic achievement, and high school graduation rates. (ESEA Section



1111(h)(1), (h)(2)). Under Title III, there are additional reporting requirements. LEAs must report to their States on:

- Title III programs and activities
- Number and percentage of ELs making progress toward English language proficiency
- Number and percentage of ELs who attain proficiency and exit EL programs
- Number and percentage of former ELs who meet academic content standards (for 4 years)
- Number and percentage of ELs who have not exited EL programs after 5 years as an EL
- Number and percentage of ELs with IEPs

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.

### **Assessments Required of EL Students:**

Title I Law requires that all EL students are assessed annually.

(b)Academic Standards, Academic Assessments, and Accountability –

(7)Academic Assessments of English Language Proficiency - Each state plan shall demonstrate that local educational agencies in the state will, beginning not later than school year

2002–2003, provide for an annual assessment of English proficiency (measuring students’ oral language, reading, and writing skills in English) of all students with limited English proficiency in the schools served by the state educational agency. (NCLB/ESEA Title I, Section. 1111(b) (7))

- ESSA requires states:
  - a. to the extent practical, provide content area assessments in an appropriate language and form for ELs (ESEA Section 1111(b)(2)(B)(vii)(III))
  - b. to identify languages present to a significant extent in the state for which assessments are needed but not available and then work to develop those assessments (ESEA Section 1111(b)(2)(F))
- ESSA requires districts and schools:
  - a. to implement reasonable adaptations and accommodations for students with diverse learning needs (inclusive of ELs who may also be students with

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disabilities) necessary to measure the achievement of such students relative to  
state content standards (ESSA Section 1111(b)(2)(B)(iii))

- ESSA allows states:
  - a. to provide partial exclusion from content area assessment participation and accountability for ELs enrolled in the US for 12 months or less (ESEA Section 1111(b)(3)(A))
- Michigan has adopted the following exceptions for Newcomer ELs
  - a. **Year one** (living in the US for 12 months or less) - exempt from ELA assessment, student takes English Language Proficiency Assessment and is included in English Language Progress indicator
  - b. **Year two** - student takes ELA assessment and ELP assessment and is included in English Language Progress indicator
  - c. **Year three** - student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators
  - d. **Year four** - Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators

## **B. Federal Law**

There exists a substantial body of Federal law which establishes the rights of the LEP student and which defines the legal responsibilities of school districts serving these students. Note: the term Limited

English Proficient (LEP) is a historic term where English Learner (EL) is currently accepted term and is therefore used throughout this document. EL is meant to counter the negative connotations of Limited English Proficient. Administrators and school boards who are responsible for local policies and programs can turn for guidance and direction to this body of law. It includes the following:

### **1868 Constitution of the United States, Fourteenth Amendment**

“... No State shall ... deny to any person within its jurisdiction the equal protection of the laws.”

### **1964 Title VI of the Civil Rights Act of 1964**

“No person in the United States shall, on the ground of race, color, or national origin be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.”

Two U.S. Supreme Court rulings, one interpreting the Fourteenth Amendment and one interpreting the Civil Rights Act of 1964, have exercised considerable influence over the educational rights of language minority students. These cases may be summarized as follows:

### **1974 Lau v. Nichols**

The U.S. Supreme Court ruled that a school district’s failure to provide English language instruction to LEP students denied them meaningful opportunity to participate in the district’s educational program in violation of Title VI of Civil Rights Act of 1964; the Court further noted that equality of opportunity is not provided by giving the LEP student the same facilities, text books, teachers, and curriculum which non-LEP students receive.

**1982 Plyler v. Doe**

The U.S. Supreme Court ruled that the Fourteenth Amendment to the U.S. Constitution prohibits states from denying a free public education to undocumented immigrant children regardless of their immigrant status. The Court emphatically declared that school systems are not agents for enforcing immigration law and determined that the burden undocumented aliens may place on an educational system is not an accepted argument for excluding or denying educational service to any student.

#### **IV. PROCEDURES**

The following procedures are established for MISD Bilingual Education/EL Program to meet the requirements of Title I and Title III.

##### **A. Registration/Identification Using Home Language Survey**

The Home Language Survey approved by the Michigan Department of Education (APPENDIX A) is included in the MISD & district's registration form. It is to be completed at the time of registration. The assigned personnel is responsible for ensuring that a home language survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files. This does not need to be done annually, just at initial registration. If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL services. If so, the EL Coordinator in the district will be notified. The EL Coordinator will then arrange for a prompt assessment of the student to determine eligibility for ESL services.

##### **B. Initial Assessment for Program Eligibility**

Within ten (10) school days of enrollment in our district, a student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for Title III/ESL services. Assessments assess a student's language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA ACCESS for ELLs or the WIDA Screener. This process is completed by each of the district's designated administrator. Staff at each district is also encouraged to assess the reading and math abilities of the student using other standardized instruments to address learning needs across the content areas. Each district is responsible to train its designated administrator. MISD will provide training per district's request. The process for administering and identifying English Learner students is at the district level. Once student is tested and identified, district will send three documents to MISD to refer students for EL services.

Documents to be sent to MISD:

1. Referral form filled out
2. Home Language Survey
3. Report of WIDA ACCESS or WIDA New Screener

**WIDA ACCESS for ELLs/WIDA Screener & Levels of Proficiency**

The following chart shows level of proficiency correlated to the WIDA Standards. It may assist in determining the level of the student’s proficiency and the student’s placement into grade level or courses with appropriate ESL language and academic support.

<b>WIDA ACCESS for ELLs/WIDA Screener Score</b>	<b>Proficiency Levels WIDA Standards</b>	<b>Optional Multiple Indicators</b>
6	Reaching	Early literacy assessment approved by MDE
5 – 5.9	Bridging	AIMSWeb – both CBM and MAZE subtests
4 – 4.9	Expanding	DIBELS Next
3 – 3.9	Developing	Discovery Education Assessments
2 – 2.9	Emerging	DRA: Developmental Reading Assessment version 2
0 – 1.9	Entering	Fountas & Pinnell iReady Diagnostic MLPP: Michigan Literacy Progress Profile NWEA: Northwest Evaluation Association Star Early Literacy PSAT or SAT QRI-5: Qualitative Reading Inventory Scantron Performance Series SRI: Scholastic Reading Inventory Star Early Literacy Star Reading Gates McGinitie* ITBS: Iowa Test of Basic Skills* Terra Nova* <i>*Italicized assessments</i>

### **C. Eligibility for Title III/ESL Program Services**

A student who scores 1 through 4.9 on the WIDA 2.0 or WIDA Screener is eligible for Title III/EL Program Support. For a student scoring Reaching to continue receiving Title III/ESL support services, the *district* takes into account additional multiple academic criteria as noted in the chart.

### **D. Early Childhood Transition Students**

The School District in collaborating with MISD Bilingual/EL Program has an intentional systematic process for welcoming potential English Learner students into Kindergarten via transition meetings. Considerations for potential English Learners transitioning from the School District's Early Childhood Program(s) include: the language proficiency of the child and the prior supports utilized in the pre-k program. The district's EL coordinator/teacher will conduct a transition meeting to make a plan for potential English Learners as they transition from the pre-k program(s) into Kindergarten. In Addition, each Pre-K student will be given WIDA Screener, speaking and listening domains, to determine their eligibility and identification as EL.

### **E. 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 of composite score of 4.5.** There is no limit to the time a student may receive Bilingual Instructional Assistant 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 least 4 years. If the exited EL students are not academically successful due to language, contact the bilingual consultant/coordinator.**

### **F. 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.
- If, during the four year monitoring period, it appears that the student is not succeeding in the regular education program, the constituent districts will meet to determine if further assessment of the student is warranted, if the student will be re-entered into the Title III/ESL program, or if other services are appropriate.
- A record of monitoring, as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 and ESL files.

### **G. 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 four years. The monitoring system can be based on the criteria of Entrance/Exit Protocol.

## H. Placement in MISD Title III/EL Program

The Macomb ISD provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. The instructional needs of students at different levels of language proficiency and prior schooling are met differently. Below is the guide for Title III program instruction described by level of language proficiency and level of instructions.

### The Macomb ISD Will:

- The purposes of the MISD Bilingual/EL 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.
- Describe in their Title III application to the state how the district has consulted with teachers, researchers, administrators, and parents, and others in developing their Title III plan.
- **Inform parents of a child identified for participation in a Title III program within 30 days after the beginning of the school year.** For a child who enters school after the beginning of the school year, the school must inform parents within two weeks of the child's placement in such a program.
- Communicate with parents in an understandable and uniform format, which means communicating the same information to all parents, and in a method that is effective.

### The MISD Title III/EL Program Services:

- Direct tutoring/instructional 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 and WIDA ELD Standards.
- Direct instructional support to students provided by Certified EL teachers.
- Training of parents and staff of participating districts in the areas ideas, tools and strategies of bilingual/ESL and multicultural education.
- Assisting local school districts in implementation of instructional programs designed to enhance cultural awareness.
- Interpreting services for parents in parent teacher conferences, parent-child study meetings, and special education related matters.
- Sharing multicultural materials and activities.
- Translating school documents.

- Interpreting legislative rules and regulations.
- Expanding the existing bilingual program to include **the Newcomer component**.
- Expanding the program to include the **ELL Sheltered Resource Center** that will be housed in the designated building.
- **District is required to provide its own Core services support**

### **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.

### **Working with the MISD Bilingual Instructional Assistant/EL Certified Teacher:**

- 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) and/or certified EL teacher assist you. After receiving the referral form, the Bilingual Coordinator will assign a Bilingual Instructional Assistant (BIA) and/or certified EL teacher 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/certified EL teacher 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 (BIA)/EL Certified teacher 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/certified EL teacher 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



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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/certified teacher 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/certified EL teacher 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/EL teacher 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/EL certified teachers 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/EL teachers 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 EL 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.

### **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. Provide information on WIDA New Screener 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 *Title III/EL/Bilingual Education Program Handbook*.
8. To see that each administrator and counselor should receive a copy of the *Title III/EL/Bilingual Education Program Handbook*.

## LEA Referral Process

The MISD students are referred by the local schools/districts after giving an English Language Proficiency Assessment New 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 WIDA New Screener 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. New Screener 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.**

## I. Parental Notification (See APPENDIX B)

The District & the MISD EL Consultant must inform parents of English Learners (ELs) identified for participation in the district's Title III/ESL program at the beginning of school year.

- No later than 30 days after the beginning of the school year for students who enter at the start of the school year.
- within the first two weeks (10 school days) of attendance for children who have not been identified as English Learners (ELs) prior to the beginning of the school year
- **Internal Process:** MISD get the updated EL student lists from the PowerSchool Database and referrals from districts. Based on the compiled list, MISD is responsible for sending out parent notification at the beginning of each school year.

**Parent Notification letters** are available in the following languages: **English, Spanish, Arabic, Albanian, Bosnian, Bengali, Vietnamese, Hmong, Hindi, Macedonian and Punjabi.**

School Districts Must Inform Parents of:

- The reasons for identifying their child as an English Learner and for placing their child in a language instruction educational program;
- The child's current level of English proficiency, including how the level was assessed and the status of the child's academic achievement;
- The method of instruction that will be used in the program, including a description of all language programs;
- How the program will meet the educational strengths and needs of the child;
- How the program will help the child learn English and meet academic achievement standards;
- How the program will meet the objectives of an individualized education program for a child with a disability;
- The program exit requirements, including when the transition will take place and when graduation from secondary school is expected; and
- The parents' rights, including written guidance that (A) specifies the right to have their child immediately removed from a language instruction educational program upon request, (B) describes the options that parents have to decline to enroll their child in such or to choose another program or method of instruction, if available, and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. (ESEA Section 330 a-d)

### **J. ELs who are Struggling Learners**

When indicators suggest that an English Learner (EL) is having difficulties obtaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the student will be referred to the school **Child Study Team** for intervention strategies. Periodic reviews will be conducted to determine the success or failure of the strategies. Each LEA has an established protocol for referring students for special education evaluations. These special intervention strategies must be utilized to determine what further strategies may be necessary. These special intervention strategies must be utilized to ensure that a student is not referred for formal Special Education Multidisciplinary Team evaluations when the lack of academic progress is primarily related to language background or a need for more Title III/ESL support services. In the event the various strategies are not successful, the student may be referred for a special education evaluation. The student may require an evaluation administered in his/her native language.

\*The MISD EL/Title III Consultant should be included in the all levels of the discussion around the student and should be invited to the **Child Study Team**

### **K. Provision of Services**

The MISD Bilingual Education/EL Program has evidence of policies and provision of services on an equitable basis to EL children enrolled in participating private schools. The MISD Bilingual Education/EL Program facilitates meaningful and timely consultation with area private schools regarding the participation of EL students, their teachers, or other educational personnel in Title III programming. MISD EL consultant will send out a letter of invitation to join Title III consortium and EL services are offered to private and charter schools within Macomb County.

## **L. Student Folder Contents and CA-60**

Each English Learner will have a folder maintained by the EL Coordinator at the district level. The folder will contain:

- Home language survey *APPENDIX A*
- Parent notification letter *APPENDIX B*
- Sample of student's schedule for ESL services
- WIDA 2.0 for ELs & WIDA Screener testing results
- Student Profile (for Students moving from elementary to middle school and from middle school to high school)
- Monitoring records from the SISD EL Consultant
- Record of placement decisions (Description of program for individual student, including type and amount of alternative program services)

## **V. STAFF Roles**

### **A. Macomb ISD EL Consultant**

The MISD EL/Title III Consultant has primary responsibility for supervising MISD Bilingual Instructional Assistants/EL certified teachers providing English language and maintaining the MISD Bilingual Education/EL Program. The MISD EL/Title III Consultant also provides professional development/training of EL instructional strategies to the mainstream general education teachers for ensuring that the EL receives content instruction while learning English. The MISD EL/Title III Consultant supports the instruction of the mainstream class by discussing the content using ESL, sheltered or content specific instruction taught in the student's home language and English. The MISD EL/Title III Consultant is responsible for language development and content specific instructional support to all constituent districts.

#### **The MISD EL/Title III Consultant:**

- Provides PD of content instruction and language development;
- Meets bi-monthly with the EL coordinators of the constituent districts to disseminate information from the Michigan Department of Education regarding Title III and ELs.
- Provides staff development on English language instruction and cultural awareness

### **B. The MISD Bilingual Instructional Assistants/EL Certified Teachers:**

- Teach basic survival skills to the most limited English proficient students;
- Assist general education staff about culture and language of the EL and the family;
- Provide the mainstream teacher with the cultural and linguistic background of the language minority students in the class;
- Work collaboratively with staff to develop curriculum;
- Identify, assesses, teaches, and counsels each EL;
- EL Certified Teacher will team up with GenEd teachers to work with EL students

### **C. Role of Mainstream General Education Teacher**

The mainstream teacher into whose class the student is enrolled has primary responsibility for the instruction of the EL. The student spends a significant part of the day in the mainstream classroom with this teacher and classmates. Because of this, the mainstream teacher is responsible for the delivery of the curriculum to ALL students in his/her class. The mainstream teacher does not accomplish this alone.

**The mainstream teacher and with the support of the MISD EL Consultant will decide:**

- How the mainstream class content should be supported by MISD Bilingual Instructional Assistants/EL Certified Teachers what the essential concepts in the lessons are;
- How lessons should be differentiated and accommodated;
- How to make appropriate accommodations for assessments; and
- How to assess achievement.

**An addition, the mainstream teacher:**

- Demonstrates sensitivity and awareness of cultural and linguistic differences;
- Individualizes instruction to meet the needs of each student;
- Uses visuals/hands-on activities to facilitate learning;
- Provides materials for the Bilingual Instructional Assistants that support the mainstream instruction;
- Helps language minority students make friends and be part of the social interaction in the classroom;
- Promotes intercultural discussion; and,

**D. Role of Special Services Staff**

Special Services staff members are essential for the success of English Learners in elementary, middle, and high schools in **constituent districts**. Counselors, social workers and curriculum support personnel are a very new phenomena for many ELs and their families. The role of the special services staff needs to be explained to bilingual parents and students so that the bilingual families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

**E. Support Staff for English Learners:**

- work in conjunction with the EL Coordinator and mainstream staff to provide appropriate scheduling of students;
- need to develop an awareness of the culture and language abilities of language minority students;
- provide social and academic guidance to help English Learners become familiar with school culture and academic opportunities;
- have current language proficiency assessment accessible;
- provide academic information to parents/guardians.

**F. Professional Learning for Staff**

The Macomb ISD provides high quality **supplemental** professional development, available to all instructional staff of ELs, administrators, parents, family and community. Professional learning for educators of ELs is evaluated to ensure effectiveness.

- How to request: Districts can contact Title III Consultant to request and set up date(s) for PD via email ([smpolish@misd.net](mailto:smpolish@misd.net) or phone: 586-228-3481).
- PD Evaluation: Surveys and feedback are given out at the end of each PD.
- How PD is provided to all teachers: 1. Professional Development Opportunities of MISD; 2. Districts/schools may request PD for the teachers directly with MISD Bilingual Ed/Title III Consultant; 3. MISD Literacy Coach provides EL PD to districts with high EL population per their request. Request form is available on the MISD website under

## **VI. PARENTAL INVOLVEMENT**

### **A. Parental Communication/Interpreter Services**

Parents of English Learners will receive readily understood notices of school programs and activities impacting their child's education. Many bilingual parents need interpreters (translators) to participate in school activities such as registering students and parent/teacher conferences. Certainly, the more informed parents are the more likely it is that they will be able to support their child's learning. However, many teachers and administrators may be unfamiliar with using an interpreter and may consequently be reluctant to make routine use of the parents' native languages. The following suggestions may facilitate successful communication when using an interpreter:

#### **Prior to the Meeting with parents, constituent districts must:**

1. Accurately determine the parents' native language prior to the meeting and identify an interpreter (may be an adult family member) who is fluent in that language. Note that it may be important to determine the particular dialect of the family to use an interpreter who can easily communicate.
2. With MISD Bilingual/EL Program's support, send notices for school meetings and conferences home in English on one-side and student's native languages (when possible) on the other. Keep a generic file of these notices with blanks for times and dates.
3. Talk with the interpreter prior to meeting parents to clarify his/her role. In most cases, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. The teacher or administrator should make it clear to parents at the beginning of the conference that this is the role the interpreter will play. In situations where it is appropriate for interpreters to be active in the conversation (for example, when the interpreter is a bilingual paraprofessional who also works with the student), the teacher or administrator should explicitly invite the interpreter to join in the discussion.
4. Prepare for the meeting by talking with the interpreter about the anticipated content that will be discussed. In this way, interpreters can clarify vocabulary and school terms that may not be familiar.
5. Do not rely on children to interpret for their parents. This reverses the roles in families — parents feel like children and children feel like they have more authority than they should. It is also difficult for most children to translate and children are very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

#### **During the Meeting, Constituent Districts must:**

1. Show respect to parents by addressing them directly and allowing the interpreter to simply interpret your words. Sit so that you speak directly to the parents rather than to the interpreter. Often, it works well to place the interpreter to your side rather than between you and the parent.
2. Speak at a normal rate and volume.

3. Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.
4. Stop periodically and ask if there are any questions.
5. Support your statements with examples of student work that parents can take with them and examine further.
6. Do whatever you can to encourage parents' further school visits and participation in school activities.

**Following the Meeting, Constituent District must:**

1. Clarify any confusing interactions with the interpreter. Ask for feedback and suggestions on the interpreting process from the interpreter.
2. Make a record of significant information discussed. It is helpful to do this in both languages so that parents could have easy access to information. Consider sending a follow-up letter in the language of the parent.

**B. ESL Parent Advisory Committee**

1. Constituent districts should established EL Parent Advisory Committee. Send notification of EL Parent Advisory Committee Meetings. If possible, send the letter in the parents' native language. Phone calls by bilingual staff to remind parents are very helpful. The Parent Advisory Committee is an excellent way to develop rapport and solicit questions and suggestions regarding student progress in your schools. It also serves as a strong base for an International/Multicultural Task Force. Keep a roster of parents who attend and minutes and agendas of meetings.
2. MISD Bilingual Education/EL Program has twice a year, 'Families Night' for EL parents to attend. The meeting provides opportunity for EL parents to receive information regarding their students' academic progress, to receive parent resources and to allow parents network opportunity.

**C. Code of Conduct**

The Code of Conduct will be translated into the major languages and distributed to parents of ELs. This will assure that students and parents are informed in their first language.

**D. 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

## **VII. PROGRAM EVALUATION**

A Macomb ISD Evaluation of its program effectiveness will be conducted through: parent surveys, teacher surveys and Bilingual Instructional Assistants surveys. The program's effectiveness will also take into consideration the standardized test scores and writing samples. MISD Bilingual Education/Title III Consultant will make any necessary program renovation based on student's academic needs. Monitoring data such as district-wide test results, dropout and retention rates, and grades will be included in the periodic program evaluation.

The Macomb ISD uses MDE's Program Evaluation Tool to determine the effectiveness of programs and initiatives in assisting ELs toward achieving State content standards and attaining English language proficiency. As a part of the annual evaluation of the district EL program, the Macomb ISD monitors the progress of

ELs regarding:

- the number and percent of ELs making progress toward attaining English language proficiency (based on the WIDA) in the aggregate and disaggregated (e.g. by disability; by recently arrived)
- the number and percent of ELs who have attained full English Language proficiency, are exited from the program and placed on a four-year monitoring status
- the number of ELs who have not attained English language proficiency within five years of initial classification as an EL and first enrollment in the LEA the number and percent of students who have been reclassified as EL



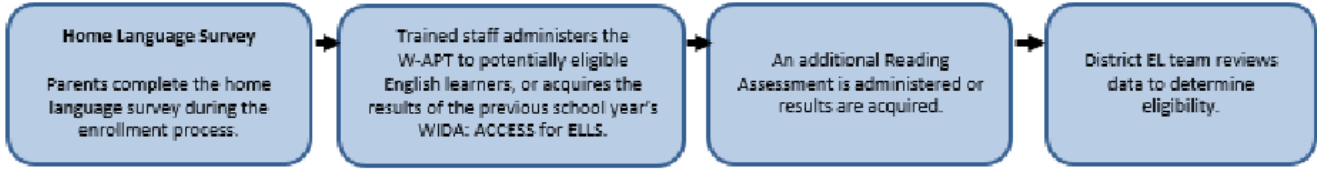
**Macomb Intermediate School  
District**  
*Bilingual Education Program*

**Forms Used by the Program**

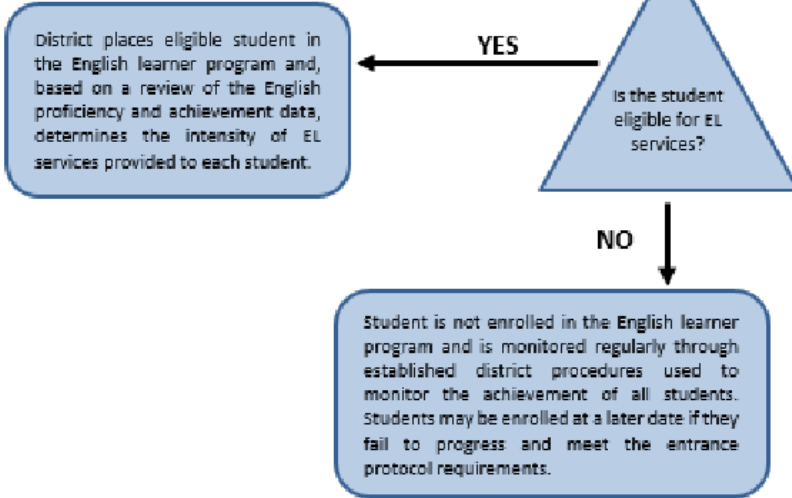
**Appendixes**

**Appendix A**

**Entrance Protocol for Potentially Eligible English Learners**



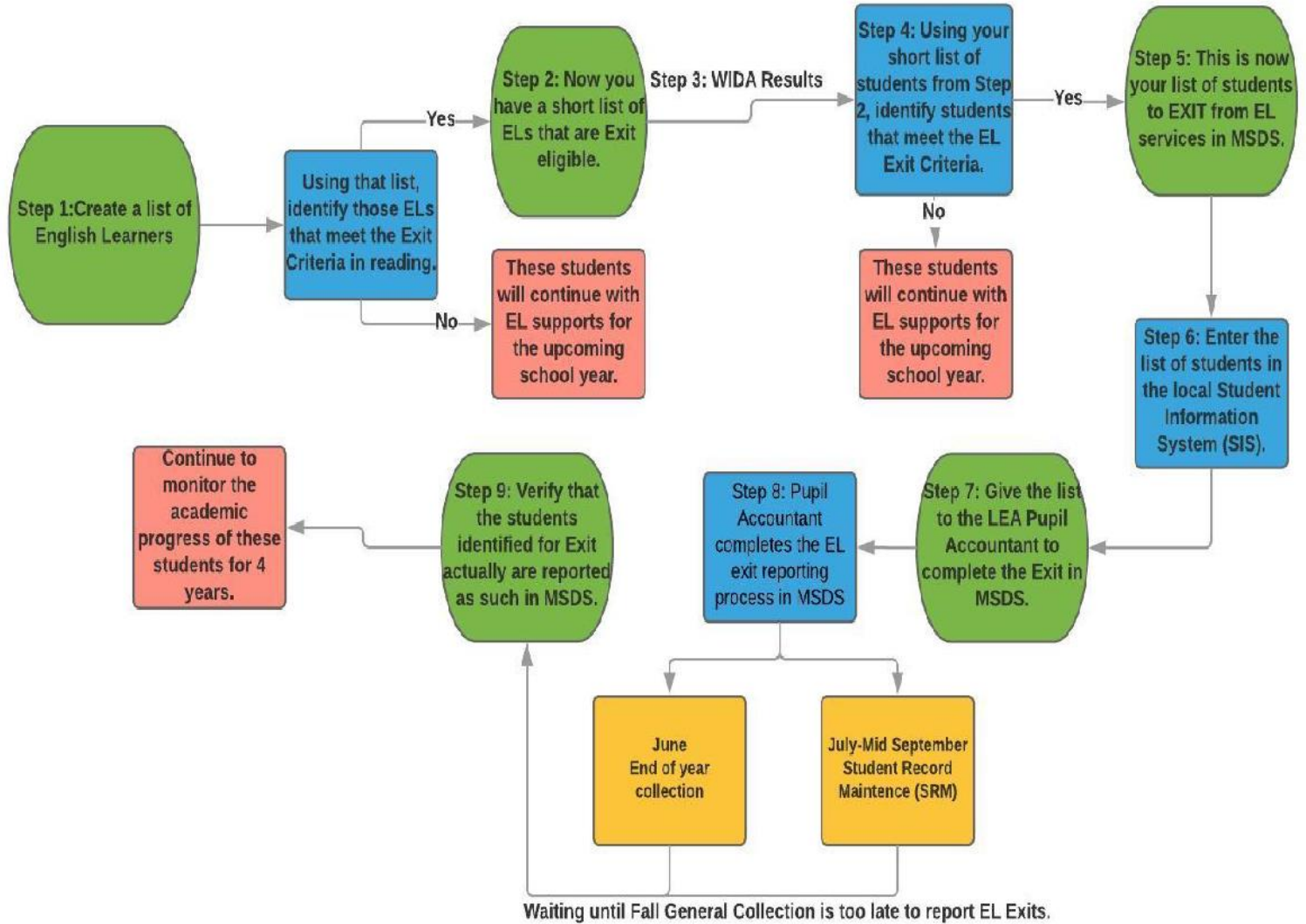
Entrance Protocol	Pre-Kinder Students	Kinder before December 1	Kinder after December 1	First Grade before December 1	First Grade after December 1 Through Twelfth Grade
A student qualifies if he/she meets one or more of the protocol listed in the chart.					
<b>W-APT Score</b>	All Pre-K students qualify as English learners 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)	W-APT: Student scores below Exceptional (29) on listening and speaking  or  (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  or  (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  or  (See Table 3)	W-APT: Student scores below 5.0 on one or more domains.  NO ROUNDING  Use the hand scoring guide or online calculator.  or  (See Tables 4 and 5)
<b>Reading Assessment</b>		Student scores below grade level or below benchmark on a local early literacy assessment.  <i>*See NOTE regarding potentially eligible Kinder students who do not qualify as EL. Additional monitoring is required. (page 15)</i>	Student scores below grade level on a state-approved reading assessment.	Student scores below grade level on a state-approved reading assessment.	Student scores below grade level on a state-approved reading assessment.
The LEA will review local writing assessments to determine each student's proficiency in writing.					



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

*Appendix B*

**English Learner (EL) Exit Reporting Guidelines**



**Contact Information**

**Topic**

- EL Data Collections
- EL Instruction & EL Funding
- EL Assessment
- EL Accountability

**Email**

- cepi@michigan.gov
- mde-EL@michigan.gov
- mde-oeaa@michigan.gov
- mde-accountability@michigan.gov

**Phone**

- 517-335-0505, option 3
- 517-241-5392
- 877-560-8378, option 5
- 877-560-8378, option 3

## *Appendix C*

# **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.

## **Macomb Intermediate School District EL/Bilingual Education Program Handbook**

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.
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.

## 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 language 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. \*Was the student born outside of the US?

Yes                  No

---

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

---

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

\*For Title III Immigrant Funding Purposes

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



*Appendix E*

**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:** \_\_\_\_\_

*Appendix F*  
**English Language Learner Support**  
**Bilingual/ELL Education**  
**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.

<b>Date Requested:</b>	
------------------------	--

<b>By:</b>		<b>Title:</b>	
------------	--	---------------	--

<b>District:</b>		<b>Building:</b>	
------------------	--	------------------	--

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

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

<b>Name of Student:</b>		<b>Grade:</b>	
-------------------------	--	---------------	--

<b>Home Language:</b>	
-----------------------	--

<b>Bilingual Interpreter requested:</b>	
---	--

<b>Date of Service:</b>		<b>Time:</b>	
	<b>From</b>	<b>To</b>	

**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



*Appendix G*

Macomb Intermediate School District  
 44001 Garfield Road • Clinton Township, MI 48038-1100  
 Phone: (586) 228-3481

Fax: (586) 286-2809; Email: smpolish@ misd.net; or swalker@misd.net

**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: \_\_\_\_\_

*Appendix H*

**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, M-STEP and other standardized tests.
  
- I understand that refusing of the MISD Bilingual/EL Program services does not exempt my child from WIDA 2.0 test if she/he did not score proficient in W-APT New screening.
  
- I refused the services of the MISD Bilingual Education Program, and I had discussed and understood the process with my student's home district, as well as, MISD Bilingual Education/EL Program.

**You may still participate in MISD's EL parent informational meetings at "MISD Family's Night", in October and May.**

---

Parent signature

Date

---

District EL Teacher/Coordinator

Date

---

Principal

Date

*Appendix I*

## 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. \_\_\_\_\_

### *Appendix J*

**Macomb Intermediate School District EL/Bilingual Education Program Handbook**  
**PARENT NOTIFICATION**

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 **four years** after being exited from the program to ensure his or her educational success. If your child struggles academically, teachers can refer student to our services again. 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. **MISD Bilingual Instructional Assistant (tutor) or EL certified teacher, using components of Sheltered Instruction Observation Protocol Model, will work with your child for approximately one hour per day and one or two times a week, during the regular day**, at your child's school. The tutorial sessions will focus on English language skills of reading, writing, speaking and listening.

This program will enable your child to be more successful in school in learning English while meeting his/her academic needs and state standards by supporting your child's curriculum enrichment. **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 2.0) if your child did not score proficient or advanced proficient on WIDA Screener, given by the school OR the composite score on WIDA 2.0 is not 4.5 or above.**

Your child's WIDA 2.0 composite score is \_\_\_\_\_

Or

Your child's WIDA Screener score is \_\_\_\_\_

**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

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**Parent's/Guardian's signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*Appendix K*  
**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:**

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**Teacher/Counselor Comments:**

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**Tutor Comments:**

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**Teacher/Counselor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Tutor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

*Appendix L*

## **Title III Funds: Supplementing NOT Supplanting**

### **Allowable Uses of Title III Funds**

#### **Title III English Language Acquisition: Generally Allowable Expenditures**

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

1. High quality language instruction educational programs that demonstrate effectiveness by increasing English proficiency and student academic achievement in the core academic subjects.
2. High quality professional development of sufficient intensity and duration that demonstrates effectiveness in improving instruction and assessment and which enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies.
3. High quality activities that include parent, family, and community engagement and coordination, and coordination and alignment of related programs (ESEA Section 3115(c) (3)).

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

1. Services before and after school such as tutoring, academic assistance, supplementary instructional materials for English language acquisition as well as for summer school programs for ELs. Districts need to identify the students served and the method used to assess and monitor their progress.
2. Professional development that is planned based on students achievement data and provided in a systemic and sustained manner to improve instruction and assessment of ELs. Staff training could include bilingual/ESL classroom teachers, bilingual/ESL teacher coaches, paraprofessionals, regular education teachers, administrators, and other school based or community-based organizational personnel who serve ELs.
3. Hiring bilingual/ESL coaches whose role is to acquire scientific-based research practices, provide professional development, mentor and coach teachers who are working directly with ELs. Additionally, such funds can be used to provide stipends to teachers to assist them in completing and obtaining bilingual/ESL endorsements.
4. Parent involvement activities including family literacy (ESL) and parenting classes. Additionally, funds can be used for speakers who conduct informative parent sessions that enhance student language acquisition and mastery of core academic subjects. Districts may purchase supplemental instructional materials to support child's English language learning at home, materials and books on parenting skills. A Parent Involvement Liaison can be hired or contracted to enhance ongoing parent engagement in school activities, committees and functions, facilitate planning and conducting parent meetings, connecting families to community resources, and interpreting to parents during Title III meetings.
5. Cost for educational field trips if part of high quality language instruction educational programs/activities (buses and admission).
6. Administrative and indirect costs of III/Immigrant may NOT exceed 2% of the total allocation (ESEA Section 3115(b)).

#### **Title III Non-Allowable Expenditures:**



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

**Immigrant Program: Generally Allowable Expenditures:**

Sub-grants to LEAs and ISDs are made if significant increase is experienced in numbers of immigrant students from ages 3-21; enrolled in public or private school; not born in US; not attended US school for more than three full years. Purpose of Immigrant sub-grants is to pay for activities that provide enhanced instructional opportunities for immigrant children and youth (ESEA Section 3115 (C)).

***Allowable activities include:***

1. Support for personnel, including paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
2. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth (career exploration and shadowing experiences, college visits, etc.), throughout the day and before/after school.
3. Identification and acquisition of bilingual curricular materials, bilingual educational software and technologies to be used in the program carried out with these funds.
4. Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.
5. Family literacy, parent outreach liaison and activities, training activities designed to assist parents in adjusting to and understanding the American culture and school system in order to become active participants in the education of their children.
6. Administrative and indirect cost to Title III Immigrant may NOT exceed 2% of the total allocation.

**Title III Immigrant Non-Allowable Expenditures:**

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

## *Appendix M*

### **Guidelines for Constituent Districts**

- Most students should be placed in an age-appropriate classroom. Even if the student has not attended school before, the social nature of schooling cannot be ignored. It is important to place students with their peers and allow them to interact naturally. Exceptions may include students who have not attended school for more than a year.
- A student should be placed in classrooms that utilize the most interactive methods of teaching.  
English Learners (ELs) need to listen, speak, read, and write in meaningful contexts to acquire English. Teachers who rely mainly on lecture, memorization, and worksheets may be least appropriate for second language learners.
- Bilingual para-educators or instructional assistants may work directly with a student in the classroom in conjunction with the classroom teacher. In this way, para-educators or instructional assistants have a better understanding of what, why, and how content material is being studied and can provide support that is directly connected to classroom goals.
- Previous schooling is considered. The academic backgrounds of students vary greatly. Some students may have studied advanced algebra while others may never have attended school.
- All students need time to learn how to interact in an American school setting. Consideration is given to having the ESL/Bilingual staff explicitly teach about the culture and language of schools.
- Initial placement decisions for the middle and high school student should take into account native language literacy skills, previous schooling, interests and goals, and opportunities within classes for hands-on interactive learning. While a student is often placed in physical education, art, and music classes, when taught appropriately with the support of **ESL/ELD/Bilingual** teachers or tutors, other content area classes such as science and math may be crucial to maintaining student's interest in school.
- Consideration is given to alternative means of assessment for the English Learner. Portfolio assessments that include a broad range of student work, teacher observations, and even audio and videotapes of the student's work will offer a vision of student's progress over time. The placement team recognizes that every test is a language test; the student may understand content but be unable to decipher a multiple-choice test. Finally, the team assists teachers in inventing ways of allowing the student to demonstrate what they have learned without using complex English.

The placement team encourage the English Learner's involvement in extra-curricular activities at all grade levels. A student learns English and feels connected to school when he/she is playing soccer, acting in the school play, preparing something for a bake sale, or singing in the choir.

The English

Learner needs to be invited to participate.

Additional standardized and curriculum-based assessments inform the decision of the team.

Criteria used to exit a student will be placed in the student's CA 60 and **ESL/ELD/Bilingual** file.

## *Appendix N*

### **Definitions:**

***ACCESS for ELLs*** refers to the annual assessment given to all students participating in the Title III/ESL program.

***Basic Interpersonal Communication Skills (BICS)*** refers to a student's social English language skills.

Research indicates that a student takes 1-3 years to acquire functional social language skills.

(Cummins,

1981)

### ***Bilingual Instruction***

Bilingual instruction is defined as instruction in curricular content areas, including instruction in English language skills (listening, speaking, reading, writing, and comprehension), through a combination of a student's native language and English language.

### ***Bilingual Paraprofessional***

A bilingual paraprofessional provides support services to the LEP student. Language proficiency must demonstrate in listening, speaking, reading, writing, and comprehension both the English language and the native language for which they provide support services.

### ***Bilingual Program***

Bilingual programs use a student's native language, in addition to English, for instruction by bilingual staff.

### ***Bilingual Teacher***

A Bilingual teacher is required to be certified in the area of instruction and in addition have a bilingual endorsement. This teacher may provide bilingual or ESL instruction or support services to the ELs.

Frequently, this teacher will provide consultative services to the regular classroom teacher.

### ***Building Instructional Team***

The following staff should be part of the team working with ESL students:

- Classroom Teacher
- Counselor
- Social Worker
- Psychologist
- ESL Instructor/Paraprofessional
- General Education Resource Teacher
- Principal

The **ESL/ELD/Bilingual** teacher and **ESL/ELD/Bilingual** paraprofessionals assigned to the building will provide instructional support and materials.

When concerns arise regarding a student's program, curriculum or placement, the team outlined above will address these issues at a Building Instructional Team meeting. The Building Instructional Team referrals may be requested by any staff member. The District **ESL/ELD/Bilingual/Title III** supervisor will be notified when a particular ELs problem persists after interventions have been implemented as recommended by the Building Instructional Team.

### ***CA-60 File***

This file is kept in the school office and is the official record of the student. It contains: birth certificate, immunization records, registration documents, standardized test scores, report cards, and other official school documents.

***CALP***

Cognitive Academic Language Proficiency (CALP) refers to the English language skills necessary to function successfully in an academic/school environment. Research indicates that it takes a student from

3-7 or more years to acquire such academic language skills. (Cummins, 1981)

***Content-based Language Development Programs***

Content-based Language Development programs group ELs from different languages together in classes where teachers use English as the medium for providing content area instruction.

Teachers modify classroom language to the proficiency level of the students.

***Co-Teaching***

Co-teaching is defined as having an ESL/Bilingual teacher assist in the instruction for content area classes whenever there is a significant population of ELs in the building.

***ELs (English Learners)***

ELs refers to students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to as limited English proficient or LEP) and those who have already developed considerable proficiency. The term underscores the fact that, in addition to meeting all the academic challenges that face their monolingual peers, these students are learning English.

***ESL/ELD***

English as a Second Language (ESL)/English Language Development (ELD) instruction is used to teach

English language components (grammar, vocabulary, and pronunciation) and language skills (listening, speaking, reading, writing, and comprehension) as well as content areas.

***ESL Programs***

ESL programs emphasize learning English for both social and academic purposes. English is the language of instruction.

***ESL Class Period***

A student receives ESL instruction during a regular class period, often grouped by English language proficiency levels.

***ESL Instruction***

ESL is defined as a structured language acquisition program designed to instruct a student in the English language (speaking, reading, writing, and comprehending) and core academic content.

***ESL Newcomer's Center***

ESL Newcomer's Center is an ESL classroom that enrolls non-English-speaking students from many or all schools of the same grade level (elementary, middle or high school). The Center provides intensive

English language and academic content instruction.

***ESL Resource Center***

Students from several classrooms come together for English language and academic content instruction.

The resource center concentrates ESL materials and staff in one location.

***ESL Student File***

This file is kept by the Bilingual/ESL teacher at the building of enrollment. It contains a copy of the district registration, assessment data, and family information.

***ESL Teacher***

An ESL teacher is required to be certified and have specific training in ESL instruction. The ESL teacher may provide ESL instruction or support services to LEP students and may provide consultative services to regular classroom teachers.

### ***ESSA***

The Every Student Succeeds Act (ESSA) is the most recent reauthorization of the Elementary and

Secondary Education Act (ESEA).

### ***FEL Students***

A Former English Learner (FEL) has been exited from Title III/ESL program because:

The student has scored proficient on the ACCESS, W-APT, and multiple district assessments.

### ***Inclusion***

An EL is placed in general education and may receive tutorial support or receive service through a team approach.

### ***Language Instruction Educational Program (LIEP)***

Under Title VI and the EEOA LEAs must provide a language assistance program that is effective—educationally sound and proven successful. Consistent with ESEA section 3124, the Department does not recommend any particular curricula, program of instruction, or instructional materials, nor does it prohibit any language instruction educational program used with ELs that is consistent with Title III of the ESEA and other laws, including Title VI and the EEOA.

### ***Title III***

Title III is an entitlement program under the Elementary and Secondary Education Act. The purpose of

Title III, Part A, is to help ensure that children and youth who are limited English proficient, Native

American and/or immigrants, attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging academic standards that all children are expected to meet. Title III funds are directed to states and eligible local districts or consortia through a formula grant allocation to:

- Develop high-quality language instruction educational programs
- Assist SEAs, LEAs and schools to build their capacity to establish, implement, and sustain language instruction and development programs
- Promote parental and community involvement
- Hold SEAs, LEAs, and schools accountable for increases in English proficiency and core academic content knowledge of limited English proficient children by:
  - Demonstrated improvement in the English proficiency of limited English proficient children each fiscal year; and
  - Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b) (2).

### ***Woodcock-Muñoz***

Woodcock-Muñoz is an assessment used to determine English language proficiency.

***WIDA Screener*** refers to the English language screening assessment given to students new to Bloomfield Hills Schools, when indicated on the home language survey, that a language other than

English is spoken in the home.

***WIDA*** refers to a consortium of states with the purposes of advancing academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

English

*Appendix O*

**DESCRIPTIONS OF ENGLISH LANGUAGE PROFICIENCY LEVELS**

To meet the instructional needs of English learners (ELs) in Michigan, six (6) levels of English language proficiency are used to more accurately describe student proficiency in listening, speaking, reading, writing skills. Included in the table below is a general description of the characteristics of ELs at each level of proficiency.

**Michigan English Proficiency Levels (WIDA English Language Proficiency Levels)**

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**Description of English Learners (ELs)**

**Level 1 Entering**

**Students with limited formal schooling**

Level 1 may include students whose schooling has been interrupted for a variety of reasons, including war, poverty or patterns of migration, as well as students coming from remote rural settings with little prior opportunity for sequential schooling. These students may exhibit some of the following characteristics: pre- or semi-literacy in their native language; minimal understanding of the function of literacy; performance significantly below grade level; lack of awareness of the organization and culture of school. (TESOL, 1997, p.21) Because these students may need more time to acquire academic background knowledge as they adjust to the school and cultural environment, English language development may also take longer than other EL beginning students at Level 1. Level 1 students may lack sufficient English literacy for meaningful participation in testing even at the most minimal level.

**Recently arrived student** (less than 30 days): These students have not been assessed with the WIDA Screener and/or other tests used for placement.

**Beginning (Pre-production and early production)**

Students initially have limited or no understanding of English. They rarely use English for communication. They respond non-verbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalization of others by using single words or simple phrases, and begin to use English spontaneously (WIDA, 2012).

At this earliest stage these students start to construct meaning from text with non-print features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete (WIDA, 2012).

They are able to generate simple written texts that reflect their knowledge level of syntax. These texts may include a significant amount of non-conventional features, invented spelling, some grammatical inaccuracies, pictorial representations, surface features and rhetorical features of the native language (i.e., ways of structuring text from native language and culture) (TESOL, 1999, p.20).

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**Level 2 Beginning**

**Early intermediate (Speech emergent)**

Students can comprehend short conversations on simple topics. They rely on familiar structures and utterances. They use repetition, gestures, and other non-verbal cues to sustain conversation (WIDA, 2012).

When reading, students at this level can understand basic narrative text and authentic materials. They can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions and structures. They can comprehend passages written in basic sentence patterns, but frequently have to guess at the meaning of more complex materials. They begin to make informed guesses about meaning from context. They can begin to identify the main idea and supporting details of passages (WIDA, 2012).

Students can write simple notes, make brief journal entries, and write short reports using basic vocabulary, and common language structures. Frequent errors are characteristic at this level especially when student try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)

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**Level 3 Developing**

**Intermediate**

At this level students can understand standard speech delivered in most settings with some repetition and rewording. They can understand the main ideas and relevant details of extended discussions or presentations. They draw on a wide range of language forms, vocabulary, idioms, and structures. They can comprehend many subtle nuances with repetition and/or rephrasing. Students at this level are beginning to detect affective undertones and they understand inferences in spoken language. They can communicate orally in most settings (WIDA, 2012).

Students can comprehend the content of many texts independently. They still require support in understanding texts in the academic content areas. They have a high degree of success with factual information in non-technical prose. They can read many literature selections for pleasure. They can separate main ideas from supporting ones. They can use the context of a passage and prior knowledge to increase their comprehension. They can detect the overall tone and intent of the text (WIDA, 2012).

Students can write multi-paragraph compositions, journal entries, personal and business letters, and creative passages. They can present their thoughts in an organized manner that is easily understood by the reader. They show good control of English word structure and of the most frequently used grammar structures, but errors are still present. They can express complex ideas and use a wide range of vocabulary, idioms, and structures, including a wide range of verb tenses.

(Virginia, pp. 11-14)

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**Level 4 Expanding**

**Transitional Intermediate**

At this level students' language skills are adequate for most day- to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty using and understanding idioms, figures of speech and words with multiple meanings. They communicate in

English in new or unfamiliar settings, but have occasional difficulty with complex structures and abstract academic concepts (WIDA, 2012).

Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts within the texts. However, they may not understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently, but may have occasional comprehension problems (WIDA, 2012).

They produce written text independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains (listening, speaking, reading, and writing) (TESOL, 1999, p. 21).

**Level 5 Bridging**

**Proficient**

At this proficient level students demonstrate English proficiency similar to native speakers. They use specialized or technical language of the content areas. Students at this level write using a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports (WIDA 2012). Students at this level may read a wide range of texts with considerable fluency and are able to locate and identify the specific facts and draw conclusions within the texts. They may understand texts in which the concepts are presented in a de-contextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read most grade level texts independently

(WIDA, 2012). They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).

**Level 6 Reaching**

**Monitored (Advanced Proficiency)**

Students at this advanced level have demonstrated English proficiency as determined by state assessment instruments (WIDA ACCESS for ELLs and are on grade level in assessments such as the MSTEP, Common Assessments, SAT, and DRA). They are expected to be able to participate fully with their peers in grade level content area classes. The academic performance of these students is monitored for two years as required by federal law.

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**Appendix P**



**K-3 Literacy Coach Request**

Macomb Intermediate School District Literacy Coaches provide the county school districts support with any aspect of literacy instruction as it relates to the K-3 Essential Literacy Practices and the Michigan literacy standards.

Support includes coaching K-3 individual teachers, literacy coaches, Literacy Interventionists or grade level teams. We are available to provide any of the professional learning listed below as it relates to the Essential Literacy Practices and the Michigan ELA standards.

If you would like support, please complete the form below and email to [mmanna@misd.net](mailto:mmanna@misd.net)

We look forward to partnering with you to reach your literacy goals for students.

May Manna-Denha, Ed. S  
K-3 Literacy Coach  
(586) 228-3464  
[mmanna@misd.net](mailto:mmanna@misd.net)

Bethany Tabacchi, M.Ed.  
K-3 Literacy Coach  
(586) 228-3489  
[btacacchi@misd.net](mailto:btacacchi@misd.net)

K-3 Literacy Coach Request Form		
District:	Contact Person Email/ Phone:	
Professional Learning Date(s):	Today's Date:	
Anticipated Number of Participants:	Start Time:	End Time:
Topics for Support		✓
Coaching on building level needs		
Coaching-focus on individual needs		
K-3 Essential Instructional Practices in Early Literacy		
Effective Instructional Practices for English Language Learners		
Designing and implementing small group Instruction		
Setting up Readers' or Writers' Workshop		
Analyzing student data to drive instruction		
Unpacking the Michigan State Standards		
Other: (please specify)		

MISD Consultant Services



11/19