

Bilingual Education Parent's Engagement Plan and Guidebook

Macomb Intermediate School District



**44001 Garfield Rd.
Clinton Township, MI 48038**

We provide services in these languages: Albanian, Arabic,
Bosnian, Bulgarian, Bengali, Chaldean, Chinese, Croatian,
Farsi, Filipino, German, Hmong, Italian,
Lao, Macedonian, Polish, Russian, Serbian,
Spanish, Thai, Vietnamese, Persian, Pashto,
Urdu, Hindi

Bilingual Education Consultant/Title III Director
Dr. Suchiraphon McKeithen-Polish
(586) 228-3481



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

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

The purposes of the MISD Bilingual/EL Education Program are two-fold. *First, we provide limited English-proficient pupils with access to instruction in learning English-as-a-Second Language (ESL) as quickly as possible in tutorial sessions using the student's native language when necessary for explanation. In addition, the Consultant Services Bilingual Department will be implementing a new program component.* The component will be implemented within the existing bilingual program to provide more assistance to those students who have newly arrived from other countries. Another addition is the Sheltered Resource Center. The center will provide more student contact time and assistance where students may come and seek additional help as needed.

Studies suggest that the rejection of the student's heritage and language may have a detrimental effect on his/her self-concept. The consequences of a low self-concept among students of limited English-proficient ability historically have been poor academic performance and high drop-out rates. Bilingual education attempts to enhance the self-concept of limited English proficient students by providing an environment that respects their language. The civil rights of each student are met through receiving the best education that suits the needs of each individual student. An eligible limited English proficient student is defined as a student who scores below proficiency on the spring WIDA (English Language Proficiency Assessment).

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

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

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

Parents’ Rights:

- Under the federal law and Office of Civil Rights, your student is eligible to receive instructional services that will help him/her learn English.
- You have the right to refuse the services.
- You have the rights to receive any assessment results that pertain to your student’s language learning and the academic progress.

Parental Notification:

- Inform parents no later than 30 days after the beginning of the school year of their student identified for participation in the language services due to their student’s limited English proficiency.
- Inform parents of their student’s level of English proficiency based on the state assessment, World-Class Instructional Design Assessment (WIDA).
- Inform parents of the method of instruction used in the program in which their child is or will be participating in.
- Inform parents of specific exit requirements for such program.

Program Services:

1. Direct tutoring assistance to the **English Learner (EL)** in basic English skills, U.S. cultural etiquette and help in reading comprehension of core content areas of math, social studies, science as well as, special areas (Career/Technical Education).
2. Training staff of participating districts in the areas of instructions, tools and strategies of bilingual/ESL and multicultural education.
3. Assisting local school districts in the implementation of instructional programs designed to enhance cultural awareness.
4. Interpreting services for parents in parent/teacher conferences, parent-child study meetings, and special education related matters.
5. Sharing multicultural materials and activities.
6. Translating school documents.
7. Interpreting legislative rules and regulations.
8. Expanding the existing bilingual program to include **The ELL Sheltered Resource Center.**

State and Local Responsibilities for Implementation of a Bilingual Education Program

The Michigan State Board of Education supports the implementation of bilingual education programs in schools/districts within the state. The state has set forth six guidelines and regulations for districts.

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

It is the attitude of the Michigan Bilingual Education Department that any special language program should be an integral part of a program of quality education. The Michigan Office of Bilingual Education and Equity is staffed by a field consultant. The tasks of the State Office of Bilingual Education relate to equity and to districts are as followed:

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

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 Learner (EL) 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/ESL Program. We employ approximately 25 Bilingual Instructional Assistants who speak about 42 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 is coordinated through the Bilingual Education Program within the Department of Consultant Services at the MISD. The MISD Bilingual Education Program Director is **Dr. Suchiraphon McKeithen-Polish**, (Bilingual Education Consultant/Title III Director) (586) 228-3481, with assistants, **Roni Vanderford/Tricia Matina**, (586)228-3496.

MISD Consortium Bilingual/ Title III English Learner Programs

Districts 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 Services Center.
2. 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. See that each teacher, who has an ELL student in their classroom, receives a copy of the *Bilingual Education Consortium Guidebook*.
7. See that each administrator and counselor receives a copy of the *Bilingual/EL Education Consortium Guidebook*.
8. **Monitor for 2 years EL students who have exited the program**, through a progress report. If any of these students is not achieving at grade level due to language, contact the bilingual consultant/coordinator.
9. Disseminate information regarding English Language Development Standards (ELD) & World-Class Instructional Design Assessment (WIDA) to districts.

Student Referral Process

The MISD students are **referred by the local schools/districts after giving a WIDA screening test, which is administered by the school staff.** The student referral form can be obtained or download from www.misd.net, under 'bilingual'.

Three documents must accompany the referral form:

1. Student's Referral Form
2. Copy of the Spring/Fall WIDA Screening Report if student has taken
3. Home Language Survey

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

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

The WIDA Initial Screening test should be administered by the local school/district **within 10 days** after students registered and before referring students to MISD Bilingual Education/EL Program.

Each district will administer MDE mandated test of *WIDA ACCESS* in the fall and spring to **all** English Language Learning students, K-12.

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

Refusal of Bilingual Services

ONLY PARENTS CAN REFUSE SERVICES. Teachers may make recommendations to the parents.

Please go to www.misd.net and 'Bilingual' to obtain forms and more information.

Procedure for Filing Complaints

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

MISD Bilingual Education Program
44001 Garfield Road
Clinton Township,
MI 48038

**MISD Bilingual Education Program
ELL Parent/Student Complaint Form**

Please complete this form. Your complaint will be dismissed if it is submitted with incomplete information.

Submit your complaint to your student's principal or to MISD/ Bilingual (44001 Garfield Road, Clinton Township MI 48038) Fax: (586) 286-2809

1. Student's Name _____
2. Parent's Name _____
3. Address & Telephone Number _____
4. School/District _____
5. The date of the event or action that gave rise to this complaint _____
6. A detailed factual description of all of the circumstance(s) that gave rise to this complaint. (Use additional 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. _____

Parent Engagement Plan

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

Why Is It So Important?

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

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

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

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

What Parents can do to Increase Their Involvement

Elementary Parents:

1. Communicate frequently with your child's teacher by sharing your

child's strengths and needs, asking about your child's progress in school and seeking ideas on what you can do to assist in ensuring his/her success.

2. Each day, ask your child to share with you three things s/he learned in school.
3. Read to, or with, your child every day in English or their native language since literacy skills are essential to later success both in school and career.
4. Share your skills and talents with your child's teacher and discuss ways to share them with the school community.

Secondary Parents:

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

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

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

parent portal, and through organizations parents tend to be involved in. This includes language appropriate invitations, language appropriate meetings, and alternative meeting times.

6. Give parents opportunities to talk about their student. Create opportunities for parents to call or come in with a concern or interest. Welcome parents to the school for a variety of activities and functions, and always thank them for coming.
7. Seek parents' commitment to ongoing engagement in their student's lives throughout their secondary schooling.
8. Understand each student's strengths and needs and how the parent can be engaged in supporting his/her student's success.
9. Establish a positive, trusting relationship with your students' parents by celebrating their parental contributions to the growth and development of their child, no matter how large or small.
10. Partner with local schools to offer mentoring and internship programs for community students.

Suggestions on How Parents Can Get Started:

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

(Sent home to parents when their child is eligible to receive EL services based on the Home Language Survey)

Dear Parents/Guardians:

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

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

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

We hope this program will enable your child to be more successful in school. **You do, however, have the right to refuse the services. Even with the refusal of services, your child may still have to take the state assessment of World-Class Instructional Design Assessment (WIDA) if your child did not score proficient or advanced proficient on W-APT screener, given by the school.**

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

- have been notified of the MISD Bilingual Education Program services that are being provided for your child, and
- Understand that you have the right to refuse English Language Development services at any time by filling the refusal of services form.
- Have received WIDA report from school/district. If not, contact school directly.
- For filing complaints, please contact your local school principal or contact MISD Bilingual Program, (586) 228-3481.

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

Parent’s/Guardian’s signature _____ **Date** _____

Sample of a Home Language Survey

Based on the requirements of the
Federal OEO Rules

MACOMB INTERMEDIATE SCHOOL DISTRICT

HOME LANGUAGE SURVEY

The _____ is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1152- 380-1157 of the School Code of 1995, Michigan's Bilingual Education law. Would you please help by providing the following information? Thank you very much for your cooperation.

Name of Student _____ Grade _____ Age _____

Name of School Building _____

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

Yes

No

If yes, what is that language?

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

Yes

No

If yes, what is that language?

3. *What country was your child born in?

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

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

*Optional

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

SAMPLE OF PARENTS REFUSAL FORM

**MISD
REFUSAL OF BILINGUAL EDUCATION/ESL PROGRAM SERVICES FORM**

Student's Name _____

School/District _____ **Grade** _____

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

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

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

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

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

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

Parent signature _____ Date _____

Principal _____ Date _____