

GUIDELINES TO IMPLEMENT BILINGUAL EDUCATION 2002-2003

The primary goals of the district's Bilingual Program are: 1.) to teach English and 2.) to increase the academic achievement of bilingual students. Federal law mandates that schools provide bilingual education services to English Language Learners (ELLs). (See Attachment A)

MISSION STATEMENT

The mission of Detroit Public Schools' Bilingual Education Program is to ensure that English Language Learners receive a rigorous foundation which prepares them to excel in a highly competitive, global society.

VALUES

- English Language Learners can excel academically.
- The community contributes to the English Language Learners success.
- Parents/Families of English Language Learners are vital partners in the educational process.
- All educational personnel have a legal and moral responsibility for the education of English Language Learners.
- Learning is a socio-cultural and linguistic process.
- A highly trained and supported staff will most effectively meet the educational needs of English Language Learners.

BELIEFS

- Given the opportunity and support to excel academically, English Language Learners will contribute greatly to our global society.
- All children learn best when actively engaged with others in authentic instruction grounded in respect of their prior sources of knowledge such as culture, language and history.
- All parents and family members can contribute to their children's education regardless of their English language ability, provided the school facilitates this involvement.

GOALS

- Ensure that English Language Learners master the same high academic achievement standards required of all learners.
- Create a safe and nurturing environment for all students and families free of barriers.

- Strengthen the two-way relationship with families and communities.
- Provide the leadership necessary to ensure equity for English Language Learners.

**TITLE III - ENGLISH LANGUAGE LEARNERS (ELLS)
STUDENT PERFORMANCE EXPECTATIONS**

- ELLs will achieve high levels in the core academic subjects and will meet the same Michigan Curriculum Framework and Student Academic Achievement Standards as their peers.
- ELLs will demonstrate yearly improvements in English proficiency.
- ELLs will meet Adequate Yearly Progress (AYP).

TITLE III - ACCOUNTABILITY MEASURES REQUIRED

- An annual description of the programs and activities conducted
- A description of the progress made by ELLs in meeting the Michigan Curriculum Framework and Student Academic Achievement Standards
- A description of the number of ELLs attaining English proficiency by the end of each year
- A description of the progress made by ELLs in meeting challenging State academic content and student academic achievement standards as measured by AYP

IDENTIFICATION

- By the fourth Wednesday, September 25, 2002, all students thought to be potentially eligible for bilingual education must be identified as required by federal and State mandates.
- An up-to-date "**Master Bilingual Students Membership List**" will be sent to your school to verify the enrollment of those students already identified as potentially eligible.
- First-time enrollees (including kindergartners) or transferees from other school districts not appearing on the printout, who are thought to be potentially eligible for bilingual education, must be identified and reported to the membership office. They are also to be reported to the Office of Bilingual Education on the green colored "Updating Bilingual Students" form, which is attached to the printout (See Attachment B).

HOME LANGUAGE SURVEY

- All verified students on the printout or new students on the green form must have a Home Language Survey (HLS) form on student's file.

- Every student without an "X" in the "HLS" column of the printout must have the form completed by the student's parents or legal guardian and returned in order for the student to be considered potentially eligible for bilingual services.
- A "yes" answer on either of the two questions on the HLS form identifies the student as potentially eligible for bilingual services.

YEARS THE BILINGUAL STUDENT HAS BEEN IN THE USA

- The print-out reflects the number of years each student has been in the United States.
- For students who have come for the first time to the U.S. and have had some schooling in their native country, they will be identified as 1A.
- Those newly arrived students who have no previous schooling will be identified as 1B.
- Students who have been in this country for more than one year will show the number of years in the column, "Years in the U.S.".

ELIGIBILITY CRITERIA

- **All students K-2 identified as bilingual students** according to the Home Language Survey (HLS), **are eligible for bilingual instruction** without consideration of the MAT or the Bilingual Verbal Ability Test (BVAT) score. All students **grades 3-12 with**
- **MAT scores at or below the 40th** percentile or those without a MAT score but with a **BVAT score of level 4 or below** on the CALP scale (Cognitive Academic Language Proficient) are eligible for bilingual education. The flowchart (See Attachment C) summarizes the procedure to determine bilingual eligibility of individual students.
- The BVAT score is used to gather diagnostic data, to determine eligibility of students without MAT reading scores and to determine the type and amount of service for eligible bilingual students.
- School reports without all required information for each student identified will not be accepted. No student will be considered eligible without a HLS form, and the MAT or BVAT scores. **THE DISTRICT WILL NOT RECEIVE BILINGUAL FUNDING FOR ELIGIBLE STUDENTS IF THEY ARE NOT REPORTED BY THE FOURTH WEDNESDAY COUNT, SEPTEMBER 25, 2002.**

THE BILINGUAL VERBAL ABILITY TEST (BVAT)

- According to the requirements of the Office for Civil Rights and State of Michigan guidelines to serve bilingual students, the district is required to assess the English language proficiency level and academic performance of bilingual students once a year. The **Bilingual Verbal Ability Test (BVAT)** is used to comply with this requirement. The BVAT reports five levels of Cognitive Academic Language Proficiency (CALP) to help describe the student's language proficiency in English. (Riverside Publishing, 1998)
- Potentially eligible students without a MAT reading score and not tested between **1/1/02** and **6/15/02** must be tested with the BVAT. The BVAT provides a standardized and psychometrically sound procedure for combining verbal and cognitive assessment in English and in the home language of the student in the same instrument. Items that students fail are assessed in the students' home language to ascertain whether the students have that knowledge or ability developed in the home language. The BVAT assesses the linguistic and conceptual knowledge that the students possess regardless of their language.
- The BVAT was administered by trained bilingual staff during the past three years. New students and those who were not tested in the late Spring, will take the BVAT test **September 3-24, 2002**.

THE WOODCOCK-MUÑOZ TEST

- The Office of Bilingual Education and Related Programs will administer a new bilingual test this fall to all bilingual students who are identified by a home language survey as being bilingual. This new test adoption will assist schools with pre and post data that will help the school meet the AYP requirements of the new Title III law.

BILINGUAL STUDENT LEARNING PLAN

- All bilingual students identified as potentially eligible to receive bilingual services will be required to have a Bilingual Student Learning Plan.

BILINGUAL 80'S FOLDER

- All bilingual students identified as potentially eligible to receive bilingual services will be required to have a Bilingual 80's Folder in their 80's series. This new Bilingual 80's Folder will be used to gather all printout information and documentations required by law for audit purposes.

STAFFING

- **Principals are responsible for providing bilingual education services to all eligible students with regular bilingual teachers paid by the school.** A procedure has been approved by the Office of Personnel and the Detroit Federation of Teachers (DFT) for this purpose. **It requires principals to make a written request to their Personnel Administrator indicating the amount and language of the service needed.**
- According to the agreement between the Detroit Board of Education and the Detroit Federation of Teachers, bilingual teachers have super seniority. Section 12E of the contract states **"Qualified bilingual teachers who have full endorsement will be protected from reduction in service transfer if they are serving bilingual students and using their second language in the process."**
- Principals must hire bilingual teachers and administrators in regular positions to comply with legal mandates and to ensure that the needs of bilingual students and parents are met.

FUNDING OF BILINGUAL TEACHERS

- Since each bilingual student, like any other student, generates funds to be provided with quality education, and these funds (teacher service) are controlled by the principal of the school, then bilingual teachers must be paid with school funds. The Office of Bilingual Education has a budget **for only one** bilingual teacher per building with a high concentration of bilingual students to serve **only non-English speakers and eligible students who score low in reading.**
- Schools with a high enrollment of bilingual students are required to increase the number of endorsed bilingual teachers in the language(s) spoken in the school. Any school with forty (N=40) or more eligible bilingual students must fill its vacancies, or add qualified bilingual teachers as part of its teacher allocation for the school to serve those bilingual students in self-contained classes. **Bilingual teachers of self-contained integrated bilingual classes must be paid by the school budget and be included in both the Pre-planning and Change in Teacher Service worksheets.**

BILINGUAL CLASS SIZE

- Level 1, (Negligible CALP in English) and Level 2 (Very limited CALP in English) students who have been in the USA for less than two years could be temporarily placed in a classroom of 15-20 students per session.
- Level 1 and 2 students who have been in the USA for 2 years or more, Level 3, (Limited CALP in English) and Level 4, (Fluent CALP in English) students should be placed in an **integrated bilingual regular self-contained** class/session with the same number of students as for the regular class.

TYPE AND AMOUNT OF BILINGUAL SERVICES

- The type and amount of bilingual services for eligible students is based on the level of English oral language proficiency as measured by the BVAT and on the number of years in the USA.
- Principals of schools with 40 or more eligible bilingual students are required to make every effort necessary to hire bilingual teachers to **provide bilingual education services in an integrated regular self-contained class of bilingual and non-bilingual students taught by a bilingual teacher.**
- Students who have been in the United States for less than two years, and scored Level 1 or Level 2 on the BVAT, could be scheduled daily for up to one half day to a class of 15 to 20 students, taught by a bilingual teacher. This class will focus on the curriculum reflected in the Pathways to Fluency in English for English language learners developed by the Office of Bilingual Education. The other half-day, these students must be scheduled to a regular integrated bilingual class.
- The Office for Civil Rights requires that bilingual students not be segregated for more than 15 hours per week. This requirement is supported by research and best practices.
- **Principals of schools with a high concentration of bilingual students are required to first consider a qualified bilingual teacher to fill any existing vacancy.**
- Principals of schools with 10 to 39 eligible students will offer bilingual push-in or pull-out services provided by a part-time teacher, educational technicians or teacher aides. Bilingual staff must speak the language of the majority of these students.
- The amount of time the teacher or educational technician is assigned to the building will be determined by the educational needs and the English language proficiency level of the bilingual students in the school.
- Schools with 9 or less eligible students will offer the students the option to attend a bilingual "cluster" in another school. The "sending school" must document its students' acceptance or refusal of the clustering option. The Office for Civil Rights requires that students who "opt out" of the clustering program receive Title I Services.

ENGLISH LANGUAGE LEARNERS (ELLs) PROGRAMS

- Foreign Language Immersion Program
- English-as-a-Second Language (ESL) Program
- Bilingual Dual Language Program

ENGLISH LANGUAGE LEARNERS (ELLs) EXTENDED LEARNING OPPORTUNITIES

- After-School Tutoring and Mentoring Program for ELLs
- After-School Multicultural Heritage Literacy Program for ELLs
- Saturday Foreign Language Enhancement Family Program
- Migrant Summer Enrichment Program
- Summer Program for High-Need Bilingual Students

ENGLISH LANGUAGE LEARNERS (ELLs) CURRICULUM

- To increase the English proficiency of ELLs (including Immigrant children) by providing high-quality language instructional programs that are based on scientifically based research and have proven to be effective for teaching limited-English proficient learners.
- To help ELLs meet the same challenging rigorous content in all areas of the curriculum.
- To help ELLs meet the same challenging State academic standards as expected of all students and measured by AYP.
- To expose teachers with 50 scientifically-based research strategies for teaching ELLs English.
- Hampton Brown - *"Into English"* will be utilized for all Level 1 and Level 2 bilingual students in K-5.
- Hampton Brown - *"High Point"* will be utilized for all Level 1 and Level 2 bilingual students in grades 6-12.
- All Level 3 through Level 5 ELLs in grades K-5 will utilize *"Open Court Reading Series."*
- All Level 3 through Level 5 will continue to use the core curriculum identified by the district (Spotlight to Literacy).
- Additional textbooks and supplementary materials should be scrutinized to ensure that they are developmentally appropriate, free of bias, up-to-date, accurate, and reflective of the cultures of the students.

STRATEGIES TO TEACH BILINGUAL STUDENTS

- Adjustments in curricular strategies and interventions must be implemented in order to facilitate the acquisition of English. The Detroit Public Schools' standards for promotion of ELLs are no different from the district's standards to promote native English speakers. Both are required to master English in form and content.
- In addition to teaching ELLs in the language they understand, appropriate instructional strategies and curriculum adaptations should be made to accelerate English language acquisition. These strategies should address the linguistic and cultural needs of the students in order to effectively accomplish the transition from their native language to English literacy. ELLs are not limited in their cognitive abilities.
- The English proficiency levels and academic needs of ELLs vary greatly. One must realize the enormous challenges facing English Language Learners. Acquiring English language skills that are characteristic of native English speakers of the same age are significant challenges. Special instructional and alternative assessment considerations must be given to ELLs to achieve the high standards proposed for other subject areas.

ENGLISH LANGUAGE LEARNERS (ELLs) INSTRUCTIONAL MATERIALS

- Textbooks and supplementary materials should be carefully scrutinized to make certain that appropriate materials are being ordered to address the needs of students.
- Textbooks and materials should be developmentally appropriate, free of bias, up to date, accurate, and reflective of the cultures of the students. **Textbooks and supplementary materials** for eligible students must be included in the school budget.

TITLE I SERVICES FOR ENGLISH LANGUAGE LEARNERS (ELLs)

- Federal and State Mandates require districts to utilize Title I - "No Child Left Behind" funding to provide additional services to ELLs.
- The Federal rules state that ELLs are eligible for Title I services as other children. Title I service programs require taking into account the needs of all students including those who are Limited English Proficient.

SUPERVISION AND MONITORING

- In order to ensure effective and equitable services for ELLs, proper supervision and monitoring must be implemented at the school level. Central Office staff will provide support to all bilingual and non-bilingual instructional staff in order to assist in the implementation of the bilingual program.
- When a new bilingual instructional staff person is assigned, the principal should make certain that a bilingual staff person provides the necessary support to ensure the professional success of that teacher.

LIFTING TEACHERS' PERFORMANCE THROUGH STAFF DEVELOPMENT

- The purpose of staff development opportunities that will be offered in the 2002-2003 school year will be to improve the skills and awareness of all staff who serve ELL students and to make sure that bilingual students who are at risk improve academically. Staff development includes assessment of cognitive/academic and affective areas, content area skills, students motivation, learning styles, classroom management, language development, second language acquisition, and the use of textbooks and materials.
- Professional development will incorporate four keys to success: shared focus, reflective practices, collaboration and partnerships, and ever-increasing leadership capacity.
- Professional development will include: on-site school visitation, coaching, collegial visits, technology, action research, electronic network, reflection journals, study groups, learning circles, and others.
- It is intended to help teachers develop and implement effective practices for teaching literacy in pre-school through 3rd grade.
- Develop teacher leadership teams to impact the primary literacy program within a school and its district.
- Mentors who support first and second year teachers by helping them with lesson plans, modeling and co-teaching, setting up classroom routines, helping develop

classroom management strategies, organizing record keeping, and providing collegial support.

- Developing staff through assessment and identifying resources.

<p style="text-align: center;">TITLE III - BILINGUAL PARENT NETWORK, TRAINING AND INVOLVEMENT</p>
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- Parent Notification
- Parent and community outreach & involvement
- Training activities designed to assist parents to become active participants in the education of their children.
- Assist parents in helping their children to improve their academic achievement.
- Implement a Bilingual Parent Network Web Site in collaboration with agencies, faith-based organizations, and local businesses to assist parents with outreach, materials, training and communication.
- Collaborate with the Office of Adult Education in providing parents with adult education classes including technology.
- Provide a series of research-based workshops for parents.
- Utilize the Search Institute's Developmental Assets Model as a framework for our work with parents.
- Principals must ensure that bilingual parents are active members of the parent organization of that school and facilitate the opportunity for parents to meet with the teacher of bilingual students to strengthen parent/teacher partnerships.
- The school should have a bilingual staff person (administrator, community liaison, school service assistant or secretary in the main office) who speaks the language of the majority of the bilingual population of that school to serve as a liaison between the school and the community.

<p style="text-align: center;">LETTERS TO PARENTS</p>
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- Schools must inform parents or legal guardians in their native language when possible, if their children are eligible for bilingual education services, and keep a dated copy of this letter on file.

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Attachments

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