

Grand Blanc Community Schools English Learner & Immigrant Student Programming



Language Instruction & Assistance
Educational Program Handbook

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Section 1 Introduction

Note: the term Limited English Proficient (LEP) is a historic term, as is English Language Learner (ELL). English Learner (EL) is the currently accepted term, used in current federal educational policy, and is therefore used throughout this document.

The mission of Grand Blanc Community Schools, the hallmark of academic and personal excellence, is to ensure students actualize their own unique genius, freely and without fear, through a system distinguished by:

- **Dedication to the discovery of profound learning**
- **Exemplary models of character and judgment**
- **Global experiences in life and living**
- **Emphasis on individual autonomy and self-direction**
- **Unremitting pursuit of the highest human ideals**

Grand Blanc Community Schools seeks to provide every child, regardless of national origin or native language, with a quality and meaningful education consequently, students who are English Learners (ELs) are provided instructional services through an English as a Second/Other Language (ESOL) program which is designed to meet their unique needs.

We have prepared this handbook of program policies and procedures to ensure that the Title III/ESOL Program is consistent throughout the district.

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The information contained herein has been compiled using the following sources:

- Christy Gibson, Grand Blanc Community School ESOL Program Coordinator 2023-Current, EL Instructional Coach, Genesee ISD 2012-2023
- Michigan Department of Education
- Sara Rainwater, Supervisor, ESOL/TIII, Genesee Intermediate School District (2016-2023)
- Oakland Schools, ESL/Title III Handbook
- Wayne RESA, ESL/Title III Handbook

TRANSPARENCY & RECORD KEEPING

Grand Blanc Community Schools will annually disseminate this programming policy to every building and central office administrator at the beginning of each school year.

English Learner programming will be referenced annually during the beginning of the year required staff development days (required of all instructional and administrative staff). All teachers, counselors, instructional intervention staff and secretarial or support staff will be notified of this policy.

Additionally, this English Learner & Immigrant Student Programming Handbook will be available online on the district's website: <https://www.gbcs.org/>

Maintenance of EL and TIII Records in a Central Location

Initial Eligibility documentation, program Exit documentation, as well as FEL monitoring documentation are held by the ESOL program coordinator in the ESOL office.

Equitable Private School Participation

The Elementary and Secondary Education Act (ESEA) requires the equitable participation of private school students, teachers and other education personnel in some of its major programs including Title III for English Learners

Annually, Grand Blanc Community Schools will send out a letter to all Private Schools in the area offering them the option of participating in Title III and other appropriate programming, and the requirements thereof.

VISION

High quality, educational programming and services that yield great English Learner (EL) and immigrant student achievement, equity and compliance.

We recognize that the vision is achieved through the responsibility and collaboration of all those responsible including students, parents, ESOL Program staff, local district teachers and instructional staff, local district administration and the community.

Objectives:

- Students:
 - High expectations simultaneous to appropriate accommodations
 - Additional support and opportunities to attain English proficiency.
 - Quality and research-based curricular, instructional and assessment practices including:
 - Explicit focus of various language forms, skills and strategies in English development
 - Equitable access to the regular curriculum and attainment of grade level content expectations
 - Academic, social and emotional supports unique to each student and intended to address the unique needs of multilingual and multicultural students' development
- Effective, meaningful communication with (and involvement/collaboration with) EL families and parents
- Cohesive and strategic development of program structures and procedures and a culture of educational clarity demonstrating:
 - Student success is everyone's responsibility
 - Administrative understanding of and commitment to continuous improvements
 - Adequate support of teachers' instructional efforts through resources and professional development
 - Ongoing evaluation

FEDERAL DEFINITIONS

Definition of English Learners (EL) 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).

Definition of Immigrant Student

Immigrant Children and Youth are individuals:

- (1) who are ages 3 through 21;
- (2) who were not born in any State; and
- (3) who have not been attending one or more schools in any one or more states for more than three full academic years.

Title I & Title III Requirements

Programs of English Learners

Under Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunity Act (EEOA), all States and Local Education Agencies (LEA) 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 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. These 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 means to 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;
- 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 supplemental 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 Schools and School Districts Must:

- 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.

Title III funds may be used for supplementing NOT supplanting school districts and school activities. (See APPENDIX G)

What Academic Information Does The School District 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 LIEPs
- Number and percentage of former ELs who meet academic content standards (for 4 years)
- Number and percentage of ELs who have not exited LIEPs after 5 years as an EL
- Number and percentage of ELs with IEPs

Assessments Required of EL Students:

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

- 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))
- Every Student Succeeds Act (ESSA) requires that school districts:
 - to the extent practical, provide content area assessments in an appropriate language and form for ELs (ESEA Section 1111(b)(2)(B)(vii)(III))
 - 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 allows states

- 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

- **Year one** (living in the US for 12 months or less)
 - exempt from ELA assessment, student takes English Language Proficiency (ELP) Assessment and is included in English Language Progress indicator
- **Year two**
 - student takes ELA assessment and ELP assessment and is included in English Language Progress indicator
- **Year three**
 - Student takes ELA assessment and ELP assessment and is included in Academic Growth and English Language Progress indicators

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- **Year four**

- Student takes ELA and ELP assessments and is included in Academic Proficiency, Academic Growth, and English Language Progress indicators

ADDITIONAL FEDERAL LAWS

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. 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, textbooks, 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.

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Section 2
Procedures: Enrollment, Eligibility & ESOL Services

REGISTRATION/IDENTIFICATION OF ELs

Social Security Numbers

Because of the Equal Protections Laws of the 14th Amendment to the constitution, the U.S. Supreme Court has ruled that undocumented children and young adults have the same right to attend public and secondary schools as do U.S. citizens and permanent residents AND are obliged under state law to attend school until they reach a mandated age.

Thus, **our schools will not *require* social security numbers** of enrolling students, nor:

- deny admission during enrollment based on undocumented status
- treat a student disparately to determine residency
- engage in practices to 'chill' the right of access to school
- require students or parents to disclose or document their immigration status
- make inquiries of students or parent that may expose their undocumented status
- require social security numbers- as this may expose undocumented status

Students will be assigned a number generated from the school or state and this number will be used where Social Security numbers might be used for other students.

Adults without social security numbers who are applying for a free lunch and/or breakfast program on behalf of a student need only indicate on the application that they do not have a social security number.

Initial Eligibility For ESOL Program Services

Entrance Criteria

Beginning in the 2011-2012 school year, all K-12 Michigan public schools must use the Michigan Department of Education's (MDE's) common English learner (EL) Program eligibility and exit criteria (entrance/exit protocol) to determine participation for English as a Second/Other Language (ESOL) / bilingual programs.

In compliance with federal and state law, all public schools in Michigan must identify any student who enrolls with a native language other than English and/or a primary language other than English in the home. Eligibility is then based on a combination of assessment scores in English from a WIDA assessment and local literacy assessment(s).

The Home Language Survey approved by the Michigan Department of Education (APPENDIX B) is included in the Grand Blanc Community School registration form. It is to be completed at the time of registration. The enrolling secretary 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.

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 ESOL services. The ESOL Coordinator staff will arrange for a prompt assessment of the student to determine eligibility.

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 screened to determine if they are eligible for ESOL program services. Using the WIDA ACCESS for ELLs or the WIDA Screener, the student's English language skills are assessed in listening, speaking, reading, writing, and comprehension.

Staff 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.

EL Entrance Protocol

Entrance Protocol and Flowchart for Determining Eligibility for LAP
Services

Entrance Protocol	Kindergarten (including DK) Beginning of Year- Nov 30	Kindergarten after December 1st through 12th Grade
WIDA Screener Score	Student scores below 5.0 on the listening and speaking domains.	Student scores below 5.0 on one or more domains.

NOTE: LEAs must notify parents or guardians of an EL no later than 30 days after the beginning of the school year of the student's identification for participation in such a program, or within ten school days for children who have not been identified as ELs prior to the beginning of the school year. See ESEA Section 1112(e) (3) (A B).

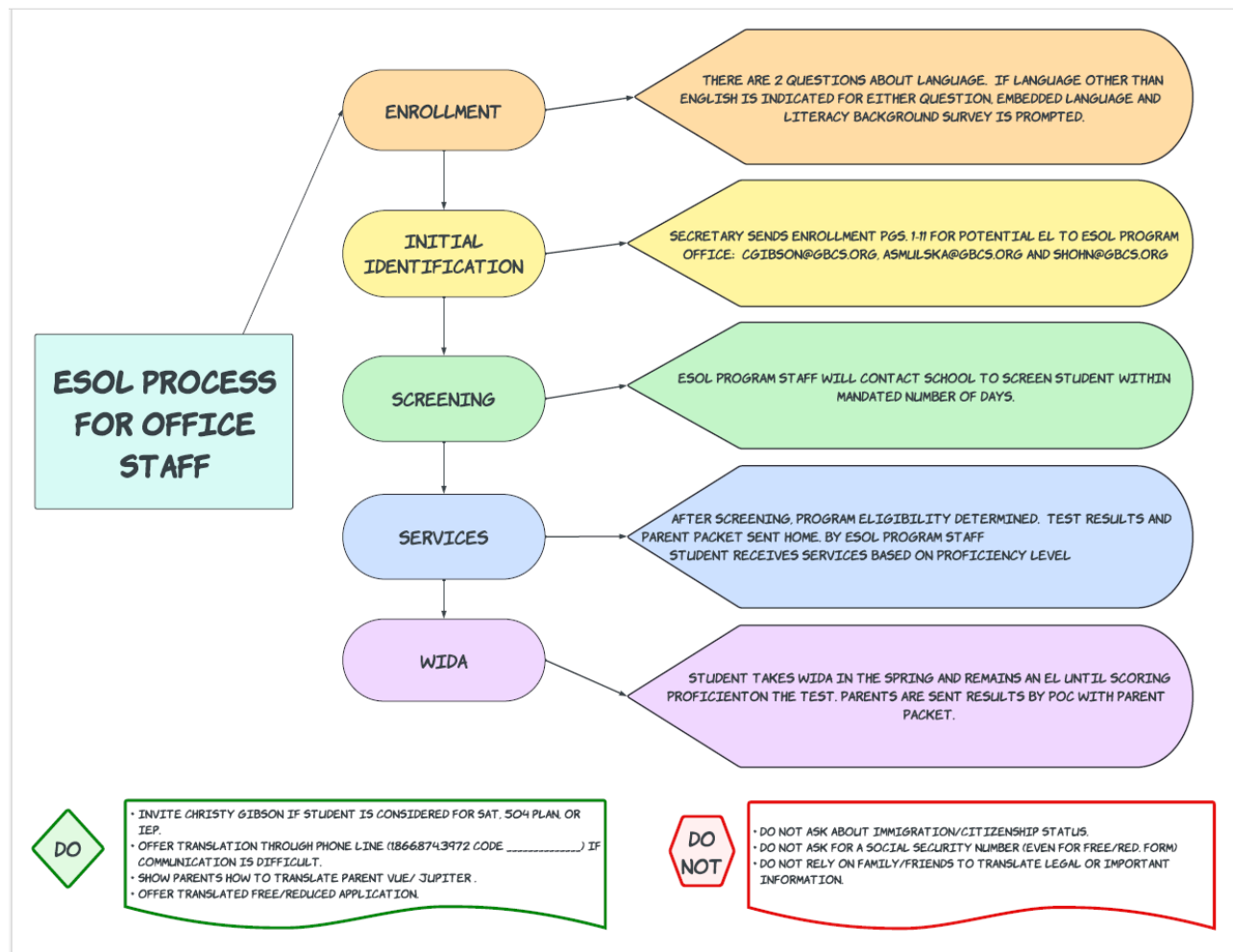
Eligible: LEA places eligible students in the ESOL Program and, based on a review of the English proficiency and achievement data, determines the intensity of services provided to each student.

Not Eligible: Student is not enrolled in the English Language Development Program and are monitored regularly through established LEA procedures used to monitor the achievement of all students.

Process Overview for Enrollment Staff

Ensure both home language survey questions are:

- Completed in every enrollee's enrollment packet (even if it says "no, no" to both questions, they must be completed and filed in the student's permanent CA60 file)
- If the language questions portion of the enrollment is blank/ ambiguous or incomplete, office staff should follow up with the parent/guardian immediately to ensure clear and correct responses.
- Completed by the parent / guardian
 - Schools cannot advise parents/guardians to identify their student's Home Language Survey as English, English only as to avoid the eligibility determination process.
- Reviewed for all answers of 'YES'



Communication & Documentation Transfer to Necessary Parties

The Student's Enrollment (including home language survey questions and Language and Literacy Survey - as well as transcripts for any out of country high school transfer students) are sent via email as an attachment to Christy gibson (cgibson@gbcs.org), Alina Smulski (asmulski@gbcs.org) and Sally Hohn (shohn@gbcs.org)

PLACEMENT INTO LANGUAGE ASSISTANCE SERVICES

Grand Blanc Community Schools provides an instructional program to meet the language and academic content needs of English Learners (ELs) enrolled in the district. GBCS's ESOL program supports ELs in grades DK-12.

The instructional needs of students at different levels of language proficiency and prior schooling are met differently. Therefore, the amount of support will vary by grade level, English proficiency level, and additional documented education needs.

EL facilitators provide "push-in" support within the classroom. EL at beginning proficiency levels will also receive additional English language development support from a certified ESL teacher.

Early Childhood Transition Students

GBCS has an intentional process for welcoming potential EL into Kindergarten. Communications from Head Start, GSRP with the local elementary schools indicate which families have already indicated another language in the home. These families may receive additional language support (such as translation) during Kindergarten Round up or open house. In addition these students can receive their WIDA screener during the Brigance testing day before the 1st day of school. Knowing student eligibility allows for building planning and immediate language support, when given merriitt.

Informed Refusal of Services

After eligibility is determined, parents have the legal right to waive ESOL *services*. Under ESSA, a conversation between parents and district staff must take place before waiving to ensure parents' full understanding of the program and waiving implication. Waiver forms must be returned to GBCC before services will end.

Students will still be identified as an English Learner within the state data system, and will still be required to take WIDA each year. Continued eligibility will be determined each year (until meeting exit criteria).

A partial waiver can be in lieu of a full waiver.

REASONABLE CLASSROOM ADAPTATIONS AND ACCOMMODATIONS

By law, EL are entitled to accommodations that are appropriate to their proficiency level. All teachers with EL will co-create the student's Goals and Accommodations plan with ESOL Program Staff, and collaboratively implement them.

These accommodations are based on the student's WIDA scores. Listed accommodations should occur regularly regardless of the presence of ESOL program staff. General education presence of such accommodations drives what is allowed during State assessments and more.

GRADING AND RETENTION

Public schools are required to provide equitable access to, and demonstration of academic content instruction through accommodations, modification and/or differentiation of: classroom instruction, assessment/grading, and English language development programming.

Academic progress reporting and instructional placement decisions related to English Learners can be extremely complex and multi-faceted. School administrators and teachers must implement core content standards with the aim of college and career readiness while simultaneously providing accommodations that give EL access to content.

Research shows that, on average, it will take EL students 5-7 years or more to attain full academic content English proficiency and grade level content expectations; EL students must regularly learn new content in the English medium while developing English and closing any content performance gaps. As such, EL academic success and learning is largely dependent upon the general education classrooms since EL students spend the majority of their time here. Below are listed options for grading in various subject areas.

Grading, English Language Arts

In the English language arts content area, academic progress reporting / grading should demonstrate the child's English language development in comparison to grade level expectations for English language arts as well as his/her personal growth in English language development.

Grading, non-ELA content areas

Summative grading should reflect an English language learner's knowledge of content learning, not their prior knowledge or English Proficiency level.

Grading Options

In the event that a less than passing grade is not an option, teachers can consider the following options:

1a- Subjects other than English Language Arts

- Pass/ fail
- Credit/ No Credit
- Qualitative description of work accommodations/modifications specific to proficiency level and how content expectations were still demonstrated

1b- For ELA

- Documentation of English Language Development specific to English Language Proficiency (Recommended for K-8)

- | | |
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- Standard grading systems (ex, A, B, C)
Assessments and instruction specifically modified to English Language Proficiency

Failing Grades & Retention / Promotion

Legally, failing grades or retention can only be considered under **all** of the following conditions:

- Full accommodations and supports- sufficient in frequency, duration and depth – have offered the student full access to learning
- The main source of the struggle is NOT the student's developing English
- Parents have received meaningful communication (utilizing translation as applicable)

ANNUAL ASSESSMENTS

Annual English Proficiency Assessment

Every student, who is identified as an English Learner, will participate in an English Language Proficiency Assessment. MDE has identified WIDA Access as its state-required assessment. Students with significant special education needs, and who meet specific criteria, may take the WIDA Alternate Access.

Assessment typically occurs in February and March, and scores are available in OEAA in the summer months.

Student scores are communicated to parents in the Parent Packets in September.

State Content Assessment

EL will participate in the State Content Assessments as applicable. Accommodations will be student specific, and dependant on the types of accommodations regularly received in the classroom

Examples of state assessment accommodations for M-STEP

- Word-word bilingual glossary
- Read aloud (non-ELA portions)
- ELA only exemption for EL in US schools less than 1 year

SAT / PSAT

- Translated test directions provided to EL literate in the other language
- Word-word bilingual glossary
- Extended time (150%)

INDIVIDUALIZED READING INTERVENTION PLAN (IRIP)

Under Michigan's Read or Be Grade 3 law, students in grades K-2 who are not meeting grade level literacy benchmarks, must have an Individual Reading Instruction Plan (IRIP) created for them.

IRIP plans for EL should also include student WIDA proficiency scores and interventions specific to the unique literacy needs of the student.

Some of these research- supported needs may include:

1. Oral language development
2. Vocabulary development beyond what native English speakers receive
3. Phonological awareness practice specifically targeting sounds that are not present in the student's first language
4. Significant background building about new topics, or variations of cultural practices.

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.

GBCS has an established protocol for referring students for special education evaluations (See below). This protocol 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 ESOL support services.

In the event, the student is referred for a special education evaluation. The ESOL program coordinator or ESL Teacher will participate in the evaluation/ IEP team.

Referral Process Adopted by Genesee County Association of Special Education Administrators in 2020 is as Follows:

1) Child Study / Student Assistance Team

- Meaningful parent communication: offer translation if child is an English Learner (EL)
- Coordinate with district English as a Second Language (ESL) coordinator/ teacher
- Involve ESL certified staff in Child Study Process

2) Referral for Evaluation

- [Procedural Safeguards](#) in English and languages other than English
- Include ESL Teacher
 - Existing data review: include ESL teacher's summary of implications (linguistic or cultural history and development)
 - Evaluation Plan: with ESL teacher, determine need for additional English proficiency and/or bilingual assessment

3) Evaluation or Initial Eligibility Determination

- Determine dominant language via bilingual assessment given by English for Speakers of Other Languages (ESOL) program
- Review results to determine assessment conditions (ex. assessment directions, item translation, specific subtests to include or not, etc.)
- Review the evaluation results with an ESL teacher in context of language and/or culture prior to the Individualized Educational Program (IEP) (ex. impact of language proficiency on assessment results, comparison to peers, English language proficiency attainment over time, etc.)
- IEP
 - Offer translation
 - Factors to consider checked off
 - ESOL eligibility documented
 - Present Level of Academic Achievement and Functional Performance (PLAAFP): Most recent World-class Instructional Design and Assessment (WIDA) score
 - WIDA participation, accommodations
 - Provide finalized IEP to ESOL program

4) IEP (Annual or Re-evaluation)

- Offer translation
- Review and reconfirm applicable items from #3
 - If concerns or intent to change categorization or eligibility, contact ESL teacher prior to determine which actions from #3 need to be implemented
- Provide finalized IEP to ESOL program

EXITING THE ESOL PROGRAM

Exit Criteria

Program Exit requires the student to meet the following criteria from Michigan Department of Education:

- at least a 4.8 overall English proficiency level on WIDA Access
- at least P2 overall English proficiency level on WIDA Alternate Access

Monitoring Former EL Students

EL who meet the MDE exit criteria will be exited from ESOL Programming. An ESOL program staff member is designated to monitor the student's independent progress (such as grades, and standardized test scores). Under ESSA Former EL (FEL) student progress will be monitored biannually for the first year after exiting, then annually in the subsequent 3 years.

In years 1-3 of FEL monitoring, students who show academic need may be re-entered into the program, or may receive non-EL specific support.

In the 4th year, an examination of the FEL monitoring history will occur to make a final determination of student success outside of the ESOL programming.

A record of monitoring, as well as any placement changes resulting from the monitoring will be placed in the student's CA-60 and ESOL program files.

Student Folder Content and CA-60

Each English Learner will have a folder maintained by the ESOL Program Coordinator in the main ESOL office. The folder will contain:

- Home language survey **APPENDIX B**
- Record of eligibility and placement decisions (Description of program for individual student, including type and amount of alternative program services)
- WIDA Screener testing results & WIDA Access for ELLs
- Annual Goal & Accommodations Documentation
- FEL Monitoring records

FALSE EL STATUS

At times, it may be believed that a student was erroneously identified as an EL. The student name may be identified in a Pre-ID list, or in an MSDS submission as an English Learner. However, the student has never had another language, nor is there another language identified in the home. These students are recognized by the state as EL, and they are expected to be part of the LAP services as other EL.

LEA are unable to directly remove the (EL) LEP designation in MSDS. However, they have the opportunity to appeal this identification. GBCS will collect the evidence that the student has been incorrectly identified and submit it to MDE in the appropriate window of appeal (historically, December each year.)

GBCS will collect:

- original HLS (showing no/ no) for first enrollment in MI.
- An additional interview with the Parent/ Guardian to document evidence for submission to MDE (with a parent signature.)

Appeals that are confirmed will have the student's LEP designation removed by the state in MSDS. After that approval, these students will no longer be expected to participate in the LAP program.

Section 3 : Staffing

Role of ESOL Program Coordinator

- Provide leadership to GBCS for ESOL Programming. This includes directives for legal compliance, financial planning of Title III EL, Title III Immigrant and Section 41 funding, and management of program staffing. Provide consulting and leadership services to GBCS in English Learner curriculum instruction K-12 for eligible students
- Coach and consult with general education teachers, coaches and administrators to differentiate instruction for all identified EL students
- Consult with staff to identify, implement and evaluate professional learning
- Use diagnostic assessment of eligible English learners to appropriately select EL services
- Review student achievement data
- Model best practices and research based ESL strategies to classroom teachers to support academic progress of EL students and improve instruction.
- Coordinate and monitor the activities of the EL Facilitators in developing, evaluating, coordinating and monitoring instructional services
- Provide ongoing communication with staff regarding cultural competence and second language acquisition

Role Of Assistant Coordinator

- ESOL Program Assistant Coordinator provides support and implementation of the program within GBCS.
- Support new ESOL staff integration with introductions, walk throughs, and support in the first few months of programming.
 - Coordinate and monitor the activities of the EL Facilitators in developing, evaluating, coordinating and monitoring instructional service
- Coordinate EL Facilitator assignments, schedules and documentation.
- Maintains the database with student additions and updates
- Manages Goal and Accommodations paperwork
- Supports eligibility and FEL monitoring completion.
- Administer and score WIDA screener, as well as the Speaking domain of WIDA Access when administered by paper format as an accommodation.
- Academic review of high-risk EL students
 - Collaborate with appropriate intervention staff

Role of ESL Certified Teachers

ESL Certified teachers are Highly Qualified teachers who support EL in a variety of ways. ESL Teachers may support EL by:

- Providing direct English Language Development (ELD) Instruction to lower proficiency students
- Teaching ELD classes for newcomers
- Co-Teaching content area classes to provide ELD support
- Targeting instruction with specific EL
- Facilitating Goal and Accommodation meetings with general education staff.
- Participating in Child Study and/ or IEP teams
- Modeling Instructional Practices for ESOL staff/ classroom teachers

ROLE OF EL FACILITATORS

EL Facilitators are mono/ multilingual staff who provide support to students in English Development as well as access to content. While many facilitators are bilingual, they are not translators. They do collaborate with teachers to set appropriate language goals, and legally-entitled accommodations for EL. Their role is to support these items that the mainstream teachers are implementing. (see table pg 36.)

Facilitators' services are "push-in" *all, or the majority*, of the time to ensure EL instruction is from the teacher.

ROLE OF MAINSTREAM, GENERAL EDUCATION TEACHER

The mainstream teacher is responsible for the delivery of the curriculum to ALL students in the class. Thus, the teacher has primary responsibility for the instruction of the EL. The mainstream teacher does not accomplish this alone.

The general education teacher is the one who:

- decides what should be taught, based on core curriculum and standards
- identifies the essential concepts in the lessons
- differentiates and accommodates lessons based on the EL student's proficiency level
 - individualized instruction to meet the needs of each student
 - uses research based best practice to facilitate learning in the classroom;
 - is a partner with the EL facilitator/ ESL Teacher in educating ELs in his/her class
 - provides materials for the ESOL staff that support the mainstream instruction;
- makes appropriate accommodations for assessments
- assesses achievement
- demonstrates sensitivity and awareness of cultural and linguistic differences; promotes intercultural discussion
- promotes language minority students interaction to be part of the social interaction/ discuss in the classroom
- Communicates with parents, using translation services when necessary
 - Strengths, progress and growth
 - Academic or behavioral concerns

Classroom Teacher	Both Classroom Teacher and EL Facilitator Collaborate	EL Facilitator
<p><u>Specific to the student's level of English:</u></p> <p>Provides differentiated instruction</p> <p>Assigns homework</p> <p>Implements legally required accommodations <i>regardless of the presence of ESOL program staff</i></p> <p>Manages behavior/ discipline</p> <p>Communicates any conflicts to EL service schedule (absences, field trips, assemblies, etc.)</p> <p>Communicates with parents</p>	<p>Develop a schedule of service times</p> <p>Co-Create and Implement EL Specific Goals & Accommodations</p> <p>Discuss content expectations and goals</p> <p>Determine supplemental resources to be used</p>	<p>Provides individualization/ small group support for teacher's instruction</p> <p>Supports English language development within classroom activities</p> <p>Supports the student in tasks the entire class is working on</p> <p><i>Supports</i> the accommodations that the classroom teacher is already providing when present</p>

ROLE OF SPECIAL SERVICES STAFF

Special Services staff members are essential for the success of students in elementary, middle, and high schools in GBCS. The roles of Student Liaisons, Counselors, Social Workers, and other curriculum support personnel may be a new phenomena for ELs and their families. The role of the special services staff may need to be explained to parents and students so that the families will have a complete understanding of that person's role in the school and will be able to utilize his/her expertise.

Support Staff for English Learners:

- work in conjunction with the EL facilitators and mainstream staff to provide appropriate scheduling of students;
- need to develop an awareness of the culture and language abilities of their 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 scores accessible
- provide academic information to parents/guardians.

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Section 4: Family Engagement

PARENT COMMUNICATIONS/TRANSLATION

Parent communication and engagement is a critical part of a student's education. GBCS recognizes some EL parents will need additional support in communication and accessing information. In addition, some parents need support in understanding the systems in place within GBCS.

Parent translation needs are identified on student's EL Student Profiles annually, and discussed with classroom teachers. In addition, parents indicate their language communication preferences within the local Student Information System (SIS) so that all staff have access to the information.

Provision of Translated Forms

A translation availability letter is sent annually in the Parent Packets. It is sent in English, Arabic, Spanish, Chinese, and Vietnamese to the identified families.

Links to Other Sites' Translated Forms

Free & Reduced Lunch- <https://www.fns.usda.gov/cn/translated-applications>

Special Education: Notice, Consent, and Procedural Safeguards

<https://www.michigan.gov/mde/services/special-education/evaluations-ieps/notice-consent#psn>

Provision of the Phone Translation Services to All Participating Buildings

Language Lines Solution is a translation service used with currently eligible English Learners or Former English Learner (FEL) students and/or their families for the purposes related to the well-being and education of the child.

The phone translation service is only to be used by school staff and **cannot be given out to non-school staff or parents.**

Quick Reference Guide

*(When **in person** with a student/family member, use a speaker phone function rather than a 3 way call)*

1. Dial 1-866-874-3972.
2. Press 1 for Spanish, Press 2 for all other languages (speak the name of the language at the prompt). You may Press 0 or stay on the line for assistance.
3. Enter on your telephone keypad the 6-digit Client ID: **See your front office staff for CODE**
4. An interpreter will be connected to the call.
5. Brief the Interpreter – summarize what you wish to accomplish and give any special instructions.
6. Add the limited-English speaker to the line through a conference button (or you can ask the translator to add the limited English speaker to the call for an additional fee) OR let the phone translator know the customer is present and ready to start.

Helpful tip: When the interpreter dials the number, the parents will see their number in their caller ID, not a 810 591-XXXX number commonly associated with GBCS. As such, most will not answer on the first attempt. Instruct the interpreter to leave a voice message stating who you are, and that you will call again in 5 minutes. Typically parents will answer the second call.

PROVISION OF BILINGUAL STAFF FOR IN-PERSON TRANSLATION (LIMITED)

Note: Translations must be approved prior to their occurrence. Because of student service priority, GBCS reserves the use of translation through bilingual staff for newcomer families, or special circumstances. All other occurrences will use the Language Lines Services. Typically, in-person translation is limited to parent/teacher conferences, orientations, and family activities.

How to Request Translation:

1. Staff should request translation, from the program coordinator, **via email** with the details noted below.
2. Program Coordinator will respond with approval or denial.
3. Logistics determined between staff and bilingual staff to fulfill translation requests.

To request in-person translation, please email Christy Gibson (cgibson@gbcs.org) and include the following:

- Student Name
- Building
- Language requested
- Purpose/ Reason for Translation (ex. conferences)
- Anticipated length of time
- Date and Time; Confirmed, Preferred or Anticipated

GUIDANCE FOR STAFF USING TRANSLATION WITH FAMILIES

Under ESSA, school staff are required to make reasonable attempts to communicate with families in the language that is most comprehensible to *them*. Some bilingual parents need interpreters to participate in school activities such as registering students and parent/teacher conferences. However, some 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 will facilitate successful communication when using an interpreter:

Prior to the Meeting

1. Determine the parents' native language prior to the meeting. Note that it may be important to determine the particular dialect of the family.
2. While many school notices may be sent electronically, it may behoove you to send a paper copy to families, if no response is received. Send notices for school meetings and conferences home in English on one-side of the paper and student's native languages on the other. Your office has a file of these generic notices with blanks for times and dates. Plan for translated discussions to take twice as long, as each item will need to be said once in English, and then again in the other language.
3. Use Language Lines Solution to connect with your translator. Discuss with the translator briefly, about the purpose of the meeting (parent teacher conference, IEP meeting). In this way, interpreters can clarify vocabulary and school terms that may not be familiar. **Please note that all meetings related to Special Education (SAT concerts, progress towards SE evaluations, IEP meetings etc.) must use professional translation. If parents decline the use of translation, it should be documented.**
4. If you are using an in-person translator, interpreters should not be active participants in the conversation. Rather, they should simply translate the participant's statements. 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.
5. **Do not rely on children to interpret for their parents.** It is difficult for most children to translate and children are typically very reluctant to translate anything negative about themselves to parents. Do not put them in this role.

During the Meeting

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. Keep the group limited to a small number of people. Introduce each person and the role each plays in relation to the child.
3. Speak at a normal rate and volume. Pause after a few sentences to allow for translation. Simplify your message and avoid technical jargon unless you explain the concepts well
4. Stop periodically and ask if there are any questions.
5. When appropriate, support your statements with examples of student work that parents can take with them and examine further.
6. Encourage parents' further school visits and participation in school activities.

PROVISION OF BILINGUAL STAFF TO TRANSLATE WRITTEN DOCUMENTS INTO ENGLISH (LIMITED).

Ex. Foreign Transcripts, etc. Note – this is based on language availability and capacity. Translations must be approved by the program coordinator prior to their occurrence.

How to Request Translation:

1. Staff should request translation, from the program coordinator, **via email** with the details noted below.
2. Program Coordinator will respond with approval or denial.
3. Documentation should be scanned and emailed to the program coordinator.

To request in-person translation, please email Christy Gibson (cgibson@gbcs.org) and include the following:

- Student Name
- Building
- Language requested
- Document type
- Purpose/ Reason for Translation (ex. conferences)
- number of pages
- Preferred Date of Receipt
- Translation completion will be scanned and emailed for return to stated parties

PARENT NOTIFICATION OF ESOL PROGRAM ELIGIBILITY / EXIT

GBCS must inform parents of English Learners (ELs) identified for participation in the district's ESOL program.

- 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) and enroll after the first 30 days of school

Parent Notification letters are available in the following languages: Arabic, Chinese, English, Spanish, Vietnamese

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 a program 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)

COMPLAINT PROCEDURE

All formal complaints about English as a Second/Other Language (ESOL) Program Services must be expressed in writing (*letter or email*). Parents are informed of their rights and the procedure to file a complaint as part of their Parent Packet in the fall each school year. (See Appendix)

Upon receipt of the complaint, GBCS will investigate and gather more information as necessary. The stated parties will work together to find an acceptable resolution. If a parent is unable to put a complaint in writing due limited English language proficiency, they may contact an administrator at the local building, or the ESOL Program to ensure that his/ her complaint is written. Translation via phone translation service or a bilingual ESOL Program staff member is available upon request.

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SECTION 5: PERSONNEL PRACTICES

POSTING

GBCS will, when seeking new applicants for all content area positions, consider the language needs/ cultural representation of the language of their student population. This is recommended for all vacancies, not just ESOL Program positions. In addition, ESL or Bilingual Education endorsements are considered on all vacancy postings.

GBCS recognizes the designation of EL facilitators as a distinct category. This provides trained personnel and consistent instruction. Presently, the EL facilitators are highly trained with specific skills to meet the needs of ELs.

Professional learning- District Staff

GBCS creates an EL-Specific Professional learning plan, annually, to address the needs of their staff. It provides professional development for instructional staff who work directly with EL, but also includes building administrators and support staff. GBCS has 3 EL Specific online Modules through Edupaths. In addition, specific EL-related topics are offered through Genesee ISD, MDE, and regional networks and associations.

Professional Learning- ESOL Program Staff

ESOL Program staff attend regular professional development. They attend monthly Professional Learning Communities

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Section 6: Program Planning and Evaluation

DISTRICT IMPROVEMENT PLAN OBJECTIVES, STRATEGIES & ACTIVITIES

The US Supreme Court case *Castañeda v. Pickard*, established the requirement of the three pronged test. “The case established a three-part test to evaluate the adequacy of a district's program for ELL students:

- (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;
- (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
- (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?”

An ESOL Program Evaluation Committee, Christy Gibson, Alina Smulski, Sally Hohn will meet each spring to assess student progress using standardized test scores and WIDA Access scores. They will also assess the program's effectiveness, resources and staff needs. This committee will make any necessary program recommendations to the Superintendent, Deputy Superintendent and/ or the Board of Education.

Program Evaluation Tool

GBCS uses MDE's Program Evaluation Tool to determine the effectiveness of programs and initiatives in assisting ELs toward achieving Michigan State Department of Education content standards and attaining English language proficiency. The district will evaluate the effectiveness of the language assistance program (LAP) every year. Every other year, the district will upload the evaluation as part of the Consolidated Application in even Fiscal years.

As a part of the annual evaluation of the district EL program, GBCS 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; or 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

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APPENDICES

APPENDIX A

GLOSSARY OF TERMS AND DEFINITIONS

Bilingual Staff

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.

A bilingual EL facilitator provides support services to the English learner. Language proficiency must be demonstrated in listening, speaking, reading, writing, and comprehension in both the English language and the native language for which they provide support services.

Building Instructional Team

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

<ul style="list-style-type: none">• Classroom Teacher• Counselor• Social Worker (as necessary)• Psychologist (as necessary)	<ul style="list-style-type: none">• ESL Instructor/Paraprofessional• General Education Resource Teacher (as necessary)• Principal
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The ESL teacher and EL facilitators assigned to the building will provide instructional support and materials.

CA-60 File

The official record of the student that is kept electronically in the Student Information System. It contains EL's birth certificate, immunization records, registration documents, standardized test scores, WIDA assessment reports, report cards, and other official school documents.

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.

EEOA

The Equal Educational Opportunities Act (EEOA) of 1974 is a federal law that prohibits discrimination and requires school districts to take action to overcome barriers to students' equal participation.

ELs (English Learners)

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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 proficiency or LEP) and those who have already developed considerable proficiency.

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.

ESOL Programs

ESOL 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.

ELD Class

English Language Development Class for Newcomers is an ESL classroom for secondary newcomers with limited English proficiency. The Center provides intensive English language instruction, and support in understanding the GBCS academic system and American culture.

ESL Teacher

An ESL teacher is required to be certified and have specific training in ESL instruction, such as ESL or bilingual endorsement. The ESL teacher may provide ESL instruction or support services to EL students and may provide consultative services to regular classroom teachers.

ESSA

The Every Student Succeeds Act (ESSA) of 2015 is the most recent reauthorization of the Elementary and Secondary Education Act (ESEA), 1965.

FEL Student

A Former English Learner (FEL) that has been exited from Title III program because the student has met MDE's Exit Protocol requirements. FEL's academic progress will be monitored for four years.

IDEA

The Individuals with Disabilities Education Act (IDEA) of 1990 is a law that governs the eligibility for public education and related services to children with disabilities throughout the U.S.

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 Michigan Department of Education 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.

LEP: Persons with Limited English Proficiency

LEP refers to English learners as identified in the amendment (in 2000) of Title VI of the Civil Rights Act of 1964. The term is still used throughout the federal laws that govern EL education.


MDE

The Michigan Department of Education.

Title III

Title III is an entitlement program under the Elementary and Secondary Education Act (ESEA, 1965). The purpose of Title III, Part A, is to 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

- | | |
|--|---|
| |  |
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- Adequate yearly progress for limited English proficient children, including immigrant children and youth, as described in section 1111(b)(2).

WIDA

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.

WIDA ACCESS for ELLs

The annual assessment given to grades 1-12 students who are identified as English learners.

WIDA Alternate Access for ELLs

The annual assessment given to grades 1-12 students who are identified as English learners, and also have significant cognitive impairment.

WIDA Screener

An English language screening assessment given to students identified as potential English Learners on the Home Language Survey. The assessment is four sections (listening, speaking, reading and writing)

APPENDIX B

Home Language Survey Questions

Note: these questions are embedded into GBCS's electronic enrollment form.

Local education agencies, including public school academies, in Michigan must use the following Home Language Survey as written beginning with the 2025-2026 school year. Additional information, as well as translated versions of the HLS, are available at www.michigan.gov/mde-el. Questions may be emailed to mde-el@michigan.gov.

*Michigan Department of Education
Home Language Survey*

Michigan welcomes families of all language backgrounds. Speaking more than one language is a valuable asset!

Please answer the two questions below. If your response to either question is a language other than English, the school district will give an assessment to see if your student may benefit from English language support.

- What language is used most at home?
- What language is used most by the student?

Title III Immigrant Funding Identification Question

- Was the student born outside of the US or Puerto Rico?
 - o If yes, when did the student enter the US schools?

APPENDIX C

Language and Literacy Background Survey

Note: this is additional information collected when parents indicate another language in the home on the electronic enrollment form

Enrollment Information (to be completed by building staff)

School District	School Building	
Building ESL Contact	Teacher	
Enrollment Date	Grade	Student ID#

General Information (to be completed by parent/guardian)

Name (Last, First, Middle)				Entry Date			
Home Address							
City				State		Zip Code	
Home Phone ()				Alternate Phone ()			
Birth Date				Home Country			
Native Language		Other language(s) spoken		Gender:		Male	Female
Father's Name (Last, First, Middle)							
Mother's Name (Last, First, Middle)							
Please list names of brother(s)/sister(s), their age, and indicate if Male or Female:							
Name	Age	Male	Female	Name	Age	Male	Female
Name	Age	Male	Female	Name	Age	Male	Female
Other relatives living in home:		Yes	No	How long has the child been in the U.S.?			
Has the child lived in other countries? (besides home country and the U.S.)				Yes		No	
If yes, please list where							

Educational Information

Where has the child attended school in the past?			
How many years of formal schooling has the child received in his/her home country?			
What was the language used in school?			
Does the child:	Read in native language?	Yes	No (circle one)
	Write in native language?	Yes	No (circle one)
How many years of formal schooling has the child received in the U.S.?			
Does the child:	Read in English?	Yes	No (circle one)
	Write in English?	Yes	No (circle one)
Have there been any interruptions in the child's schooling?		Yes	No (circle one)
Does the child currently receive help from a tutor or other program?		Yes	No (circle one)
(i.e., Title I parapro, GISED parapro, Reading Recovery, etc.) Please indicate.			
How did the child perform academically in his/her home country?			
Has the child received any special education services in the past?		Yes	No (circle one)

Language Background

What language(s) is/are spoken in the home?

Adult to Adult

Adult to Child

Child to Adult

Sibling to Sibling

Media in the Home

Does the child read newspapers, magazines, or books in the home language?	Yes	No
Does the child read newspapers, magazines, or books in English?	Yes	No
Does the child watch television and/or listen to music in the home language?	Yes	No
Does the child watch television and/or listen to music in English?	Yes	No

Personal Background

What are the child's strengths?

What are the child's weaknesses?

What are the child's interests, hobbies?

Are there any health conditions or concerns?	Yes	No	(circle one)
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If yes, please explain

Reasons for coming to the U.S.

Intended length of stay

With whom does the child live?

Parent's/Guardian's highest level of education

Are parents/guardians literate in English?	In the native language?
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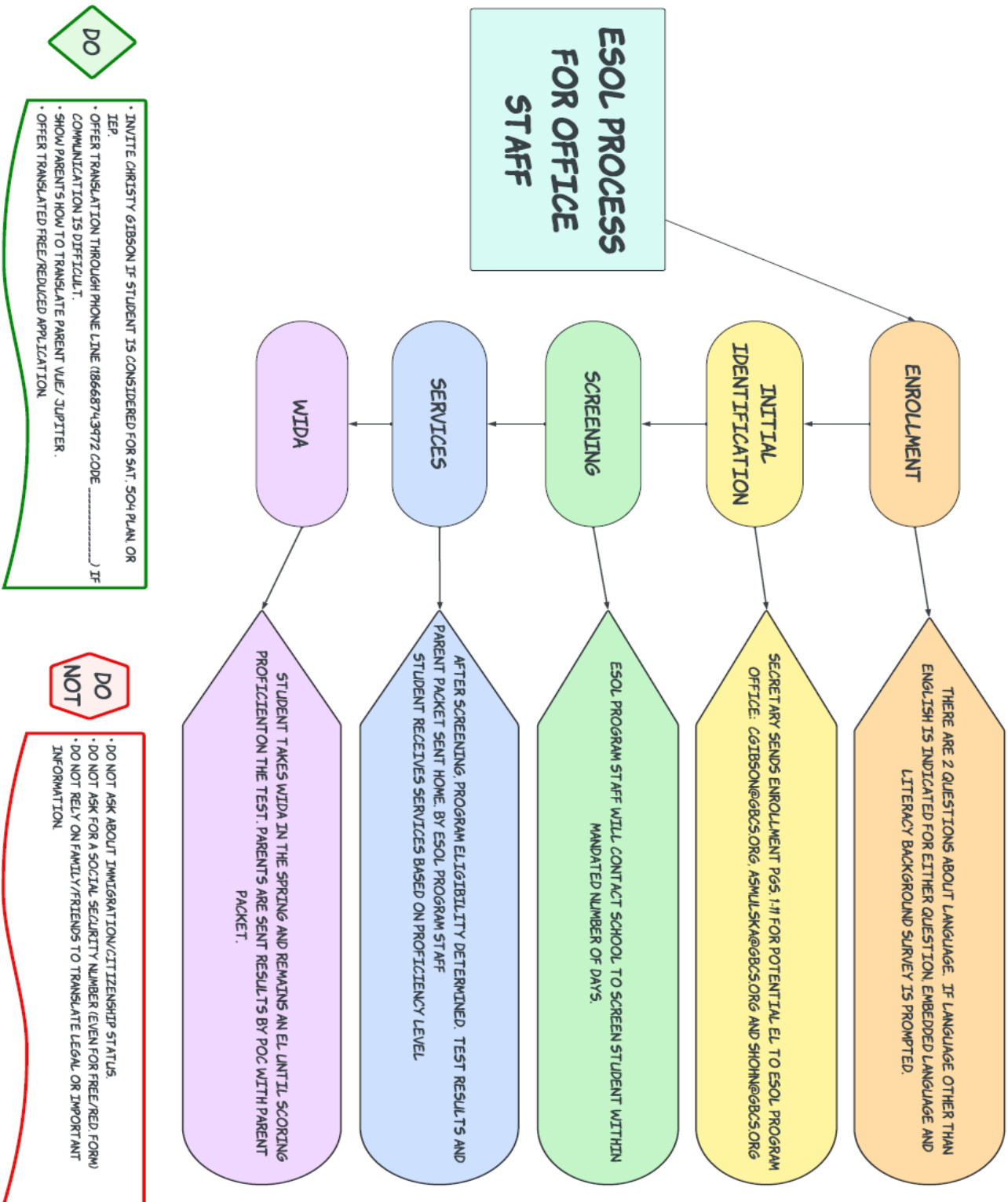
Are there religious factors that may affect the child's learning or experiences in school?

Is the child's behavior culturally appropriate in the native culture?	In the U.S.?
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Has the child had any traumatic experience(s) which may affect him/her?

Does the child have responsibilities outside of school?	If yes, what?
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APPENDIX D Office Staff Procedure



APPENDIX E

Eligibility Form



2024-2025 GRAND BLANC ESOL PROGRAM ELIGIBILITY CONSIDERATION

Student Name		UIC	
24-25 Building		Enrollment Date	
Grade		Screening Date	
Gender	Male Female	Ethnicity	Language other than English
Country of Birth, if not born in US		Date of Entry U.S. K-12 Schools	
Date Eligibility Determined		Reviewer's Name(s)	

English Language Proficiency Assessment

Assessment Name	Tested Date	Listening	Speaking	Oral Language	Reading	Writing	Overall PL
WIDA Screener							
WIDA							

Additional Assessment Data

(screener 5.0) must have recent additional reading assessment score as well as additional writing score from local/ common, grade-level assess			District benchmarks/ standardized assessment required to be at grade level at the point tested	
Skill	Assessment Name	Tested Date	Student Score	Minimum score (benchmark)
Reading	NWEA DRA			
Writing				

Factors during the 2023-24 school year Check all that apply

<input type="checkbox"/> Retained for following year <input type="checkbox"/> Had IRIP plan <input type="checkbox"/> Had child study (Student Assistance Team) <input type="checkbox"/> Failed 1 or more classes <input type="checkbox"/> Had Behavior Intervention Plan <input type="checkbox"/> Had IEP	<input type="checkbox"/> Participated in Tier 2 Interventions (identify for what, by whom, frequency and duration) <input type="checkbox"/> Participated in Tier 3 Interventions as follows (identify for what, by whom, frequency and duration)	During 2024-25 school year: Check all that apply <input type="checkbox"/> Will attend GCI <input type="checkbox"/> Will attend Early College / Dual Enrollment <input type="checkbox"/> Will attend virtual classes <input type="checkbox"/> Needs credit recovery <input type="checkbox"/> Other / Details:
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PROGRAM ELIGIBILITY DETERMINATION^A (ESOL Program use only, district-wide language assistance program chart defines minimum services)

INITIAL ELIGIBILITY	KINDERGARTEN ONLY Local Literacy Assess. Final Eligibility Determination	GRADES K-12 Continued Eligibility/Exit	RE-ENTRY CONSIDERATION
Not Eligible (Does not meet eligibility criteria)	SUPPLEMENTAL Eligibility (only those TC first part of K)	Auto-Exited (4.6 overall, P2) MOVE TO FEL MONITORING	Re-enter into services per FEL Monitoring
Eligible	Date of eligibility: Continue, Eligible	Continue, Eligible	

^APer Michigan Department of Education Program Eligibility Criteria

APPENDIX F

PARENT PACKET FORMS

Parent Packet Cover Letter

Schools are required to communicate specific items to parents / guardians of any children whose enrollment stated any experience with a language other than English.

Please see the enclosed documents and communications as follows:

- English as a Second/ Other Language (ESOL) Program Eligibility Information
- Translation Availability
- WIDA Parent Report (if your child took the spring 2022 WIDA State Assessment)
- WIDA ACCESS information
- Complaint process (if your child receives ESOL services)
- After school tutoring

على المدارس اعلام أولياء امور التلاميذ الذين لديهم خبره بلغة اخرى غير اللغة الانجليزية بالاتي .

:الرجاء قراءة الوثائق المرفقة و البيانات التالية

١ - أهلية الطالب للقبول ببرنامج تعليم الانجليزية كلغة ثانية

٢ -توفر الترجمة لمن يرغب ذلك

(لنجلكم فى ربيع 2022 WIDA لاولياء الأمور) اذا تم اختبار الويدا (WIDA ٣)-تقرير الويدا

(٤ -استمارة شكوى) اذا كان نجلكم يتلقى خدمة تعليم اللغة الانجليزية كلغة ثانية

٦ - دروس بعد المدرسة

WIDA ACCESS معلومات

Para los niños inscritos en el programa de inglés como segundo idioma, las escuelas necesitan comunicarse con los padres de familia o guardianes sobre los asuntos importantes.

Se adjuntan los documentos siguientes:

- Información de la elegibilidad del programa – inglés como segundo/otro idioma
- Disponibilidad de traducción
- Informe de los padres (WIDA) si su hijo/hija tomó el 2022 WIDA durante la primavera
- Información de “WIDA ACCESS”
- El proceso de quejas (si su hijo/hija recibe servicios de ESOL)
- Eventos para la familia/estudiantes

按照相关的要求, 学校需要与登记入学的非英语的学生的家长/监护人交流一些具体事宜。

*ESL/ESOL: 为非英语学生提供的英语课程(以下相同)

请阅读下列附加文件和沟通信息:

- 英语为第二语言/非英语语言的课程申请条件
- 翻译服务
- WIDA测试结果(如果您的孩子已经参加了2022年的WIDA测评)
- WIDA ACCESS信息
- 投诉审理(如果您的孩子已经接受了ESOL服务)
- 课后辅导

Trường học được yêu cầu thông báo tin tức riêng với phụ huynh/giám hộ của bất cứ những học sinh nào đã ghi danh học với ngôn ngữ chính ngoài anh ngữ.

Xin đọc các tài liệu và thông tin kèm theo sau:

- Tin tức về những điều kiện của chương trình Ngôn ngữ phụ là anh ngữ
- Phục vụ thông dịch
- Bản báo cáo WIDA dành cho phụ huynh (nếu học sinh đã lấy bài đánh giá WIDA của tiểu bang vào mùa xuân 2022)
- Thông tin "TRUY CẬP WIDA"
- Quá trình than phiền (nếu học sinh nhận dịch vụ ESOL)
- Gia sư ngoài giờ học

Example of Translation Availability Letter (Also available in Arabic, Chinese, Spanish, Vietnamese)



Grand Blanc Community Schools
English as a Second/ Other Language Program
Christy Gibson, ESOL Program Coordinator
Phone 810 591-4394
cgibson@gbcs.org

Dear Parent:

You will receive communication from your school in the English language throughout the year. This communication may include your student's behavior or academic reports, newsletters with important dates, invitations for teacher meetings/conferences and more. Please know that we have a translation system that can assist us in effectively communicating with each other if needed.

If at any time you would like to speak with a school staff member or have a conference using translation, please ask for translation or for **LANGUAGE LINES TRANSLATION SYSTEM**. Language Lines is a phone translation service that can be used via conference/three way call or speaker phone to translate between English and another language. This service is FREE to you. If the individual you ask doesn't understand your request, the building administrator should be aware of this translation service.

Additionally, if you ever need clarification on written material that was sent to you in English, you may take the printed information to the school and a staff member can use the translation system to make it comprehensible for you.

We value your participation in your child's education.

Thank you for your involvement,

Sincerely,

Student Liaison Coordinator

Date

and

Christy Gibson, ESOL Program Coordinator
Grand Blanc Community Schools

Student Eligibility Letter

(Also available in Arabic, Chinese, Spanish, Vietnamese)



Grand Blanc Community Schools
English as a Second / Other Language Program
1515 Reid Road
Grand Blanc, Michigan 48439

English as a Second/Other Language (ESOL) Program
Christy Gibson ESOL Program Coordinator
Phone (810) 591-4394
cgibson@gbcs.org

English as a Second/Other Language (ESOL) Program Eligibility Parent Letter

Date:

Dear Parent / Guardian of _____:

In compliance with federal and state law, all public schools in Michigan must identify any student who enrolls with a native language other than English and/or a primary language other than English in the home. All K-12 Michigan public schools must use the Michigan Department of Education's (MDE's) common English learner (EL) Program eligibility and exit criteria to determine participation for English as a Second/Other Language (ESOL) / bilingual programs. ESOL Program eligibility and services are based upon English Proficiency scores from Michigan's most recent English language proficiency assessment (WIDA).

Data indicates that children with language supports increase their English skills more rapidly and have greater success in the classroom than those who do not receive language supports. We are confident that your child will experience the same results through his/her participation in this program. Should your student be an English learner (EL) who also has a disability, he/she will receive both ESOL and Special Education services.

Students who perform at or above the Michigan Department of Education required English proficiency level 4.8 overall will be eligible to exit the ESOL Program as of June 30th (effective the following school year).

According to the results of Michigan's English language proficiency assessment (WIDA), your child's overall level of English proficiency is _____.

This proficiency level (and in relation to state required eligibility criteria), signify that your child is:

- ☐ Eligible for "Direct" ESOL Program services within the scope of our district's ESOL Program. ESOL Program direct services will aid your child in reaching or maintaining full grade level appropriate English proficiency, academic achievement and content performance. Services are specific to the student's grade and proficiency level but include during the day supports in English reading, writing, speaking or listening as well as content supports as applicable to the child.
- ☐ No longer eligible for ESOL Program Services

You have the right to refuse program services. To do so, a written waiver form must be obtained from your district, signed by the parent/guardian and returned to the school. This waiver is good for the academic year in which it is signed. Your child will still be required to participate in the MDE mandated, annual, English language proficiency assessment (WIDA) until he/she meets the state-determined exit criteria. Once your child exits, his/her academic performance will be monitored for 4 years as required by MDE to ensure continued success.

If you have any questions, please contact the District ESOL POC. Again, translation services are available upon request for any matter related to your child's education.

Sincerely,

Christy Gibson
Grand Blanc Community Schools ESOL Program Coordinator

Translation services available upon request

ESOL Eligibility, Parent letter Updated fall 2023

ESOL Program Complaint Procedure (Also available in Arabic, Chinese, Spanish, Vietnamese)

9/1/23



Grand Blanc Community School
English as a Second/ Other Language Program

Grand Blanc Community Schools' ESOL PROGRAM COMPLAINT PROCEDURE

All formal complaints about English as a Second/Other Language (ESOL) Program Services must be expressed in writing (*letter or email*).

To make a complaint, please send the details below to the student's principal AND the school district's ESOL Program Coordinator:

Christy Gibson
1515 E Reid Road,
Grand Blanc, Michigan 48439

Email: cgibson@gbcs.org

DETAILS TO INCLUDE:

- Date of complaint
- Name of Parent/Guardian writing the complaint
 - o *If a translator is being used to write the oral complaint of the parent/legal guardian, please also include the translator's name and contact information*
- Parent/Guardian Contact Information (*where Parent/ Guardian can be reached*) o
Phone Number , Email
- Information about the ESOL Program student involved
 - o Name, Grade, Building, District
- Description of incident(s) related to the complaint
 - o What happened & When
 - o Location of the incident/s (*where in the school*)
 - o Name of any ESOL Program staff involved
 - o Name of any other student/s involved
 - o Name of any teachers or school staff that may have observed the incident and/or been involved and how
 - o How the parent/guardian became aware of the incident
 - o Desired outcome (*possible solutions and/or next steps*)

Upon receipt of the complaint, the school district will investigate and gather more information as necessary. The stated parties will work together to find an acceptable resolution.

***If you are unable to put a complaint in writing due limited English language proficiency, you may contact an administrator at the local school district to ensure that your complaint is written. Translation via phone translation service or staff member is available upon request.

Informed Refusal of Services



Grand Blanc Community School
English as a Second/ Other Language Program
ESOL Program Coordinator: Christy Gibson
(810) 591-4394
cgibson@gbcs.org

English as a Second/Other Language (ESOL) Program Waiver

Date:

Dear Parent / Guardian of _____, Grade _____, Birth Date _____:

Please read the details in this letter. **Translation is available upon request.** Please demonstrate your decision about your child's ESOL program participation by completing the bottom portion of this letter (below the line).

According to Michigan's English language proficiency assessment, your child's level of English proficiency is _____. This proficiency level (aligned with the state-wide, required eligibility criteria), signify that your child is eligible for our English as a Second/ Other Language (ESOL) Program.

ESOL services provide your child with educational supports and increased opportunities for academic success. Research shows that children with such supports increase their English language skills more rapidly and have greater content performance success in the classroom than eligible students who do not participate.

You have the right to refuse your child's English as a Second/Other Language (ESOL) program services. It is our understanding that, at this time, you do not wish for your child to participate in ESOL services.

Regardless of participation in our district's ESOL Program, Michigan Department of Education (MDE) requires ESOL eligible students to take the State English Language Proficiency Assessment until the state-wide, English Learner Program Exit Criteria is met.

Please complete, sign and return this letter to your child's school

2023-2024 English as a Second/Other Language (ESOL) Program Participation Waiver

Student Name _____ Student Date of Birth _____ Student Grade _____

- ☐ **No waiver: I want my child to fully participate in ESOL Program services this school year**
- ☐ **I want my child to participate in some, but not all, of the ESOL Program services this school year.**
- ☐ **Full Waiver: I do not want my child to participate in any ESOL services this school year in building or online.**

CHECK ALL BOXES

- ☐ I understand the ESOL services available and that my child is eligible because of his/her English proficiency and/or content proficiency as demonstrated by a MDE approved assessment.
- ☐ I have had the opportunity to discuss the available EL programs and services with the school.
- ☐ I understand that my child may not experience as much academic growth than if he/she were working with ESOL Program supports.
- ☐ I understand that the State of Michigan will require my child to take the State English Language Proficiency Assessment until he/she meets MDE determined exit criteria.
- ☐ I understand that this waiver is only good for the school year in which it is signed.
- ☐ This information has been presented to me in a language I fully understand.

Parent Name (printed): _____

Parent Signature _____ Date _____

APPENDIX G

English Proficiency Level Descriptors

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.

WIDA English Language Proficiency Levels	Description of English Learners (ELs)
<p style="text-align: center;">Level 1 Entering</p>	<p>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.</p> <p>Recently arrived student (less than 30 days) These students have not been assessed with the WIDA Screener and/or other tests used for placement.</p> <p>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).</p> <p>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).</p> <p>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).</p>

**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 students try to express thoughts that require more complex language structures. (State of Virginia, pp. 4-9)

**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)

<p>Level 4 Expanding</p>	<p>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).</p> <p>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).</p> <p>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).</p>
<p>Level 5 Bridging</p>	<p>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).</p> <p>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).</p> <p>They produce oral and written language approaching comparability to that of English-proficient peers when presented with grade level material (WIDA 2012).</p>
<p>Level 6 Reaching</p>	<p>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.</p>

APPENDIX H

EL Student Profiles, Including Language Goals and Accommodations



English Learner Profile Grand Blanc Community Schools

2023-2024

Student Demographics	
Full Name: Grade: Building: Living with: Language(s) other than English: Student is: Heritage speaker Immigrant Adopted internationally Long-term EL	Does the family need translation? Yes No If Yes, whom If immigrant in US < 3 years Date entered U.S: Other Country Connections: Previous education

Other Relevant Information
Does the student have an IEP/ 504? Does the student have limited technology experience? Student's Strengths or Interests Relevant Student History

WIDA ACCESS Scores						
Year and Grade	2023	2022	2021	2020	2019	2018
Overall Composite						
Listening						
Speaking						
Reading						
Writing						

23-24 Language Goals
Listening Speaking Reading Writing



English Learner Profile
Grand Blanc Community Schools

2023-2024

Instructional Accommodations					
Typically used with EL with developing proficiency levels	Rephrase, repeat, clarify ideas	Assign peer support for individual tasks	Identify key ideas of the lesson/ Highlight key concepts	Supplement with audio texts	Preferential seating
	Incorporate visuals to a high degree when teaching	Bilingual glossary/ English Dictionary/ Google for definitions	Provide a word bank of academic terms (vocabulary, signal words etc.) to include	Audio/ oral presentation of written directions or written material	Allow sufficient processing time with new academic language/ concepts
	Translate directions (if possible)	Use graphic organizers to present ideas during teaching	Provide varied text usage (written at student reading level)	Close caption on videos	Provide student manipulatives and technology
	Provide teacher-made notes to reduce note taking	Engage prior knowledge/ front load key vocab.	Utilize summaries in lieu of complete text	Reduce number of required pages	Allow non-verbal/ short answer responses
	Scribe oral response in lieu of written response	Facilitate peer-practice before speaking in a group	Allow student uses graphic organizers to display ideas	Use sentence stems/ language frames	
Typically used with EL with developing-high proficiency levels	Supplemental examples	Allow sufficient wait time for processing	Create a template for note taking	Peer/ Group collaboration on tasks such as analysis of text	Frequent comprehension checks after extended listening/ reading
	Provide more complex language frames	Give opportunity to practice academic language orally, before writing	Option to use speech-to-text for longer written assignments	Provide opportunities to speak with peers, using the content's language	Reduce the required length of writing, or allow for additional time
	Emphasize key ideas for note taking	Provide examples of finished product	Provide adapted/ highlighted text on unfamiliar topics	Explain idiomatic phrases in context	Allow for revision/ resubmission after corrective feedback
	Provide a rubric	Other:	Other:	Other:	Other:



English Learner Profile Grand Blanc Community Schools

2023-2024

Suggested Classroom Assessment Strategies

- o 1-1 / small group administration
- o Untimed/ extended time
- o "Plain English" version of assessment
- o Reduce the number of questions
- o Reduce the number of multiple-choice options
- o Provide Bilingual glossary for L1 literate student
- o Clarifications/ definitions provided during assessment
- o Alternate assessment times to ensure accommodations

Suggested Standardized Assessment Strategies

Assessment accommodations on standardized assessment is dependent upon that accommodation being regularly used in the classroom. ESOL program staff are not involved in NWEA, M-STEP or PSAT/SAT accommodations implementation

M-STEP	NWEA:
<p>English –</p> <ul style="list-style-type: none"> o ELA exemption IF status in US schools <12 months <u>and</u> had WIDA Screener fall of current year <p>Math & Content-</p> <ul style="list-style-type: none"> o MDE Embedded Glossary (Arabic & Spanish) o Use of paper-based word-to-word bilingual dictionaries for students literate in non-English language) o Content read aloud in English by human reader or Text-to-Speech for any Non-ELA sections 	<p>Reading –</p> <ol style="list-style-type: none"> 1. Extended Time (non-embedded accommodation) 2. Clarification of directions 3. Separate setting as applicable and necessary 4. Bilingual glossary (for students literate in non-English language) <p>Math -</p> <ol style="list-style-type: none"> 1. Extended Time (non- embedded accommodation) 2. Clarification of directions 3. Text to speech (embedded, designated feature) OR human reader (non-embedded designated feature) 4. Separate setting as applicable and necessary 5. Bilingual glossary (for students literate in non-English language)
P/SAT:	Signatures
<p>English & Content-</p> <ul style="list-style-type: none"> o Reading assessment <u>written directions provided</u> in student's native language (for students literate in non-English language) o Use of bilingual word-for-word-non-electronic translation glossary for English Language Learners (College Board Approved) <p>REQUIRE PRIOR APPROVAL (IN SSD)</p> <ul style="list-style-type: none"> o 50% Extended Time for EIs o One-time, ELA only exemption for Recently Arrived, First Year EL 	<p>Teacher _____</p> <p>Teacher _____</p> <p>Teacher _____</p> <p>EL Facilitator _____</p> <p>Other _____</p> <p>Other _____</p>

APPENDIX I

FEL Monitoring- (Exit WIDA 4.8 or higher)



GRAND BLANC ESOL PROGRAM FORMER ENGLISH LEARNER (FEL) MONITORING YEARS 1-4

Student Name _____ Building(s) _____ Grade _____

EL Exit Date (from MSDS) _____

Reviewer's Name(s) _____

1. Assessment Data

Tested Date	NWEA reading		Writing score		NWEA math		DRA	
	Student score	Minimum score	Student score	Minimum score	Student score	Minimum score	Student score	Minimum score
Year 1a								
Year 1b								
Year 2								
Year 3								

2 Classroom Teacher(s) Input If Necessary

Name, Date:

1. Does the student seem to comprehend content and reading without additional assistance? Y / N
2. Does the student seem to write with proficiency at/ above grade level? Y / N
3. Does the student seem to perform at/above grade level in math? Y / N
4. Other comments and/or reasons for 'no' answers:

FEL DETERMINATION (ESOL Program use only)

FEL Year 1a	FEL Year 1b	FEL Year 2 for 24-25 actions	FEL Year 3
<input type="checkbox"/> Needs support, Non-EL specific supports <u>only</u> Continue to FEL, Year 2 Monitoring Non-EL Intervention services will be provided	<input type="checkbox"/> Needs support, Non-EL specific supports <u>only</u> Continue to FEL, Year 2 Monitoring Non-EL Intervention services will be provided	<input type="checkbox"/> Needs support, Non-EL specific supports <u>only</u> Continue to FEL, Year 3 Monitoring Non-EL Intervention services will be provided	<input type="checkbox"/> Needs support, Non-EL specific supports <u>only</u> Continue to FEL, Year 4 Monitoring Non-EL Intervention services will be provided
<input type="checkbox"/> Needs support, ESOL Program Re-Entry	<input type="checkbox"/> Needs support, ESOL Program Re-Entry	<input type="checkbox"/> Needs support, ESOL Program Re-Entry	<input type="checkbox"/> Needs support, ESOL Program Re-Entry
<input type="checkbox"/> Does not need support move to year 2 monitoring	<input type="checkbox"/> Does not need support move to year 2 monitoring	<input type="checkbox"/> Does not need support, move to year 3 monitoring	<input type="checkbox"/> Does not need support, move to year 4 monitoring

Form Modified April 2024

Year 4

Part A

Section 1: 2024-2025 Assessment Data

Skill	Assessment Name	Tested Date	Student Score	Minimum score required to be at grade level at the point tested
Reading				
Writing				
Other (list)				
Other (list)				

Section 2: Year 4 Classroom Teacher(s) Input (required)

Name, Date:

1. Does the student seem to comprehend content and reading without additional assistance? Y / N
2. Does the student seem to write with proficiency at/ above grade level? Y / N
3. Does the student seem to perform at/above grade level in math? Y / N
4. Other comments and/or reasons for 'no' answers:

Section 3: YEAR 4 Status (check all that apply)

- ☐ Student is meeting grade level expectations and/or has the ability to do so. Student does not need support.
- ☐ Student is NOT meeting grade level expectations and/or does not have the ability to do so. Support of the appropriate source should be evaluated.

Part B: FINAL Year 4 FEL Determination Details

1. Student Performance Achievement at the grade level Y / N
2. Student Abilities (standardized test) at the grade level Y / N
3. Student Supports and Interventions Required (details if applicable)

Part C: FINAL YEAR 4 FEL DETERMINATION (ESOL Program use only)

- ☐ Does not need EL Programming support. EXIT from FEL monitoring as
- o The student meets / exceeds grade level expectations via demonstrated by data OR
 - o The student's English language proficiency is not a reason the student is not meeting grade-level academic standards/benchmarks as documented in Part B
- ☐ Needs support, ESOL Program Re-entry as (change from FEL to EL, should also have 24-25 eligibility form)
- o The student does not meet grade-level academic standards or benchmarks. Limited English language proficiency in one or more language domains is a reason the student is not meeting grade-level academic standards or benchmarks as documented in Part B

FEL Monitoring- (Exit WIDA Alternate Access P2 or higher)



2023-2024 GRAND BLANC ESOL PROGRAM FORMER ENGLISH LEARNER (FEL) MONITORING STUDENTS EXITED BASED ON WIDA ALT ACCESS (P2 SCORE)

Date Completed _____

Building _____

Student Name _____

Grade _____

EL Exit Date (from MSDS) _____

FEL monitoring Year:

1A

1B

2

3

4

Required FEL Monitoring Collaborators

Special Education Teacher &/or Classroom Teacher:

Special Education Case Manager (if applicable):

ESOL Program Coordinator:

PART 1

BACKGROUND / CONTEXT

- Student's Primary Disability:
- Description of areas impacted by the disability (including language development and the ability to demonstrate grade level performance):

FEL MONITORING

Qualitative input (Special Ed Certified Case Manager / Special Ed Teacher)

- Is there any evidence suggesting the student continues to have linguistic differences (beyond that related to the disability)?
☐ No
☐ Yes: *If yes, complete Part 2*
- Is the student failing to meet IEP objectives / benchmarks (appropriate for his/her abilities) at a rate comparable to English-only speaking peers with similar disabilities around the same grade and age level?
☐ No
☐ Yes, : *If yes, complete Part 2*
- Benchmark Attainment Documentation (Ex. EdPlan Progress Monitoring)**
Should include the areas of reading and/or writing when available
 - Documentation A:** Example of student IEP Goal, Objective / Benchmark demonstrating 1 & 2 (curriculum based measurement, formal assessment battery, etc)
 - Goal, Objective:
 - Baseline data:
 - Evaluation Procedure:
 - Performance Criteria:
 - Documentation B:** 2nd Example of IEP objective attainment data (1b i-iv) or Teacher Description of performance/observation demonstrating the student's full access to the alternative curriculum in comparison to English only peers

Form Modified May 2024

PART 2 (Complete ONLY if yes to #1 or #2)

What evidence suggests the student continues to have linguistic differences (beyond that related to the disability)?

1. Local District Staff
 - a. Does the student demonstrate skills comparable to native, English-only speaking peers with similar disabilities around the same grade and age level? YES
 - b. Comparison of the student's English language baseline and growth over time in English language development to comparison to English learners with similar experiences and no disability
2. ESL Certified Staff
 - a. Relevant History
 - i. Student's Native Language and Primary Language (current/previous language practices in the home):
 - ii. Student's Language Developmental History (both English and language other than English: including description of language abilities, country of birth, years in U.S. schools, exposure to English medium instruction):
 - iii. English Learner Language Assistance Program Participation:
 - iv. WIDA Participation & Score History:

FEL DETERMINATION ESOL Program use only)

- Non-EL specific supports only: Needs additional support to access curriculum; difficulties are NOT a function of learning English *Continue to next FEL Monitoring Period*
Non-EL Intervention services that will be provided
- ESOL Program Re-Entry: Needs additional support to access curriculum and difficulties are due to learning English (not a function of the disability) *Change from FEL to EL to re-enter the EL Program, should also have an eligibility form*
- Does not need support, meeting IEP goals at a rate commensurate to English only peers with similar disabilities around the same grade and age *move to next FEL Monitoring Period*

Date of Notification to IEP Team as a whole (for next IEP):

Team Signatures:

Special Education Case Manager (&/or Special Education Teacher):

ESOL Program Coordinator:

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APPENDIX J

Notice of Non-Discrimination

Grand Blanc Community Schools shall not discriminate against any person based on race, color, religion, national origin or ancestry, sexual orientation, gender, age, disability, height, weight, or marital status in any of its programs, services, activities or employment. Inquiries regarding nondiscrimination policies should be directed to:
Deputy Superintendent, 11920 S. Saginaw St., Grand Blanc MI 48439, (810) 591-6015