

Grand Rapids Public Schools

English Learner Program

Description & Guidelines for **Parents and/or Legal Guardians**





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Mission Statement

To ensure that all English learners meet the district's rigorous academic plan by providing instruction which integrates content and language learning and valuing our students' rich language and cultural backgrounds.

Goals for the English Learner Program

1. 50% or more of all EL students tested in consecutive years will improve at least one proficiency level on the WIDA assessment.
2. At least 5% of all EL students in grades 3-11 will annually qualify for exiting from EL services based on state exit standards.
3. The average fall-to-spring conditional growth index scores (CGP) of EL students will exceed those of non-EL students in reading and math.

Legal Requirements

Title VI of the Civil Rights Act of 1964

The Office of Civil Rights within the United States Department of Education has responsibility for enforcing the Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin in programs and activities that receive federal financial assistance.

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

Under the USDOE's Title VI regulations, practices of discrimination that are prohibited, when based on race, color, or national origin, include:

- providing services, financial aid, or other benefits that are provided in a different manner.
- restricting an individual's enjoyment of an advantage or privilege enjoyed by others.
- denying an individual, the right to participate in federally assisted programs.
- defeating or substantially impairing the objectives of federally assisted programs.

These Title VI regulatory requirements have been interpreted to prohibit the denial of equal access to education because of

a student's limited proficiency in English. Thus, Title VI protects those students who are limited in their English language skills such that they are unable to participate in, or benefit from, regular or special education school instructional programs.

Supreme Court Decision

In the Supreme Court decision, *Lau v Nichols*, 414 U.S. 563 it is stated:

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum – for students who do not understand English are effectively foreclosed from any meaningful education."

"Where inability to speak and understand the English language excludes national origin minority groups from effective participation in the educational programs offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

The Supreme Court decision in the case of *Lau v Nichols* resulted in a definitive statement on the educational rights of limited English-speaking students in the United States. Receiving unanimous support, the *Lau* decision has served as a cornerstone nationwide for the development of bilingual education and other special education services to allow the country's linguistically different children equal access to quality education.

Principles for Serving EL Students (Michigan Department of Education)

1. Selecting an Educational Approach

It is the prerogative of each school district to select a specific educational approach to meet the needs of its EL population. A district may use any educational approach that is recognized as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy. In order to be in compliance with Title VI the approach selected must:

- a. Provide for English language development.
- b. Provide for meaningful participation of EL students in all of the district's educational programs.

2. Implementing the Educational Program

Once a district has selected an educational approach, it needs to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

3. Evaluating the Educational Program

Under federal law, adopting an EL program with a sound educational design is not sufficient if the program implemented proves ineffective. As a result, a central element of satisfying Title VI requirements regarding services for EL students is an ongoing evaluation of a district's EL program. The evaluation should consider:

- a. Is the program working?
- b. Are the EL students gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

It is the responsibility of the district to make the necessary changes to make the program more effective.

Communication with Parents

Overall Engagement and Outreach

State and federal regulations require districts to provide information about assessment and other school related information including academic achievement to parents of EL students in a language that they can understand. When a student is identified as a potential EL student, the parents will be notified before any testing begins. The parents will then receive notification of the test results within 30 days of the assessment date. The notification will include the assessment results and what EL services the student qualifies for. The parents then have the right to accept or decline EL services. Notification about academic progress will at the minimum commensurate with notices to parents on non-EL students regarding non-EL student progress, such as report cards.

Parents will have the opportunity to attend parent teacher conferences during the scheduled parent-teacher conference dates (which vary from school to school) to review student progress and any assessment results. However, a parent can schedule additional meetings with the teacher and/or building principal throughout the school year. Any changes in the services that an EL student receives will also be communicated to the parents.

Translation and interpretation services are available by contacting the EL Department – Dr. Mayda Bahamonde at 616.819.2129 or email bahamondem@grps.org.

An EL complaint/concern procedure document for parents/guardians is attached (p.23 in English, p.23 in Spanish, p.in 23 Kinyarwanda, p.in 23 Swahili) and is available on the website (www.grps.org) under the EL department for parents/guardians.

It is the goal of Grand Rapids Public Schools and the EL Department to provide regular and consistent communication to the parents/legal guardians of English Learners. It is also essential for the EL department to receive feedback and the surveys are available in Spanish, Vietnamese with Somali are available on website (www.grps.org). (See attached surveys).

The EL department has included a list of parent/guardian events in a calendar format. Also by utilizing robo-calls (automated calls) the department plans to outreach and engage parents in three district-wide events and through the activities in our calendar. Through numerous programs, meetings, and district-wide events the desired outcome is to work together to support the EL students in the district through strong parent/guardian engagement. Each school in Grand Rapids Public Schools also provides quality parent/guardian outreach and engagement activities and/or meetings including seven school buildings that have ESL classes for parents of EL students.

Special Programs & Related Services

EL Students will receive equal access to the district's programs. These programs include but are not limited to special education, Title I, and non-academic and extracurricular activities such as LOOP. The district assures that the selection or application process for special opportunity programs will not rely solely on measures of English language proficiency. Grand Rapids Public Schools will seek to provide the assistance necessary for effective participation by EL students in these programs.

EL Parent Advisory Committee:

The EL Parent Advisory Committee will consist of parents from each level (elementary, middle school, and high school) the EL Coach and EL Coordinator. The purpose of the EL Parent Advisory Committee is to develop rapport and solicit questions and suggestions regarding student progress in our schools. Quarterly meetings will be held throughout the school year. Notifications of EL Parent Advisory meetings will be sent in the parents' native language in the form of letters and robo-calls made to the home.

The EL department has also created a Concern/Complaint Procedure document which is attached and is available on the EL website under Grand Rapids Public Schools webpage (www.grps.org) (See attached Concern/ Complaint Procedure available in three languages).

Parent Surveys

The EL Department of Grand Rapids Public Schools has created surveys in English and Spanish. There are two surveys available that are distributed to parents and/or guardians. The first one was given to parents through their child’s school and the second one was created by the EL department and is distributed at two EL district-wide events during the school year.

School: _____ **School Year:** _____

This survey is designed to collect information from parents about their experience with our school. The information will be used to make improvements in our school. Please review each item and use the scale above each section to indicate your responses. Think of your school when you answer each question. If you have more than one child attending this school, please complete just one survey per family. Fill in the response that best describes how you feel in general.

Quality of the Instructional Program

Indicate how effective this school’s academic programs are in helping your child do well in each of the following areas:

| Subject Area | Very Effective | Effective | Ineffective | Very Ineffective |
|--------------------|----------------|-----------|-------------|------------------|
| Reading | 4 | 3 | 2 | 1 |
| Writing | 4 | 3 | 2 | 1 |
| Mathematics | 4 | 3 | 2 | 1 |
| Science | 4 | 3 | 2 | 1 |
| Social Studies | 4 | 3 | 2 | 1 |
| Art & Music | 4 | 3 | 2 | 1 |
| Physical Education | 4 | 3 | 2 | 1 |
| Using Technology | 4 | 3 | 2 | 1 |

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| The staff at this school has high achievement expectations for students. | 4 | 3 | 2 | 1 |
| This school provides a challenging curriculum. | 4 | 3 | 2 | 1 |
| Teachers at this school are skilled and effective. | 4 | 3 | 2 | 1 |
| The principal is knowledgeable and skilled at leading this school. | 4 | 3 | 2 | 1 |

| Support for Student Learning | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| This school provides additional support to students when they need it. | 4 | 3 | 2 | 1 |
| Teachers/staff at this school keep me well informed about how my child is doing in school. | 4 | 3 | 2 | 1 |
| Teachers/staff give me useful information about ways I can help my child improve. | 4 | 3 | 2 | 1 |

| School Climate | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| The staff at this school cares about my child | 4 | 3 | 2 | 1 |
| My child feels good about being at this school. | 4 | 3 | 2 | 1 |
| The staff maintains a safe and orderly environment for children to learn. | 4 | 3 | 2 | 1 |
| There is respect and value for different races and cultures at this school. | 4 | 3 | 2 | 1 |
| This school has a consistent discipline plan with a focus on positive behavior. | 4 | 3 | 2 | 1 |

| Parent/School Relationships | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| As a parent, I feel comfortable and welcome in this school. | 4 | 3 | 2 | 1 |
| The school keeps me informed about important issues and events. | 4 | 3 | 2 | 1 |
| This school offers me opportunities to be involved in my child's education. | 4 | 3 | 2 | 1 |
| I am an involved and supportive parent at this school. | 4 | 3 | 2 | 1 |
| As a parent, I am aware of this school's academic goals and school improvement plan. | 4 | 3 | 2 | 1 |

| Resource Management | Strongly Agree | Agree | Disagree | Strongly Disagree |
|----------------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|
| This school provides students with a variety of resources and materials to support learning. | 4 | 3 | 2 | 1 |
| My child has access to and experience with computers and other technology at school. | 4 | 3 | 2 | 1 |
| This school uses its resources wisely. | 4 | 3 | 2 | 1 |

Encuestas para padres

Escuela: _____ **Año Escolar:** _____

Esta encuesta está diseñada para obtener información de los padres acerca de su experiencia con nuestra escuela. La información será usada para mejorar nuestra escuela. Por favor revise cada punto y use la escala arriba de cada sección para indicar sus respuestas. Piense en su escuela cuando responda cada pregunta. Si tiene más de un niño que asiste a esta escuela, por favor complete solo una encuesta por familia. Llene la respuesta que mejor describa como se siente en general.

Calidad del Programa de Instrucción

Indique que tan efectivos son los programas académicos en ayudarlo a su hijo a hacer un buen trabajo en las siguientes áreas:

| Área de las Asignaturas | Muy Efectivo | Efectivo | Inefectivo | Muy Inefectivo |
|-------------------------|--------------|----------|------------|----------------|
| Lectura | 4 | 3 | 2 | 1 |
| Escritura | 4 | 3 | 2 | 1 |
| Matemática | 4 | 3 | 2 | 1 |
| Ciencia | 4 | 3 | 2 | 1 |
| Estudios Sociales | 4 | 3 | 2 | 1 |
| Arte y música | 4 | 3 | 2 | 1 |
| Educación Física | 4 | 3 | 2 | 1 |
| Uso de Tecnología | 4 | 3 | 2 | 1 |

| | Totalmente de acuerdo | De acuerdo | Desacuerdo | Totalmente en desacuerdo |
|------------------------------------------------------------------------------------------|-----------------------|------------|------------|--------------------------|
| El personal en esta escuela tiene expectativas de alto rendimiento para sus estudiantes. | 4 | 3 | 2 | 1 |
| Esta escuela proveerá un plan de estudio desafiante. | 4 | 3 | 2 | 1 |
| Los maestros en esta institución son calificados y eficaces. | 4 | 3 | 2 | 1 |
| El director tiene conocimiento y habilidad para dirigir esta escuela. | 4 | 3 | 2 | 1 |

| Apoyo para el Aprendizaje del Estudiante | Totalmente de acuerdo | De acuerdo | Desacuerdo | Totalmente en desacuerdo |
|-------------------------------------------------------------------------------------------------------------|-----------------------|------------|------------|--------------------------|
| Esta escuela provee apoyo adicional para los estudiantes cuando lo necesitan. | 4 | 3 | 2 | 1 |
| Los maestros y el personal en esta escuela me informan bien acerca de cómo va mi hijo/a en la escuela. | 4 | 3 | 2 | 1 |
| Los maestros y el personal me dan información útil sobre las maneras de ayudar a mi hijo/a para que mejore. | 4 | 3 | 2 | 1 |

| Ambiente en la Escuela | Totalmente de acuerdo | De acuerdo | Desacuerdo | Totalmente en desacuerdo |
|-------------------------------------------------------------------------------------------------|-----------------------|------------|------------|--------------------------|
| El personal en esta escuela se preocupa por mi hijo/a. | 4 | 3 | 2 | 1 |
| Mi hijo/a se siente bien asistiendo en esta escuela. | 4 | 3 | 2 | 1 |
| El personal mantiene un ambiente ordenado y seguro para que los niños aprendan. | 4 | 3 | 2 | 1 |
| Existe respeto y valor por otras razas y culturas diferentes en esta escuela. | 4 | 3 | 2 | 1 |
| Esta escuela tiene un plan de disciplina consistente con un enfoque en comportamiento positivo. | 4 | 3 | 2 | 1 |

| Relaciones entre la Escuela y los Padres | Totalmente de acuerdo | De acuerdo | Desacuerdo | Totalmente en desacuerdo |
|------------------------------------------------------------------------------------------------------|-----------------------|------------|------------|--------------------------|
| Como padre, me siento bienvenido y cómodo en esta escuela. | 4 | 3 | 2 | 1 |
| Esta escuela me informa bien acerca de temas y eventos importantes. | 4 | 3 | 2 | 1 |
| Esta escuela me ofrece oportunidades de involucrarme con la educación de mi hijo/a. | 4 | 3 | 2 | 1 |
| Soy un/a p/madre involucrado y que da apoyo en esta escuela. | 4 | 3 | 2 | 1 |
| Como p/madre, estoy consciente de las metas académicas de esta escuela y de su plan de mejoramiento. | 4 | 3 | 2 | 1 |

| Administración de Recursos | Totalmente de acuerdo | De acuerdo | Desacuerdo | Totalmente en desacuerdo |
|-------------------------------------------------------------------------------------------------------|-----------------------|------------|------------|--------------------------|
| Esta escuela provee a los estudiantes una variedad de recursos y materias para apoyar al aprendizaje. | 4 | 3 | 2 | 1 |
| Mi hijo/a tiene acceso a y experiencia con las computadoras y otras tecnologías en la escuela. | 4 | 3 | 2 | 1 |
| Esta escuela utiliza sus recursos sensatamente. | 4 | 3 | 2 | 1 |

GRPS English Learner Department Evaluation

School: _____ **School Year:** _____

Parents: The Grand Rapids Public School district has an English Learner Department which works with schools and families to support the academic needs of children in Grand Rapids Public Schools. Please take a few minutes to respond to the following questions. Do not sign your survey. Place it in the envelope provided, seal it, and then give it to a staff member. Your responses will be kept confidential. Thank you!

1. How aware are you of the English Learner Department for Grand Rapids Public Schools?

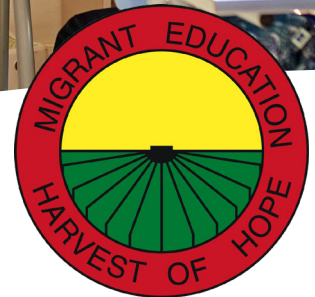
- Very Aware Somewhat Aware Not Aware

2. How would you rate the academic performance of your child/children during the current school year?

- Excellent Good Fair Poor

3. How can the English Learner Department support your child's academic needs?

4. What types of programs do you want to attend as a parent of an English Learner?



Migratory Children & Youth

Grand Rapids Public Schools Mission Statement:

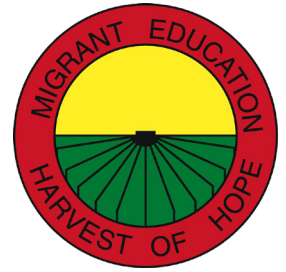
To ensure that all students are educated, self-directed, and productive members of society.

Purpose of the Migrant Education Program

The general purpose of the Migrant Education Program (MEP) is to ensure that migratory children benefit from the same free public education provided to other children. To achieve this purpose, the MEP helps states address the special educational needs of migratory children to enable migratory children to succeed academically. More specifically, the purposes of the MEP are to:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, State academic content, and student academic achievement standards.
- Ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and
- Ensure that migratory children benefit from State and local systemic reforms. (Section 1301 of ESEA)

Migratory Children & Youth Education Program Family Survey



To ensure that all migratory children and youth are identified and provided additional educational support, the following survey in English and Spanish is sent annually to all EL families in the GRPS district.

School: _____ **School Year:** _____

Parents: Welcome to Grand Rapids Public Schools! So that we may serve you more effectively, please take a few minutes to complete this questionnaire. The Migratory Children and Youth Education Program is for eligible children of agricultural workers and youth who work in agriculture to assist them with their educational and social needs.

Parent/Guardian name: _____

Address: _____

Phone: _____

Please respond YES or NO.

Yes No **Have you moved to the Grand Rapids Public Schools district from another state, county or district in the last three years?**

Yes No **Have you worked in agriculture or on farms (fruit/vegetables, dairy, animals, lumber, hay, etc.)?**

Yes No **Have you worked in processing (chicken, dairy, fruit/vegetables, fish, meat, etc.)?**

Yes No **Have you ever been in a Migratory Children and Youth Education Program in a previous county or state? If so, where?**

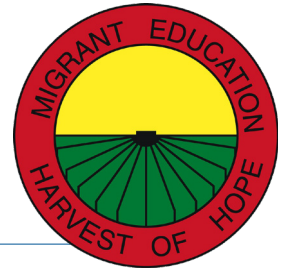
Yes No **None of the questions apply to my family.**

Yes No **Do you know people that have moved here and worked in agriculture or processing?**

Thank you. It is possible that your family qualifies for the Migratory Children and Youth Education Program. Please turn this form back to your school's main office. Someone from the program will be in touch with you.

*****SCHOOL STAFF** – please forward to EL Department-Franklin Campus***

Programa de Educación para Niños y Jóvenes Migratorios



Escuela: _____ **Fecha:** _____

Padres: ¡Bienvenidos a distrito escolar de las Escuelas Públicas de Grand Rapids! Por favor, tomen unos minutos para llenar esta encuesta. Este programa es para los hijos de trabajadores de agricultura y para jóvenes que trabajan en la agricultura que sean elegibles y podría ayudarles con las necesidades educacionales y sociales.

Nombre del Estudiante: _____

Dirección: _____

Teléfono: _____

Escriban Sí o No .

- Sí No **¿Se ha mudado usted al área de distrito escolar de las Escuelas Públicas de Grand Rapids en/o durante los tres años pasados de otro estado, condado o distrito escolar?**
- Sí No **¿Han trabajado en agricultura o fincas? (frutas/verduras, heno, animales, tabaco, madera, etc)**
- Sí No **¿Han trabajado procesando (pollo, leche, verduras/frutas, carne, carne de cerdo, pescado, etc)?**
- Sí No **¿Anteriormente, han estado ustedes en otro programa de educación para Niños y Jóvenes Migratorios en otro condado o estado? ¿Cuál(es)?**
- Sí No **Ninguna de las preguntas se aplican a mi familia.**
- Sí No **¿Conocen ustedes personas que se han mudado para aquí y que trabajan en agricultura o procesadora?**

¡Muchas gracias! Es posible que su familia califique para el programa de Educación de Niños y Jóvenes Migrantes. Por favor regrese este formulario a la oficina principal de su escuela. Un miembro del programa les hablará pronto.

*****SCHOOL STAFF** – please forward to EL Department-Franklin Campus***

Program Design

The Grand Rapids Public School's EL Program will provide services to identified English Learner students in grades K-12 to assist them in achieving the overall goals of the program. The WIDA English Language Proficiency (ELP) standards will provide the foundation for English learners in the district. The school district is aware that second language acquisition, beyond basic communication skills, that allows EL students to learn academic content using English, may take between five and ten years. It is understood that this time frame can also be impacted by the student's previous educational and social experiences.



Instructional Methodology

There are three English Learner Models utilized in Grand Rapids Public Schools – Dual Language Immersion, Transitional Bilingual Instruction and English as a Second Language (ESL) Instruction.

1. The Dual Language Immersion Model develops proficiency in two languages. The goal of this model is for students to develop language proficiency in two languages by receiving instruction in English and Spanish in a classroom that is usually composed of half native speakers and half of the other language. In Grand Rapids Public Schools, this model utilizes Spanish and English.

2. The Transitional Bilingual Instruction Model utilizes a student's primary language for instruction. It maintains and develops skills in the primary language (Spanish) and culture while introducing, maintaining, and developing skills in English. The primary purpose is to facilitate English Learners' transition to an all-English instructional program while receiving academic subject instruction in the native language (Spanish) to the extent necessary.

Students enrolled at a school designated Transitional Bilingual will receive English as a Second Language (ESL) instruction and/or native language instruction.

3. English as a Second Language Instruction (ESL) Model is a hands-on approach using English instruction through the use of SIOP. Utilizing with fidelity the eight components of SIOP and all of its features will ensure lessons contain a content and language objective and strive to meet the language proficiencies of various ELs in each classroom; while also instructing students in the specific grade level content area.

Program Components

English Learner Instruction

At the elementary level, all cultural centers offer instruction that will take place within the regular classroom and will provide instruction using English as the language of delivery. Specialized EL methodology will be utilized by an EL teacher to assist students with English skills including listening, speaking, reading, writing, comprehension, vocabulary, and cultural orientation through a Response to the Intervention system. The districts literacy program is called ReadyGEN published by SAVVAS and was formally published by Pearson. The supplemental materials for K-12 are National Geographic Learning (Reach) and Inside The U.S.A.

At the secondary level, EL Middle School students who are Entering and/or Emerging may be enrolled in an ESL course

utilizing a district-wide ESL syllabus that incorporates the textbook, *Inside* published by National Geographic and was formerly published by Hampton Brown.

EL High School students who are Entering and Emerging enroll in an ESL class for two semesters as part of their class schedule. A separate program called “Newcomers” for EL High School students who have had little or no formal education exists in one high school, Union High School. It is a self-contained classroom in which students work on language acquisition, reading skills, and content area subject matter for one year in order to prepare the students for mainstreaming the students into course classes the following year.

Regular Classroom Accommodations for K-12 Schools

When EL students are participating in a regular classroom setting, the teacher will be encouraged to utilize various recommended accommodations and modifications necessary to meet the needs of each the individual EL student. Currently, over 400 teachers in the Grand Rapids Public School District has been trained in SIOP as a district-wide initiative to ensure the academic needs of ELs are addressed and improved through scaffolding and the consistent use of content and language objective which are posted daily. Teachers will use strategies that provide visual clues for content and specialized vocabulary development with the use of graphic organizers, charts, word walls, labeling, illustrations, and other methods that reduce the amount of text a student must use to achieve an understanding of content. The EL teacher will be a resource for ideas and strategies for modifications and accommodations in the regular classroom. The EL staff will also monitor each EL student within their regular classroom to ensure that appropriate accommodations are being made and that the student is being successful.

Program Delivery at the Elementary Level

The cultural centers have SIOP-trained teachers and a higher number of Bilingual and ESL-certified teachers. Placement of Entering and Emerging students will include being in the classrooms of Bilingual and ESL-certified teachers. In addition

to staffing, EL students at the elementary level will receive EL services in the form of accommodations in the regular education classroom and/or pull-out instruction with the EL teacher at specific cultural centers. Classroom teachers will receive training and support from the EL department on how to make accommodations to instruction, classroom management, and the classroom environment.

Middle School & High School

EL students at the middle schools in Grand Rapids Public Schools have access to a two-semester class for ESL instruction. The middle school cultural centers have a higher number of SIOP-trained teachers and certified teachers in Bilingual Education and/or ESL for placement of Entering and Emerging middle school students in core classes.

There is one high school with a Newcomers Program in Grand Rapids Public Schools. A one-year Newcomer Program is housed at Union High School to ensure students (ages fourteen to nineteen at the time of enrollment) who have had interrupted/limited formal education are enrolled in a one-year self-contained classroom to acquire the English language as well as literacy skills. Entering and Emerging students at Union High school, students can take a two-semester ESL class that focuses on building academic language and higher-level comprehension (reading skills).

Program Delivery – Elementary Level

| WIDA Level | Entering, Emerging | Developing | Expanding | Bridging, Reaching |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Kindergarten | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher. Provide extra learning time as needed for students. Extra learning will be provided by a highly qualified EL teacher</p> <p>Frequency: Bi-weekly for 230 minutes.</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Grade 1 | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher. Provide extra learning time as needed for students. Extra learning will be provided by a highly qualified EL teacher</p> <p>Frequency: Bi-weekly for 230 minutes.</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Grade 2 | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher. Provide extra learning time as needed for students. Extra learning will be provided by a highly qualified EL teacher</p> <p>Frequency: Bi-weekly for 230 minutes.</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Grade 3 | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher. Provide extra learning time as needed for students. Extra learning will be provided by a highly qualified EL teacher</p> <p>Frequency: Bi-weekly for 230 minutes.</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Grades 4 & 5 | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher.</p> <p>Frequency: Daily for 230 minutes</p> | <p>Placement in a regular classroom with Sheltered English accommodations and/or a Bilingual/ESL-certified teacher. Provide extra learning time as needed for students. Extra learning will be provided by a highly qualified EL teacher</p> <p>Frequency: Bi-weekly for 230 minutes.</p> | <p>Placement in a regular classroom with monitoring.</p> |

Program Delivery – Middle School Level

| WIDA Level | Entering, Emerging | Developing | Expanding | Bridging, Reaching |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Language Arts | <p>One additional ESL class runs for 2 semesters to acquire English and literacy skills at Riverside, Westwood, and Burton Middle School. SIFE students have EL services such as an EL Interventionist/ Tutor and SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including EL Interventionist/ Tutor but not limited to a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including but not limited to a SIOP trained teacher. Provide extra learning time as needed for students. Extra learning time will be provided by a highly qualified ESL teacher.</p> <p>Frequency: Each 9 weeks for 30 minutes</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Mathematics | <p>Regular education placement with Sheltered English accommodations including a SIOP trained teacher and an EL Interventionist/Tutor. SIFE students have an EL Interventionist/Tutor and SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including EL Interventionist/ Tutor but not limited to a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including but not limited to a SIOP trained teacher. Provide extra learning time as needed for students. Extra learning time will be provided by a highly qualified ESL teacher.</p> <p>Frequency: Each 9 weeks for 30 minutes</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Science | <p>Regular education placement with Sheltered English accommodations including a SIOP trained teacher and an EL Interventionist/Tutor.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including EL Interventionist/ Tutor but not limited to a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including but not limited to a SIOP trained teacher. Provide extra learning time as needed for students. Extra learning time will be provided by a highly qualified ESL teacher.</p> <p>Frequency: Each 9 weeks for 30 minutes</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Social Studies | <p>Regular education placement with Sheltered English accommodations including a SIOP trained teacher and an EL Interventionist/Tutor.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including EL Interventionist/ Tutor but not limited to a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including but not limited to a SIOP trained teacher. Provide extra learning time as needed for students. Extra learning time will be provided by a highly qualified ESL teacher.</p> <p>Frequency: Each 9 weeks for 30 minutes</p> | <p>Placement in a regular classroom with monitoring.</p> |

Program Delivery – High School Level

| WIDA Level | Entering, Emerging | Developing | Expanding | Bridging, Reaching |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| Language Arts | <p>Newcomers have a one year self-contained program because the students have had little or no formal education. The other students who are Entering attend a yearlong EL class in conjunction with their core classes. ELA teachers are SIOP trained.</p> <p>Frequency: Daily for 5 hours for newcomers. Daily for 60 minutes for Entering/ Emerging students.</p> | <p>English accommodations including a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including but not limited to a SIOP trained teacher.</p> <p>Frequency: Each 9 weeks for 30 minutes</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Mathematics | <p>Regular education placement with Sheltered English accommodations including a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including, but not limited to a SIOP trained teacher.</p> <p>Frequency: Each 9 weeks for 30 minutes</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Science | <p>Regular education placement with Sheltered English accommodations including a SIOP-trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including, but not limited to a SIOP trained teacher.</p> <p>Frequency: Each 9 weeks for 30 minutes</p> | <p>Placement in a regular classroom with monitoring.</p> |
| Social Studies | <p>Regular education placement with Sheltered English accommodations including a SIOP-trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including a SIOP trained teacher.</p> <p>Frequency: Daily for 60 minutes</p> | <p>Regular education placement with Sheltered English accommodations including, but not limited to a SIOP trained teacher.</p> <p>Frequency: Each 9 weeks for 30 minutes</p> | <p>Placement in a regular classroom with monitoring.</p> |

Goals & Placement Process for English Learners in GRPS

Goal 1: Eligibility & Identification

Any new student, in a preschool program through twelfth grade, will be identified to determine if their primary or home language is other than English and whether a language assistance program might be needed. This information will be obtained from the Student Enrollment Form which includes the Home Language Survey.

Goal 2: Assessment

All 1st through 12-grade students identified in the enrollment process will be promptly assessed (within 10 days of enrolling in the school) with the WIDA screener to determine their level of English proficiency.

Goal 3: Placement

All students who are in need of EL services will be placed, appropriately and promptly, in the program.

Goal 4: Program

As determined by the level of proficiency, all EL students will be provided with English language instruction, the support needed to make progress in the academic program, and as much access to the same academic program as other students. Before and after-school support will also be a component of support.

Goal 5: Staffing & Resources

ESL and Bilingual certified staff will be qualified for their responsibilities and will be given the necessary training and instructional materials.

Goal 6: Exiting & Monitoring

EL students who achieve proficiency in English and meet the exit criteria will be fully mainstreamed into the regular program and will be monitored for satisfactory academic progress for at least four years. Students requiring additional services will be re-enrolled in a program of EL services.

Goal 7: Special Services

All EL students who qualify for services under the Individuals with Disabilities Education Act (IDEA), under Section 504 of the Rehabilitation Act of 1973, will receive those services. For students who are eligible for services under 504 or IDEA, procedural safeguards including dispute resolution procedures are available in four languages (Arabic, English, Spanish, and American Sign Language).

Goal 8: Family & Community

In a language they can understand, all parents/guardians of English Learners will be informed of their student's academic needs, the services available to meet those needs, and opportunities for students and their families to be involved in school activities and events.

Goal 9: EL Program Evaluation

The EL program will be evaluated annually to determine the extent to which it has met the above goals, and to make recommendations for program adjustments and improvements

Enrollment Process into the EL Program

Step #1- The Home Language Survey

English learners will be identified using the district's enrollment form which includes the home language survey. Responses that indicate the student's first language is not English or a language other than English is primarily spoken in the home are entered into Synergy (the GRPS student information system) and are accessible for viewing by the school staff and central office staff.

Step #2- English Language Proficiency Assessment

The designated EL staff person in each school building accesses the Primary Home Language Other Than Language (PHLOTE) list (a document listing each English learner in the school by grade with the student language (s) and those spoken at home). The PHLOTE is available to view daily, and secretaries are in communication with the EL staff to ensure new students (enrollees to the district) are identified. The EL staff person will then administer the state of Michigan's English Language Proficiency Assessment (WIDA Screener) in the child's home school. This test determines the student's abilities to listen, speak, read, and write in English. The student's responses are entered into the State of Michigan's BAA secure website. The EL staff receives a copy of the student's proficiency level. There are six levels: Entering, Emerging, Developing, Expanding, Bridging, and Reaching. The designated EL staff person in each building will complete the WIDA Screener within 10 days of the student's enrollment into his/her home school. The PHLOTE list is monitored by the EL department and the schools monitor their PHLOTE list weekly.

Step #3- Permission to Provide Services

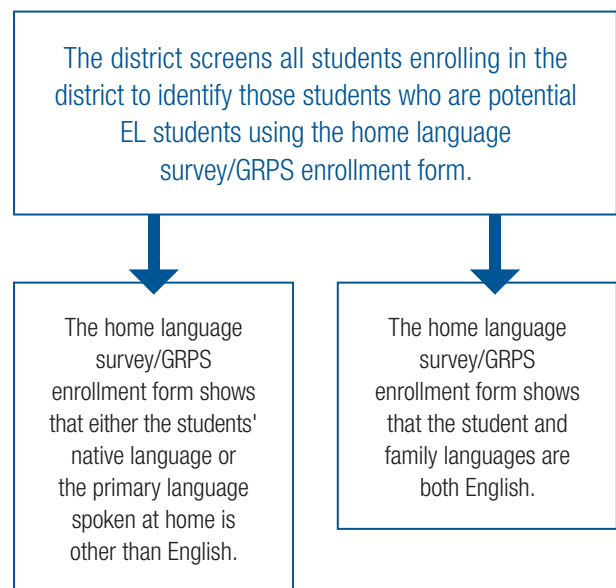
A letter stating the student's WIDA score from the previous school year is sent in the fall to the parent/guardian of each EL in Grand Rapids Public Schools. The purpose of the letter is to inform the parent/guardian of their child's WIDA scores and if they qualify for language services. The type of service is listed within the letter. Based on the information received, each parent/guardian can determine if they desire EL services for their student. All parents/guardians have the right to decline services if they wish. If the parents/guardians decline language support services for their student they will proceed to fill out a waiver which is available in the school building and/or through

the EL department. The waivers are signed by the parent/guardian and school principal. The waivers are then sent to the EL Department for final approval and signature by the Director of the EL Department. (Please see the attached waiver in Spanish/English and Vietnamese/English) If parents accept services, the EL and/or general education staff at the building level provide appropriate EL services. The EL student has the option of changing a school site to one of the cultural center schools which have additional language supports and services (see Appendix B).

Step #4- Additional Testing

Every spring EL students will be re-tested with the WIDA ACCESS for ELL test (through the state of Michigan) to track progress. Results of this state assessment become available prior to the start of the next school year and are used to help determine which previously identified EL students should continue receiving services and which may be exited from any EL programming.

Steps were taken to ensure all English Learners are identified and/or receive services:





Exiting & Re-entry of Program

Program Exiting

Students potentially eligible for exiting were identified during the summer months. WIDA test results from spring become available in late June. Students eligible for exiting include all K-12th grade EL students who have met the following criteria:

- WIDA composite score of 4.8

A&E (Assessment and Evaluation) provides principals with a list of exited students each year. Building staff implements semi-annual monitoring to ensure that exited students are performing satisfactorily. Child Study/RTI (Response to Intervention) Teams at each building monitor the progress of exited students using grades, test scores, attendance, and teacher recommendations. A parent/guardian has the right to refuse English language support services, decline services outside of the student's attendance area (Cultural Center), and/or select a different available program or option. Qualifying students whose parents refuse EL services are still considered EL (English Learner) and participate in annual WIDA testing until they reach exit criteria. Classroom teachers will be aware of these specific LEP (Limited English Proficiency) students and will contact the EL staff if any academic concerns arise. The state requires that FEL (Formal English Learner) students are monitored for four years after they have exited the EL program. These students are considered "exit monitored."

Program Re-Entry

If it is believed that an exited EL student needs to be re-entered into the program, the building-level staff will evaluate the student's work and progress from the time after their exit date. If the reason for a student's struggle is primarily due to a language barrier, the EL staff may re-enter the student and once again identify them as an EL student. If, after the testing, it is believed that language proficiency is not a barrier, the building-level staff will recommend the student to the appropriate interventions and support as needed.



Services to Private Schools

In December 2015, the ESSA act signed into law the re-authorization of the Elementary and Secondary Education Act (ESEA) passed by congress in 1965. The purpose of the re-authorization of ESEA is to improve teaching and learning for all school children to enable them to meet challenging academic content and student performance standards. Since the passage of ESEA in 1965, local educational agencies have been required to provide equitable educational services to eligible private school students, teachers, parents and other personnel. Private schools receive no direct funds from these programs. Program funds are granted to the public authorities, usually a local education agency, that is in turn responsible for serving eligible students, teachers, parents, and other personnel, whether they attend public or private schools. The allowable use of district funds for services to private schools participating in Title III includes district staff who service private schools.

The district also provides content academic/language materials to support EL students.

Joint planning/consultation involves initial contact with enough flexible scheduling opportunities to ensure participation by representatives of the private schools. Private school administrators and other staff are provided adequate opportunities to participate in the planning of the services provided. The ultimate decision rests with the public school, based on the most effective use of funds. Educational services or other benefits for private school students shall be equitable in comparison to services for public school students participating under this equity part and shall be provided in a timely manner.

Parent/Legal Guardian Complaint Procedure

English Learner Student Concerns and/or Complaints are addressed to:

- Student Services at 616.819.2150
- A call or email can also be made to the English Learners Department at 616.819.2129

An email should include return contact information and a description of the event or situation:

Dr. Mayda Bahamonde Gunnell (Director of the EL Department)
bahamondem@grps.org

The procedure is for the EL department to respond to the concern in writing or through a return phone call. If the concern warrants a meeting, this can be scheduled on a date mutually decided upon by both the EL department and the concerned party.

This information is available on the Grand Rapids Public Schools website under the EL department webpage.

Procedimiento de Queja por parte de Padre/Madre/ Tutor Legal de los Estudiantes del Idioma Inglés

Favor de dirigir todas las quejas o inquietudes a:

- Servicios para el Estudiante al 616.819.2150
- Puede llamar al Departamento de Estudiantes del Idioma Inglés a 616.819.2129 o puede enviar una carta por correo electrónico

Su correo electrónico debería incluir su información de contacto y una breve descripción del evento o de la situación.

Dr. Mayda Bahamonde Gunnell (Directora del Departamento EL)
bahamondem@grps.org

El procedimiento está establecido para que el Departamento EL responda a las inquietudes por escrito o por medio de una llamada telefónica. Si la preocupación amerita una reunión, esta se puede programar en una fecha acordada por la parte interesada y el Departamento EL.

Esta información está disponible en el sitio de web de las Escuelas Públicas de Grand Rapids en la página del departamento EL.

Uburyo bwemewe n'amategeko ababyeyi /abishingizi b'umwana bakoresha mu gutanga ibirego ku bitagenda ku munyeshuri w'Icyongereza

Kwerekana impungenge cyangwa kuvuga ibitagenda bimenyeshwa:

- Ushinzwe ibibazo by'amanyeshuri kuri numero 616.819.2150
- Hari nubwo wahamagara cyangwa ukohereza imeyili ku Gashami Gashinzwe Abiga Icyongereza

Iyo wanditse imeyiri, ugomba no gutanga amakuru ku muntu wazavugishwa bibaye ngombwa ndetse ukanatanga ibisobanuro ku cyatumye uyandika

Kandi ikanoherezwa na Dr. Mayda Bahamonde Gunnell (Umuyobozi w'Ishami ry'abagiga Icyongereza) kuri:

bahamondem@grps.org

Ubu buryo bugenewe Abagize agashami k'Icyongereza kugira ngo batange igisubizo mu nyandiko cyangwa bitaba telephone ku mpungenge zagaragajwe. Iyo impungenge zatanzwe zisaba ko haba guhura , gahunda irafatwa igashyirwa ku itariki yumvikanyweho n'agashami k'abiga icyongereza n'urundi ruhande bireba.

Aya makuru wayasanga ku rubuga rwa rwa Grand Rapids Public Schools muni y'ahanditse EL department.

Taratibu ya Lalamishi la Mzazi/Mlezi wa Kisheria kwa Mwanafunzi wa English Learner

Wasiwasi na/au Malalamishi yanatumwa kwa:

- Huduma za Wanafunzi kwa nambari 616.819.2150
- Simu au baruapepe pia inaweza kupigwa au kutumwa kwa Idara ya English Learners kwa nambari 616.819.2129

Baruapepe inafaa kujumuisha maelezo ya mwasiliani ya kurudisha na ufafanuzi wa tukio au hali

Dkt. Mayda Bahamonde Gunnell (Mkurugenzi wa Idara ya EL)
bahamondem@grps.org

Taratibu kwa idara ya EL ni kuitikia wasiwasi kimaandishi au kupitia kurudisha upigaji simu. Ikiwa wasiwasi unahitaji mkutano, hii inaweza kuratibiwa kiwianifu kwenye tarehe inayoamuliwa na idara ya EL na shirika husika.

Maelezo haya yanapatikana kwenye tovuti ya Grand Rapids Public Schools kwenye ukurasa wa wavuti wa idara ya EL.

WIDA Performance Definitions for the Levels of English Language Proficiency

Performance Definitions for the Levels of English Language Proficiency

6 - Reaching

- Specialized or technical language of the content area at grade level
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- Oral or written communication in English comparable to proficient English peers

5 - Bridging

- Specialized or technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports
- Oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material

4 - Expanding

- Specific and some technical language of the content areas
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support

3 - Developing

- General and some specific language of the content areas
- Expanded sentences in oral interaction or written paragraphs
- Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral, or written, narrative, or expository descriptions with sensory, graphic, or interactive support.

2 - Emerging

- General language related to the content areas
- Phrases or short sentences
- Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support

1 - Entering

- Pictorial or graphic representation of the language of the content areas
- Words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support
- Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic or interactive support

2022-23 Cultural Center Feeder Pattern

Cultural Centers provide many additional language supports for students with WIDA levels 1-4 (Entering, Emerging, Developing, Expanding). Parents of ELs (English Learners) are provided this information at their neighborhood schools and have the option of attending the corresponding Cultural Center to further support their child's English language proficiency.

If a parent decides to remain at their neighborhood school additional language support is provided. If the student lives in an attendance area that provides Transitional Bilingual (Spanish only) or Dual Language Immersion (Spanish only) services AND the student needs support for a language other than Spanish, an alternative school is designated.

If a student wishes to attend a school other than the school listed here, the student will have to follow the voluntary transfer process-including providing their own transportation.

Types of Cultural Centers:

- An ESL Cultural Center provides English as a Second Language instruction to any student whose native language is not English.
- A Transitional Bilingual Cultural Center provides instruction in English and Spanish. Students will transition from Spanish to English at these schools. (Bilingual centers provide services only to students whose home/primary language is Spanish.)
- A Dual Language Immersion Citywide Program* provides instruction in both English and Spanish. The goal for all students is to become bilingual. (Dual Immersion provides services to monolingual English and monolingual Spanish students entering the program in grades K – 1. After grade 1, students will attend Cesar Chavez Elementary or Burton M (6-8) unless proficiency in English and Spanish can be demonstrated through an assessment).

Southwest Academia Bilingue Elementary/Middle/High*

Students outside the attendance area in grades K-1 may enroll through the school selection process. All students outside the attendance area in grades 2-10 must go through the theme school selection process and be bilingual (Spanish and English). Students in K-1 living in the attendance area may enroll.

Newcomers Program at Union**

Newcomers Center is a one year program that provides language services to EL students ages 14-19 years old who have limited formal education and limited English at the time of enrollment.

Please contact the EL office with questions (616) 819-2129.

| Corresponding Attendance Area for students with EL needs: | Language Model | Cultural Centers |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------|
| Elementary Schools | | |
| Brookside, Campus | ESL | Brookside |
| Buchanan Elementary Transitional | Bilingual | Buchanan Elementary |
| Burton Elementary Transitional | Bilingual | Burton Elementary |
| GR Montessori (K-5), MLK (K-5), Congress | ESL | Congress |
| César E. Chávez Transitional | Bilingual | César E. Chávez |
| CA Frost (K-5) Harrison (K-5) ESL | ESL | Harrison (K-5) |
| Dickinson (K-5) ESL | ESL | Dickinson (K-5) |
| GR Ford, Ken-O-Sha, Mulick Park, Ridgemoor Park Montessori (K-5), new Sherwood enrollees (K-5) | ESL | Ken O Sha |
| Coit, East Leonard, Kent Hills, North Park Montessori (K-5), Aberdeen (K-5), Palmer | ESL | Palmer |
| Sherwood: Only existing (K-6) Sherwood students Sibley, Shawmut (K-5) | ESL | Sibley |
| Southwest Academia Bilingue* Elementary (K-6) | Dual Language Immersion | Stocking |
| Middle Schools | | |
| Southwest Academia Bilingue MS(6)* | Dual Language Immersion | Burton Middle |
| Burton MS, Alger, Southwest Academia Bilingue MS (7-8)*, MLK(6-8), Dickinson(6-8), GR Ford (6-8), GR Montessori (6-8), Ridgemoor Park Montessori (6), Sherwood (6) | ESL | Burton Middle |
| Riverside, Aberdeen (6-8), North Park Montessori (6-8) | ESL | Riverside Middle |
| Westwood, Harrison (6-8), CA Frost (6-8), Shawmut (6-8) | ESL | Westwood |
| High Schools | | |
| Union, Ottawa, Innovation Central, Southwest Academia Bilingue MS/HS (9-10)* | ESL | SW MS/HS* or Union |
| Newcomers at Union High School For high school age students with limited formal education and limited English | Newcomers | Newcomers** Housed @ Union High School |

Resources for this Document:

Michigan Department of Education State Manual: To assist school districts in their work with English Language Learners. Michigan Department of Education, Office of Field Services, September 2020.

Every Student Succeeds Act (ESSA) of 2017

MDE Title 1 Part C Guidance Document- Migratory Children and Youth Education, May, 2020

Title VI, Civil Rights Act of 1964

Lau v. Nichols, 1974c

Hudsonville Public Schools English Language Learner Handbook 2010-11

U.S. Department of Education Office of Civil Rights – Programs for English Language Learners, www.ed.gov/ocr/EL

Monroe Public Schools English Language Learner Program Description and Guidelines, Revised April 2007

Eau Claire Areas School District English Language Learners Procedural Manual 2007-08

Blackstone-Millville Regional School District English Language Learner Education Handbook Revised November 27. 2007

Boise School District English Language Learner Handbook

The SIOP Model <http://siop.pearson.com>

WIDA www.wida.us

