

# Hartland Consolidated Schools

## English Learners Procedures, Guidelines, and Requirements

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### Step 1: Identification, Identifying & Reporting ELs

<b>Timeline:</b>	Upon Enrollment
<b>Who is Responsible?</b>	District or School Secretary Or EL Coordinator (Rachel Bulszewicz)

\*The HLS should not be changed or completed by district staff.

The Home Language Survey (HLS) is included in the enrollment. It should contain a clause that states the purpose of the HLS.

- If there is a “yes” on one or more of the questions (home language, immigrant, or native language/tongue of the student) on the HLS, give the HLS to the EL Coordinator and place the original in the CA60.
- Proceed to Step 2 (W-APT or WIDA Screener administration) to determine eligibility.

The HLS questions are located on the student enrollment form. (Spanish and English)

- [MDE Approved HLS-English](#)
  - [MDE Approved HLS-Spanish](#)
  - Private School EL Services Participation: If there is an interest in equitable EL services from area private schools, Hartland Consolidated Schools will follow the meaningful and timely consultation process.
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### Step 2: W-APT Screener (K) and WIDA Screener (1<sup>st</sup>-12<sup>th</sup>) Administration

<b>Timeline:</b>	Within the first 30 days of schools. After the first 30 days of school, the screener must be given
<b>Who is Responsible?</b>	Secretary gives the EL Coordinator (Rachel Bulszewicz) a copy of the HLS. The EL Coordinator (Rachel Bulszewicz) administers the WIDA Screener to the student. The EL Coordinator (Rachel Bulszewicz) keeps a copy of the results and gives the originals to the building secretary for placement in the CA-60.

- The W-APT Screener or the WIDA Screener is administered to all potentially eligible students (including foreign exchange students) with a “yes” marked on one or more of the HLS questions, if there are not any previous WIDA scores available. The school staff may have to call the students’ previous school, because the NEW student’s WIDA data may not be available in the Secure Site (or MSIX, if student is also migrant) until the student is attached to the new district (identified in student management system, MSDS, through a Student Maintenance Report has been uploaded). School District staff are only able to see WIDA test results for the students who are enrolled (claimed by) their district.
- WIDA Screener Cycle #1 (before Dec. 1<sup>st</sup>) 1<sup>st</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, and 9<sup>th</sup> graders take the previous year assessment (1<sup>st</sup> grade takes Kinder test). Kindergarten students take the W-APT test.
- WIDA Screener Cycle #2 (after Dec. 1<sup>st</sup>). All potentially eligible English Learners arriving after December 1<sup>st</sup> students take the assessment according to grade level. **Kindergarten** takes all 4 domains.

**Kindergarten**

- Those K students who scored exceptional in the fall must be monitored to ensure proficiency on local reading and writing assessments between Dec. 1<sup>st</sup> and the end of Jan. Kinder determinations made after Dec. 1<sup>st</sup> using all four domains are considered final determinations and not re-evaluated in January. Please be sure to refer to the entrance protocol for K students. Remember to record student’s scores in the Secure Site.
- Use the online calculator from the WIDA website.

[WIDA Screener & W-APT Michigan Policy Manual](#)

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**Step 3: Determining Eligibility & Reporting, Identifying ELs in the District’s Student Management System**

<b>Timeline:</b>	Immediately after administering the W-APT.
<b>Who is Responsible?</b>	EL Coordinator (Rachel Bulszewicz) and Pupil Accounting Coordinator (Karen Wilson).

- **Students who meet** the Entrance Protocol criteria must be identified as LEP/ELs in the Student Management System (MiStar) and in MSDS.

\*Please note that English Learners are still referred to as LEP in the MSDS system.

- Use the Grade Adjusted Composite Proficiency Score. Students who score less than a 5.0 or less than a 5.0 in all four domains (reading, writing, listening, and speaking) qualify as an English learner and need to be entered into the Student Management System as LEP/EL immediately. **No rounding is allowed.** This will require coordination between district staff. (LEP in MSDS and MiStar)

### Step 4: Reporting, Secure Site

<b>Timeline:</b>	Immediately following administration of the W-APT or WIDA Screener
<b>Who is Responsible?</b>	EL Coordinator (Rachel Bulszewicz).

- Immediately after administration of the W-APT and WIDA Screener, the W-APT and WIDA Screener scores need to be entered into the secure site. Place a copy of the W-APT and WIDA Screener into the CA-60.
- **All W-APT and WIDA Screener** scores need to be entered into the Secure Site.

### Step 5: Parent Notification Letters and Placement

<b>Timeline:</b>	Within the first 30 days of schools. After the first 30 days of school, the screener must be given within 10 days of the new student enrolling in the school district.
<b>Who is Responsible?</b>	EL Coordinator (Rachel Bulszewicz).

- Parents, Guardians, and Host families need to be informed that their child or student has qualified for EL services. There are nine required components in the Parent Notification Letter.
- Please use the attached letter that has been approved by MDE.
- This is an annual required process. WIDA results must also be sent to parents.

\*Please note: There is an Initial Notification Letter when a student first qualifies as an English Learner. Use the Annual Notification Letter when the student continues to be considered an English Learner and has not met the exit criteria protocol established by the MDE.

[Annual Notification Letter](#)

- Once the parent accepts EL services for their child the students name, grade, classroom teacher, family contact information, and WIDA scores are given to the district EL coordinator.
- The district EL coordinator/instructor will schedule a meeting with the child’s parents, meet with classroom teachers to develop an instructional plan, and set the LAP.
- Once all EL service students are identified, The district EL coordinator develops an instructional daily and weekly schedule.

### **Determining Exit Status - Use MDE Exit Protocol, Notify parents, FLEP Monitoring**

<b>Timeline:</b>	Immediately after spring WIDA scores are made available
<b>Who is Responsible?</b>	The District decides which students should be exited based on Exit protocol. The EL Coordinator (Rachel Bulszewicz) sends home the Exit Letter. The District will complete the FLEP Monitoring Sheet in order to record student’s interventions with EL Coordinator. (Rachel Bulszewicz)

[Exit Letter-in-English](#)

[Exit Letter-in-Spanish](#)

Please be sure to read through the exit protocol that clearly states that districts must use WIDA scores, local reading assessment, and local writing assessments to make decisions about exiting English Learners.

- ➔ EL Instruction and WIDA/ Screener Testing administered by the district EL Coordinator Rachel Bulszewicz. Ms. Bulszewicz is a highly qualified instructor with English (BA), Spanish (FF) certifications, as well as certification in English as a Second Language (NS).
- ➔ Any paraprofessionals that service EL students within the district will be under the direct supervision of the district EL coordinator/instructor. EL paraprofessionals will receive training on working with EL students.
- ➔ EL students are measured three times a year on our elementary local reading assessment (DRA) and twice a year on our secondary assessment Lexile (SRI) in addition to the WIDA scores. The reading and writing local assessments are administered by highly qualified instructors (classroom instructor, reading support instructor, reading recovery instructor). The following are grade level proficiency ranges:
  - ◆ DRA: 1st Grade (18+), 2nd Grade (28+), 3rd Grade (38+), 4th Grade (40+)
  - ◆ SRI: 5th-8th Grade (1011-1700), 9th-11th Grade (1080-1184)
- ➔ Students must be monitored for four years after being exited from the EL programs.

## FEL Monitoring Sheet (Changing to FEL with ESSA)

<b>Timeline:</b>	Immediately upon exiting from the EL Program
<b>Who is Responsible?</b>	The EL Coordinator (Rachel Bulszewicz) monitors the exited EL student and works with the general education staff to advocate and record student's interventions.

- English Learners who are exited from the EL program are required to be monitored for four years. A monitoring sheet must be completed and the student's interventions must be recorded.

### [FEL Monitoring Sheets](#)

[MTSS K-6](#)

[MTSS 7-12](#)

## EL Waiver

<b>Timeline:</b>	Immediately upon the request of the Parent, Guardian, and/or Host Family
<b>Who is Responsible?</b>	EL Coordinator (Rachel Bulszewicz) Principal Counselors

- EL Waivers are only given to parents, guardians, and or host families upon request and only after the **school district** has explained the services provided to participating ELs and the benefits of participating in the program. The district must notify parents that other services (Title I, 31a, etc.) will be provided if they waive EL services to ensure students' language and academic needs are being met, thus encouraging parents to acknowledge the benefits of language instructional services.

See EL Comprehensive Program of Services.

[EL Comprehensive Program of Services - Spanish](#)

[EL Comprehensive Program of Services - English](#)

- Students who have a signed waiver must still take the WIDA.
- An EL Waiver must be signed every school year. The EL Waiver can be withdrawn at ANY time upon parent/guardian request.
- The original EL Waiver goes in the CA60.
- A copy of the EL Waiver needs to be sent to the EL Coordinator and communicated with EL teachers.

[EL Waiver](#)

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## False LEP

<b>Timeline:</b>	The MDE determines when the False LEP Window Opens- typically the first week of December.
<b>Who is Responsible?</b>	EL Coordinator (Rachel Bulszewicz)

The False LEP window opens the first week of December. Please see the Spotlight for the window to appeal False LEP

Please note that once MDE approves your ‘false LEP/EL’ appeal, you **do not** test the students in the spring of 2016 or thereafter. Do not re-report these students as ELs in MSDS. If such students move to another district, then please inform the receiving district of their status to avoid re-reporting them as ELs. Any students reported as ELs in MSDS must take WIDA Spring until they exit as proficient or graduate!

- The status of a “False LEP/EL appeal” can be checked in the Secure Site. Please direct questions to the following contact person, Tina Foote. [FooteT@michigan.gov](mailto:FooteT@michigan.gov)

[WIDA False EL Guidance](#)

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## Language Acquisition Plan

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff

- Each district must have an English Language Acquisition Plan for each EL student that outlines the number of minutes of EL service according to the student’s English Language Proficiency level.
- The district provides an English Language Acquisition Plan paid for with general funds.
- Once EL students begin their EL instruction and LAP, the EL instructor will meet with the classroom teacher on a regular basis to determine reasonable adaptations and accommodations. These adaptations will be necessary to measure student achievement and help students be successful. Adaptations include, but are not limited to, extended time on assignments/assessments, adapted notes, extra learning strategies, or alternate testing location.

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## District PreSchool Program and EL Services

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff

- Should an EL student enroll in the Hartland Consolidated Schools preschool program, the Director of Community Education (Michelle Otis) will immediately notify the district EL coordinator with all relevant student information.
- The district EL coordinator will follow the protocol for new students who qualify for EL services.
- Preschool students will follow all of the same requirements and procedures outlined this handbook to enable EL students to achieve english proficiency.

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## Title III Plan

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	District/Consortium Lead (Rachel Bulszewicz, David Minsker, Sarah Hierman)

[Washtenaw/Livingston Consortium & Hartland Consolidated Schools Title III Plan](#)

[Supplement and Not Supplant](#) - HCS submission

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## Providing ELs Equal Access to Curricular & Extracurricular Programs

<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff
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Meaningful access to the core curriculum (e.g. reading/language arts, math, science, and social studies) is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time.

See Chapter, pgs. 1-5 in the [U.S. Department of Education English Learner Tool Kit](#)

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## Key Principles for English Learner Instruction

<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz)
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Key Principles for English Learner Instruction:

1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.
  2. Instruction leverages ELs' home language, cultural assets, and prior knowledge.
  3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
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## CAN DO Descriptors and CAN DO Name Cards

<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff
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- [Can Do Descriptors, Original Edition PreK-K PDF](#)
- [Can Do Descriptors, Original Edition Grades 1-2 PDF](#)
- [Can Do Descriptors, Original Edition Grades 3-5 PDF](#)
- [Can Do Descriptors, Original Edition Grades 6-8 PDF](#)
- [Can Do Descriptors, Original Edition Grades 9-12 PDF](#)
- [Can Do Descriptors Student Name Chart Kindergarten DOC](#)
- [Can Do Descriptors Student Name Chart Grade 1 DOC](#)
- [Can Do Descriptors Student Name Chart Grades 2-3 DOC](#)
- [Can Do Descriptors Student Name Chart Grades 4-5 DOC](#)
- [Can Do Descriptors Student Name Chart Grades 6-8 DOC](#)
- [Can Do Descriptors Student Name Chart Grades 9-12 DOC](#)



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## General Education Accommodations for English Learners

<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff
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All English Learners need to have an individualized plan.

### [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)

High School students may have a Personalized Curriculum, and there is not a limit on the number of Personal Curriculums allowed in any district. Rules for writing a Personalized Curriculum must be followed.

### [Personal Curriculum Updates \(Posted September 2014\)](#)

### [Personal Curriculum Additional Resources : Supplement to the Personal Curriculum Parent and Educator Guide](#)

### [A Parent's Guide to Personal Curriculum: Focus on Algebra II](#)

The Michigan Merit Curriculum (MMC) can be modified. The MMC math requirement includes 3 credits that cover all of the State Content Standards for Mathematics, and 1 additional credit that can be outside of those standards; 1 credit of the State Content Standards for Mathematics may be modified to 0.5 credit. The PC team must be strategic in identifying those standards in the 0.5 credit that will be addressed due to the modification so that the student will not be disadvantaged when pursuing his/her post-secondary goals. A modification to the MMC through use of a PC starts with a request by a parent, an emancipated student, or school personnel. The is followed by a thorough review of the relevant information by a PC team. The PC team develops the PC, which must be agreed to by the parent or guardian and the superintendent or his or her designee before being implemented. Upon completing the MMC, as modified by the PC, the student receives a high school diploma.

### [Parent's Guide to Personal Curriculum: Focus on Transfer Student](#)

### [A Parent's Guide to Personal Curriculum: Focus on Students with on IEP](#)

### [A Parent's Guide to Personal Curriculum: Focus on Enrichment](#)

## **General Education Accommodations for English Learners**

### [English Learner General Accommodations Checklist/Resources for the General Education Classroom](#)

### [English Language Learner Accommodations & Can Dos Instructional Supports](#)

The MMMEP has an EL Accommodations PPT for General Education staff and administrators: [Success for English Learners PPT for General Education Teachers](#)

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## Newcomers & Refugees

<b>Timeline:</b>	Prior to enrollment or the first day of enrollment
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff, Building Principal and Counselor

### [U.S. Department of Education Newcomer Tool Kit](#)

Contact EL Coordinator Rachel Bulszewicz, to work with general education staff to develop an individualized plan for newcomers and learn about accommodations for English learners.

### [Refugee Education Center](#)

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## Graduation Plan

<b>Timeline:</b>	Eighth Grade
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff, General Education Staff, High School Counselor

- This Graduation Plan is intended to start in eighth grade and to be done with the English Learner in order to encourage students to set goals and work towards mastering English, mastering content standards at each grade level, and earning a high school diploma.

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## Communicating with Parents

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	All stakeholders

- Ensure that parent and family communication is sent in a language understandable to the parent and family.
- If parents or families need assistance with translation or communication please contact the EL Coordinator at 810-626-2114 for translation services or translated documents. Translation services are provided through a service provided by the Livingston Educational Service Agency (LESA).
- Remind and Class Dojo have multiple language options.

[Remind.com](#)

[Class Dojo.com](#)

[Google Translate](#)

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## Communicating with Teachers

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff

- General education staff who work with identified English Learners must be given a copy of W-APT Screener scores, WIDA scores, and Can DO Descriptors.
- General education staff who work with identified English Learners must be given a copy of the EL Accommodations Checklist.
- General education staff who work with identified English Learners should be given a copy of the Mid-Michigan Migrant and EL Program description and objectives.

Contact the Mid-Michigan Migrant and EL Coordinator/Instructor for instructional support:  
[rachelbulszewicz@hartlandschools.us](mailto:rachelbulszewicz@hartlandschools.us)

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## Special Education

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff

The following process will be followed should an EL student be referred for special education services. The process will be the same for EL students as with any student referred for services, with the exception that EL deficiencies will be discussed to rule out EL deficiencies being a disability:

- 1) Parent, teacher, administrator or EL instructor refers EL student for special education services through achievement data and observations.
- 2) Special education staff, with help from the EL instructor, will access the EL student for a disability.
- 3) Special education staff, classroom teacher, EL instructor and parents hold a REED to determine eligibility. The EL instructor is included in the meeting to be a resource in characteristics of a EL student so it is not mistaken for a disability.
- 4) If eligible for special education services, the EL instructor will work with the special education team in developing supports and accommodations.

### [Tools and Resources for Addressing English Learners with Disabilities](#)

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## EL Testing Policies

<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff
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English Learners who have been here less than one full year do not have to take the ELA M-STEP.

[M-Step, MI-ACCESS, and WIDA Supports and Accommodations Guidance Document](#)  
[WIDA ACCESS for ELLs Checklist](#)

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## U.S. Department of Education EL Tool Kit

<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff
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### [English Learner Toolkit](#)

#### **Chapter Overviews:**

Chapter 1: Identifying all English Learner Students (Sample Home Language Surveys & SEA and LEA Agency Checklists)

Chapter 2: Language Assistance Program (Alternative Language Program)

- Tool #1-Guiding Questions to Learn About Your EL Population
- Tool #2-Long Term English Learners, provides a checklist for schools to address the needs of this particular group of ELs.
- Tool #3-Research-Based Considerations, offers broad-based considerations for EL services and programs.
- Tool #4-English Learner Program Chart, gives a brief overview of some EL programs.

Chapter 3: Tools and Resources for Staffing and Supporting Learner Program

- Tool #1-Professional Development for Teaching ELs
- Tool #2-Professional Development for General Education Teachers of ELs
- Tool #3-Meeting the Needs of ELs
- Tool #4-Frameworks for Supporting Classroom Teaching of ELs
- \*See Chapter 3, pg.7 Support Oral Language Development, Explicitly Teach Academic English (pg. 7 & 8), and Value Cultural Diversity (pg.8)
- Chapter 4: Tools and Resources for Providing English Learners Equal Access to Curricular and Extracurricular Programs

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## **Multi-Tiered System of Support, Adaptations, Accomodations, and Interventions for Students with Diverse Learning Needs / Struggling Exited Students and EL Instructional Resources**

- [Multi-Tiered System of Supports \(K-6\)](#)
- [Multi-Tiered System of Supports \(7-12\)](#)
  
- Online Dictionary [Word Reference.com](#)
- Picture Dictionary (Spanish, Chinese, and English) [opdome.com](#)
- [SIOP Model](#)
- Can DO Descriptors
- Can Do Descriptors with student’s names (Use spreadsheet for grouping students and monitoring students’ progress)
- Academic Language and Literacy Using the SIOP Model
- REACH EL
- Thinking Maps
- ESL ReadingSmart software
- iLit ELL 45 software
- Lexia software
- Reading A-Z and Reading A-Z ELL Edition

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### **EL Parent Outreach & Community Engagement Plan**

<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz)
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- Plan ongoing Parent and family events (consider train parent “how to”, meetings, family nights, literacy events, and workshop/trainings).
- Survey parents (Perception data is a requirement for all federal funding)
- Community Engagement: The district EL coordinator will work with community organizations to implement immigrant and EL activities to better engage our students more in the community.

- [Parent Engagement Toolkit \(English, Spanish, and Arabic\)](#)
  - [ELL Program - Parent Survey](#)
  - [ELL Program - Student Survey](#)
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## EL Parent Complaint Form

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff

### Parent Compliance and Resolution Form

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## Professional Development for ELs

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff

Contact: EL Coordinator Rachel Bulszewicz at [rachelbulszewicz@hartlandschools.us](mailto:rachelbulszewicz@hartlandschools.us)  
HCS Assistant Superintendent for Curriculum and Instruction David Minsker at 810-626-2114  
[davidminsker@hartlandschools.us](mailto:davidminsker@hartlandschools.us)

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## EL Program Professional Development

<b>Timeline:</b>	Ongoing
<b>Who is Responsible?</b>	Assistant Superintendent for Curriculum and Instruction

The following professional development opportunities will be provided to the district EL coordinator/instructor on an annual basis or anytime a certain skill set is needed:

- 1) SIOP Training (summer or when needed)
- 2) WIDA Screener Training
- 3) WIDA Testing Training and Webinars
- 4) Trainings provided by the WISD EL Consortium
- 5) Early Release Friday professional development trainings on general best practice instructional strategies

If the district EL coordinator wants to request specific professional development each school year, he/she will contact the Assistant Superintendent for Curriculum and Instruction to set it up. He/she will bring the training information to discuss the professional development opportunity and provide rationale for attending. The Assistant Superintendent will make every attempt to support the ongoing professional development of the EL coordinator.

For more detailed information on the EL program professional development contact:

HCS Assistant Superintendent for Curriculum and Instruction David Minsker at 810-626-2114  
[davidminsker@hartlandschools.us](mailto:davidminsker@hartlandschools.us)

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## EL Program Evaluation

<b>Timeline:</b>	Start of School Year / End of School Year
<b>Who is Responsible?</b>	District EL Coordinator (Rachel Bulszewicz) and Staff

- 6) Start of each school year, the EL team will review the goals of the current school year and determine areas in the program that need improvement from the previous school year's year end evaluation.
- 7) At the conclusion of each school year, the EL team will meet to analyze EL data to determine if the goals were met. The EL team will also discuss areas that need improvement from that data analysis and develop a plan for improvement and goals for the next school year.
- 8) At the conclusion of each school year, the MDE Program Evaluation Tool will be completed by the district EL coordinator and team.

For more detailed information on the EL program evaluation contact:

EL Coordinator Rachel Bulszewicz at [rachelbulszewicz@hartlandschools.us](mailto:rachelbulszewicz@hartlandschools.us)

HCS Assistant Superintendent for Curriculum and Instruction David Minsker at 810-626-2114  
[davidminsker@hartlandschools.us](mailto:davidminsker@hartlandschools.us)

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