

Additional Resources:

- Dear Colleague Letter - [LINK](#)
- Meaningful Access [Facts](#)
- OCR English Learner [Toolkit](#)
- Monitoring Indicators
- MISD Resources
<https://www.misd.net/bilingual/resources.html>

ELL Handbook Staff Reference Anchor Bay School District

Curriculum Department

INTRO

Identificati
on

Notificatio
n

Programs

Title
Review

Accommo
dations

Retention/
Grad

Quick Access

INTRO	Gen Ed.: GEN ED RESOURCES
Identification: IDENTIFICATION	Spec. Ed.: SPECIAL EDUCATION
Notification: NOTIFICATION	Communication: COMMUNICATION
Programs: PROGRAMS	Standards: STANDARDS
Title Review: REVIEW PROCESS	Newcomers: NEWCOMERS
Accommodations: ACCOMMODATIONS	Testing/Data: TESTING/DATA
Retention/Grad.: RETENTION/GRADUATION	Training: TRAINING

INTRO

Identification

Notification

Programs

Review Process

Accommodations

Retention/Grad.

INTRO - Slide 1

Our Staff “Why”:

At Anchor Bay we are deeply passionate about fostering positive relationships that embrace people where they are and take them where they want to be. We believe all students deserve a school that recognizes their potential, meets their needs, and nurtures their pursuit of excellence.



**ANCHOR BAY
SCHOOL DISTRICT**

English Language Learners: Culture, Equity and Language



Our Mission

Anchor Bay School District provides exceptional learning opportunities in a caring environment through creative and unique experiences which celebrate and empower the individual.

Every Student Matters, Every Moment Counts



INTRO

Identification

Notification

Programs

Title Review

Accommodations

Retention/Graduation

INTRO - Year at a Glance

Within 1 week of Enrollment

- Check HLS in enrollment paperwork/ CA-60s (sign off on all CA-60s that are checked)

Within 30 School Days (10 days after start of school)

- Administer WIDA screener to all eligible students (according to HLS) - if they don't have current WIDA scores.
- If a student meets entrance criteria
 - Identify them in Power School/ MSDS
 - Enter scores into the secure site (OEAA)
 - Send parent notification letters (10 days)

August

- Screener Trainings
- Identify new ELL via Home Language Survey

Feb-Mar

- WIDA Testing
- Annual Program Review
 - Self-monitoring Indicators

July

- Final Submission of Title 3 Reimbursement Funds
 - Section 41 Documentation
- Determine PD plan for upcoming year
- Get WIDA Scores
 - Review progress monitoring & Update ILPs
- Ensure all FEL have been exited properly



INTRO - Definitions

ESSA Definition of an "English Learner" Student

The term "English learner," when used with respect to an individual, means an individual:

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
 - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society. (ESEA Section 8101(20))

To be classified as EL, an individual must meet the criteria of A, B, C and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii or iii. If the criterion to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed (i or ii or iii).

Immigrant Student Definition

- The term "immigrant children and youth," which is defined in section 3201(5) of Title III, refers to individuals who:
 - (A) are aged 3 through 21;
 - (B) were not born in any State; and
 - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Foreign Exchange Students

- Foreign exchange students offer a rich opportunity to Michigan's Local Educational Agencies (LEAs), allowing students from diverse cultural backgrounds to interact and learn from each other. For purposes of reporting, foreign exchange students meet the definition of immigrant and should be included in the district's reporting of Immigrant students.

Immigrant Identification

- Foreign exchange students are considered Immigrant students and should be identified as such in the Michigan Student Data System (MSDS).
- Funds for Immigrant students will be included in the following year's allocation.
- Students from Puerto Rico are not classified as Immigrant students.



INTRO - Slide 3

Helpful Resources/ Documents

Dear Colleague Letter - [LINK](#)

EL Toolkit - [LINK](#)

Non-Regulatory Guidance – [LINK](#)

English Learner Toolkit - [LINK](#)



Identification - Slide 1

Procedures, Guidance, and Resources Identification and Notification of EL Status

The following procedures are in place to ensure proper identification and placement in accordance with Title 1 and Title 3 requirements:

Score: WIDA ACCESS for ELLs/WIDA Screener	Proficiency Levels: WIDA Standards
6	Reaching
5 – 5.9	Bridging
4 – 4.9	Expanding
3 – 3.9	Developing
2 – 2.9	Emerging
0 – 1.9	Entering

Registration/Identification Using Home Language Survey

The Home Language Survey approved by the Michigan Department of Education (APPENDIX B) is included in the district registration form. It is to be completed at the time of registration. The district is responsible for ensuring that a Home Language Survey is completed for all students at the time of enrollment. The completed registration forms shall be placed in student's permanent (CA-60) files.

If a student is identified as speaking a primary language other than English or as having a language other than English spoken in the home, as reported on the Home Language Survey, the student may be eligible for ESL services. If so, the ESL facilitator/ ESL teacher/ ESL coordinator in the building of attendance will be notified. The building staff will arrange for a prompt assessment of the student to determine eligibility for ESL services. For consortium service members, once the district has determined the student was not previously screened or tested, they will directly contact the Wayne RESA EL facilitator assigned to their district with a referral for testing. Please refer to the EL Entrance and Exit protocol as a reference.



Identification - Slide 2

Step 1 - Identifying and Reporting ELs

When: A notification email is sent from PowerSchool whenever a HLS has been filled out.

Who: ELL Coordinator – Administrative Assistant to Curriculum

- The Home Language Survey (HLS) is included in the online enrollment forms.

Step 2 - WIDA Screener K -12th Administration

When: *Within the first 30 days of the school year OR within 10 school days of district entry after the start of the school year.*

Who: WIDA Test Administrator

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 may have to call the students’ previous school.

Step 2 - WIDA Screener K -12th Administration Cont.

- Administer the WIDA Screener to students following all testing procedures and guidelines. Relevant sites that will be used in screening process:
 - MDE - [WIDA Assessment Page](#): Has all needed assessment info, including manuals for MI WIDA screener process and FAQ.
 - WIDA login
 - Secure Site - the site for all WIDA screener training modules (needed prior to administering)
 - DRC - the main site for coordinating and administering all screeners/ WIDA Access assessments.
 - [MI WIDA](#) website for all relevant testing needs. Blend of WIDA requirements and State requirements.
- Important to Note: during first semester students should be assessed at the grade level cluster according to where they have received instruction. (i.e. a first semester first grade student has not received instruction in first grade material yet and should therefore be assessed on the kindergarten screener). See table below for clarification.
- After screening proceed to Step 3.

Cycle I – August 1 – December 1*													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Test to be used	K	K	1	2-3	2-3	4-5	4-5	6-8	6-8	6-8	9-12	9-12	9-12

Cycle II – December 1 – August 14*													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Test to be used	K	1	2-3	2-3	4-5	4-5	6-8	6-8	6-8	9-12	9-12	9-12	9-12



Identification - Slide 3

Step 3 - Determining Eligibility & Identifying ELs in the District's Student Management System

When: Immediately following administration of screener

Who: Title III Coordinator & Business Administrator (MSDS)

Students who meet the Entrance Protocol criteria must be identified as LEP/ ELs in the Student Management System (**PowerSchool**) and in MSDS (**Collection**). *Note that English Learners are still referred to as LEP in MSDS

- The Title III Coordinator will use the entrance and exit protocol document (located at the [MDE WIDA website](#)) to determine EL eligibility.
- They will then identify the student in the Student Management System (PowerSchool) as EL and correctly complete all relevant data on the state reporting page.
- If it is after the Fall Collection, they will ensure that the Business Administrator completes an SRM (student record maintenance) on the student. This will ensure that they are included on the WIDA pre-ID lists in the spring testing season.

Step 4 - Reporting Secure Site

When: Immediately following administration of screener

Who: Title III Coordinator

Immediately after administration of the WIDA Screener scores need to be entered into the secure site AND a copy of the WIDA Screener & HLS needs to be placed into the CA-60.

- You can access the MI Secure Site - [HERE](#). Once on go to "student search" select your student and then select "Pre-ID Student". Follow the directions to enter relevant screener assessment information.
- In the students' CA-60 place a copy of their WIDA screener results and original HLS in a green folder and label EL Folder.
- After completing this immediately move onto **NOTIFICATION**

SEE EXIT ID on next Page...



Identification - Slide 4

Step 6 - Determining Exit Status

When: As soon as WIDA Access Scores are released

Who: Title III Coordinator & Business Administrator (MSDS)

All students who meet exit criteria on the WIDA Access in the spring will be auto-exited by the state. See the Entrance and Exit Protocol [HERE](#) for updates.

- Once students are auto-exited they must be given an exit date in the schools Student Management System (**PowerSchool**) of no later than June 30th.
- After students are successfully exited: parents must be notified AND they must be monitored for 4 years after exited.

Pulling EL list from Powerschool:

- Use Code: S_MI_STU_GC_X.flagLEP=1



DOJ - Civil Rights Case - Proper Identification and program placement to allow to for meaningful participation in classes - [LINK](#)

OCR EL TOOLKIT - CH 1 - [LINK](#)

Notification - Slide 1

Parent Notification General Information

Parent Notification letters are available in the following languages: English & Spanish. Determination is based on individual needs of students and families as requested in person or via HLS.

The district has a plan to translate or acquire translations of parent notification letters into additional languages either by our ESL certified tutor or by the MISD. A Translator resource list has been provided by MDE and will be available and updated when needed.. The building principal is responsible for providing translation of school documents and to ensure that parents / guardians and families have access to all school activities.

(See **COMMUNICATION** tab for further information)



Kijan pou Idantifye yon Elèv kòm ELL



1. Ou te reponn yon seri kesyon sou lang ou itilize lakay ou.



2. Yon egzamen te mezire konpetans akademik pitit ou a genyen nan lang Anglè nan domèn konpreyansyon oral (tande), lekti, ekspresyon oral (pale), ak nan domèn ekriti.



3. Pitit ou a kapab resevwa ansèyman nan lang Anglè, anplis de lòt kou l ap swiv yo.

OCR EL TOOLKIT - CH 1 - [LINK](#)

OCR EL TOOLKIT - CH 7 - [LINK](#) (Opt Out)

Notification - Slide 2

Parent Notification Letters: Qualifying for EL Services

When: *Within the first 30 days of the school year OR within 10 school days of district entry after the start of the school year.*
Who: Title III Coordinator

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.

- This letter will be sent by the MISD or in district EL Tutor
- <https://tinyurl.com/Identification-Letter>
- WIDA results must also be sent to parents. See notification letters below:
- [WIDA Score results letter](#)

Parent Notification Letters: Exiting from EL Services

When: Within the first 30 days of the school year
Who: Title III Coordinator

- Unaccompanied Minors/ Adult Student Letters can be sent to themselves.

Additional Documentation/ Notification

When: Upon Completion of WIDA Screener
Who: Title III Coordinator/ Classroom Teachers

After parents have been notified there are additional steps to ensure the new student is transitioned into the program with ease. It is the responsibility of the Title III Coordinator to ensure that the following additional steps are completed:

- Student is entered into the EL Master List for tracking/accommodations/ etc.
- An ILP (Individual Language Plan) is created for the student with goals and accommodations.
- The ESL certified tutor meets with all relevant teachers to introduce the ILP and address any questions or concerns within the first few days.
- The Title III Coordinator will create a Binder for the student to keep a portfolio of work samples/ important documents during their time in the EL program.
- Language preferences will be added to Power School under the EL Alerts Section.

Additional Documentation Immigrant Status

When: Upon Completion of HLS
Who: Title III Coordinator

If either of the required Immigrant Status questions are marked on the HLS follow the following steps:

- If the student qualifies according to the Guidance for Immigrant Students ([LINK](#)) and has been in US schools for less than 30 months (3 school years).
- Identify the student in the student management system (Power School) under the state page - Program Participation.
- After 30 months the student will need to be de-selected and an exit date entered.



Notification - Slide 3

EL Program Waivers

When: Immediately upon request of parent/guardian

Who: Title III Coordinator/ Principal

EL Waivers are only given to parents, guardians, and or host families upon request and only after the **school** 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. **EL Comprehensive Program of Services**

- 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.
- A copy of the EL Waiver goes in the CA60 and EL Teacher's folders.
- The original stays in the school district. **EL Waiver**

EL Parent Complaint Form



Additional Documentation/FEL Monitoring Sheets

When: Upon Receiving WIDA Access Scores & End of Year

Who: Title III Coordinator/ Classroom Teachers

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.

False LEP

When: During the MDE's False LEP Window

Who: Title III Coordinator/ Student Services Coordinator

MDE typically offers this once a year during the first week of December. If any students qualify (see [MDE site](#) for Test exceptions/False EL guidance doc) then you may appeal through the secure site.

Programs - Slide 1

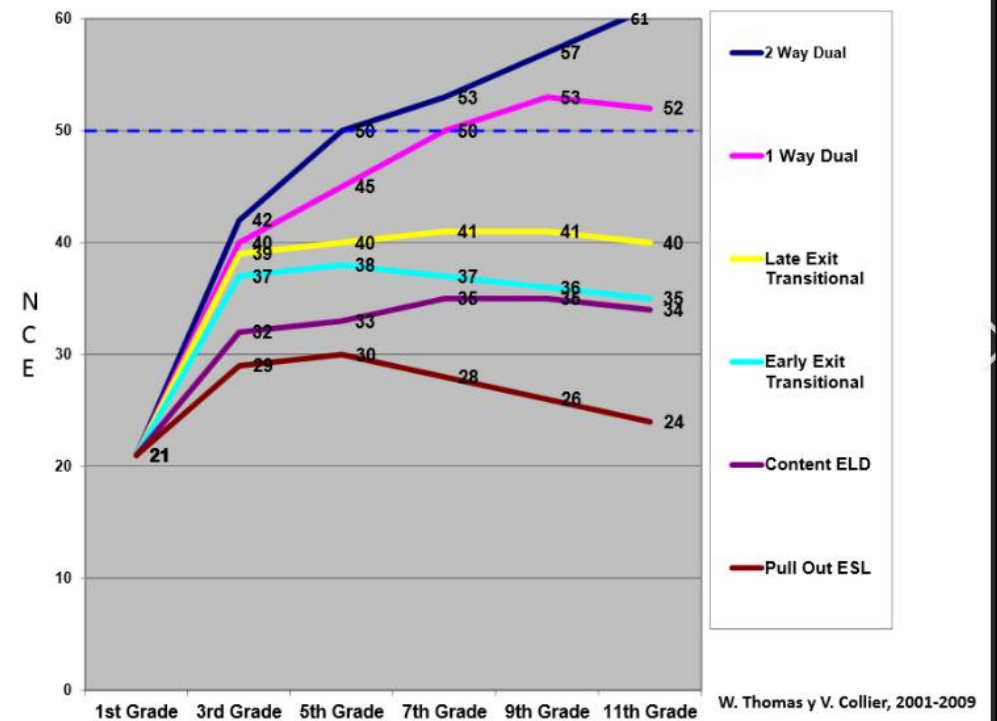
Description of EL Program Utilized Who: ESL Teachers & Bilingual Parapro

The EL teacher will provide an **ESL program** with support both within (push-in/co-teaching) and outside of the general education setting (pull-out).

- Co-teaching will be implemented as much as possible within the general education classroom focusing on implementation of SIOP practices in order to increase individual teacher capacity for utilizing SIOP.
- Students who need additional support will receive targeted SIOP instruction 1-1 or in small groups.
- A newcomer support class will be offered at the secondary level when appropriate to support the ELD and Content Area knowledge of immigrant students.

2010

English Learners' Long-Term Achievement by Program Model



Programs - Slide 2

Key Principles for English Learner Instruction

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.

Essential Practices in Early & Elementary Literacy AND ELD Standards

WIDA ELD Standards - [LINK](#)



DOJ - Civil Rights Case - failure to hire and retain enough qualified teachers - [LINK](#)



Programs - Slide 3

Curriculum Supports

IXL - K-12
 Hand2Mind – for ELL’s for UFLI
 Reading A-Z
 Rosetta Stone
 Translation Devices
 Tutor Supports MISD/In-District



Free ESL Sites/Support Resources

Lyric Trainer - [LINK](#)
 BrainPopELL - [LINK](#)
 Learning English - [LINK](#)
 WordCloud Generator - [LINK](#)

Duolingo - [LINK](#)
 BUSUU - [LINK](#)

Online Dictionary - [LINK](#)
 Spanish Dictionary - [LINK](#)
 Picture Dictionary - [LINK](#)



Title Review - Slide 1



Yearly Program Review Process

When: June

Who: ELL Tutor, Principal, Admin Team

Information gathered through the evaluation process will be reviewed by team (consisting of principal, EL Lead, gen. ed. teachers and other stakeholders) and will impact decisions made in the Title 3 plan, program determinations, etc.

EL staff will complete an annual program evaluation using the following:

https://docs.google.com/spreadsheets/d/1IQBDar7XPFaAb3h4Svsu7ZTPHtdqYf7G9Iph27OjOJo/edit?usp=share_link

Title Review - Slide 2

Step 1 - Organize for Collaborative Work

Title Review Team: EL Coordinator, Principal, Assistant Principal, MTSS Coordinator

Step 2 - Assessment Literacy

Documents to Review and/or Complete

- WIDA Data - Proficiency Progress
- P-SAT, SAT, NWEA, M-Step, etc.
- Accountability Results

Step 3 - Create Data Overview

Title III Self Evaluation Checklist

Step 4 - Plan to Assess Progress

Create timeline for Implementation

Step 5 - Act & Assess

Implement Action Plan in Upcoming School Year.



Title Review - Slide 4

Title III Indicators:

[Title III Monitoring Indicators Checklist.pdf](#)



**Michigan Department of Education
Title III School and District
Monitoring Indicators and Review Process
Aligned to Every Student Succeeds Act (ESSA)**

A Self-Assessment Checklist



DOJ - Civil Right Case - ensuring programs are monitored and evaluated for effectiveness - [LINK](#)

DOJ - Civil Right Case - ensuring proper staffing, PD, materials and interpretation services - [LINK](#)

Title III Act - [LINK](#)

Supplemental not. Supplant - [LINK](#)

- Funding Coordination - [LINK](#)

Accommodations - Slide 1

All accommodations will be determined according to individual student needs as outlined by WIDA scores, state and local guidance and teacher input.

- Any State level Testing Accommodations that are applicable will be entered by the Student Services Coordinator into the relevance sites (ACT, SAT, M-Step).
- Any Local Testing Accommodations (i.e. NWEA) that are determined by the team must be approved prior to the Fall and Spring testing window.
 - i.e. ELA exceptions, Spanish math, bilingual dictionaries, etc.



Accommodations - Slide

2

Accommodations Plans

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: U.S. Department of Education English Learner Tool Kit - [LINK](#)
 - **NOTE: 6 Key principles of Teaching ELs**

- US Department of Education Newcomer Toolkit – [Link](#)
- Refugee Center Resources - [LINK](#)



Accommodations - Slide

3

TESTING ACCOMMODATIONS DOCUMENTS

- WIDA Accessibility & Accountability Manual - [LINK](#)
 - Appendix (D) - Checklists
- MDE Supports & Accommodation Doc - [LINK](#)
 - Use for M-Step, P-SAT, SAT, WorkKeys, etc.



Communication between EL staff and classroom Teachers

- 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 EL Program description and objectives.
- **General education staff should communicate any student concerns (former or current EL students) in a timely manner so that a meeting can be held to determine intervention options.**



Retention/Grad. - Slide

1

Retention Guidance MDE

Providing Meaningful Access to All Curricular and Extracurricular Programs

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

By retaining these students based on their language proficiency, we are effectively denying them access to the grade level curricula that they have a right to be exposed to.

~ Kelly Alvarez (MDE EL Consultant)

Email Correspondence 5/2022

Dear Colleague Letter – pg. 19 - [HERE](#)

Information on Meaningful Access to All Curriculum/ Extracurricular Activities - (i.e all schools are responsible for ensuring that students are able to attain successful/equal participation in their instructional program in a reasonable amount of time without the EL program impacting success)

Seal of Biliteracy

Beginning with the graduating class of 2018, students fluent in more than one language have an opportunity to earn a Seal of Biliteracy on their diploma from the Michigan Department of Education.

- Seal of Biliteracy explanation letter will be sent to all entering seniors in August ([English](#) & [Spanish](#))
- Students wanting to apply for the Seal of Biliteracy must:
 - Meet all Michigan graduation requirements
 - Have a letter of recommendation from a high school staff member
 - Submit a completed [application](#) by the due date (mid October)
 - Pay for the initial cost of testing (50 % reimbursement is pending a passing score on the test)
- All applicants that meet the above criteria will be given two scheduled testing days. Tests should be completed no later than December 15 to ensure results and processing time for the seal prior to graduation.
- Once results are in Student Services Coordinator will apply in MOECS and download their certificate.

Refer to State of Michigan Seal of Biliteracy for further guidance & details.

Retention/Grad. - Slide

2

Graduation Guidance

Graduation Plans

The 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. (see MDE for more information).

Responsible Parties: Student Services Advisor, EL Teacher

EL team will keep a copy of this plan accessible in their room for any student that needs a regular visual reminder of where they are at in their Plan

DOJ - Civil Right Case - outlining schools obligation to ensure qualified staff, equitable opportunities, unnecessary segregation, remediation of any deficits while in language assistance programs, monitoring of student progress, etc. - [LINK](#)



Gen Ed. – Slide 1

Providing ELs Equal Access to Curricular & Extracurricular Programs

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: [U.S. Department of Education English Learner Tool Kit](#)



US Dept. of Education EL Toolkit - [LINK](#)

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

Chapter 5: Providing an inclusive environment/ avoiding segregation

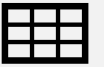
Chapter 6: Addressing ELs with Disabilities

Chapter 7: Serving ELs who Opt-Out of EL programs

Chapter 8: Monitoring and Exiting EL Learners

Chapter 9: Evaluating the Effectiveness of EL Programs

Chapter 10: Ensuring Meaningful Communication with Parents



Gen Ed. – Slide 2

According to our District **LAP (Language Assistance Plan)** all General Ed Classes will be trained to implement **SIOP strategies** to support students in accessing core curriculum. Resources

- SIOP Model Training Videos - [LINK](#)

Why SIOP? Watch the Video Below!



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.



Gen Ed. – Slide 3

General Resources

- ESL Supports for General ed teachers - [LINK](#)
- Resource List [Resource List.docx](#)

Text Resources

- Wonderopolis - [LINK](#) - Translated Texts

English

- Sentence Frames - [LINK](#)



Gen Ed. - Slide 4

Newcomers:

- See section at end
- Translating Headphones, Google Translate (particularly with voice to text/text to speech), etc.
- Use Relia, Pictures, and Context Clues in every lesson
- Note: Learning can happen when you don't speak the same language (see video below on TPR strategy)



Social Studies -

- Learning English (Current Events w/ focus on Vocab) - [LINK](#)

Spec. Ed. – Slide 1

If you need more Slides, duplicate Slide 3. If you only need one slide within each tab, delete Slides 2



Effective Assessment & Instruction of ELLs
with Disabilities



Over and Under
Identification of ELLs
with Disabilities

Special Education

[Guidance Handbook](#) for Educator of English Learners with Suspected Disabilities

Students suspected of having a disability at the end of their MTSS cycle will be referred to the BSD for testing. Team should include at least one certified EL teacher, classroom teacher and SPED teacher. The school is responsible for gathering documentation comparing the growth of students at a similar starting proficiency, with similar support and interventions as well as similar school and families histories to ensure that EL students are not over/under represented in spec ed. (See next page for details)

*See [US Toolkit](#) for further support/resources. Particularly Tool #2 (pg 6-10).



Spec Ed. - Slide 2

ELs who are Struggling Learners Process

- When indicators suggest that an English Learner (EL) is having difficulties attaining linguistic, academic and social expectations, which are unrelated to the student's English Language Proficiency, the district has established a protocol for separating difference from disability.
- Pansophia Academy has a student referral process for students needing intervention beyond those provided through the regular grade level program of instruction (MTSS).
- Typically, a student may be referred to the school Child Study Team for intervention support. (periodic reviews of MTSS strategies and progress monitoring will occur to determine if adjustments need to be made).
- When a submission is received the MTSS team will meet to review the students current supports and needs before assigning interventions.
- If these initial supports do not show adequate progress the student may be reassessed for Tier 3 Interventions through either MTSS and/or ESL depts as determined by the team.

ELs who are Referred for Special Education

- In the event various Tier 3 supports AND ELD strategies are unsuccessful or a student is referred for Special Education then the school will follow it's pre-established process for evaluation.
- Once a referral has been made a Child Study Meeting will be held. The Multidisciplinary team will meet with the parent and any other relevant parties to collect all relevant information on the student. (Test scores, progress monitoring, data in students L1, strengths & concerns, etc.)
- If the team decides to proceed with a special education evaluation then the BISD will take over in the administration of any relevant testing needs.
 - The student may require an evaluation administered in his/her native language.
- Interpretation for the parents in their home language at the meeting and throughout the process.
- The district must also identify locate and evaluate ELs with disabilities in a timely manner.

The Multidisciplinary team may include but is not limited to the general education teacher, special education teacher, social worker, psychologist, principal.

Spec. Ed. – Slide 3

Considerations & Evaluation for ELLs

ELLs with Special Needs - [LINK](#)

EL Toolkit: Chapter 6 - [LINK](#)



DOJ - Civil Rights Case: Timely ID of EL students including for evaluation/ placement in special education programs -

[LINK](#)

Book: Special Education Considerations for English Language Learners

Book: IEPs for ELs and Other Diverse Learners

Communication – Slide 1

OCR EL Toolkit Ch 10 - [LINK](#)

Note: pg 2 “Students, siblings, friends, and untrained staff members are not considered qualified translators or interpreters, even if they are bilingual.”

**If a parent arrives with a family member/friend and insists they would rather use them as an interpreter, you may use the following waiver indicating a trained interpreter was offered & refused -LINK



Translated Materials



Communication – Slide

2

Translation Requirements (cont.)

Family Communication

***It is the district's responsibility to provide parents with materials that are accessible and understandable using general education funds.**

Translation/Interpretation

- **MISD Services OR In-House Staff**, whenever possible

Translating Documentation

- Ensure that parent and family communication is sent in a language understandable to the parent and family.
- The following also have multiple language options and can be used as needed:
 - <https://translate.google.com/>
 - <https://translator.microsoft.com/>

Translating Oral Communication (Conferences/IEPs/Family Events)

- Teachers/staff will use a Translator for all formal and informal communications:
- In-house or MISD translators/interpreters will attend an annual training prior to all interpretation services.



Interpretation: oral translation of language

- If parents do not speak English or limited English use of an interpreter may be required ****Students SHOULD NOT interpret for parents**
- For non-emergencies, EL staff will schedule interpreter. EL Staff will need:
 - Conferences, IEP meetings, pre-scheduled parent meetings, etc.
- For emergencies, staff should contact the main office to initiate a phone interpretation

Translation: a written document translated into another language

- EL Staff will coordinate translation of necessary documents into the home language.
- Documents that may require translation include:
 - Codes of conduct
 - Handbooks
 - Report cards
 - Disciplinary letters
 - Complaint procedures
 - Special education documents
 - Health notices
 - Other key district information
- Staff may also use Google Translate to translate when necessary (if telelanguage can not be pre-arranged)
 - Tips for using Google translate: Keep language simple, Avoid interjections, Use only when necessary
 - Google translate can translate incorrectly, use with discretion

Communication – Slide

3



MI Parent Engagement Toolkit - [LINK](#)



Parent & Community Engagement

Engagement Plan

- The MISD provides ongoing Parent and family events (consider train parent “how to”, meetings, family nights, literacy events, and workshop/trainings).
- Information is shared with ELL students/families

Communicating with Teachers

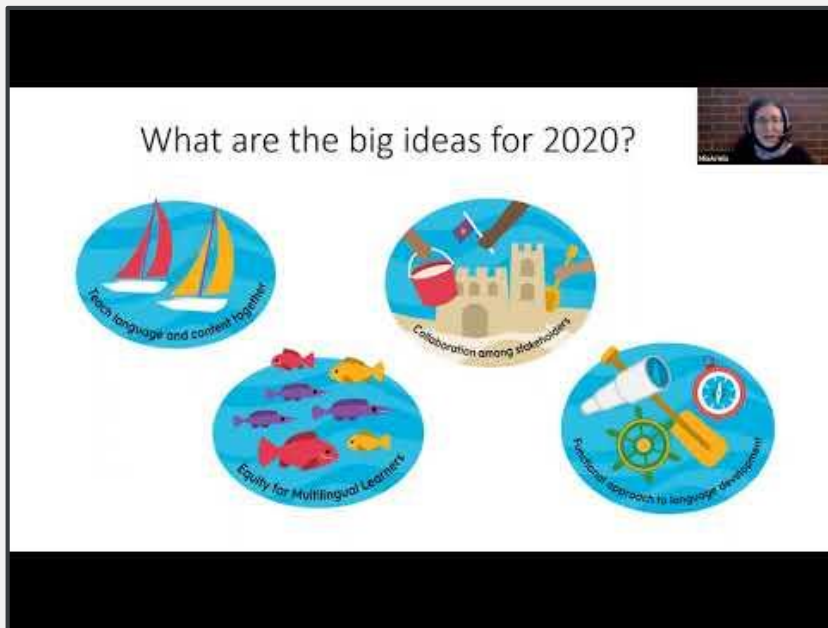
Communication between EL staff and classroom Teachers

- Gen. Ed. staff who work with identified ESL students must be given a copy of Screener scores, WIDA scores, and WIDA Standards.
- Gen. Ed. staff who work with identified ESL Students must be given a copy of their ILP (Individual Language Plan)
- General education staff who work with identified ESL Students must be given a copy of the EL Handbook and the Program Goals and Objectives.
- General education staff should communicate any student concerns (former or current EL students) to the EL Director in a timely manner so that a meeting can be held to determine intervention options.
- ESL staff will collaborate throughout the year to target content needs with also addressing ELD.

Standards – Slide 1

ELD (English Language Development) Standards

- Kindergarten - [LINK](#)
- First Grade - [LINK](#)
- 2nd - 3rd - [LINK](#)
- 4th - 5th - [LINK](#)
- 6th - 8th - [LINK](#)
- 9th - 12th - [LINK](#)



Grade and Content Area Standards

- All Subjects - [LINK](#)

WIDA ELD Standards

- Main Page - [LINK](#)



Newcomers – Slide 1

Newcomer Support Resources:

- U.S Dept. Ed Newcomer Toolkit - [LINK](#)
- Refugee Education Center - [LINK](#)
- EL Toolkit - [LINK](#)



CLICK ON THE IMAGE TO ENLARGE IT



What resonates with you?

What takeaways do you have for your classroom?

Newcomers – Slide 2

Newcomer Identification

English Learner (EL):

Student(s) whose native or primary language is other than English and who are in the process of acquiring English as an additional language

Immigrants (Children and Youth)-

The term "immigrant children and youth," which is defined in section 3201(5) of Title III, refers to individuals who:

- (A) are aged 3 through 21;
- (B) were not born in any State; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Newcomers:

Refers to any foreign-born students and their families who have recently arrived in the United States.



Migrant:

Migratory children are those youth who have moved in the last 3 years to a new school district due to themselves or their parent/guardian's work in agriculture or fishing. A migratory child can be a newborn or up to 21 years of age, as long as they have not yet obtained a GED or High School Diploma.

Refugee:

People fleeing conflict or persecution. They are defined and protected in international law, and must not be expelled or returned to situations where their life and freedom are at risk

Students with Limited or Interrupted Formal Education (SLIFE) :

English learner students who enter schools with limited literacy skills, a history of interrupted schooling, and socio-emotional needs due to family separation, trauma, and/or adaptation to a new community; these students may also be

Newcomers – Slide 3

Resources to Check Out

Each Newcomer needs extensive work in English through direct instruction

Supplementary Materials

- ❖ [High School social story books](#)- Saddleback
- ❖ [Let's Go Play](#)- Oxford- Online practice, elementary
- ❖ [Oxford Picture Dictionary](#)- These come in a variety of languages
- ❖ [Spanish Bilingual Phrases](#)- Variety of resources including classroom labels



Newcomer Curriculum Options

- ▶ [Ready, Set, Go! Newcomers](#)- Kits 3-12 grade
- ▶ [Inside the USA](#) -Kit 6-12; [In the USA](#) Kit K-5
- ▶ [Benchmark Hello](#)- Program 3-5 grade
- ▶ [Look and See](#)-Cengage Pre-K-1st Grade
- ▶ [Our World](#)- Cengage Learning k-3

Supplementary Newcomer Online Programs

- ▶ [ELL Foundations](#)- Edmentum 6-12
- ▶ [Imagine Learning](#)- Language and Literacy K-5
- ▶ [ESL Add on at reading A-Z](#)- Comprehensive EL units



Testing/Data – Slide 1

Testing Timeline

Who: EL Coordinator

When: Fall AND Feb-Mar.

Screener - Within 30 days of Start of School (within 10 days, if starting after the beginning of the year)

WIDA Access - During the state testing window Feb-March all EL students will be assessed.

Other State Tests - PSAT, SAT, ACT Work Keys, M-Step - During the state testing window, usually in April. All relevant EL will be tested following state guidelines. See State Assessment Page for more information - [LINK](#)

NWEA - Fall, Winter & Spring - Windows may vary slightly depending on the start date of the school year and are determined by CMU. All K-8 students will be tested.

Local Tests - Fountas & Pinnell, Exams, and other local assessments - Occur throughout the year and the EL staff assist when accommodations are written into the student's individual language plan (ILP).



What are some strategies you see already in play in the classroom?

What supports could be added for a more successful experience?

Testing/Data – Slide 2

Test Administrator Training

Who: EL Coordinator & EL Staff Involved in Testing

When: Fall

Any individual responsible for testing (WIDA Access or Screener) must complete all trainings for each part of the assessments on: <https://wida.wisc.edu/login> (Secure Site)

**A copy of the training certificate must be printed and kept on record.

EL Teacher/Coordinator is responsible for all testing coordination

Test Administrator Training

Who: All Staff Involved in Testing

When: January

Any individual who participates in state testing must also complete the annual test security training located on the Michigan Virtual site.

**A signed copy of the security compliance form must be kept on file for all individuals who participate in testing.

Testing Accommodations

Who: EL Coordinator & Student Support Coordinator

When: Determined in Fall/ Used throughout the Year

All accommodations will be determined according to individual student needs as outlined by WIDA scores, state and local guidance and teacher input.

Process

The EL coordinator will meet with the IEP team, 504 coordinator, & Student Services Coordinator at the beginning of the year and whenever new students move into the district to discuss any accommodations that need to be provided.

An accommodation plan will be developed and built into the student's ILP (Individual Language Plan). And an accommodation tracking form will be created to track accommodations provided throughout the year.

Local Testing - NWEA, F&P, Diagnostics

When: Fall, Winter, Spring

- Any NWEA accommodations (i.e. ELA exceptions, spanish math, bilingual dictionaries, etc.) must be approved by CMU prior to testing. Email Sherry Betcher at least 1 week prior to testing: SBetcher@thecenterforcharters.org



Testing/Data – Slide 3

Testing Accommodations Cont.

State Testing - WIDA/ SAT, PSAT, M-STEP, ACT WorkKeys

When: Feb-Mar/ April

- Any State level Testing Accommodations that are applicable will be entered by the Student Services Coordinator into the relevance sites (ACT, SAT, M-Step).
- Reference the following decision making tree - [LINK](#)
- The MDE's WIDA [webpage](#) should be referenced for the following info:
 - [Supports and Accommodations Guidance Document](#) - which should be references before assigning any state testing accommodations.
 - [WIDA Michigan-Specific Testing Admin. Manual](#) - which should be consulted by the test administrator (usually the EL coordinator/ district WIDA coordinator) for all up to date testing procedures including how to assign accommodations.

Testing Newcomers

Local Testing - NWEA, F&P, Diagnostic

- Students can be permitted to skip the ELA portion of local tests during their 1st year in the US.
- CMU representative (currently Sherry Betcher) must be contacted to discuss individual student cases see previous.

State Testing - WIDA, SAT, PSAT, M-STEP

- Students can be permitted to have the ELA portion of state tests waived during their 1st year in the US.

Test Material Storage

Who: EL Coordinator

When: All Assessments

Before Testing

- The Office staff will be notified 2 weeks in advance via email to expect the yellow WIDA materials arrival and what to do with them.
- All secure materials will be stored in the main office locked storage cupboard until the testing coordinator can pick them up.

During Testing

- Once picked up the testing supplies will be checked in using the shipping form provided in the boxes.
- They will then be stored in the testing coordinator's office and kept in a locked cabinet throughout testing.
- Materials will be removed immediately before testing, taken to the testing location and returned immediately to the locked storage cabinet after testing where they will be checked in to ensure no materials go missing.
- Test tickets will be shredded after each test session is complete and materials have been fully accounted for.

After Testing

- At the end of the testing window, all materials will be gathered and the shipping forms will be used to re-confirm that all materials are properly returned.
- All materials will be shipped and returned following the procedures outlined in the WIDA TAM.
- All **inventory and shipping materials** (shipping labels, inventory lists and packaging slips) must be kept **for at least one year** in case of material disputes.
- All **OEA Security Compliance Forms, test schedules and training documents must be kept on hand for at least 3 years.**



Testing/Data – Slide 3

Test Incident Reporting

Who: District Coordinator & Test Administrator

When: Ongoing Throughout the Year

WIDA

- During WIDA the District Coordinator is also the test administrator/EL coordinator so processes are slightly different.
- While the District Coordinator is responsible for reporting all test incidence to OEAA per the Assessment Integrity Guide in order to ensure transparency (due to all roles being held by one person), the district coordinator will also inform the principal.
- The District Coordinator and Principal will work together to determine if further local investigation is needed.

Other State/Local Testing

- During all other state and local tests in which the EL staff helps (as either a test administrator or proctor) they will report any test incidence to the Building/District Coordinator for those assessments (usually this is the career and college adviser).

Progress Monitoring

Who: ESL Team

When: June

Every June the EL staff will meet to compile and review all EL data including;

- Progress toward proficiency
- Accountability results
- Progress toward M-Step, NWEA, PSAT, etc.

Data will be analyzed to determine next steps for students exiting the program, long-term ELs (to intensify services) & FLEP students being monitored.



Testing/Data – Slide 4

Communicating with Families

- Parents will be contacted prior to each testing session to inform them of the testing process and requirements.
- Notification letters will go home after the annual WIDA screener for all students. Any questions or concerns may be addressed at that time.





Training – Slide 1

EL Teacher Qualifications and Professional Development

Classroom Teacher

- Should receive training from EL staff regarding handbook, procedures, accommodations and other essential knowledge for working with ELs (oral language support, explicit teaching of academic English & cultural diversity)
- Teachers who regularly work with EL students should receive SIOP (or other similar) training that reflect implementation of best practices within the general education classroom.

Bilingual Translator/Interpreter

- Must be trained in the Code of Ethics - [LINK](#)
- Must complete Proficiency Assessment in Language that will be translated (Stamp, AAPPL, etc.) and receive a score of Advanced-Mid or Advanced High.
- Be trained in school jargon that will appear in IEPs, MTSS Meetings, Conferences, etc.

Training – Office Staff

August - New Enrollment Paperwork/CA-60s

- Review the process to ensure that all CA-60s contain the original HLS as new student or from the previous district.

New Staff - Refer to Relevant Parts of Handbook

January - Test Security

- The EL Test Coordinator will speak with office staff and send out an email reminder regarding test security practices and where the yellow WIDA Access tests should be stored (in the locked office closet) until they can be retrieved by the EL test administrator.



Training – Gen Ed

ELD Standards

- This PD option can be done 1-1 or in small grade level bands using our in house TOT.

SIOP Resources

- Building Background - ColorinColorado - [LINK](#)

WIDA Self-Pace Workshops

- Offered Yearly
- Various foci (Newcomers, Long-term ELs, Nurturing Speaking Growth, Content Areas, etc.)
- If you would like to do any of these contact the EL Coordinator to get a WIDA login for access to the PD.



Training – ESL Dept.

WIDA Trainings

- Fall - all staff involved in testing will take the relevant screener trainings & certification tests.

Professional Development

- Additional trainings and professional development (SIOP training, WIDA online PD, and other relevant trainings)
- EL Coordinator will attend bi-monthly meetings at the MISD to gather new or pertinent information to be shared with Curriculum Directors.

New Staff

- Any new staff that will work with EL students will be offered any relevant trainings according to their position and the time of the year. Including SIOP, WIDA (Screener/ACCESS), Security Compliance, etc.



Training

Testing/Data

Newcomers

Standards

Communication

Spec. Ed.

Gen Ed.

Thank you!