Fruitport Community Schools

English Learners Guidance Handbook

Purpose of Handbook

The purpose of this handbook is to provide (a) clarification regarding Civil Rights obligations of educators serving English Learners (ELs) within Fruitport Community Schools and (b) to provide practical tools and resources for providing a quality and equitable education to ELs in these programs.

Definition of "English Learners" (ELs)

In Michigan, all Local Education Agencies (LEAs) are required to identify English Learners according to the State of Michigan Entrance and Exit Protocol (http://bit.ly/ELProtocol).

There are 3 main components to the Entrance Criteria:

1. **Home Language Survey (HLS):** parents/guardians fill out a HLS upon enrollment to the first Michigan LEA. If a language other than English is identified as (a) the students' native language and/or (b) the primary language used in a home, students are given an English proficiency assessment.
2. **English Proficiency Assessment:** The W-APT or WIDA Screener is used to identify the English proficiency of students who have a language other than English identified on the HLS. Cut scores for the assessments are found in the MDE Entrance and Exit Protocol.

Legal definition of English Learner per MDE Entrance and Exit Protocol:

Legal Definition

The term "Limited English Proficient" (English Learner), when used with respect to an individual, means an individual:

(A) Who is age 3 - 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 State's proficient level of achievement on State assessments described in section 1111(b)(3);

(ii)   The ability to successfully achieve in classrooms where the language of instruction is English; or

(iii)   The opportunity to participate fully in society.

NCLB/ESEA Title IX, Sec. 9101(B)(25)

To be classified as LEP, 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).

EDFACTS, 2011

Acronyms & Key Terms

EL: English Learner (synonymous with ELL: English Language Learner)

ESL Program: English as a Second Language Program designed to teach ELL students English language skills and academic content using English with little use of native language.

LEP: Limited English Proficient (term formerly used to identify English Learners)

SIOP: Sheltered Instruction Observation Protocol is a framework for teaching content and language simultaneously. Many of our local districts use this model to serve ELs in the gen ed setting.

WIDA Access: The English Language Proficiency Assessment required for all identified ELs and given once a year in the spring. Scores range from 1 (newcomers) to 6 (fully proficient).

WIDA Screener: A shorter version of the WIDA Access assessment used with potential EL students who have been identified by the district Home Language Survey during initial enrollment.

Educational Civil Rights of ELs

"Under Title VI of the Civil Rights Act of 1964 and the EEOA, all States and LEAs must ensure that ELs can participate meaningfully and equally in educational programs and services."

Federal law prohibits all forms of race, color, national origin, sex, disability, and religious discrimination against EL students. For example, among other requirements, SEAs, school districts, and schools (Dear Colleague Letter, 2015, p. 9):

- Must enroll all students regardless of the students' or their parents' or guardians' actual or perceived citizenship or immigration status. (***Do not ask about legal status, citizenship, or give legal advice)***
- Must protect students from discriminatory harassment on the basis of race, color, national origin (including EL status), sex, disability, or religion.
- Must not prohibit national origin-minority group students from speaking in their primary language during the school day without an educational justification.
- Must not retaliate, intimidate, threaten, coerce, or in any way discriminate against any individual for bringing civil rights concerns to a school's attention or for testifying or participating in any manner in a school, OCR, or DOJ investigation or proceeding.

Additional Resources:

Fact sheets and resources for parents, guardians, students, and educators can be found at: https://www2.ed.gov/about/offices/list/ocr/ellresources.html

The English Learner Toolkit (2017) was designed to support schools in meeting their Civil Rights Obligations to English Learners and their families. (http://bit.ly/ELtoolkit)

Enrollment and Identification of ELs

The [Home Language Survey (HLS)](#) approved by the Michigan Department of Education (APPENDIX A) is included in the Fruitport Community Schools registration forms. The office professional 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 the student's permanent (CA-60) files. The HLS helps schools and districts to identify which students are potential ELs and who will require an assessment of their English language proficiency to determine whether they are eligible for language assistance services. The Michigan Department of Education requires all Michigan schools and districts use the following two questions, as written, on the HLS:

1. Is your child's native tongue a language other than English?
2. Is the primary language* used in your child's home or environment in a language other than English?
(* Primary language" means the dominant language used by a person for communication.) If the answer to either question is 'yes', the local school or district's EL eligibility process is initiated.

A student who is identified as potentially eligible on the Home Language Survey must be assessed to determine if they are eligible for Title III/ESL/ELD program services. Initial assessment for program eligibility will be held within ten (10) school days of enrollment (or 30 days from the start of a new school year). Assessments evaluate a student's language skills in listening, speaking, reading, writing, and comprehending in English using the WIDA ACCESS for ELLs or the WIDA Screener. Staff is also encouraged to assess the reading and math abilities of the student using other standardized instruments to address learning needs across the content areas.

Interpreting English Proficiency Data

All English Learners are annually assessed with the WIDA Access assessment to determine English progress and proficiency. The assessment is built around these five standards:
1. Social and Instructional Language
2. Language of Language Arts
3. Language of Mathematics
4. Language of Science
5. Language of Social Studies

*It is important to note that the assessment is designed to assess a rigorous level of academic proficiency in English. The majority of our secondary students that are designated as English Learners were born in the

United States and have a very high level of English proficiency. It is essential to support both content and language development for all English Learners according to their individual assets and areas of growth.

**Also, WIDA scores are a single data point that can be used to inform our understanding of a student's proficiency in English. Local EL educators should be consulted in order to gain a deeper understanding of individual English Learners when there are specific concerns.

The following charts, The WIDA Can Do Descriptors: Grade Level Cluster 9-12, can be used to better understand what English Learners *can do* in the 4 language domains (reading, writing, listening, and speaking) based on WIDA scores. This information should be used to guide instructional planning and appropriate linguistic accommodations.

All grade level bands K-12 can also found online at: https://wida.wisc.edu/teach/can-do/descriptors

A full resource to assist in the interpretation and use of WIDA scores can be found at:
https://wida.wisc.edu/sites/default/files/resource/Interpretive-Guide.pdf

WIDA Can Do Descriptors: Grade Level Cluster 9-12

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	• Match or classify oral descriptions to real-life experiences or visually-represented, content-related examples • Sort oral language statements according to time frames • Sequence visuals according to oral directions	• Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally	• Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language	• Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly	**Level 6 - Reaching**
SPEAKING	• Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language	• Describe persons, places, events, or objects • Ask WH- questions to clarify meaning • Give features of content-based material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations	• Suggest ways to resolve issues or pose solutions • Compare/contrast features, traits, characteristics using general and some specific language • Sequence processes, cycles, procedures, or events • Conduct interviews or gather information through oral interaction • Estimate, make predictions or pose hypotheses from models	• Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution)	• Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") • Negotiate meaning in pairs or group discussions	

Can Do Descriptors: Grade Level Cluster 9-12

WIDA CONSORTIUM

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Match visual representations to words/phrases • Read everyday signs, symbols, schedules, and school-related words/phrases • Respond to WH- questions related to illustrated text • Use references (e.g., picture dictionaries, bilingual glossaries, technology)	• Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) • Classify or organize information presented in visuals or graphs • Follow multi-step instructions supported by visuals or data • Match sentence-level descriptions to visual representations • Compare content-related features in visuals and graphics • Locate main ideas in a series of related sentences	• Apply multiple meanings of words/phrases to social and academic contexts • Identify topic sentences or main ideas and details in paragraphs • Answer questions about explicit information in texts • Differentiate between fact and opinion in text • Order paragraphs or sequence information within paragraphs	• Compare/contrast authors' points of view, characters, information, or events • Interpret visually- or graphically-supported information • Infer meaning from text • Match cause to effect • Evaluate usefulness of data or information supported visually or graphically	• Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source	**Level 6 - Reaching**
WRITING	• Label content-related diagrams, pictures from word/phrase banks • Provide personal information on forms read orally • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences	• Make content-related lists of words, phrases, or expressions • Take notes using graphic organizers or models • Formulate yes/no, choice and WH- questions from models • Correspond for social purposes (e.g., memos, e-mails, notes)	• Complete reports from templates • Compose short narrative and expository pieces • Outline ideas and details using graphic organizers • Compare and reflect on performance against criteria (e.g., rubrics)	• Summarize content-related notes from lectures or text • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions • Produce content-related reports	• Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others' writing from rubrics • Explain, with details, phenomena, processes, procedures	

Appropriate Accommodations for ELs

When considering appropriate accommodations for ELs, you must first know some critical information about the student, including, but not limited to:
- English proficiency in each domain: reading, writing, listening, speaking (See WIDA scores)
- Accommodations that are regularly provided at the sending district (request at registration)
- Proficiency of native/home language (this will determine if translation might be appropriate)
- Cultural considerations

It is essential to maintain high expectations and provide access to rigorous content while scaffolding for language. This can be difficult. For specific recommendations on a student-by-student basis, please contact Fruitport Community School's EL Teacher Christina Dillon, cdillon@fruitportschools.net.

These are a few suggestions of ways you might accommodate and support ELs:
- English Learner Accommodations Checklist & Technology Resources goo.gl/z2gYBf
- Provide oral and written directions
- Increase peer-to-peer academic interactions and decrease teacher talk
- Maintain a 10-2 ratio: For every 10 minutes the teacher instructs, students need a minimum of 2 minutes to discuss, process, and interact.

- Slower rate of speech
- Paraphrase or restate directions in multiple ways
- Separate assignments, lectures, and readings into smaller chunks
- Provide more visuals
- Post video tutorials, directions, & explanations via a class website that can be viewed multiple times
- Provide scaffolds so assignments and tasks are challenging yet doable
- Allow for interactive supports: partner/ group work
- Accommodated classroom testing
  - Write questions and answer choices with fewer words
  - Provide word banks
  - Include additional visuals
  - Allow for oral responses
  - Read aloud tests
  - Provide multiple ways and opportunities to demonstrate mastery
  - Allow specific supports to be used on assessments
  - Translation (as appropriate)
  - Extended time
  - Use sentence frames (fill in the blank sentences or sentence starters)

Communication with Families of ELs

Recommended Best Practices

- Local, sending districts may be able to provide guidance for translation/ interpretation. Contact the local EL teacher and/or sending school.
- When a local translator and/or interpreter is unavailable, the service should be contracted. Possible options:
  - AT&T Language Services https://soc.att.com/2GFUwWy
  - Language Line https://www.languageline.com/
  - Voices for Health https://www.voicesforhealth.com/
  - Refugee Education Center https://refugeeeducationcenter.org/
  - Liaison Linguistics http://www.liaison-mi.com/
  - ALC Interpreters http://www.alcinterpreters.com/
  - Bethany Interpretation Services goo.gl/21JOVY
  - The Hispanic Center of West Michigan http://hispanic-center.org/
        *multiple services for Spanish-speaking families!
  - Translated school documents: goo.gl/a5P8Hi
- ***Can I use Google Translate or another digital translation tool?***
  - Under some circumstances, these tools may be the only feasible option. It is important to understand that these tools often are unable to convey messages with the full meaning intact.

- **Free tools with translation options to communicate with families:**
  - https://www.remind.com/
  - https://www.classdojo.com/
  - https://talkingpts.org/
  - https://www.bloomz.net/

To easily translate entire documents using Google Translate:
- Open your document with Google Docs.
- Click Tools
- Click Translate Document
- Create a new title (it will make a copy of your original document in your chosen language)
- Choose your language
- Click Translate

Key Resource

Stay up to date with EL hot topics, professional learning opportunities, classroom resources, and subscribe to our monthly newsletter here:

https://www.sitimeline.com/english-learners.html

Questions, concerns, comments, or suggestions?
Please contact:

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APPENDIX A FCS Home Language Survey (English and Spanish)

APPENDIX B SOM English Language Learner Protocols

APPENDIX C Michigan Dept. of Ed. Title III Guidance

APPENDIX D West Michigan EL Resource Shared Drive