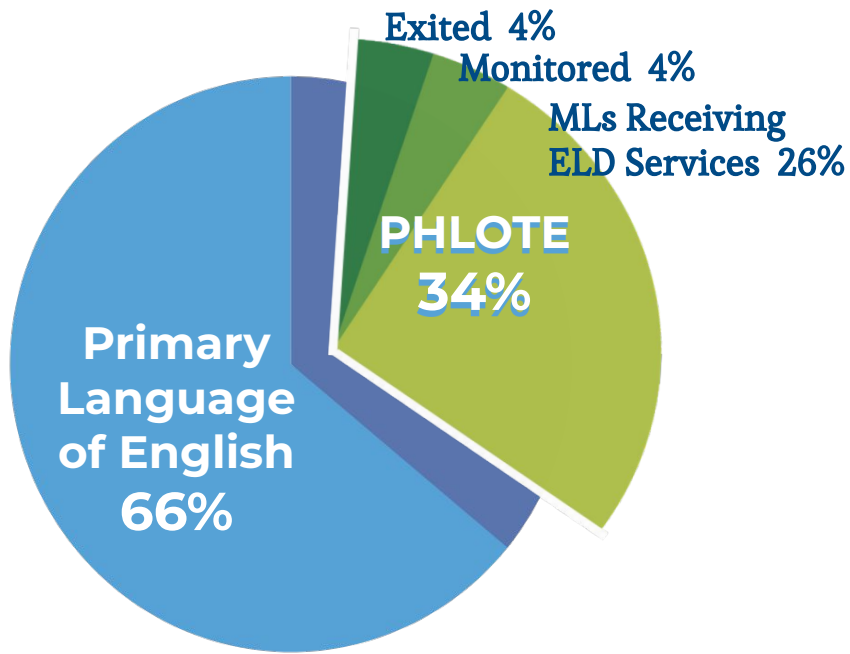


# English Language Learner Supports

June 18, 2024





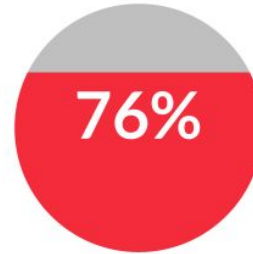
PHLOTE = Primary Home Language Other Than English

**2,687**  
Newly Screened  
in 2023-2024

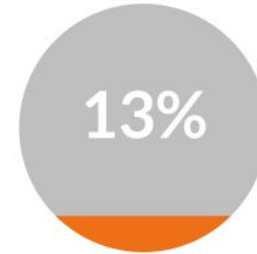
from  
**58**  
countries

## Total Multilingual Learners

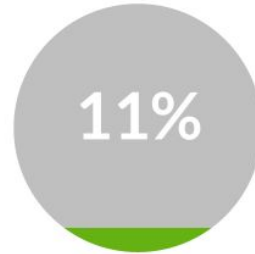
**20,101**



Levels 1 - 4.2



Monitored



Exited



**58,312** District Enrollment

Samoan  
238

Somali  
353

Vietnamese  
401

Arabic  
404

Spanish  
14830

English  
41044

Maay  
91

Karen  
99

Nepali  
141

Swahili  
153

Bosnian  
97

Marshallese  
120

Portuguese  
144

Tongan  
159



**103 Languages**  
Spoken by Our Students





# Registration for Multilingual Learners

- Schools have many options for **interpretation services** , including companies with Utah State contracts such as COMMGAP and Language Line Solutions (in compliance with HB 302, 2022).
- When any family comes to register, they fill out registration paperwork that includes the **Home Language Survey (HLS)** .
- When a question on the HLS is answered with a language other than English, it triggers a screening process to determine whether or not the student needs support in English Language Development.
- If students qualify for **English Language Development (ELD)** assistance, there are many options the schools can use to get them the help they need.







## Initial Identification for Multilingual Learners

If any of the Home Language Survey (HLS) questions on the registration card are answered with anything other than English:

### IS THE STUDENT:

NEW to Utah schools,  
including ALL  
Kindergarteners

OR

TRANSFERRING schools within  
Utah or Granite School  
District

Begin filling out Bi-Lingual  
Classification Form (BLCF)

Email Ed Equity with Name  
and Student ID to check  
for placement scores.

No  
Score

Score  
Available

WIDA Screener needs to be administered to student.  
Screener Testing must be completed within 30 days if registered on the first day of school and 10  
school days if the student moves to the school during the school year.

Complete  
BLCF

- Scan into Filebound/Focus with Supporting Documents
- Send copy to Ed Equity through District Mail
- Send Parent Notification Letter

Notify all stakeholders of WIDA Scores and services.  
Parents, Teacher(s), Counselors



# Granite School District Tumaini Process

This program provides newcomers and refugees the support needed to acquire necessary skills to navigate a new school environment.

- Immediate school immersion
- Building school level capacity
- Individual student support
- Ongoing family support
- Home visits and help with interpreters
- Community connections FACE
- Opportunities for community involvement
- Personal technology support

**1111 Newcomers**  
**243 Refugees**

served through the Tumaini Process in 23-24

Student Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

**2023-2024 GSD TUMAINI - ELEMENTARY**  
Goals: Support students at home, school and in the classroom

**Home**

- ☐ Contact family and review documents, obtain any missing documents
- ☐ Provide bus/walking route information on where to receive immunizations
- ☐ Provide a backpack, supplies and coat
- ☐ Checkout Chromebook

**Home**

- ☐ Meet student at bus
- ☐ Assist with parent with parent portal on G
- ☐ Provide resources
- ☐ Provide interpreter
- ☐ Review social skills
- ☐ Connect to a local Family & Community Center
- ☐ Monitor student they arise
- ☐ Communicate with family
- ☐ Document
- ☐ Notify director

**Notes:**

**2023-2024 GSD TUMAINI - SECONDARY**  
Goals: Support students and families at home, school and in the classroom

**Initial Contact**

**Home**

- ☐ Contact family and review documents, obtain any missing documents
- ☐ Provide bus/walking route information on where to receive immunizations
- ☐ Provide a backpack, supplies and coat
- ☐ Checkout Chromebook for home use

**School**

- ☐ Inform the school the student is coming
- ☐ Provide teacher/school staff with your contact information
- ☐ Inform teacher/counselor of student background
- ☐ Provide cultural information to school staff
- ☐ Address any concerns from school staff

**School Setup**

**Home**

- ☐ Meet student at bus or walk to school
- ☐ Assist parent with accessing the parent portal on Granite's website
- ☐ Teach parent how to login to CANVAS
- ☐ Review social and school expectations
- ☐ Provide resources information
- ☐ Provide interpreter information
- ☐ Provide hygiene kits and cleaning supplies
- ☐ Connect to a local Family & Community Center
- ☐ If possible, set up with a local refugee family for support

**School**

- ☐ Assist family with registration including free lunch waiver and food allergy/restriction form
- ☐ Send proof of enrollment to IRC/COS including enrollment date
- ☐ Tour the school with student/parent
- ☐ Introduce student to counselor and all teachers
- ☐ Use interpreter to select classes
- ☐ Review schedule and classroom locations, and provide student with a school map
- ☐ Teach how to open a school locker
- ☐ Review lunchroom procedure
- ☐ Sit with student in classroom, review expectations
- ☐ Assess computer skills: email, login, CANVAS, how to submit assignments
- ☐ Setup with Student Ambassador

**Ongoing**

- ☐ Monitor student weekly, then monthly, reviewing progress and addressing problems as they arise
- ☐ Communicate with family on a regular basis through email, phone call, or home visit to provide continued support as needed
- ☐ Document all contact made with student and parent
- ☐ Notify director of updates and concerns



## INDIVIDUALIZED IMMERSION

Recent refugee activity and growing numbers of students has led us to revise and update the Tumaini Welcome and Transition Center. It will now be a process visible in each and every school that receives refugee students!

Our revised process will ensure the success of students being placed into their boundary schools by individually meeting their teacher, staff, and classmates, touring the school, being introduced to a peer leader, and having the security of a liaison throughout the entire process.



## Tumaini Process

## "On the GO!"

### REVISED PROGRAM

Geared to work individually with students and families, the Tumaini program will use a Professional Support Team (PST) to enroll students into their schools quickly. There will be immediate and constant communication with families, including help with technology. Families will be informed of local community centers and interpreters will be made available. The PST will work with individual students as they adjust to their new routines while school staff, administrators, and teachers are provided with resources and ongoing support as they educate their refugee and newcomer students.

### WE PROVIDE

- Immediate school immersion
- Individual student support
- Ongoing family support
- Home visits and help with interpreters
- Community connections
- Opportunities for community involvement
- Personal technology support
- Excellent outreach liaisons

### FOR MORE INFORMATION:

385-646-7402  
Amy McCumber  
tumainicenter@graniteschools.org  
www.graniteschools.org/equity

# Resources for Schools

**Flexibility is provided to schools to decide the best way to serve their students and families:**

- Schools can choose from recommended resources
- Secondary schools have flexibility in determining placement for their students
  - ELD Courses are available to all students
- Grants are available to help purchase curriculum materials
- Schools are expected to create an ML team that handles all things related to ML students.
- Teacher Specialists are available to help schools in supporting MLs.
- New students are matched with a student leader in the school through the Student Ambassador Program, at their school.

**Course Offerings and Selection**  
Students should NOT be placed in ELD or other support that, whenever possible, educators should use multiple placement of students in English language programs. In ELlevation, you can filter to see Composite Level general numbers of students that should be placed for Newcomers that would be placed in ELD 1.

General Guidelines	Recommendations (ELD Equity Courses)
WIDA ACCESS Level 1 (1.0-1.9) Entered US < 1 year ago	ELD 1 8-10 ELD 1 211550 T 211551 T 9-12 ELD 1 (Elective Credit) 212050 T 212051 T
WIDA ACCESS Level 2 (2.0-2.9) Entered US < 2 years ago	ELD 2 8-10 ELD 2 211552 T 211553 T
WIDA ACCESS Level 3 (3.0-3.9) Entered US < 3 years ago	ELD 3 8-10 ELD 3 211554 T 211555 T

**Recommendations for Multilingual Learners**  
ACCESS score. WIDA recommends to make decisions about the

**ELD/ML Curriculum Recommendations** (update)

Curriculum/Software	Grade Level	Recommended Uses
Imagine Learning Language and Literacy	K-5	Students acquire basic skills beginning and
Imagine Reading	K-5	Students with an average score of 2.5 or higher are ready to exit from the class.
RIC	K-5	Students with an average score of 2.5 or higher are ready to exit from the class.

**Newcomer School Skills Exit Criteria Teacher Checklist**

Students with an average score of 2.5 or higher are ready to exit from the class.

School Culture (SC):	1	2	3	4
I can identify the key people in my school. NSS.SC.NSL.1.B; NSS.IC.BICS.1.C				
I have a plan to be on top of my grades and to graduate (high school). NSS.SC.NSL.1.D; NSS.SC.NSL.1.E; NSS.SC.SS.1.B; NSS.SC.SS.1.C; NSS.SC.SS.1.D;				
I can advocate for myself to get the help I need to succeed. NSS.SC.NSL.1.B; NSS.SC.SS.1.C				
I can use technology to support me academically. NSS.SC.NSL.1.C				
I understand and follow emergency & school procedures. NSS.SC.NSL.1.A				
I can explain the Graduate of Granite characteristics. NSS.SC.GG.1.A; NSS.SC.GG.1.B; NSS.SC.GG.1.C; NSS.SC.GG.1.D;				
I can begin to navigate and identify places in the community. NSS.C.RR.1				

**Culture (C)**

1	2	3	4

**Social Skills (SS)**

1	2	3	4





# District Initiatives for Building Capacity

- Competency Based ESL Endorsement
- Optional professional development provided by District staff.
- ELlevation is used as a data platform where teachers can access information about their ML students as well as gain professional development hours for lane changes.
- Progress monitoring system for productive language learning
- ML knowledge and resources available for access on a Google Classroom
- Scaffolds for MLs are built into the Granite District Proficiency Scales for Core Content areas



Self-Paced Asynchronous Canvas Course - ELlevation & Flashlight 360: [graniteschools.instructure.com/enroll/NM3D87](https://graniteschools.instructure.com/enroll/NM3D87)  
 Catch the Recording in our Google Classroom "ML Central": [classroom.google.com/j/Mzc5ODU3MzY5ME17qica-fYb9q7](https://classroom.google.com/j/Mzc5ODU3MzY5ME17qica-fYb9q7)

<b>August 2023</b>	<p>1 - FL360 3:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>11 - FL360 10:00, 1:00, 3:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>14 - FL360 10:00, 1:00, 3:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>15 - FL360 10:00, 1:00, 3:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>21 - FL360 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>21 - WIDA Screener Certification (virtual) 9:00, 10:30, 3:00, 4:00 <a href="#">Kindergarten Training</a> <a href="#">Online Training</a></p> <p>23 - ML Team Kickoff (virtual) 3:00, 4:15 <a href="https://meet.google.com/lym-tqfx-dev">meet.google.com/lym-tqfx-dev</a></p> <p>24 - ML Team Kickoff in D102-106 3:00, 4:15</p> <p>24 - FL360 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>30 - Monthly PD: ELlevation Overview                      9:30, 1:30 <a href="https://meet.google.com/eqa-wvvi-gcf">meet.google.com/eqa-wvvi-gcf</a>                      3:00, 4:00 <a href="https://meet.google.com/lym-tqfx-dev">meet.google.com/lym-tqfx-dev</a></p>
<b>September 2023</b>	<p>7 - MLs in Science PD 2:45-5pm Location TBD</p> <p>11 - Getting Started with Flashlight 360 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>14 - Beyond the Benchmark w/ FL360 9:30, 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>18-21 Parent Teacher Conferences/SEPs</p> <p>25 - Monthly PD: Flashlight 360 - Using Prompts 9:30, 1:30, 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>28 - Formative Assessment and Progress Monitoring w/ FL360 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p>
<b>October 2023</b>	<p>12-13 Fall Break</p> <p>19 - Elementary Scaffolding in Lesson Design Workshop 4:00-5:30 Flyer (Must Sign Up in Advance)</p> <p>25 - Building a Prompt in Flashlight 360 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a>                      Teachers will develop prompts with the purpose of driving Tier II &amp; Tier III vocabulary and content-specific language. Prompts will be built in relation to proficiency levels and grade levels.</p> <p>26 - Monthly PD: Navigating WIDA AMS/DRC 9:30, 1:30, 3:00, 4:00                      9:30, 1:30 <a href="https://meet.google.com/eqa-wvvi-gcf">meet.google.com/eqa-wvvi-gcf</a> 3:00, 4:00 <a href="https://meet.google.com/lym-tqfx-dev">meet.google.com/lym-tqfx-dev</a></p>
<b>November 2023</b>	<p>9 - Using Flashlight to Prepare Students for the WIDA ACCESS Test 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a></p> <p>22-24 Thanksgiving Break</p>
<b>December 2023</b>	<p>7 - Using Research-Based Strategies with Flashlight 360 3:00, 4:00 <a href="https://tinyurl.com/GSDFL360PD">tinyurl.com/GSDFL360PD</a>                      This training will explore how to use Flashlight360 in the classroom using effective, research-based strategies. We will explore how to increase speaking and writing opportunities for students in fun and engaging ways.</p> <p>13 - Monthly PD: ACCESS Training 9:30, 1:30, 3:00, 4:00</p>

# Questions?

