

Pentucket Regional School District
English Language Education (ELE)
Program Handbook



Revised February 2019

Pentucket Regional School District

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West Newbury, MA 01985

978-363-2280

<https://www.prsd.org/>

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ELE Forms – Initial/Annual

- [Parent Notification Form](#) (initial)
- [ELE Program Placement Form](#) (annual)
- [Kindergarten Entrance Letter](#) (Qualifies and Does Not Qualify) (initial)
- [Home Language Survey](#) (initial)

FEL Form

- [ELE Program Exit Letter](#)
- [ELE Reclassification Form](#)

Monitoring Forms

- [Opt Out Monitoring Form](#)
- [FEL Monitoring Form](#)

Internal Documentation Forms

- [ELE Program Folder Checklist](#)
- [Opt Out Form](#)

Forward

English Learners (ELs) are among the most diverse student groups in Massachusetts and across the nation, representing a range of cultural, linguistic, educational, and socioeconomic backgrounds. While Pentucket's ELL student population may not be large in number, the students and their families are valued and important members of our school communities. They bring our school communities a wealth of cultural and linguistic assets, as well as additional cognitive, social, emotional, political, and economic potential.

On November 22, 2017, Governor Baker signed into law the "Act Relative to Language Opportunity for Our Kids," Chapter 138 of the Acts of 2017, commonly referred to as the LOOK Act, which amended certain sections of G.L. c. 69, 70 and 71A. The law aims to provide districts with more flexibility in determining the design and implementation of English learner education (ELE) programs to meet the needs of ELs, while maintaining accountability for timely and effective English language acquisition. Pentucket Schools has reviewed these recent changes and used the guidance documents from the Department of Elementary and Secondary Education to update the English Learner Education Handbook. It is important for PRSD to build and sustain a successful ELE program that support ELs to learn English, access rigorous academic content, and meet the same challenging expectations for college and career held for all Pentucket students.

Education is a basic right of all children in the United States, including students who are ELs. Federal civil rights laws, namely, Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), require schools to take appropriate steps to address the language barriers that prevent ELs from meaningfully participating in their education.

The Rethinking Equity and Teaching for English Language Learners (RETELL) initiative in place in Massachusetts since 2011, is a multifaceted approach to addressing the needs of ELs. It is designed to provide ELs access to effective instruction and to close proficiency gaps. A key component of RETELL is SEI training for core academic teachers and career vocational technical teachers of ELs and certain administrators who supervise/evaluate such teachers. RETELL also features the use of the World-Class Instructional Design and Assessment (WIDA) English language proficiency standards and assessment framework and ongoing opportunities for educators and administrators to extend their skills and knowledge related to educating ELs. In the 2018-2019 school year, PRSD hosted two separate RETELL Classes that resulted in over 60 PRSD teachers earning their SEI-Endorsement.

Statement of non-discrimination

The committee's policy of nondiscrimination will extend to students, staff, the general public, and individuals with whom it does business; and will apply to race, national background, religion, sex, economic status, political party, age, handicap and other human differences. No person shall be excluded from or discriminated against in admission to a public school of any town or in obtaining the advantages, privileges, and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, gender identity and discrimination. If you have a complaint or feel that you have been discriminated against because of your race, color, sex, religion, national origin, sexual orientation, gender identity, and disability, register your complaint with the Title IX compliance officer.

Program Overview

All students who are identified at registration as coming from a family that speaks a language other than English are screened to determine their English language proficiency. If your child is identified as an English Learner (EL), he/she is provided with English as a Second Language (ESL) services as part of our English Learner Education (ELE) program.

The ELE program recognizes that your child has many strengths and that these strengths may include your child's first language, culture, previous schooling, and family support. To succeed in school, your child also needs to acquire the English language. The goals of our ELE program support this necessity and are as follows;

- To provide a welcoming and supportive environment where students feel free to take risks and explore the English language.
- To facilitate the rapid acquisition of English language development so that students may participate fully in all general education activities.
- To facilitate the development of English language skills and comprehension in the areas of speaking, listening, reading and writing.

The ELE program provides ESL instruction from Kindergarten through Grade 12 and utilizes the Sheltered English Instruction (SEI) model with sheltered content instruction (SCI) in the classroom and English as a Second Language (ESL) instruction delivered by a licensed ESL teacher. ESL service time depends on the student's English language proficiency level (ranging from a Level 1 - Beginner to a Level 6- Reaching/Proficient speaker) and delivery will take place in small pull-out and/or general classroom push-in groups in a collaborative teaching model.

TERMS AND DEFINITIONS

ACCESS: The English language proficiency assessment given to all ELL students in Massachusetts to measure annual progress and proficiency in English language development. Focuses on academic language use in all content areas and all domains (reading, writing, speaking, and listening).

ELE: English Language Education program. This is the collective term for the entire program the district uses to support and teach English Learner students.

EL: English Learner. This term is often used interchangeably with ELL and is used to describe a student who is not yet proficient with English and not able to perform ordinary all classwork classwork in English without support.

ELL: English Language Learner. This term is reserved for those who are enrolled in ESL. Also known as the “English Language Learner,” this is a child who is not fluent in English and who is not currently able to perform ordinary class work in English.

ESL: English as a Second Language. English is the second or additional language of the learner. It refers to programs and classes to teach students as a second or additional language.

FELL: Former English Language Learner (also known as FLEP - Former Limited English Proficiency).

HLS: Home Language Survey parents/guardians fill out when registering a new student. This is used a primary means to initial identification of students who should be screened for ESL support

IEP: Individual Education Plan, an individual plan for a student receiving special education services.

L1: A person’s first language: home, native, or heritage language.

L2: A person’s second language or target language of an individual (English in most U.S. schools).

MCAS: Massachusetts Comprehensive Assessment System (standardized tests given annually to students in Massachusetts in grades 3-10 in math, English, and science in grades 5, 8 and 9).

Pre-IPT: Test of oral English language given to 3- and 4-year olds to assess English proficiency

SEI: Sheltered English Immersion. Teachers scaffold (differentiate) instruction to aid students in learning content while at the same time helping students to build proficiency in reading, writing, listening, and speaking in an academic setting.

SIMS: Student Information Management System, a state-assigned student number for data collection.

Waiver/Opt-Out: A waiver excusing an ELL student from the ESL program may be granted by the district in response to an informed parent request and according to state regulation.

W-APT: A placement and/or monitoring test of reading, writing, listening, and speaking skills to determine eligibility and services for the ESL program. Administered to entering K through 12th graders with a home language other than English when existing records do not already document language proficiency.

WIDA: World-class Instructional Design and Assessment, an organization of 38 member states which publishes standards for English Language Learner education and the ACCESS English proficiency test.

TIMELINE

August/September:

Home Language Surveys with registrations

Testing and Program Decisions made

ELL Parental Notification Forms (must be sent within 30 days of the start of school)

ELL Reporting Form - SIMS Report

November:

Monitor elementary FELL/FLEP/opt-out students in time for parent/teacher conferences.

January:

ACCESS Testing

Monitor middle school and high school FELL/FLEP/opt-out students at the end of the first semester.

February:

ELL Reporting Form - SIMS Report

April:

Monitor elementary FELL//FLEP/opt-out students in time for parent/teacher conferences.

Monitor all FELL/FLEP/opt-out students at the end of the second semester.

May/June:

Reclassification Discussions

Reclassification Recommendations: Parent Notification

ELL Reporting Form - SIMS Report

Annual Program Evaluation

Identification & Placement

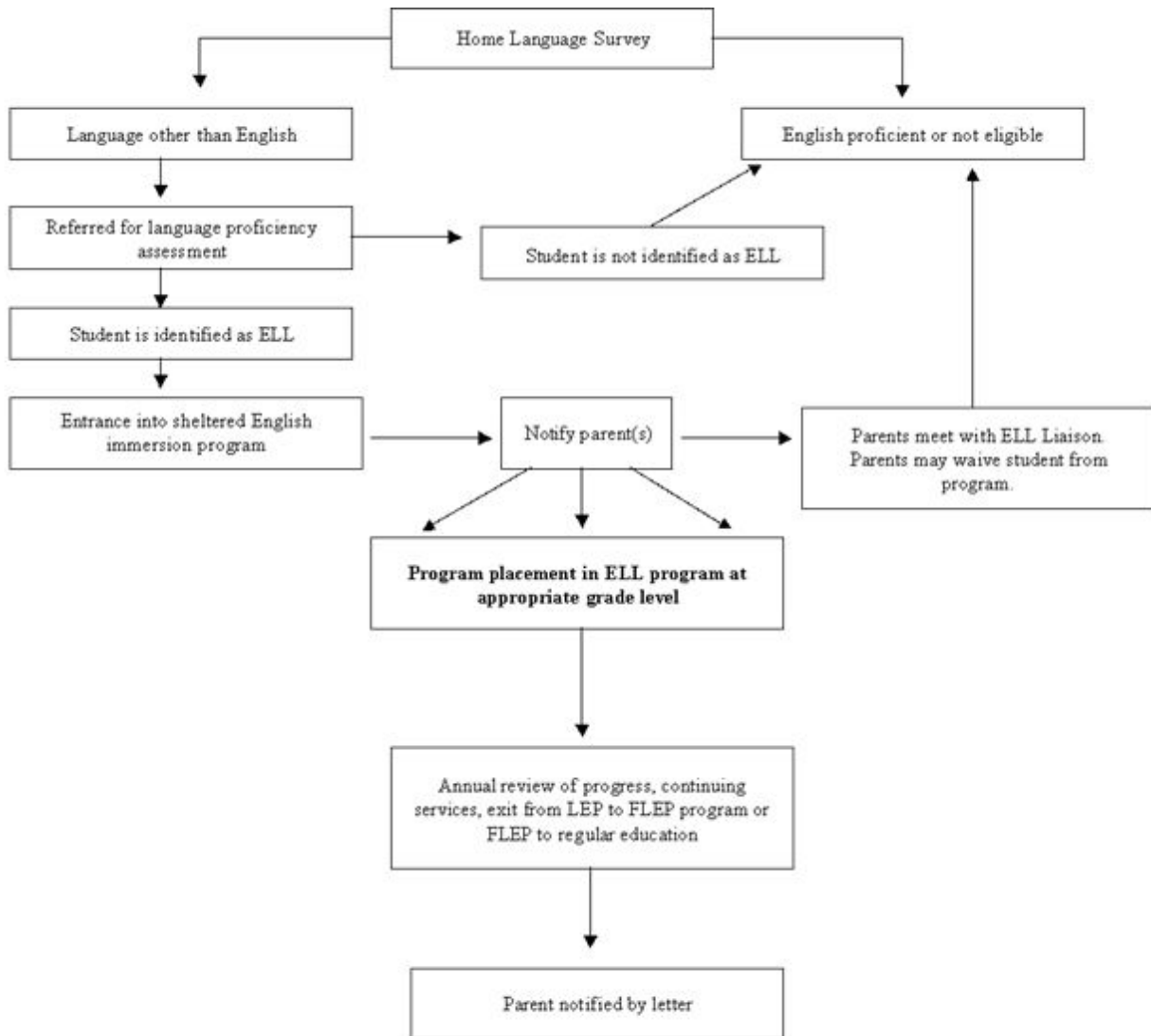
All students entering any Pentucket Regional School District whose primary home language is a language other than English must be tested for English language proficiency and language dominance. The screening process will be on an individual basis and will terminate when the examiner, a licensed ESL teacher or administrator, has sufficient information to determine English language proficiency and dominance.

- The registration process for each student upon arrival at a Pentucket school must include a *Home Language Survey* (see District Forms). If answers to the *Home Language Survey* indicate that a language other than English is spoken at home, the student and parent must be referred to the appropriate ESL teacher for testing of language proficiency/dominance.
- The ESL teacher administers the WIDA Screener on paper or online (grades 1-12) or WIDA MODEL (kindergarten) English language proficiency assessment designated for the child's age and/or grade.
- For students transferring into the Pentucket Regional Schools from another US school: the ESL teacher reviews the cumulative file from the sending schools to identify previous testing scores and/or alternative services.
- Test results are placed in the student's cumulative folder, shared with the parent(s), and a placement recommendation is made. The ESL teacher explains the recommendation and program to the parents. Placement options include Sheltered Content Instruction with ESL services and/or standard curriculum.
- The parent receives a *Parent Notification and Initial Student Placement* (see District Forms) letter. Copies of this letter are to be maintained in the student's cumulative folder.
- If the recommendation is for ESL services but the parent does not want the child to enroll in the ELE program, the parent must sign the *Opt Out* form (see District Forms). A copy of this letter is to be maintained in the student's cumulative folder, and the original is filed in the office of the ELE coordinator. The student's receiving teachers will complete a monitoring form for students who are opting out of ESL services on a trimester/quarterly basis until the student is no longer EL. These students are considered EL until they meet the exit criteria. Copies of the monitoring forms are sent to the building Principal. It is important to note that students who opt out of ELE services will still be required to take the annual ACCESS assessment that measures English proficiency.
- The completed *Initial Student Placement* form is reviewed by the ESL Teacher & building Principal and counselor (at middle & high school level) and placed in the child's cumulative folder.

Note: Placement for students with special needs, limited, or disrupted schooling will be made on an individual basis.

**See G.L. c.71A Requirements and Procedures for School District Program Waivers for English Learners*

Program Flowchart



ELE Program Evaluation Procedure

The effectiveness of Pentucket Regional School District's ELE program is evaluated annually.

The evaluation considers all aspects of the ELE program to ensure it provides ELs with:

- systematic, explicit, and sustained developed of English as a Second Language (ESL) and
- meaningful participation in the Pentucket Regional Schools general educational program.

The evaluation utilizes the *three-pronged test* and the following primary questions:

- (1) *Has the ELE program been effective?*
- (2) *What has worked well in the ELE program?*
- (3) *What has not worked well in the ELE program?*
- (4) *How should the ELE program be refined?*

The data is analyzed and the results of this analyses are used as the source of evidence to determine the answers to the four questions.

- Information is collected in the form of formative and summative student performance data; surveys; attendance data; and other data from students, teachers, and administrators. Information is collected from parents during parent conferences with the ESL Teacher.
- The ESL Director analyzes the data with the assistance of other staff, as needed.
- As necessary and appropriate, the results of the analysis are shared with ESL staff, ELE building classroom teachers, principals, district administrators, parents, and other stakeholders to determine necessary and important changes that should be made to the ELE program to better serve its students.
- The results of the evaluation, including information about any changes to the ELE program, are shared with district and school officials and distributed to all EL families in ELE schools.
- To the extent practicable, the evaluation results are made available in multiple languages.

G.L. c.71A School District Program Waivers for English Learners Requirements and Procedures

General Laws Chapter 71A, as amended (known as “Question 2”), requires that publicly-funded students who are English learners (i.e. limited English proficient) be instructed through the use of sheltered English immersion (SEI) unless the student wishes to “opt out” and be placed in a general classroom not tailored for English learners. English learners who wish to “opt out” may not do so unless they have received a waiver from the requirements of G.L. c. 71A.

Parents must file a yearly request for a waiver at their child's school if they wish to “opt out” of

SEI instruction. The decision to issue a waiver is made by the school district officials. The law requires that the district document its approval or denial of such waivers. The district will complete forms to approve or deny waiver requests.

Using All Available Information to Make Instructional Decisions for ELs

The following steps are recommended for evaluating the educational needs of EL and in making reclassification decisions for ELs. It may be useful to collect relevant data and information for each student in an individual student record or folder for use by the school-based team.

Step 1: Review ACCESS Results

The general guidelines found in Table 1 should be used to make reclassification decisions for each student, based on ACCESS results and other data. If the student is not reclassified from LEP to non-LEP, a SEI program and ESL instruction must be designed for the student by the school-based team, using guidance provided in Step 3.

Table 1. Reclassification for ELs based on ACCESS 2.0 results (10/17 ESE Guidelines)

ACCESS for ELLs Overall (or Composite) Score	Language Classification Recommendations
Level 1 – <i>Entering</i> Level 2 – <i>Emerging</i> Level 3* – <i>Developing</i>	Foundational: Students with an overall score of 1.0-2.4 on the ACCESS for ELLs 2.0 require significant support to access content area instruction delivered in English. Such students should remain classified as ELs and receive two to three periods (45-90 minutes) a day of ESL instruction by a licensed ESL teacher.
Level 3* – <i>Developing</i> Level 4 – <i>Expanding</i>	Transitional: Students with an overall score of 2.5 and higher on the ACCESS for ELLs require continued language and instructional support to access content area instruction delivered in English. Students at this proficiency level must still remain in the program and be provided services of one period (45 minutes) a day of ESL instruction by a licensed ESL teacher to reach higher levels of English proficiency.
Level 4 – <i>Expanding</i> Level 5 – <i>Bridging</i>	Students with at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs 2.0 may have acquired enough English language skills to be <u>considered English proficient</u> . These students who demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on Other Relevant Data (described below) should no longer be classified as ELs.

	Complex and varied language demands on ELs in late elementary, middle, and high school may necessitate the decision to maintain the EL classification of some students. Should the student remain in the program, s/he must still be provided services appropriate for his/her English proficiency in each domain.
Level 6 – <i>Reaching</i>	Students who achieve these levels of proficiency as measured by ACCESS for ELLs 2.0 can reasonably considered to have achieved English proficiency comparable to that of their English-proficient peers and can be expected to perform ordinary class work in English without specialized language supports.
<i>*The ESL team may determine whether to group WIDA Level 3 (Overall ACCESS 2.0 overall scores 2.5-3.4) students at either the Foundational or Transitional levels depending on student needs.</i>	

Step 2: Review other relevant student data collected by the district and/or provided by the Department

In addition to ACCESS results, educators should evaluate and consider a range of other relevant data and evidence of the student’s performance collected by the district in making decisions about instructional programming and reclassification of a student as non-LEP, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, IReady, F&P, and DDMs
- the student's scores on locally-administered diagnostic language assessments
- the student’s academic grades
- the written observations and recommendations documented by the student's classroom teachers
- the WIDA Performance Definitions which describe the criteria used to define performance at each WIDA proficiency level, and the CAN DO Descriptors which provide examples of realistic expectations of ELs for each of the four language domains and five levels of English language proficiency; and
- student performance on MCAS content area tests.

Unless an EL did not participate in MCAS ELA testing either because he or she is a student in kindergarten through grade 2, or is a first-year EL student and was not required to participate, MCAS ELA results should be used to support and validate the preliminary decisions made each spring to plan the student’s instructional programming and whether to continue to report the student as LEP.

It will also be important to determine the level of support, if any, needed by the student during instruction in other content areas, and whether scores of Warning/Failing on MCAS mathematics and science and technology/engineering tests are due to language-based considerations. If the student’s MCAS results provide evidence to contradict the instructional or classification decisions made earlier based on the student’s ACCESS test results and other district data, seek additional consultation and input from teachers familiar with the student to make final

determinations.

Step 3: Plan an instructional program for ELs.

Chapter 71A of the Massachusetts General Laws (G.L. c. 71A) requires that limited English proficient (LEP) students (or ELs) be educated in a sheltered English immersion (SEI) program, unless a program waiver is sought for another program model, such as Transitional Bilingual Education (TBE). The Pentucket Regional School District ELE program utilizes an SEI model, which consists of two components:

- **Sheltered Content Instruction:** Sheltered content instruction (SCI) includes approaches, strategies and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. Sheltered content instruction is taught by qualified content area teachers and it is based on Pentucket Regional School District content area curriculum. This curriculum is aligned to the Massachusetts Curriculum Frameworks and it integrates components of the WIDA ELD Standards. As *Foundational* level learners (ACCESS Levels 1.0-2.4) will likely find this instruction more challenging than students at the *Transitional* levels of English proficiency (ACCESS Levels 2.5 or higher), schools may group *Foundational* students together and provide additional support during sheltered content instruction, as applicable.
- **English as a Second Language (ESL) Instruction:** The goal of ESL instruction is to advance English language development and to promote academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing. The district ELE curriculum provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language driven by grade level content. It supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement as well as supporting long term goals such as college and career readiness. ESL instruction may take place in a pull-out model or push-in collaborative teaching model depending on the student and content needs.

Pursuant to G.L. c. 71A, districts must promote and support the rapid acquisition of English language proficiency by LEP students. Thus, districts must ensure that all LEP students receive ESL instruction corresponding to their needs. For example, students with ACCESS scores of Levels 1.0-2.4 should receive proportionally more English language instruction than those at higher performance levels. The following guidelines for instructional planning reflect the importance of ESL instruction for all LEP students.

Recommended Instructional Programming for ELs at each ACCESS 2.0 Level

Foundational Level: Entering or Emerging Levels

Students ranging from Level 1.0 through Level 2.4 performance levels generally produce and understand very little, if any, spoken or written English, or may have only very basic English skills. It is important that these students receive English language development instruction for a substantial portion of their school day because sheltered content instruction, the other component of SEI, will be challenging for students at lower levels of English proficiency.

Recommended Instruction for ELs at Level 1.0 through Level 2.4 (All School Levels)

- *At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher*

Foundational/Transitional Level: Developing Level

Students ranging from Level 2.5 through 3.4 performance levels generally demonstrate a range of mid-level English proficiency in speaking, listening, reading and writing, but have not yet developed academic proficiency in English. Sheltered content instruction should be tailored to provide comprehensive content instruction and engaging learning tasks to students at Level 3 who have wide ranging English proficiency. Students at Level 3 (ACCESS 2.0 Levels 2.5-3.4) should also receive ESL instruction as outlined below.

Recommended Instruction for ELs at Level 2.5 through Level 3.4 (All School Levels)

- *Districts may use their discretion to determine whether to group students at either the Foundational or Transitional levels depending on student needs.*

Transitional Level: Expanding and Bridging Levels

Students ranging from Level 3.5 through Level 4.2 performance levels generally demonstrate good English proficiency. Students performing at this level require continued linguistic and instructional supports to access content area instruction delivered in English. However, increasingly complex and varied language demands on ELs in late elementary, middle, and high school may also support the decision by school-based teams to delay the reclassification of certain students at EXPANDING and BRIDGING who are aspiring to achieve academic parity with English-speaking peers.

Recommended Instruction for ELs at Level 3.5 through Level 4.2 (All School Levels)

- *At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher*

Reaching Level

Students at WIDA Level 6 should no longer be classified as ELs and should participate in the general education program alongside fluent or native English speaking peers. Their progress

must be monitored for four years after their EL classification is removed. Such students should also receive additional supports and services if needed.

Instructional Programs for Reclassified ELs (*former ELs*)

After evaluating the available student data, the school-based team should determine whether there is sufficient evidence of the student's English language proficiency and that the student is able to perform ordinary classroom work in English without additional support.

If there is such evidence, the district must:

- reclassify the students as non-LEP (i.e., proficient in English) and remove the student's coding as LEP on the SIMS data collection (SIMS: DOE 25 – record 00 under “LEP”). Typically, this decision will be made in time for the October SIMS data collection
- notify parents/guardians of the student's reclassification.
- update all school/district records.
- design and implement a process for routine monitoring of students' academic progress for four years.

Monitoring Progress of Reclassified ELs (*former ELs*)

The school-based team must utilize a process based on the district SEI model that includes:

- regular, structured meetings between an ESL teacher and the student's SEI teachers to discuss the student's academic progress and progress in developing English language proficiency;
- regular observations of student participation and performance;
- conversations with parents about student's academic performance and English language development

In addition, the school should consider:

- assigning reclassified students, at least initially and when possible, to SEI endorsed teachers licensed in the appropriate content area(s);
- Providing regular, structured times during the school day or week for sheltered content area and ESL teachers to plan instruction collaboratively for reclassified EL students;
- providing additional opportunities for small group instruction and learning throughout the school day, as well as, online, after school and during the summer; and
- designing and providing additional individualized learning support and opportunities to check on academic progress.

If a former EL student fails to make academic progress after his or her EL classification has been removed, as measured by grades and assessments; and if a school-based team familiar with the student determines that this failure is due to lack of English proficiency, the student must be

reclassified as an EL and the instructional programming redesigned consistent with this guidance.

Students designated as ELs in kindergarten continue to be designated as ELs in grade 1, so more substantial data on their achievement in reading will be available to support the decision to reclassify a young EL student as English proficient. Monitoring of FELs will occur for four academic years following reclassification.

Pentucket Regional School District
LANGUAGE SUPPORT PROGRAM
Description of English Learner Education (ELE) Program

State and federal laws require that school districts in Massachusetts assess the language proficiency of all students whose home language is other than English as they enter the public school system. The purpose of this assessment is to identify students' English language proficiency and to determine if they will be able to do ordinary class work in English. Based on the results of a linguistic evaluation, if students are identified as Limited English Proficient/English Learners (EL), they qualify for language support services. English proficiency levels include:

Level 1 (Entering) – Students have little to no experience with the English language.

Level 2 (Beginning) – Students can communicate in English in phrases and short sentences to express their thoughts in a content area.

Level 3 (Developing) – Students use an expanded sentence structure to communicate.

Level 4 (Expanding) – Students use specific and some technical language of the various content areas. Students at this level also demonstrate a level of linguistic complexity in sentence structure.

Level 5 (Bridging) – Students use specific and technical language in oral and written discourse with ability approaching native English speaking peers.

Level 6 (Reaching) – Students use specialized or technical language reflective of the content areas at grade level which is comparable to English speaking peers.

Notification to Parents/Guardians:

The ELE Program recognizes that your child has many strengths and that these strengths may include your child's first language, culture, previous schooling, and family support. To succeed in school, your child also needs to learn English. In Pentucket classrooms, teachers will:

- Use the Common Core Standards and Massachusetts Curriculum Frameworks in conjunction with the WIDA standards and CAN-DO Descriptors
- Use Pentucket Regional Schools ESL and content curricula
- Employ a variety of EL instructional and assessment strategies to support your child.

Your child has been identified as an EL and will receive language support from the Pentucket Regional Schools until he/she reaches a level of proficiency in English as demonstrated on the ACCESS test, a state assessment that is given to ELs annually. Language support may be provided in one of the following class settings:

1. **Sheltered English Immersion (SEI) program** provides sheltered content instruction in the general classroom and dedicated English as a Second Language (ESL) instruction by an ESL teacher.
In this program model, your child will:
 - a. Develop skills for speaking and understanding English
 - b. Learn to read and write in English
 - c. Learn grade-level content (language arts, math, social studies, and science) aligned with Common Core Standards and Massachusetts Frameworks

2. **General Education classroom** provides sheltered content instruction delivered by an SEI endorsed teacher. In this classroom, your child will:
 - a. Receive the standard curriculum based on the Common Core Standards and Massachusetts frameworks
 - b. Receive sheltered content instruction from teachers who are trained to modify instruction for English Learners (SEI endorsed)

3. **Opt Out** - You may decline to enroll your child in the recommended ELE program setting, in which case your child will be placed in an English mainstream classroom and will not receive ESL services. Pentucket Regional Schools is required to administer ACCESS for ELLs to your child in order to determine your child's language proficiency development. The results of this assessment will be shared with you upon receipt and subsequent academic year programming recommendations will be made.

Summary of Parent Options for ELs

Parents have the following options for their child's academic placement:

- 1) Sheltered English Immersion (SEI) programming with ESL services
- 2) General education class with sheltered content instruction
- 3) Opt out of the ELE program

Criteria for Re-designation to former English Learner (former EL)

ELs will be tested annually to measure English language proficiency with the following state mandated assessments;

- ACCESS for ELLs Assessment (Reading, Writing, Listening, Speaking)

Transitional guidelines for re-designation to former English Learner (former EL) are as follows:

- Attained at least an Overall Score of **Level 4.2** on ACCESS for ELLs; and
- Attained at least a Composite Literacy Score of **Level 3.9** on ACCESS for ELLs; and
- Student demonstrates the ability to perform ordinary class work in English as indicated by one or more of the following measures:
 - the student's scores on locally-administered reading and other academic assessments, such as DIBELS, F&P, IReady and DDMs
 - the student's scores on locally-administered diagnostic language assessments
 - the student's academic grades
 - the written observations and recommendations documented by the student's classroom teachers
 - the WIDA Performance Definitions which describe the criteria used to define performance at each WIDA proficiency level, and the CAN DO Descriptors which provide examples of realistic expectations of ELLs for each of the four language domains and five levels of English language proficiency; and
 - student performance on MCAS content area tests

Four-Year Monitoring Procedure

Once a student has been re-designated as former EL, he/she will be monitored for a four-year period to ensure success in the regular education class with no language support. If a former EL fails to make academic progress, as measured by his or her grades and content area assessments, after his or her EL classification has been removed, and if the school-based team determines that this failure is due to the lack of English language proficiency, then the student must be reclassified as an EL and assigned to the SEI program with ESL services. The student will take ACCESS for ELLs until he or she can demonstrate the ability to do class work in English without language support.