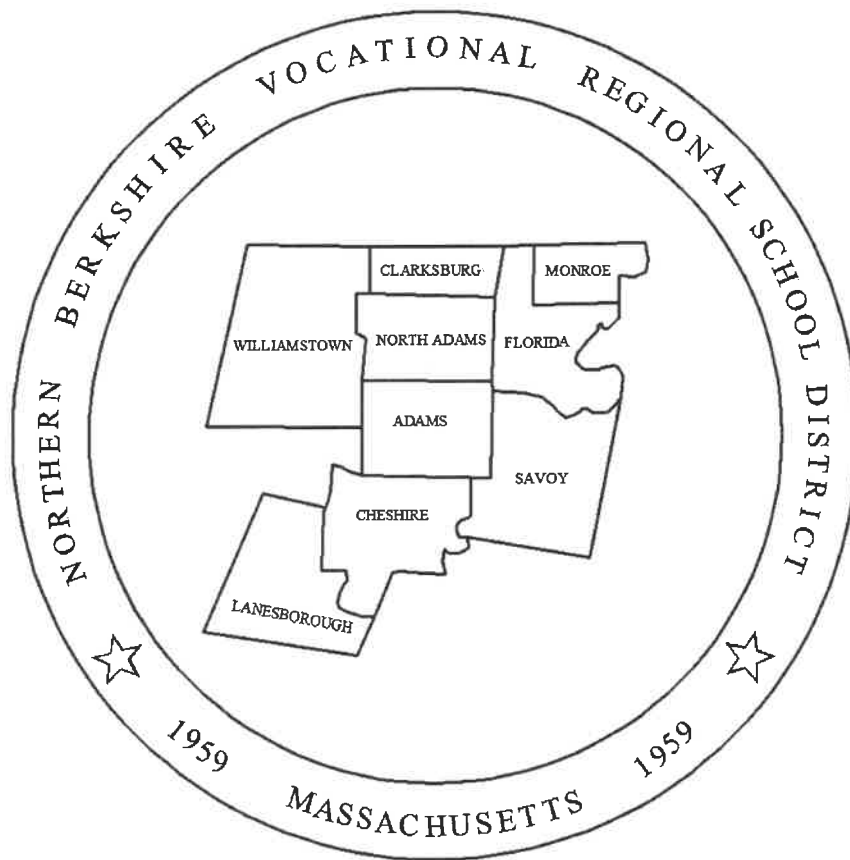


# **Northern Berkshire Vocational Regional School District**

## **McCann Technical School**



## **English Language Education Handbook September 2023**

## **INTRODUCTION**

All school districts in Massachusetts are required by both state and federal laws to develop procedures regarding the district's English Language Education (ELE) Program. The Northern Berkshire Vocational Regional School District has developed this ELE Handbook to outline the procedures that McCann Technical School will follow to accurately identify, support, and monitor the progress of English Learners enrolled in the school. McCann Technical School's mission statement demonstrates the commitment the school has to ensure equal opportunities for every student to participate in all aspects of the high school experience. All members of the school staff believe that every student is an important and contributing member of our school community, with much to offer as well as gain during their four years at the school. It is the goal and responsibility of the English Language Education program to offer services and supports so that English language learners have the opportunity to recognize and achieve their full potential. English language learners will be granted the same rights afforded to regular education students consistent with all district policies.

## **MISSION**

The mission of McCann Technical School is to graduate technically skilled, academically prepared, and socially responsible individuals ready to meet the challenges of the 21<sup>st</sup> century.

## **VISION**

McCann Technical School is committed to being the leader of quality technical education and academic achievement in the Commonwealth of Massachusetts.

## **EDUCATIONAL PHILOSOPHY**

The school community will create a learning environment that motivates and actively engages all students in mastering rigorous academic and technical curricula. Our educational philosophy is sustained by faculty, staff, and administrators dedicated to a student-centered focus through continuous improvement. Student growth and development are promoted by instilling the following core values in our students:

**Respect** for self, others, and the learning environment promotes a positive learning experience for all students.

**Effort** is demonstrated through an applied work ethic that includes punctuality, improvement, and a determination to succeed.

**Accountability** develops personal responsibility for both behavior and learning.

**Communication** facilitates collaboration, promotes self-advocacy, and develops positive relationships.

**Honor** requires students to act with integrity, honesty, positivity, and empathy for others.

## **GOALS**

- To increase the percentage of students performing at the proficient and advanced levels.
- To increase the utilization of data to improve student performance.
- To engage students through dynamic and technologically integrated teaching strategies.
- To implement a rigorous and relevant curriculum that is aligned to the academic and technical Massachusetts Curriculum Frameworks and Common Core standards.
- To align technical programs to national standards and accreditation requirements, allowing students to obtain relevant licensure/certifications.
- Utilizing SkillsUSA as a platform, develop career-ready students with the skills and professionalism to succeed in the workplace.
- To develop recruiting strategies to expand community awareness.

## **SECTION I. INITIAL IDENTIFICATION**

Northern Berkshire Vocational Regional School District will initially identify potential English Learners (ELs) and Former English Learners (FELs) through the following procedures:

- All newly enrolled students of the district will be required to complete a home language survey (HLS) included in their registration packet distributed upon acceptance. (See Appendix A) Completed surveys will be reviewed by the principal and director of student services/English language learner director. Every student whose HLS indicates that there is a language other than English spoken at home will be identified as a potential EL or FEL.
- The transcripts and educational records of all newly enrolled students will be reviewed by the principal and director of student services/English language learner director. Every student whose transcript or educational record indicates that there was EL services provided in the previous district will be identified as a potential EL or FEL.
- Edwin Analytics and SIMS data will be reviewed by the principal and director of student services/English language learner director. Every student whose data indicates that there was EL services provided, or that ACCESS for ELLs scores were recorded in the previous district, will be identified as a potential EL or FEL.

If through the initial identification process described above, it is determined that a student is a potential English Learner, the director of student services/English language learner director will follow up with the student's family and English language learner director from the student's sending district for additional information regarding the student's current level of English proficiency. After these conversations, if it is determined that the student is displaying Limited English Proficiency (LEP), or if it is not clear what the current level of English proficiency is for the student, the final determination will be made that the student is being identified as a potential English Learner and will be referred for English Language Proficiency Screening Tests. (See Section II.)

If through the initial identification process described above, it is determined that a student is a Former English Learner, that student's progress will be monitored as an FEL. (See Section VII.)

## **SECTION II. ENGLISH LANGUAGE PROFICIENCY SCREENING TESTS**

Parental notification regarding English Language Education (ELE) will be sent to students that were identified as potential ELs through the initial identification process. (See Appendix B) This notice will explain to the family that their child will participate in a screening test for English language proficiency and give a brief description of the ELE programs offered by Northern Berkshire Vocational Regional School District. The district will contract with The Collaborative for Educational Services (CES), located in Northampton, to administer the World-class Instructional Design and Assessment (WIDA) screening assessments for the students identified as potential ELs to determine their level of English language proficiency.

## **SECTION III. INITIAL PLACEMENT DECISION**

Northern Berkshire Vocational Regional School District's principal and director of student services/English language learner director will review the WIDA screening assessment results with the test administrator from CES to determine whether each student is eligible for ELE services. A placement decision will be made, with the assistance of CES that ensures the eligible students are receiving ELE services in a program that will meet their linguistic, academic, and vocational-technical needs. Screening test results will be shared with all student families that were assessed. This notification will also include information regarding the placement decision for ELE services. (See Appendix C)

#### **SECTION IV. PROGRAM STRUCTURE/DEVELOPMENT**

Once an EL is enrolled, Northern Berkshire Vocational Regional School District will contact the Office of Language Acquisition (OLA) from the Massachusetts Department of Elementary and Secondary Education for guidance on initiating ELE services and completing the ELE program proposal process. The district will also contract with CES to develop an ELE program that meets the linguistic, academic, and vocational-technical needs of the EL student. The advisement from CES will also include recommendations on the proper staffing and training required for a compliant ELE program.

#### **SECTION V. MONITORING THE PROGRESS OF ENGLISH LEARNERS**

CES will also advise Northern Berkshire Vocational Regional School District through the development of an effective progress monitoring system for an EL, once enrolled in the district. The system will include screening, tracking, and evaluating the growth of ELs in both English proficiency and academic achievement by using diagnostic, formative, interim, and summative assessments. CES will provide guidance on the following aspects of monitoring the progress of ELs:

- The annual summative assessment for ELs would be the ACCESS for ELLs English language proficiency test, based on the WIDA English Language Development standards. It is administered once annually in grades 9-12 in January-February. The scores produced by this assessment will identify which proficiency level an EL has achieved for that school year in each of the following:
  - Single domains: speaking, listening, reading, and writing
  - Composite areas of: literacy, oral language, and overall proficiency
- Formative assessment practices will also be utilized to monitor EL student progress towards their individual objectives and goals. These techniques foster the development of English language acquisition as teachers are performing assessments in a timely manner, providing feedback, and adjusting teaching practice based on the assessment results.
- The Language Opportunities for Our Kids (LOOK) Act requires that districts monitor the progress of ELs towards meeting their individual English language proficiency benchmarks, provided to the district every fall by the Massachusetts Department of Elementary and Secondary Education.

#### **SECTION VI. RECLASSIFICATION OF ENGLISH LEARNERS**

Reclassification is a term used to refer to the process of removing a student's EL classification. State law requires districts to annually assess ELs' language proficiency and academic achievement to determine whether such students are able to do regular schoolwork in English, and to remove the English learner classification once ELs demonstrate the ability to do regular schoolwork in English. The Northern Berkshire Vocational Regional School District will contract with CES to establish the proper procedures for reclassifying ELs. These procedures will include school-based teams completing an ELE Program Reclassification Form (See Appendix D) after reviewing the following range of data:

- ACCESS for ELL scores
- Student scores on locally-administered reading and other academic assessments
- Student scores on locally-administered diagnostic language assessments
- Student academic and vocational-technical grades
- Written observations and recommendations documented by classroom teachers
- WIDA proficiency levels
- MCAS scores

If the school-based team determines the student will be reclassified as a Former English Learner, notification will be provided to the family in the form of the English Language Education Program Placement Form. (See Appendix C)

## **SECTION VII. MONITORING THE PROGRESS OF FORMER ENGLISH LEARNERS**

Federal law requires districts to routinely monitor FELs for four years after they have been reclassified, and provide support as needed. CES will advise Northern Berkshire Vocational Regional School District through the development of an effective progress monitoring system for an FEL, once enrolled in the district. CES will provide guidance on the following aspects of monitoring the progress of FELs:

- Regular, structured meetings with the school-based language assessment team 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

These procedures will include school-based teams completing a form that evaluates various aspects of the student's academic and vocational-technical program. (See Appendix E)

## **SECTION VIII. OPT OUT REQUESTS**

Parents of ELs may notify the district of their wish to have their child opt out of ELE programs. Parents must submit an opt out notice if they are choosing this option. (See Appendix F) In opt-out cases, the district will inform the parent of the services the child would receive in the district's English learner education programs, as well as the type of support that the district will provide to the student if the parent decides to opt out. The district will place such a student in an English language mainstream classroom with an SEI-endorsed teacher and ensure instructional support is provided to allow the student access to the curriculum and receive the same opportunities as their native English speaking peers. Such students will continue to be reported as an EL on district reports, participate in the annual ACCESS for ELLs exam, and have their English-language, academic, and vocational-technical progress actively monitored. (See Appendix G) This information will continue to be reported to parents. Parents are required to submit a new opt-out request annually.

## **SECTION IX. PARENT NOTIFICATION, INVOLVEMENT, AND TRANSLATION/INTERPRETATION SERVICES**

Northern Berkshire Vocational Regional School District will offer translation/interpretation services for all of the communication needs of its departments and stakeholders. All documentation will be made available for translation in the home language upon request (e.g. notifications, invitations, report cards, etc.). Interpretation services will also be made available, as requested, for verbal communication over the phone, through virtual meetings, or in person (e.g. parent-teacher conferences, family presentations, parent meetings, etc.). Translation/interpretation services will be provided through a translation agency that the district contracts with. All translation/interpretation requests will be made through the office of the director of student services/English language learner director. When a translation/interpretation request is made, the director of student services will complete a form to detail and track the translation/interpretation request. (See Appendix H)

At the start of each school year, a notice (See Appendix C) will be mailed to the parents of all students identified as ELs or FELs that will communicate:

- The reasons for identifying the student as an EL or FEL
- The student's level of English proficiency and the results of the assessment(s)
- The student's ELE program placement for the school year
- The parents' right to submit an opt out notice if they are choosing to not have their student participate in the ELE program

Northern Berkshire Vocational Regional School District provides multiple opportunities for parents of ELs to be included in matters pertaining to their children's education and ELE programs. All notifications and invitations for the events listed below will be provided in the language the home language survey requests.

- Annual Freshman Parent Orientation Night held in June
- Annual ELE Program meeting for each student regarding English language development and proficiency
- Annual Showcase to Success (open house event) held in November
- Annual Parent-Teacher Conferences held in November
- School Council or Parent Advisory Council meeting invitations

Parents of ELs and FELs will receive report cards and progress reports in the same manner and frequency as other students in a language that is understandable to them as indicated on the home language survey.

## **SECTION X. ENGLISH LEARNERS WITH DISABILITIES**

Federal and state special education laws require districts to refer and evaluate students who have or may have a disability and provide special education and related services in a timely manner, including ELs. Once an EL is enrolled and the need for evaluating such a student is identified, Northern Berkshire Vocational Regional School District will contact the Office of Language Acquisition (OLA) from the Massachusetts Department of Elementary and Secondary Education for guidance on the initial evaluation and special education eligibility determination process for ELs with disabilities. The district will also contract with CES to develop the appropriate special education services and individualized education program, or Section 504 Accommodation Plan, that will meet the identified needs of the student.

## **SECTION XI. ACCESS TO CURRICULAR AND EXTRACURRICULAR PROGRAMS AND ACTIVITIES**

Northern Berkshire Vocational Regional School District will ensure that the rigorous academic and technical curricula of McCann Technical School will be made accessible to ELs while learning the language of the content instruction. Instructional content for ELs will be age-appropriate and standard based, and will allow ELs to earn credits that count toward graduation and promotion upon successful completion of the coursework.

ELs will have access to all the educational program opportunities and instructional programs or extracurricular activities available within McCann Technical School for which they qualify. Their level of English proficiency will not determine participation in academic programs and services including all nine of McCann's career and technical education programs, counseling services, special education services, honors and AP courses, student clubs, field trips, athletics, and any elective classes offered in the school.

ELs also have a right to receive any guidance and counseling offered by the district in a language they can understand, including psychological, academic, college, and career counseling as provided by the school psychologist or guidance counselor.

## **SECTION XII. RECORDS OF ENGLISH LEARNER STUDENTS**

Northern Berkshire Vocational Regional School District will house cumulative records of ELs in the student services office. These folders will be maintained by the director of student services/English language learner director. A folder specific to EL documents will be placed in the student's cumulative folder. These records will include an ELE Program Folder Checklist (See Appendix I) and also include:

- Home language survey
- Results of assessments such as WIDA ACCESS, WIDA MODEL, MCAS, etc.
- Copies of correspondence with parents
- Student schedule, progress reports, and report cards
- Evidence of follow-up monitoring when applicable
- Documentation of opt-out requests

- IEPs or 504 Accommodation Plans when applicable
- Translated request forms and translated materials
- Any other relevant documents and materials

### **SECTION XIII. TIMELINE OF ACTIVITIES FOR THE ENGLISH LANGUAGE EDUCATION PROGRAM**

- For Newly Admitted Students:
  - Spring/Summer:
    - Collect home language surveys and records from all accepted students for principal and director of student services/English language learner director review
    - Follow up with families and English language learner director from sending districts if additional information is needed for a particular student
  - August/September:
    - Professional development for staff regarding request for translation/interpretation services and other ELE topics, as needed
    - EL cumulative folders created for identified students
    - Parental notification based on home language survey results, review of records, and consultation with family and sending districts
    - WIDA assessment administered as needed
    - Parental notification of assessment results, program placement, and opt out forms
  - October – June:
    - Professional development for staff regarding ELE topics, as needed
    - Order and administer WIDA ACCESS Test
    - Annual parent conferences are held
    - Parental notification of testing results and progress as needed
    - Reclassification meetings held as needed
- For Previously Identified Students:
  - August/September:
    - WIDA assessment administered as needed
    - Annual parental notification of assessment results, program placement, and opt out forms
  - October – June:
    - Order and administer WIDA ACCESS Test
    - Annual parent conferences are held as needed
    - Parental notification of testing results and progress as needed
    - Reclassification meetings held as needed

# Appendices

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- Appendix A    Home Language Survey
- Appendix B    Parent Notification Regarding English Language Education
- Appendix C    Parent Notification Regarding English Language Education Program Placement
- Appendix D    English Language Education Program Reclassification Form
- Appendix E    Monitoring Academic and Technical Progress of Former English Learner Students
- Appendix F    English Language Education Program Opt Out Request Form
- Appendix G    Monitoring Academic and Technical Progress of Opt-out Students
- Appendix H    Translation/Interpretation Request Form
- Appendix I    English Language Education Program Folder Checklist

## Appendix A – Home Language Survey

# McCann Technical School

## Home Language Survey



Massachusetts Department of Elementary and Secondary Education regulations require that *all* schools determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your child. Please help us meet this important requirement by answering the following questions. Thank you for your assistance.

Student Information	
First Name _____	Middle Name _____ Last Name _____
Country of Birth _____	Date of Birth (mm/dd/yyyy) _____
Date first enrolled in ANY U.S. school (mm/dd/yyyy) _____	
Gender F <input type="checkbox"/> M <input type="checkbox"/>	
School Information	
Start Date in New School (mm/dd/yyyy) _____	Name of Former School and Town _____
Current Grade _____	
Questions for Parents/Guardians	
What is the primary language used in the home, regardless of the language spoken by the student? _____	Which language(s) are spoken with your child? (include relatives -grandparents, uncles, aunts, etc. - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
What language did your child first understand and speak? _____	Which language do you use most with your child? _____
How many years has the student been in U.S. Schools? (not including pre-kindergarten) _____	Which languages does your child use? (circle one) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
Will you require written information from school in your native language? Y <input type="checkbox"/> N <input type="checkbox"/> If yes, what language? _____	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/> If yes, what language? _____
Parent/Guardian Signature: _____ X	Today's Date: _____ / _____ /20 _____ (mm/dd/yyyy)
Parent/Guardian Signature: _____ X	Today's Date: _____ / _____ /20 _____ (mm/dd/yyyy)

Please contact the director of student services, Kristin Steiner, if you need the assistance of an interpreter to complete this form:

Phone: 413-663-5383 x109 Email: [ksteiner@mccanntech.org](mailto:ksteiner@mccanntech.org)

In person at the school: 70 Hodges Cross Road North Adams, MA 01247

Póngase en contacto con la directora de servicios estudiantiles, Kristin Steiner, si necesita la ayuda de un intérprete para completar este formulario:

Teléfono: 413-663-5383 x109 Correo electrónico: [ksteiner@mccanntech.org](mailto:ksteiner@mccanntech.org)

En persona en la escuela: 70 Hodges Cross Road North Adams, MA 01247

## Appendix B – Parent Notification Regarding English Language Education

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## Parental Notification Regarding English Language Education

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Dear Parent(s)/Guardian(s):

In order to comply with state requirements, school districts must inform parents of students whose home language is other than English of the rights they may have regarding English language education (ELE). The district will test your child in English reading, writing, speaking and listening to determine if your child is an English learner. If your child is found to be an English learner and eligible for placement in an ELE program, you will receive further notification with your child's English proficiency test results and program placement information.

If your child is determined to be an English learner, you have the right to:

- choose an ELE program among those offered by the district as described in state law and regulations;
- visit an ELE program in the district;
- attend available conferences or meetings to learn more about the ELE programs offered in the district;
- request a new ELE program in accordance with state law; and
- withdraw your child from an ELE program.

Available ELE programs include (check all that apply):

- ☐ **Sheltered English Immersion (SEI)** – an ELE program in which sheltered grade-level content instruction is used. Sheltered content instruction is content instruction that is modified so that an English learner can comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
- ☐ **Dual Language Education or Two-Way Immersion (TWI)** – an ELE program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.
- ☐ **Transitional Bilingual (TBE)** – an ELE program in which the English learner's native language is used to support the student's development of English and content learning, and is then gradually phased out of instruction as the student's English proficiency increases.
- ☐ **Other Bilingual** – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

All ELE programs include **English as a Second Language (ESL)** instruction. ESL classes provide direct English language instruction that focuses on developing speaking, listening, reading and writing skills in English.

Districts serving 100 or more English learners or in which English learners comprise at least 5% of the student population, whichever is less, are required to establish an English learner parent advisory council (ELPAC). Similarly, any school designated as underperforming or chronically underperforming and operating an ELE program is required to establish an ELPAC. Parents of English learners are encouraged to participate in such councils.

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If you would like a translation of this letter, or more information, please contact Kristin Steiner, the director of student services:

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In person at the school: 70 Hodges Cross Road North Adams, MA 01247

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Teléfono: 413-663-5383 x109 Correo electrónico: [ksteiner@mccanntech.org](mailto:ksteiner@mccanntech.org)

En persona en la escuela: 70 Hodges Cross Road North Adams, MA 01247

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## Appendix C – Parent Notification Regarding English Language Education Program Placement

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## Initial/Annual Parental Notification of English Language Education (ELE) Program Placement

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

### SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information			
First Name _____		Middle Name _____	Last Name _____
Current School Name _____		Grade _____	Start Date in ELE Program _____
Assessment Tool	Domain	Results	Date of Assessment
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment
Speaking (ACCESS for ELLs test)			day / month / year
Listening (ACCESS for ELLs test)			day / month / year
Reading (ACCESS for ELLs test):			day / month / year
Writing (ACCESS for ELLs test)			day / month / year
English Language Proficiency Level based on language assessment data:			
<input type="checkbox"/> L1 - Entering		<input type="checkbox"/> L4 - Expanding	
<input type="checkbox"/> L2 - Beginning		<input type="checkbox"/> L5 - Bridging	
<input type="checkbox"/> L3 - Developing		<input type="checkbox"/> L6 - Reaching	
ELE Program Types:			
Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based			

on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.

**Dual Language Education (DLE) or Two-Way Immersion Program** – a program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

**Transitional Bilingual Program** – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

**Other Bilingual Program** – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

**English as a Second Language (ESL) classes:** direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

☐ **Enrolled in an ELE Program:** The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE Programs in the District	Proposed Student Placement	
<input type="checkbox"/>	<input type="checkbox"/>	Sheltered English Immersion (SEI)
<input type="checkbox"/>	<input type="checkbox"/>	Dual Language Education (DLE) or Two-Way Immersion (TWI)
<input type="checkbox"/>	<input type="checkbox"/>	Transitional Bilingual Education (TBE)
<input type="checkbox"/>	<input type="checkbox"/>	Other Bilingual Education

**Alternate ELE Program** – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

**Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:**

☐ **General Education** – Your child was not found to be an English learner and therefore does not need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child's teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to decline placement of your child in or withdraw your child from an ELE program, please contact the director of student services (contact information is located at the bottom of this notice.)

## SECTION II - Exit Criteria

**Specific ELE Exit Requirements:** When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

**Your child will continue to receive ELE program services until he or she meets the following criteria:**

<input type="checkbox"/> Earned a qualifying score on ACCESS for ELLs	AND	<input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: <i>(include information about other relevant data)</i>
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**Final classification:**

☐ The student met the criteria. He or she is no longer considered an English learner.  
The student's academic performance will be monitored for four years.

☐ The student has not met the criteria. The student is still considered an English learner and will be placed in the \_\_\_\_\_ program offered by the district.

**Comments:**

**School district staff is available to speak or meet with you about your child's placement and the school's ELE programs. We strongly encourage you to contact us if you have any questions.**

If you would like a translation of this letter, or more information, please contact Kristin Steiner, the director of student services:

Phone: 413-663-5383 x109 Email: [ksteiner@mccanntech.org](mailto:ksteiner@mccanntech.org)

In person at the school: 70 Hodges Cross Road North Adams, MA 01247

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En persona en la escuela: 70 Hodges Cross Road North Adams, MA 01247

## Appendix D –English Language Education Program Reclassification Form

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## English Language Education Program Reclassification Form

Name:	SASID#	Date of Birth:
School:	Grade:	Reclassification Date:

Students should earn at least an overall score of 4.2 and a composite score of 3.9 on ACCESS for ELLs 2.0 in order to be considered as Former English Learner (FEL).

RECLASSIFICATION CRITERIA		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs 2.0		<i>Students who do not have an overall score of 4.2 and a composite literacy score of 3.9 cannot be considered for reclassification based on the other relevant data.</i>
Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data (described below)  Data used: _____		
Comments:		

## Other Relevant Data

School-based teams must also evaluate and consider a range of evidence of the student's performance, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (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; and
- the student's performance on MCAS content area tests.

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If you would like a translation of this letter, or more information, please contact Kristin Steiner, the director of student services:

Phone: 413-663-5383 x109 Email: [ksteiner@mccanntech.org](mailto:ksteiner@mccanntech.org)

In person at the school: 70 Hodges Cross Road North Adams, MA 01247

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En persona en la escuela: 70 Hodges Cross Road North Adams, MA 01247

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## Appendix E –Monitoring Academic and Technical Progress of Former English Learner Students

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# McCann Technical School



## Monitoring Academic and Technical Progress of FEL Students

This FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require specialized ESL instruction. In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for specialized ESL instruction.

Student Name:	Home language:
Date Reclassified:	Years in U.S. Schools:
SASID:	DOB:
Technical Program:	Monitoring Year/Grade:

ATTENDANCE / TARDY DATA			
	Term 1	Term 2	Term 3
Days Absent			
Days Tardy			

Test Scores		OTHER:							
Academic Achievement Test:		Term 1		Term 2		Term 3		Term 4	
				RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS	
ENGLISH	Communicates effectively in English								
	Homework completion								
	Struggles with oral expression								
	Struggles with written expression								
	Classroom participation								
	Discipline issues that interfere with his or her progress								
	Struggles with oral comprehension								
	Struggles with reading comprehension								

Test Scores						
Academic Achievement Test: OTHER:						
SCIENCE	Term 1	Term 2	Term 3	Term 4		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Test Scores						
Academic Achievement Test: OTHER:						
HISTORY	Term 1	Term 2	Term 3	Term 4		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Test Scores					
Academic Achievement Test:					
OTHER:					
Term 1	Term 2	Term 3	Term 4	ALWAYS	
	RARELY	SELDOM	SOMETIMES	OFTEN	
Communicates effectively in English					
Homework completion					
Struggles with oral expression					
Struggles with written expression					
Classroom participation					
Discipline issues that interfere with his or her progress					
Struggles with oral comprehension					
Struggles with reading comprehension					

## TECHNICAL PROGRAM

Test Scores					
Academic Achievement Test:					
OTHER:					
Term 1	Term 2	Term 3	Term 4	ALWAYS	
	RARELY	SELDOM	SOMETIMES	OFTEN	
Communicates effectively in English					
Homework completion					
Struggles with oral expression					
Struggles with written expression					
Classroom participation					
Discipline issues that interfere with his or her progress					
Struggles with oral comprehension					
Struggles with reading comprehension					

## CAREER-TECHNOLOGY ENRICHMENT

**Please, check the one that applies:**

At a meeting on (date) \_\_\_\_\_ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.

At a meeting on (date) \_\_\_\_\_ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) \_\_\_\_\_.

At a meeting on (date) \_\_\_\_\_ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

**Action Steps (check all that apply)**

**Restore EL status**

**After school tutoring**

**Daytime pull-out for remediation**

**Parent communication**

**Summer school**

**Other (please, explain)**

Date: \_\_\_\_\_

<b><u>TEAM MEMBERS</u></b>	<b><u>SIGNATURES</u></b>

## Appendix F –English Language Education Program Opt Out Request Form

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## Opt-out Form for English Language Programming

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Student Name:	Home language:
Opt-out Date:	Years in U.S. Schools:
SASID:	DOB:
School:	Grade:

As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL). My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline ELE services. I understand that my decision to opt-out of ELE services will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of ELE services does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
3. The school district will report my child to *Student Management Information System* (SIMS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic and vocational-technical progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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En persona en la escuela: 70 Hodges Cross Road North Adams, MA 01247

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## Appendix G –Monitoring Academic and Technical Progress of Opt-out Students

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# McCann Technical School



## Monitoring Academic and Technical Progress of Opt-out Students

Federal law establishes a district’s obligation to provide ELs with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

Student Name:	Home language:
Opt-out Date:	Years in U.S. Schools:
SASID:	DOB:
Technical Program:	Monitoring Year/Grade:

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Days Absent				
Days Tardy				

Test Scores								
ENGLISH	MCAS:	ACCESS:	OTHER:					
	Term 1		Term 2		Term 3		Term 4	
			RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS	
	Communicates effectively in English							
	Homework completion							
	Struggles with oral expression							
	Struggles with written expression							
	Classroom participation							
	Discipline issues that interfere with his or her progress							
	Struggles with oral comprehension							
Struggles with reading comprehension								

Test Scores						
MATH	OTHER:					
	Term 1		Term 2		Term 3	
			RARELY		SELDOM	
					SOMETIMES	
					OFTEN	
					ALWAYS	
MCAS:						
Communicates effectively in English						
Homework completion						
Struggles with oral expression						
Struggles with written expression						
Classroom participation						
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

Test Scores		OTHER:			
SCIENCE	MCAS:	Term 1	Term 2	Term 3	Term 4
			RARELY	SELDOM	SOMETIMES
					OFTEN
					ALWAYS
	Communicates effectively in English				
	Homework completion				
	Struggles with oral expression				
	Struggles with written expression				
	Classroom participation				
	Discipline issues that interfere with his or her progress				
	Struggles with oral comprehension				
	Struggles with reading comprehension				

Test Scores		OTHER:			
HISTORY	MCAS:	Term 1	Term 2	Term 3	Term 4
			RARELY	SELDOM	SOMETIMES
					OFTEN
					ALWAYS
	Communicates effectively in English				
	Homework completion				
	Struggles with oral expression				
	Struggles with written expression				
	Classroom participation				
	Discipline issues that interfere with his or her progress				
	Struggles with oral comprehension				
	Struggles with reading comprehension				

TECHNICAL PROGRAM						
Test Scores		OTHER:				
Academic Achievement Test:		Term 2		Term 3		Term 4
Term 1		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
Communicates effectively in English						
Homework completion						
Struggles with oral expression						
Struggles with written expression						
Classroom participation						
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

**Please, check the one that applies:**

At a meeting on (date) \_\_\_\_\_ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.

At a meeting on (date) \_\_\_\_\_ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) \_\_\_\_\_.

At a meeting on (date) \_\_\_\_\_ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

**Action Steps (check all that apply)**

English language support

After school tutoring

Core academic tutoring

Parent communication

Summer school

Other (Please, explain)

Date:

TEAM MEMBERS	SIGNATURES

## Appendix H –Translation/Interpretation Request Form

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# McCann Technical School

## Translation/Interpretation Request Form



The director of student services/English language learner director will complete this form when a translation or interpretation request is made by a student's parent or guardian, or by another community member. The translation/interpretation request will then be forwarded to the translation agency the school contracts with to be processed. It will be the responsibility of the school to forward the translated materials to the individual making the request or to provide any follow up information in regards to interpretation services that will be provided.

**Student Name:**

Name of Person/Organization Making Request:

Date Requested:

Address:

Phone #:

Email:

Preferred Method of Contact:

WRITTEN TRANSLATION	ORAL INTERPRETATION
Language From: English	Language:
Language To:	Date and Time of Event:
Date Needed:	Event Location:
Description of Document:	Event Description:
Confirmation of Translation Provided (Date and Description):	Confirmation of Interpretation Provided (Date and Description):

## Appendix I –English Language Education Program Folder Checklist

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# McCann Technical School



## ELE Program Folder Checklist

STUDENT NAME: SASID: DATE OF BIRTH: SCHOOL:

SCHOOL YEAR					
GRADE					
STUDENT SCHEDULE					
HOME LANGUAGE SURVEY					
MCAS RESULTS					
WIDA ACCESS and MODEL SCORES					
PARENT NOTIFICATION FORMS					
ESL PROGRESS REPORT(S)					
REPORT CARD(S)					
OPT-OUT FORM (IF APPLICABLE)					
END OF THE YEAR TEAM MEETING DECISIONS					
FOLLOW-UP MONITORING (IF APPLICABLE)					
PREVIOUS SCHOOL EXPERIENCE					
IEPs or 504 PLANS (IF APPLICABLE)					

Note: Districts may keep some of the documents above electronically or in students' cumulative folders.