Dudley-Charlton Regional School District

English Learner Program Handbook

Updated 2023

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Introduction

This document offers guidance to administrators, faculty, staff, and families in addressing the linguistic and educational needs of English Learners in the DCRSD by identifying students and developing programs that recognize their diverse ethnic and cultural backgrounds and experiences. This document is intended to aid teachers and administrators when planning for and providing services to students who are learning English as a second language and use guidance provided by MA DESE as well as research-based best practices which are aligned to state (DESE) and national program (WIDA) and English language proficiency standards.

The information presented herein is structured to follow the sequential approach of identification of English Learners (Els) through program implementation and is intended for parents, teachers, and administrators in the district to use to ensure that English Learners receive the educational support they need to provide them with fair and equal access to educational offerings. It is our intention that teachers and administrators become familiar with and promote the content of this document to ensure that policies and procedures are consistently followed.

This document was largely the work of Bedford Public Schools. It references and incorporates public materials from the DESE's website for English Learners. This document also references Belmont, Blackstone-Millville Valley, and Milford Public Schools' English Language Learners Education Handbooks, WIDA and DESE.

STATEMENT OF NON-DISCRIMINATION

The Dudley-Charlton Regional School District does not discriminate on the basis of race, color, religion, national origin, age, disability, gender identification, sex or sexual orientation, (M.G.L. c. 151B and 151C, Title VI, Title VII and Title IX).

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PROGRAM OVERVIEW

The ELL Team supports the mission of DCRSD and aspires to be a place of learning where students can demonstrate their knowledge, skills, and understanding of the materials presented to them. We strive to fully engage students in order for them to be able to find their voice and to develop a mindset of inquiry in and outside the classroom. We are pleased to work with parents and the community to achieve our goals. In so doing, the ELL Team supports EL students by giving them the opportunity to acquire the language skills they need to access our curriculum and to participate fully in our district's rich offering of classes, activities, sports, and clubs. To that end, our goal is that each individual student is screened carefully, taught appropriately, and monitored closely. Massachusetts state law defines the term "English learner" as a child who has not acquired academic English or who is not currently able to perform ordinary classroom work in English. The Director of Student Services oversees the program.

To accomplish this, the ELL Team provides students, teachers, and administrators K-12 with a continuum of services and programs that will help all of our EL students develop the listening, comprehension, speaking, reading, and writing skills in English they need to meet our district's and the state's academic expectations. The language development of ELL students is the responsibility of both ESL and general education teachers. The ESL teachers provides these services segmented into the following activities:

- Train classroom teachers and ESL teacher(s) in Massachusetts Department of Elementary and Secondary Education approved trainings, both internally and externally.
- Meet frequently with teachers to support them with curriculum materials and instruction (based on the new WIDA English Language Proficiency Standards) in how to teach the components of ELs literacy: Speaking, Reading, Writing, Listening, including offering workshops and book talks;
- Support classroom teachers in determining educational goals and learning outcomes for ELs;
- Provide direct instruction, based on the WIDA English Language Proficiency Standards, through direct ESL instruction aligned with DESE regulations;
- Consult with teachers and administrators to assist in the creation and administration of formative, benchmark, and summative assessments to be used in the classrooms;
- Collaborate with classroom teachers to interpret state, local, and classroom assessments and help teachers structure their instruction to support growth as identified through these assessments;
- Conduct research-based best practice professional development workshops in ESL instruction and WIDA English Language Development standards;
- Provide teachers with information on the emotional and social needs of students, especially students who have experienced interrupted formal education due to trauma utilizing the school(s) adjustment counselors and clinicians.
- Collaborate with the Title 1 Reading Department, Special Education Department and appropriate school staff on school-wide assessments, data collection, and analysis.

In fulfillment of the ESL Department's duties, ESL teachers are responsible for

- Identifying students in need of ELs services;
- Testing newly identified students with the WIDA Screener on-line; Pre IPT, WIDA MODEL, Kindergarten W-APT assessments
- Administering Kindergarten ACCESS for ELs
- Administering the ACCESS assessments;
- Providing pre-approved bilingual dictionaries for MCAS as needed
- Helping the Technology Director, in conjunction with the Director of Student Services maintain appropriate records;
- Maintaining student records;
- Providing EL families with language acquisition progress reports
- Working with the administration of their schools to place students in classrooms with the appropriate services.

The ESL Department assists families and reaches out to them by conducting presentations to and opportunities for parent groups, inviting parents to attend parents' association meetings and events, attending to families who are classified as SLIFE, and making sure that each family understands the importance of parent involvement in their child's education.

Through the use of services and a variety of program models, the ESL Department provides a language-rich environment that promotes high expectations for academic achievement. It provides English Learners (ELs), and SLIFE (Students with Limited or Interrupted Formal Education) with the opportunity to become proficient in English so that they will have full access to the curriculum.

Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. In order to provide students with the opportunity to develop these skills, English language learners receive Sheltered English Instruction (SEI) in classrooms in accordance with state and federal laws as well as direct instruction in an individual or small group setting. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development.

TERMS AND DEFINITIONS

ACCESS Assessing Comprehension and Communication in English State-to-State for English Language Learners. The English language proficiency assessment given to all ELs 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).

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ELs English Learner. This term is reserved for those who are enrolled in ESL," 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.

FEL Former English Learner

HLS Home Language Survey parents/guardians fill out when registering a new student.

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

MODEL A placement and/or monitoring test of reading, writing, listening, and speaking skills to monitor progress and services for the ELL program K to 12.

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).

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

SEI Sheltered English Immersion. Core content 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.

SIFE Student with limited or interrupted formal education

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

WIDA Screener
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 41 states

TIMELINE

September: Home Language Surveys administered in a language the family can understand
Testing and Program Decisions made by ESL teacher
ELs Parental Notification Forms (must be sent within 30 days of the start of school)
ELs Reporting Form - SIMS data updated

November: Monitor FELS and Opt-outs; secondary language acquisition progress reports (LAPRs)

January: ACCESS Testing

February: update LAPRs and monitoring forms depending on building structure

March: Monitor FELs and Opt-outs; update parents/guardians as needed

April: Obtain MA DESE approved dictionaries/glossaries as needed for MCAS

May/June: Reclassification Discussions based on ACCESS data
Reclassification Recommendations: Parent Notification
Update Individual Student Success Plans as Needed
ELs Reporting Form - SIMS Report updated

REQUIREMENTS OF ALL SCHOOL DISTRICTS IN MASSACHUSETTS:

All districts in the commonwealth of Massachusetts are required to have an approved program for English Learners. The approved programs are listed below; DCRSD only offers SEI.

Sheltered English Immersion (SEI) program

"Sheltered English immersion" is defined in G.L. c. 71A as "an English language acquisition process for young children in which nearly all classroom instruction and instructional materials are in English, but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English."

Dual Language Education (DLE) or Two-Way Immersion (TWI) program

A DLE or TWI program is a model designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and ELs from a single language background. DLE or TWI programs are additive bilingual programs because all students develop and maintain their home language while adding a second language to their repertoire. They receive the same core curriculum as all students in the state and the instruction is in two languages throughout the program. From a program design perspective, DLE or TWI programs should begin in the early grades (PreK–K) and may continue through the secondary level.

Transitional Bilingual Education

The goal of Transitional Bilingual Education (TBE) is for ELs to be able to achieve long-term academic success through English-medium instruction in general education classrooms. Although teachers use the home language for instructional purposes, the transitional nature of the program does not support the further development of the students' home language. Districts can initiate TBE programs at any level, including middle and high school.

- Districts annually determine, no later than April 1, the number of English learners in the district and classify them according to grade level, primary language, and the English learners program in which they are enrolled.

- Districts annually administer a standardized, nationally normed written test of academic subject matter in English for grades 3-12 and a nationally normed test of English proficiency for grades K-12.

- Districts send report cards and other school information to parents and guardians of English learners in the same manner and frequency as such information is sent to other parents and guardians, and, to the maximum extent possible, in an understandable language.

- The Office of Educational Quality and Accountability conducts onsite visits to school districts at least once every six years to evaluate the effectiveness of programs serving English language learners.

- English language learners are provided language support services until they are proficient enough in English to participate meaningfully in the district's education program.

Reference*: Questions and Answers Regarding Chapter 71A: ENGLISH LANGUAGE EDUCATION IN PUBLIC SCHOOLS, Mass Dept of Elementary and Secondary Education, August 2003.*

https://www.doe.mass.edu/ele/

INITIAL IDENTIFICATION OF EL STUDENTS

Home Language Survey

The procedure begins at the time of registration with the completion of the Home Language Survey (HLS). All students who are new to the district will have a parent or guardian complete the Home Language Survey **in a language that they can understand.** HLS translations can be found here:
https://www.doe.mass.edu/ele/resources/communications.html

The intent of this survey is not to confirm citizenship status or predetermine EL services. At the time of registration, the parent(s)/guardian(s) will be asked to complete the Home Language Survey (HLS) (Appendix A). A copy in the parent(s)/guardian's native language will be provided. If the HLS shows that the student's language exposure is all English, the original form will be placed in the student's cumulative folder. If the HLS indicates a language other than English in the home, a copy of the HLS will be forwarded to the ESL teacher and the student will be evaluated upon enrollment. Districts are required to use the results of one of the state required language screening assessments, namely WIDA Screener, and the Kindergarten W-APT and the guidance provided (Appendix B) to determine whether the student is or is not an EL. The screening assessment scores and subsequent decision about whether a student is an EL is made by a licensed ESL teacher.

Notifications

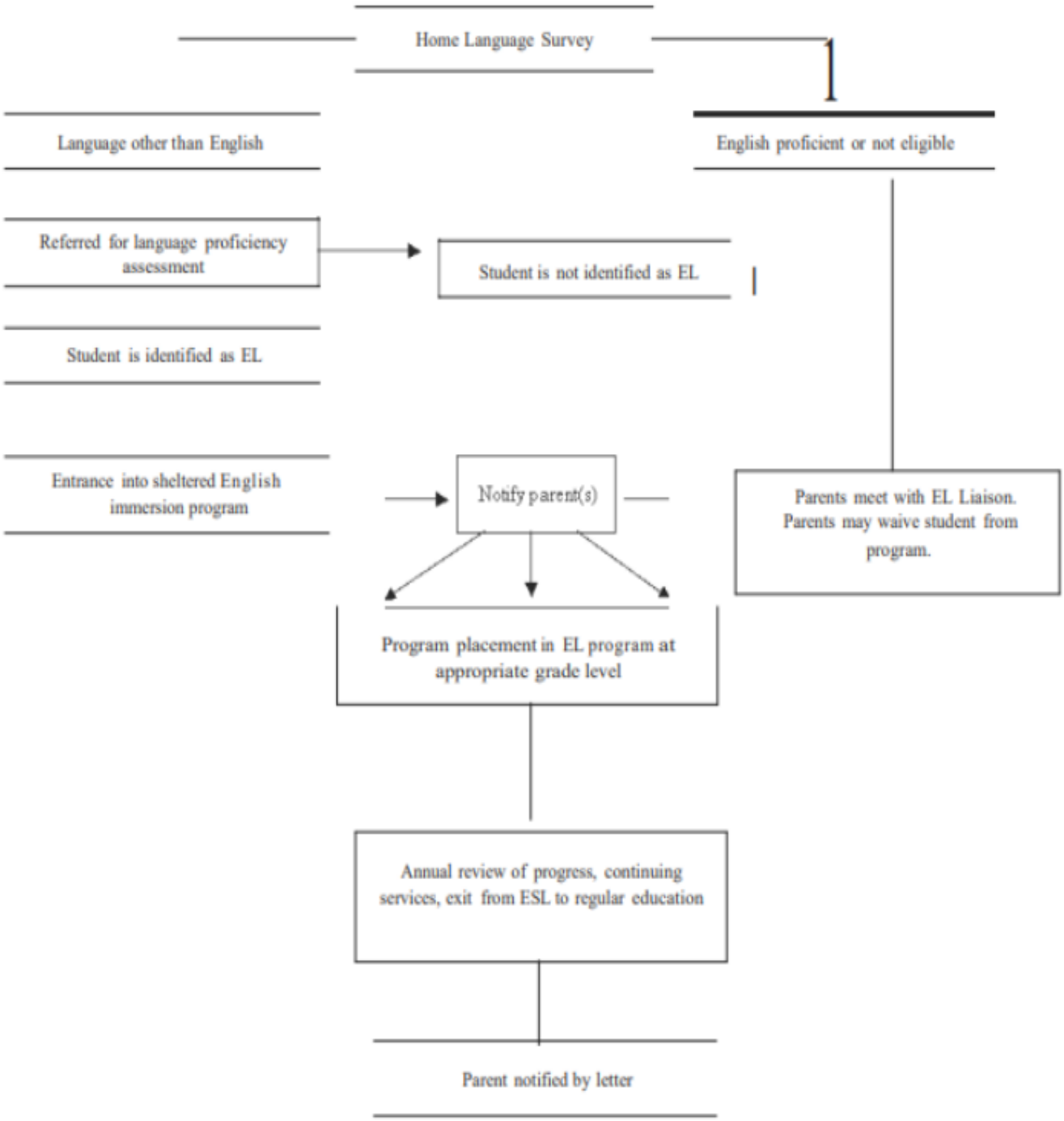
Parents are notified in writing if their child is eligible for EL services in the SEI program or ESL instruction. These letters also provide information about requesting a waiver for an alternate placement. (Appendices F- I).

After the student has been identified as EL, the student will be placed in an SEI program and provided with ESL instruction. This placement occurs within the first four weeks of school.

Program Flowchart

See the program flowchart for initial identification and Recommended Periods of ESL Instruction Chart for the necessary daily minutes of direct ESL instruction based on student proficiency level.

PROGRAM FLOWCHART



Opting Out Policy

Parents are informed about their right to opt-out their child from ESL instruction at the time of enrollment. After meeting with the building principal or designee to explain options, parents/guardians may request to opt-out their child from ESL Instruction at any time. In such situations, the EL student maintains the EL designation and is still required to take the ACCESS test every year. Schools are still required to provide educational supports available at the school that would help address the academic needs of the student. The District is also required to monitor opt-out students for four years. Parents can rescind their opt-out request at any time. Programmatic files will be maintained in the office of Student Services. All students whose parents or guardians opt-out must fill out and sign the Opt-Out form annually.

MONITORING ACADEMIC 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:
Opt-Out Date:
SASID:
School:

Home language:
Years in U.S. Schools:
DOB:
Grade:

ATTENDANCE / TARDY DATA		
	As of Report 1	**As of Report 2**
Absences		
Tardy		

ENGLISH

Test Scores:

MCAS: **OTHER:**

	Trimester 1	**Trimester 2**	**Trimester 3**		
	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 listening comprehension					
Struggles with reading comprehension					

MATH	**Test Scores:** **MCAS:** **OTHER:**					
	Trimester 1	**Trimester 2**		**Trimester 3**		
		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					

SCIENCE	**Test scores:** **MCAS:** **OTHER:**					
	Trimester 1	**Trimester 2**		**Trimester 3**		
		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					

SOCIAL STUDIES	**Test scores:** **MCAS:** **OTHER:**					
	Trimester 1	**Trimester 2**		**Trimester 3**		
		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 _____ 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 the 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 ELL status**
- ☐ **After school tutoring**
- ☐ **Daytime pull-out for remediation**
- ☐ **Parent communication**
- ☐ **Summer school**
- ☐ **Other (please, explain)**

Signature(s):_____ Date: _____

STUDENT ASSESSMENTS

Several tests may be used for the assessment of language dominance, oral proficiency, and reading and writing skill levels. The assessment results from any of the instruments indicated below are to be used as resources and guides by the ESL team when determining entry into or exit from programs. Results of district, state, and school-based assessments are also used to provide additional information on the academic performance of the student. Procedures for current annual ELL assessments can be found in Appendix J.

Parents are sent a notification letter providing them with essential testing information prior to each test (Appendix K).

Descriptions of Current Assessments

Pre-IPT The Pre-IPT English & Spanish language assessments provide diagnostic reports on a child's language skills– an essential component in program planning and tailoring instruction to support the development of students' proficiency in a second language.

Pre LAS The English Language Proficiency Assessment for Early Learners: Consists of an oral language component and a pre-literacy component. May be used to assess students ages 3 to 6 (first graders during first semester only) Produces test results that may be used to:

- Identify incoming students
- Place second language learners in appropriate classroom settings
- Monitor student progress along the stages of language acquisition
- Report language acquisition/skills in early childhood dual language programs
- Provides a standardized language proficiency measure for all students

Kindergarten W-APT The Kindergarten W-APT is available at no cost to WIDA Consortium and WIDA International School Consortium members.

WIDA Model Kindergarten is a flexible, on-demand English language proficiency assessment. The test can be administered at any time during the school year, depending on the needs of the district, school, teacher or student.

WIDA Screener WIDA-ACCESS Placement Test is a language ability and proficiency assessment consisting of speaking, reading, writing, and listening components.

Accessing Comprehension and Communication in English State to State (ACCESS) is an annual assessment required by the Department of Education. The ACCESS measures academic English language skills necessary for functioning in classes conducted in English.

Assessment Instruments by Grade Level

GRADE	TEST	USE	WHEN ADMINISTERED
Pre-K	Pre-IPT Oral Age 3 Pre-IPT Oral Age 4 Pre-IPT Oral Age 5 and/or Pre LAS-Observational Assessment Pre LAS	Identify incoming students Place second language learners in appropriate classroom settings Monitor student progress along the stages of language acquisition Report language acquisition/skills in early childhood dual language programs Provides a standardized language proficiency measure for all students	New students with a home language other than English on HLS or teacher referral.
K	WIDA MODEL	Identify incoming students Place second language learners in appropriate classroom settings Monitor student progress along the stages of language acquisition Report language acquisition/skills in early childhood dual language programs Provides a standardized language proficiency measure for all students	New students with a home language other than English on HLS or teacher referral.
K	Kindergarten W-APT	W-PAT is an English language proficiency screener given to incoming Kindergarteners to identify English learners (ELs).	New students with home language other than English on HLS or teacher referral.
K-12	WIDA Screener	English Language Proficiency "Screener" for Listening, Speaking, Reading, & Writing.	New students with a home language other than English on HLS or teacher referral.
K	Kindergarten Access for ELs	**ELs** (Kindergarten ACCESS) is a paper-based test individually administered to Kindergarten students in a game-like, interactive format. Identification/Placement Progress Monitoring.	Annually
1- 12	Access for ELs Online	ACCESS Online) is a computer-based, adaptive test that responds to student performance and may be administered in group or settings.	Annually.

THE EDUCATIONAL PROGRAM

The ESL program for each school/student will be developed in partnership with the building ESL team and administration. Language proficiency levels will be determined from assessments, student work samples, and teacher recommendation from ESL staff and classroom teachers.

Depending upon the assessment results, students may receive English Language Development (ELD) lessons or direct instruction in language skills by a certified ESL teacher and/or be placed in a Sheltered English Immersion (SEI) program. Teachers in SEI classrooms have been trained according to the DESE regulations to be qualified to teach ELs in their classrooms.

The SEI program provides students with books and instructional materials in English; however, the curriculum and presentation of lessons are designed for students who are learning the English language. At some point, there may be a need to use the native language when necessary for clarification. The ELL content instruction is based on the Massachusetts English Curriculum Frameworks and the 2015 WIDA standards. The WIDA standards are aligned to the Common Core Standards. (An overview of the new WIDA standards is found at: https://wida.wisc.edu/. Parents are notified of their child's progress periodically throughout the year (Appendices M, N and O).

The ESL teacher and student services will maintain EL student folders. There is a comprehensive file in the student services in addition to the requirement of the ESL teacher. Each folder has a checklist that the teacher uses to document the collection of student data, report cards, progress reports, and parent communication (Appendix L).

ESL School-Based Student Teams

In order to make the best educational decisions regarding student services for our English language learners each school has established a team. Membership in the team may change depending upon the needs of the student(s) being discussed. The core members are the ESL teacher, the student's classroom teacher, and a guidance or adjustment counselor. Membership may also include a Reading Specialist, an administrator, a Special Education teacher, and others as needed. In general, the team does not meet formally, and decisions are made informally through consultations and communication among the members. Teams meet to discuss an individual student's learning and program needs, to make appropriate emotional or instructional recommendations, and to monitor a student's language acquisition and academic progress. Any EL coming through the IST must have an ELL IST form completed by the ESL teacher or building liaison as part of that process.

STUDENT SUPPORT SERVICES

District Curriculum Accommodation Plan

The district is fully committed to meeting the educational and learning needs of all students. We recognize that all of our students have individual learning styles that at one time or another may require some kind of accommodation within the classroom or school environment. Consequently, in each of our schools, we have a variety of supports available to all students who may need them. Students and their teachers are encouraged to explore and avail themselves of district-wide services and programs that address diverse learning needs.

Special Education Referrals

ELs may be considered for special education when there is a concern regarding academic progress and/or social emotional needs. However, the lack of English language proficiency is not a basis for finding a student either eligible or ineligible for special education and the district ELL/IST form must be completed; Also, a dominant language assessment must be conducted prior to special education evaluations. If a student is found eligible for special education, his/her participation in ESL continues until the student is exited for proficiency.

Equal Access to Academic and Non-Academic/Extracurricular Activities

In accordance with Title VI of the Civil Rights Act of 1964, the district prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin in any programs or activities that are offered by DCRSD. District personnel must make every effort to ensure that (1) ELs have access to the full range of opportunities, supports, and services that are available to any non-ELs; (2) LEP students participate fully with their English-speaking peers; and (3) LEP students are provided the necessary supports for participation in academic and non- academic/extracurricular programs and activities.

MONITORING PROGRESS OF EL STUDENTS

1. Each EL is evaluated annually for English proficiency and content skills. Students in grades K–12 will be assessed annually in English language skills using the ACCESS (Assessing Comprehension and Communication in English State-to-State). All ELs will also participate in the MCAS testing appropriate to their grade levels. These results are documented in the students file and submitted to the ESL teacher who will document these also in the EL folder. Copies of the ACCESS and MCAS results will be provided to the parents.

2. Regularly scheduled progress reports reflecting the current Massachusetts standards will be prepared for each EL by the ESL teacher (Appendices M, N and O) and submitted to the supervising ESL teacher, guidance counselors, and parents.

3. Each building ESL team will meet to review the progress of all ELs in that school twice per year: after the end of the first trimester for elementary students or first semester for middle and high school students and within 30 days prior to the end of the school year or the first 30 days of the next school year to evaluate each Els progress and ensure that each student is appropriately placed and monitored. At the end of/beginning of year meeting, the school ESL Team will make written recommendations for the next/current year's placement for Els based on placement criteria. The placement criteria are GUIDELINES (Appendix P). Any resulting recommendations will be documented in each student's cumulative folder with a copy sent Parents/guardians will be notified in writing of their child's placement as continuing EL status, reclassification as FEL, or exiting FEL status (Appendices Q, R, S and T).

4. Chapter 71A and Title VI require that ELs are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education programs. Districts cannot limit the time necessary for language services for those students who are not yet able to participate meaningfully in the school's programs.

5. Monitoring Tools:
   - ACCESS – Comprehension and Communication in English
   - WIDA-ACCESS Placement Test
   - State Testing (MCAS)
   - Student Portfolios including writing samples
   - District Common Assessments
   - Other assessments as needed by the ESL team

EXITING STUDENTS FROM EL PROGRAM

(Reclassification from EL to FEL)

Exit Procedures:

Each building EL liaison and/or ESL teacher will meet to review the progress of all ELs twice per year as outlined above (Monitoring Progress of ELs). The team will conduct a review of each student's progress and determine if that student no longer requires ESL services and can be reclassified as FEL (Content Area Teacher Progress Report for Reclassification; Reclassification Guidelines, Appendices Q and R).

Exit Criteria:

ELs who meet the district exit criteria will exit the program and be reclassified as FEL. Students who do not meet the exit criteria outlined will be recommended for continuing services. Any change in the instructional program will be documented in the student's school record. The principal or designee will inform the parents in writing as to whether the student will remain as EL or be reclassified as FEL using the reclassification requirement guidelines. A copy of this letter will be filed in the student cumulative and EL folders.

Post-Service Monitoring:

The ESL Teacher will review FEL student report cards and conduct periodic consultations with classroom teachers to ensure that the FEL student is continuing to be successful in the regular classrooms. This monitoring will continue for four years, thus adhering to the DESE regulations. If the FEL student is not meeting with success, the ESL Teacher will reconvene the EL Team to redesignate the student to ELs status and ESL services will resume. If the FEL student continues to make adequate progress for two years, an Exit from FEL to Regular Education form (Appendix T) will be placed in their cumulative and EL folders. Evidence of sustained performance will include progress reports, report cards, and standardized test scores.

APPENDIX A:

Home Language Survey

All HLS can be found here: https://www.doe.mass.edu/ele/resources/communications.html

Please note that if a parent requests interpretations or translations, this must immediately be coded in the district data management system.

APPENDIX B: INITIAL IDENTIFICATION OF ELS IN Pre-K, KINDERGARTEN AND GRADES 1-12

TEST	Age/Pre-K	DOMAINS ASSESSED	NOT EL
Pre-IPT Oral Age 3	FIRST Trimester Age 3	Listening; Speaking	Score at Level C (on a scale of A-E)
Pre-IPT Age 4	FIRST Trimester Age 4	Listening; Speaking	Score at Level D (on a scale of A-E)
Pre-IPT Age5	FIRST Trimester Age 5	Listening; Speaking	Score at Level E (on a scale of A-E)
Pre LAS Observational Assessment	Age 3-3.5	Oral Language and Early Literacy	60 or higher (oral Language 45 and Early Literacy 24)
Pre LAS Observational Assessment	Age 3.6-3.11	Oral Language and Early Literacy	69 or higher (oral Language 45 and Early Literacy 24)
Pre LAS	Age 3-5	Listening; Speaking	Total Score higher than 77 (3-4 years old) Total Score higher than 82 (5-6 years old)

TEST	KINDERGARTEN	DOMAINS ASSESSED	NOT EL
W-APT Kindergarten	FIRST Semester	Listening; Speaking	Oral Proficiency Raw Score 29 or higher
W-APT Kindergarten	SECOND Semester	Listening; Speaking; Reading; Writing	Oral Proficiency raw Score 29 or higher Reading - raw score 14 or higher Writing - raw score 17 or higher
WIDA Model Kindergarten	FIRST Semester	Listening; Speaking	Oral Proficiency Level 5 in both Listening and Speaking
WIDA Model Kindergarten	SECOND Semester	Listening; Speaking; Reading; Writing	Overall Composite Proficiency Level higher than 5 and Composite Level higher than 4

TEST	Grades 1-12	DOMAINS ASSESSED	NOT EL
WIDA Screener		All Four	Overall Composite Proficiency Level 4.5 or higher and Composite Literacy Proficiency Level 4.5 or higher

APPENDIX C: PARENT NOTIFICATION OF IDENTIFICATION FOR EL SERVICES

Parental Notification Regarding English Language Education

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 ELLPAC. Parents of English learners are encouraged to participate in such councils.

NB: More ELLPAC and parent resources can be found at
https://www.dcrsd.org/parents/ellpac

APPENDIX D: PARENT NOTIFICATION OF IDENTIFICATION FOR CONTINUATION OF EL SERVICES

PARENT NOTIFICATION OF IDENTIFICATION FOR CONTINUATION OF EL SERVICES

Date _____ Grade _____

Student's Name _____ School _____

This letter informs you that ESL services continue for your child. To ensure the academic success of all students, the Massachusetts Department of Elementary and Secondary of Education requires that students whose home language is a language other than English participate in English language proficiency assessments. Based on the results of the Winter ACCESS assessment, other EL and classroom assessments, it is recommended that your child continue to receive EL support. He/she has not yet reached the recommended level of English language proficiency in the four language domains of reading, writing, listening and speaking.

Our goal is to provide your child with more individualized attention to improve his/her speaking, listening, and reading and writing readiness skills in English while supporting the regular classroom curriculum when possible. Your child will receive English language instruction in his/her classroom from his/her teacher. Your child will also receive additional ESL instruction both in and out of the classroom, as determined by the ESL team.

During the year, and based on your child's needs, he/she will be assessed for English language proficiency and then either recommended for continuation of EL services or exited from the program.

You can decline EL support. However, when services are declined, students continue to participate in the required state assessment, ACCESS. Should you choose to decline, you must first contact your ESL teacher; the contact information can be found below. If you prefer that your child receive a different type of language support, you may apply for a Waiver; please see the attached General Laws Chapter 71A Program Waiver and General Laws Chapter 71A Waiver Application Form.

If you should have any further questions, please feel free to contact the ESL Teacher at INSERT NUMBER, or via email the ESL Teacher.

Thank you,

ESL Teacher

ESL Teacher Contact Information

APPENDIX E: ENGLISH LANGUAGE LEARNER SERVICES DECLINED

ENGLISH LEARNER SERVICES Opt-Out Letter

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 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 Signature:_____ Date:_____

APPENDIX F: PROCEDURES FOR ANNUAL EL ASSESSMENTS

1. The ESL teachers and/or building liaisons provide a list of students and locations/times for the annual assessments that each student is required to take (ACCESS) to the district EL coordinator and technology director.

2. ESL teachers/liaisons are responsible to notify the MA DESE of the number of tests that are needed in each school

3. ESL teachers/liaisons will send letters to the classroom teachers notifying them of the time and place of the ACCESS tests.

4. Test results will be updated on the data management system and in the students' cumulative files.

5. Guidance secretaries will ensure test results are mailed home.

APPENDIX G: Info ACCESS for ELLs

https://www.doe.mass.edu/mcas/access/default.html

Any teacher can train to administer ACCESS but must do and pass qualifying quizzes prior to its administration. Please see your building ESL teacher or ELL liaison for more information. Accommodations for ACCESS for ELs with disabilities must be written in the student's IEP.

What is ACCESS for ELLs?

ACCESS for ELLs is an English language proficiency test that measures students' academic English language skills.

Your child was identified as an ELL, which means your child can have instruction in English, in addition to taking other classes. ELLs take an English language proficiency test every year.

Testing helps teachers understand whether students have the language skills they need to fully participate in the classroom. Your child's teachers use ACCESS for ELLs test scores as they decide how best to teach your child.

Test scores also help teachers track your child's progress in learning academic English and help schools decide what English language support services to provide. You can use test information to advocate for your child at school.

ELL

An English language learner, or ELL, is a student who has the opportunity to receive instruction in English, in addition to taking other classes. ELLs are tested every year to help teachers understand their language skills, but you have the right to accept or decline language support.

Language Proficiency

A language proficiency level is a measurement of where students are in the ongoing process of building language skills. When students reach the highest levels of language proficiency, they no longer need language support services.

WIDA

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ACCESS for ELLs Assessments

- ACCESS for ELLs is available in a paper-and-pencil or computer-based format.
- Kindergarten ACCESS for ELLs uses stories and activities to keep young learners engaged.
- Alternate ACCESS for ELLs is a test that support teams can elect to use for students with the most significant cognitive disabilities. It offers extra support and gives students multiple opportunities to respond to test items.

Talk with teachers about ACCESS for ELLs testing plans at your child's school.

Your child does not need to study for ACCESS for ELLs. The test is an opportunity for students to demonstrate all the ways that they understand and can communicate in English.

Prepare for test day by making sure your child gets plenty of sleep and eats breakfast.

Talk with your child's teachers about when you will receive test scores, how your child's school uses those scores, and how language support changes as your child builds English language skills.

Questions you can ask

- When will my child take ACCESS for ELLs?
- When will I receive my child's ACCESS for ELLs test scores?
- How are test scores used to help my child make progress in learning academic English?
- How do you decide when my child stops receiving language support?

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APPENDIX H: FOLDER CHECKLIST

Student Name: _____ SASID # __

Date of birth:

_____

Date of Entry Into Program:

_____

School Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-20e
Initials/Teacher					
EI/FEL					
ELP Level					
Grade					
Schedule					
HLS					
Parent Notification					
Decline Letter (if applicable)					
W-APT Results					
ACCESS results					
MODEL Results					
ESL Progress Reports - Winter					
ESL Progress Reports - Spring					
Content Teacher Progress Reports (include entire year of grades)					
FEL Monitoring Form					
MCAS Results					

APPENDIX I: MID-YEAR PROGRESS REPORT

MID-YEAR PROGRESS REPORT
INSERT SCHOOL YEAR

English Learner Program

Student Name: Date:

School: Grade:

ESL Teacher:

WIDA Consortium English Language Proficiency Levels

Proficiency Level	Description of English Language Proficiency Levels
1 - Entering	Knows and uses minimal social language and minimal academic language with visual support
2 - Emerging	Knows and uses some social English and general academic language with visual support
3 - Developing	Knows and uses social English and some specific academic language with visual support
4 - Expanding	Knows and uses social English and some technical academic language
5 - Bridging	Knows and uses social and academic language working with grade level material
6 - Reaching	Knows and uses social and academic language at the highest level measured by this test

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Comments: Target (content/language objective) of recent project/skill work; progress in performance domain(s) of greatest focus since September; suggestion(s) future support:

APPENDIX J: MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

MONITORING ACADEMIC 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:
School: Grade:

ATTENDANCE / TARDY DATA		
	As of Report 1	**As of Report 2**
Absences		
Tardy		

ENGLISH	**Test Scores:** **MCAS:** **OTHER:**					
	Trimester 1	**Trimester 2**		**Trimester 3**		
		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 listening comprehension					
	Struggles with reading comprehension					

MATH	**Test Scores:** **MCAS:** **OTHER:**					
	Trimester 1	**Trimester 2**		**Trimester 3**		
		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					

SCIENCE	**Test scores:** **MCAS:** **OTHER:**					
	Trimester 1	**Trimester 2**		**Trimester 3**		
		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					

SOCIAL STUDIES	**Test scores:** **MCAS:** **OTHER:**				
	Trimester 1	**Trimester 2**	**Trimester 3**		
	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 _____ 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 ELL status**
- ☐ **After school tutoring**
- ☐ **Daytime pull-out for remediation**
- ☐ **Parent communication**
- ☐ **Summer school**
- ☐ **Other (please, explain)**

Signature(s):_____ Date: _____

APPENDIX K: EL RECLASSIFICATION GUIDELINES

Districts may re-classify an EL as a Former English Learner (FEL) if the following criteria have been met:

ACCESS for ELs® Overall (or Composite) Score	*Language Classification Recommendations*
Level 1 – *Entering* Level 2 – *Emerging* Level 3 – *Developing*	Students performing at Levels 1–3 in all or some language domains as measured by the ACCESS for ELs® require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.
Level 4 – *Expanding*	Students performing at Level 4 in all or some language domains as measured by the ACCESS for ELs® typically require continued language and instructional support to access content area instruction delivered in English. Student at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.
Level 5 – *Bridging*	Students performing at Level 5 in all language domains as measured by ACCESS for ELLs® may have acquired enough English language skills to be considered English proficient. 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 a student who scores at or above level 5 in all language domains. 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 – *Reaching*	**By the time a student reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening, he or she should no longer be classified as EL.** Students who achieve these levels of proficiency as measured by the ACCESS for ELs® can reasonably be considered to have achieved English language proficiency comparable to that of their English- proficient peers and can be expected to perform ordinary class work in English without specialized language supports.

*MA Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners (24-25)

ADDITIONAL DATA

In addition to ACCESS scores, the following criteria will be considered when assessing a student's reclassification:

- GRADE assessment score (For Grades 3-8)
    - An EL exiting ESL services should have no more than a 3-stanine differential among subtests. A discrepancy in subtests indicates the potential for growth. Support may need to come from an ESL classroom *or* an alternate intervention service to be determined by the ESL teacher.

- A written recommendation to reclassify the student from 2 of the student's content area teachers in the form of an EL Student Report
    - Work samples justifying the teachers' recommendation

- MCAS ELA score of Proficient

- An evaluation from the ESL teacher and program director stating that the student meets the Level 5 or Level 6 EL standards from the Massachusetts Department of Elementary and Secondary Education (Appendix P).

APPENDIX N: FEL Reclassification
NOTIFICATION TO PARENTS/GUARDIANS
K-12

Dudley-Charlton Regional School District
2020-2021
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 ELs 2.0 in order to be considered as a 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 ELs 2.0		*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.*
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:		

APPENDIX O: EXIT FROM FEL STATUS

Sample Letter for Parent Notification of Exit from FEL Status

Student's Name: _____ Grade: _____
Date: _____ School: _____

Dear Parents:

I would like to inform you that, based on your student's classroom performance and his/her scores on state and local assessments, a team of teachers in your student's school has determined that he/she has developed proficiency in the English language. He/she is now fully capable of performing ordinary class work in English in a mainstream classroom.

Over the past two years your student's ESL teacher has monitored your student for _____. He/she no longer requires this monitoring.

If you have any questions regarding your student's instructional needs or placement, please feel free to contact your ESL Teacher at **INSERT NUMBER**.

Sincerely,