



Multilingual Learners
(MLs) Program
Procedures

2023-2024 SCHOOL YEAR

Who are our Multilingual learners (MLs)?

The asset-based term Multilingual Learner (MLs) is used to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis – including English Learners (ELs), newcomers, a student with interrupted formal schooling, long-term English Learners, English Learners with disabilities, gifted and talented English Learners, and students who speak varieties of English or indigenous languages (WIDA, 2020). Barnstable Public Schools (BPS) welcomes MLs from many linguistic and cultural backgrounds particularly Latinx students from South and Central America and the Caribbean Islands.

Initial Identification of ML students at BPS

STEP 1

All families/guardians when registering their child(ren) at the Family Community and Engagement Center (FCEC) will fill out a home language survey. The staff at the FCEC will discuss the purpose of the home language survey with families.

STEP 2

If the home language survey indicates, in any of its questions, that there is a language other than or in addition to English, a Parent Community Liaison will administer a language proficiency test within 30 days of enrollment unless:

- The student was classified as a Former English Learner (FEL) student in their previous district.
- The student transferred from another district in MA or another WIDA state and did not qualify as EL in the previous district.
- The student has ACCESS results from the last calendar year from a previous district.

STEP 3

The ML department will score and review the results of the language proficiency assessment to determine if the student qualifies for the English Language Education (ELE) Program. If the student qualifies, he/she will be coded as EL on SIMs.

STEP 4

A schedule will be created to support the student's linguistic, social-emotional, and academic needs. All ML students will receive ESL services. Later in this document, consideration for the groups below is discussed:

- Former EL students (FEL)
- Opt-out Students
- Students with Interrupted Formal Education (SIFE)
- Multilingual Learners in Special Education
- Newcomers

STEP 5

The ML teacher will notify parents/guardians of the student's placements within 10 days from registration at the FCEC. The Yearly Parent Notification form will be sent in the family's requested language. An EL folder will be created to keep EL records. Many records will also be placed in Aspen and Ellevation.

BPS Language Proficiency Assessments

Initial Identification of MLs in Preschool

Language Proficiency Assessment (Paper)	Age	Domains Assessed	Not EL if...
Pre-IPT Oral	Age 3	Listening; Speaking	Score at Level C or higher (on a scale of A-E)
Pre-IPT Oral	Age 4	Listening; Speaking	Score at Level D or higher (on a scale of A-E)
Pre-IPT Oral	Age 5	Listening; Speaking	Score at Level E or higher (on a scale of A-E)

Initial Identification of MLs in Kindergarten

Time	Language Proficiency Assessment (Paper)	Domains Assessed	Not EL if...
September-December	K WIDA Screener	Listening; Speaking	At least level 5 in both Listening and Speaking
January –June	K WIDA Screener	Listening; Speaking; Reading; Writing	At least level 5 in both Listening and Speaking Reading at least Level 5 Writing at least level 4



Please note: All kindergarten students tested between September and December who do not qualify for services will be monitored throughout their kindergarten year **and** will be reassessed with all four domains in September of their first grade year.

Initial Identification of ELs in First Grade

Time	Language Proficiency Assessment (Paper or Online)	Domains Assessed	Not EL if...
September –December	K WIDA Screener	Listening; Speaking; Reading; Writing	At least level 5 in both Listening and Speaking Reading at least Level 5 Writing at least level 4
January –June	Grade 1 WIDA Screener	Listening; Speaking; Reading; Writing	overall composite proficiency level 4.5 or higher and composite literacy proficiency level 4.5 or higher

Initial Identification of ELs in Grades 2-12

Language Proficiency Assessment (Paper or Online)	Domains Assessed	Not EL if...
WIDA Screener Online	Listening; Speaking; Reading; Writing	overall composite proficiency level 4.5 or higher and composite literacy proficiency level 4.5 or higher

Direct Language Instruction

All ML students will receive direct, systematic, explicit, and sustained language instruction with qualified and licensed ESL educators. At BPS, our EL instruction may happen in a pull-out, push-in, or self-contained setting. Placement decisions will be made to meet the student’s linguistic and academic needs and based on the student’s English proficiency levels. BPS will attempt to the extent possible to follow these recommendations:

English Proficiency Levels (ELP Levels)	Periods of Direct Language Instruction
Beginner: 1.0 to 2.4	2-3 periods a day of ESL with a licensed ESL teacher. (A period is not less than 45 minutes) *ML staff will decide according to students' needs
Intermediate/Advanced 2.5 to 4.2	1-2 periods a day of ESL with a licensed ESL teacher. *ML staff will decide according to students' needs



Please note: Students in PreK and Kindergarten will receive direct language instruction through a push-in model **only**.

Opting-Out of Direct Language Instruction

Parents/guardians of ML students who qualify for EL services can choose to opt-out of direct language instruction. As per state laws, "The decision to opt-out must be voluntary and informed, and not the product of district practices or influence, the result of inadequate or inaccurate information, or inadequate district resources." Barnstable Public School staff *cannot* recommend opting out to families. The BPS district procedures for opting-out is below.

Initiating the Process

Should a parent express the desire to opt their child out of the EL program in any situation or setting (*voluntary and not influenced*), the staff member who receives this request will:

- Notify the EL Director of parent request
- Inform the parent to expect some follow up from the EL Director within 5 school days

Meeting with Parent

The EL director, with an interpreter if needed, will:

- Meet with the family to understand the basis of their opt out request.
- Share information to ensure that parents fully understand what it means to opt out of the program.
- Services they are opting out of,
- Possible push-in supports that student would have access to,
- Required monitoring
- Continued participation in the ACCESS test
- Parent's right to opt-out at any time AND that parents can opt back in at any time.

- The need to revisit the opt out decision annually
- Parent is provided with the opt-out form (translated as needed) following the meeting.

Finalizing Opt-Out

Should the parent decide to move forward with the opt-out process,

- The completed, signed form is needed to remove the student from ESL – the EL Director needs a copy of the form to initiate this process
 - EL Director changes coding in Aspen and notifies counselor to complete any necessary schedule adjustments/roster changes
- A copy of the form goes in the student’s cumulative file
- Educators working with student will contribute progress, data, information through Ellevation for ongoing monitoring
- Collaboration between educators working the opt-out student is highly recommended.
 - For students who are dually identified and have opted out of ESL services, collaboration between EL and special education staff will be even more critical in the ongoing support of the student.



Please note: Opt-out students are still in the ELE program and will take the ACCESS test every year until they receive qualifying scores to exit the program.

Exiting the English Program

Every year, ML students will participate in the ACCESS for ELs language assessment. The ACCESS measures students’ academic language proficiency from year to year. To be considered for reclassification, or to exit the program, students must receive:

- ✓ An overall score of **4.2** or above on ACCESS
- ✓ A composite literacy score of **3.9** or above on ACCESS

The ML team will monitor all Former English Learners (FELs) for four academic years, twice a year. Content teachers will receive a monitoring form to complete in the Ellevation platform. Data from observations, assessments, and participation will determine if students stay as FELs or if they need to return to the ELE program and receive direct language instruction.

Our Multilingual Programs

During the 2023–2024 school year, Our ML Learners will be placed in our Sheltered English Instruction (SEI) program which includes SCI and ESL instruction.

Sheltered Content Instruction (SCI)	English as a Second Language (ESL)
<ul style="list-style-type: none"> ● Content is the driver with language support. ● Taught by content-area licensed and SEI-endorsed teacher ● Access to grade-level content & development of discipline-specific academic language ● Occurs throughout the day, and is designed for optimum EL engagement in content 	<ul style="list-style-type: none"> ● Language is the driver through content topics. ● Taught by ESL-licensed teacher ● Additional linguistic support ELs need delivered through systematic, explicit, sustained focus on language and literacy in the context of the Frameworks ● Occurs for a specific amount of time each day or week, as determined by school, according to student need



Please note: Our families have the right to:

- Visit our programs
- Discuss and request the implementation of other programs such as Dual Language Education (DLE) and Transitional Bilingual Education (TBE).

Benchmarks for Making Progress Toward English Language Proficiency

The Department of Elementary and Secondary Education (DESE) developed Benchmarks, or target ACCESS scores, for students to meet each year to show progress towards exiting the ML program. Second language acquisition is a very complex process-- it depends on many factors and it is different for each individual. Our ML students are not required to meet Benchmarks every year or to exit the program within a time frame, but BPS will monitor students' benchmarks to ensure they are making adequate progress towards English proficiency.

BPS PROCESS FOR STUDENTS NOT MEETING BENCHMARKS



