

VALLEY COLLABORATIVE



English Language Education Guidelines

Updated and Approved by the Board of Directors of Valley Collaborative on September 16, 2021

This 2021 Valley Collaborative Guidance Document was framed and built upon the generously shared work of North River Collaborative as well as two pertinent guiding documents provided by the Massachusetts Department of Education entitled; *Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners* (MDESE, January 2019) and *Guidance for Supporting English Learners with Disabilities* (MDESE February 2019), Additional supporting data and documentation was found within the ELE Compliance for Collaboratives (MOEC presentation October 2017). Valley Collaborative would like to thank Clarice M Doliber and Stephen Donovan for graciously sharing North River Collaborative's guidelines and providing permission for Valley to adopt in part and in full.

Statement of Non-Discrimination

Valley Collaborative is committed to maintaining a work and learning environment free from discrimination on the basis of race, color, religion, national origin, pregnancy, sex, gender identity, sexual orientation, marital/civil union status, ancestry, place of birth, age, citizenship status, veteran status, political affiliation, genetic information, disability, limited English speaking ability, or homelessness, as defined by state and federal laws. Additionally, we prohibit retaliation against individuals who oppose such discrimination and harassment or who participate in an equal opportunity investigation.

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INTRODUCTION AND BACKGROUND

As a special education collaborative, Valley delivers instruction based on each student's individual and unique needs. In addition to the students' special education needs, Valley Collaborative is committed to providing English language learners (ELLs) or English learners (ELs) with the opportunity to become proficient in English and provide them with 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. As an educational collaborative with a low number of enrolled ELs, in order to accomplish these goals, English learners will receive sheltered English instruction (SEI) in classrooms in accordance with state and federal laws. Valley Collaborative students designated as EL will be educated in a culturally and linguistically responsive teaching program consistent with their level of English language proficiency, academic and special education needs.

Federal and state law requires proper identification and annual language proficiency assessment of students whose first language is not English or who struggle to complete ordinary classroom work in English (G.L. c. 71A; Title III of the *No Child Left Behind Act - NCLB*). The law and its successor, the *Every Student Succeeds Act of 2016* (ESSA), also requires that students identified as ELs (also referred to as "students with limited English proficiency," or "LEP students" in federal laws and guidance, and "English learner" in state law) are provided with opportunities to receive instruction that is appropriate for their individual language proficiency level, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement alongside their native English speaking peers. In Massachusetts this means that, with limited exceptions, sending districts and collaboratives are required to provide ELs SEI instruction until they are proficient in English. SEI consists of both sheltered content area instruction and English as a Second Language (ESL) instruction. Once proficient in English, ELs are to be exited from language programs (G.L. c. 71A § 4) and monitored for a period of four years.

In 2012, the Massachusetts Board of Elementary and Secondary Education adopted new regulations and launched an initiative to improve the academic achievement of ELs and close the persistent proficiency gaps between ELs and their English proficient peers. Three major components of the Rethinking Equity and Teaching for English Language Learners (<http://www.doe.mass.edu/retell/>) initiative were designed, in tandem, to strengthen teaching and learning for ELs: 1) required professional development about sheltering content instruction and promoting language development for ELs (the SEI Endorsement and related courses for teachers and administrators), 2) a new set of English language development standards (the World-class Instructional Design and Assessment English Language Development standards – or WIDA ELD standards, and 3) an annual language proficiency assessment, Assessing Comprehension and Communication in English State to State for ELs (ACCESS for ELs).

This document will provide an overview of the program and regulations for Valley Collaborative.

WIDA Overview

In 2012, Massachusetts joined the WIDA (World Class Instructional Design and Assessment) consortium including over 32 states in the US to guide EL programs. Originally, this research effort that began in 2004 was a collaboration of Wisconsin, Illinois, Delaware and Arkansas (thus the acronym) but later purchased by corporate America to evolve into WIDA. The EL assessment is known as ACCESS 2.0.

WIDA Highlights:

- WIDA has a ‘Can Do’ philosophy with significant research background that believes that: “Every teacher is a teacher of language.” WIDA is content based and aligned with the Common Core standards.
- The four pillars of WIDA foundation are research-based language development principles, constructive academic language, theoretical foundations, and WIDA’s ‘Can Do’ philosophy.
- Academic language is the bridge. Content language is emphasized.
- Each grade will have a matrix for standards.
- The Model Performance Indicators (MPI) are the blueprint for instruction transformation.
- The Matrix will include knowledge associated with grade level and skills associated with that knowledge corresponding to Common Core Standards.
- The strands of the MPI will provide scaffolding for instruction (e.g. identifying, distinguishing, analyzing and drawing conclusions).
- Student-based assessments (ACCESS) will target language proficiency and academic language proficiency together.
- WIDA-ACCESS (ELL testing) is 15% listening, 35% reading, 35% writing, and 15% speaking.
- ACCESS will provide raw scores, scaled scores, proficiency scores, reports for parents/guardians and teachers, student roster, school frequency, and sending district frequency.

Overview Chart of the WIDA Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reading
LISTENING	<ul style="list-style-type: none"> Point to stated pictures, words, phrases Follow one-step oral directions Match oral statements to objects, figures or illustrations 	<ul style="list-style-type: none"> Sort pictures, objects according to oral instructions Follow two-step oral directions Match information from oral descriptions to objects, illustrations 	<ul style="list-style-type: none"> Locate, select, order information from oral descriptions Follow multi-step oral directions Categorize or sequence oral information using pictures, objects 	<ul style="list-style-type: none"> Compare/contrast functions, relationships from oral information Analyze and apply oral information Identify cause and effect from oral discourse 	<ul style="list-style-type: none"> Draw conclusions from oral information Construct models based on oral discourse Make connections from oral discourse 	
SPEAKING	<ul style="list-style-type: none"> Name objects, people, pictures Answer WH- (who, what, when, where, which) questions 	<ul style="list-style-type: none"> Ask WH- questions Describe pictures, events, objects, people Restate facts 	<ul style="list-style-type: none"> Formulate hypotheses, make predictions Describe processes, procedures Retell stories or events 	<ul style="list-style-type: none"> Discuss stories, issues, concepts Give speeches, oral reports Offer creative solutions to issues, problems 	<ul style="list-style-type: none"> Engage in debates Explain phenomena, give examples and justify responses Express and defend points of view 	
READING	<ul style="list-style-type: none"> Match icons and symbols to words, phrases or environmental print Identify concepts about print and text features 	<ul style="list-style-type: none"> Locate and classify information Identify facts and explicit messages Select language patterns associated with facts 	<ul style="list-style-type: none"> Sequence pictures, events, processes Identify main ideas Use context clues to determine meaning of words 	<ul style="list-style-type: none"> Interpret information or data Find details that support main ideas Identify word families, figures of speech 	<ul style="list-style-type: none"> Conduct research to glean information from multiple sources Draw conclusions from explicit and implicit text 	
WRITING	<ul style="list-style-type: none"> Label objects, pictures, diagrams Draw in response to a prompt Produce icons, symbols, words, phrases to convey messages 	<ul style="list-style-type: none"> Make lists Produce drawings, phrases, short sentences, notes Give information requested from oral or written directions 	<ul style="list-style-type: none"> Produce bare-bones expository or narrative texts Compare/contrast information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Summarize information from graphics or notes Edit and revise writing Create original ideas or detailed responses 	<ul style="list-style-type: none"> Apply information to new contexts React to multiple genres and discourses Author multiple forms/ genres of writing 	

Common Acronyms and Terms

ELL or EL	English Language Learner or English Learner
ESL	English as a Second Language
LEP	Limited English Proficient - students who have a non-English language background
FEL	Former English Learner
LAT	Language Assessment Team (NRC program team and EL teacher)
Low Incidence	Fewer than twenty LEP students of one language group
High Incidence	Program usually having 20 or more of one language group enrolled in a school sending district or schools
Integration	In the context of Chapter 71 A, integration means students receiving services are engaged in meaningful learning activities with their peers
SEI	Sheltered English Immersion – a program model whereby instruction and materials are in English and utilize sheltered instruction techniques.
ELD	English Language Development – a methodology through which the development of language and academic content skills are promoted simultaneously and may utilize native language for clarification purposes.
MA SIMS Classification	Massachusetts Student Information Management System classification. Students requiring services are labeled as LEP, students who no longer receive EL services are coded as FEL.
Native Language	First language of the learner
SLIFE	Students with Limited or Interrupted Formal Education
WIDA	A consortium of 40 states that provides curriculum frameworks, assessment, and English language proficiency standards for ELs. The WIDA ELD standards promote academic language development for ELs in four core content areas: language arts, mathematics, science, and social studies, and thereby facilitate students' success in school. The standards promote a collaborative instructional approach in which EL and content area teachers work together to promote ELs' language development throughout the school day – thus maximizing language and content area learning.
ACCESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners - a secure large-scale English language proficiency assessment given to K-12 students who have been identified as English learners (ELs).

RETELL

Rethinking Equity and Teaching English for English Language Learners. RETELL brings a systemic approach that combines professional development in Sheltered English Immersion (SEI) for educators and a new set of English language development standards and assessments for ELLs.

STEP-BY-STEP PROCEDURES Prior to Enrollment in a Valley Program

Below you will find an overview chart of the step-by step process along with explicit details and directions for each step. Following that is a graphic representation in the form of a flowchart.

	Accomplished By	Task	EL artifacts required prior to enrollment in a Valley program
STEP 1: Registration of new student	Sending District Administration	Obtain Home Language Survey. If language other than English is spoken at home, interview parents for language skills and contact EL teacher.	To be included in referral paperwork and necessary for enrollment in Valley program
STEP 2: Assessment	EL Teacher provided by Sending District	Assess language proficiency using WIDA Screener for K-12 or Pre-LAS for Pre-K. If established EL status, assess using ACCESS If FEL, identify need to monitor.	Results to be included in referral paperwork and necessary for enrollment in Valley program
STEP 3: Placement	Sending District Team and Valley Program Team	Review prior student records, interview parent/guardian, review assessment results. Determine placement in SEI classroom and EL support. If EL, develop learning plan using ACCESS, WIDA Screener, IEP MCAS and any other relevant assessments that are available. Information gathered from parent/guardian, teacher, and student should also be considered.	If an EL Learning Plan is required, it is to be included in referral paperwork and necessary for enrollment in Valley program If an EL Learning Plan is required, prior to enrollment in a Valley Program, Learning Plan is reviewed with Sending District and a mutually agreed upon service delivery model
STEP 4: Initial Notification of Parents	Sending District EL teacher or Sending District Administration	Notify parents in writing of program, options, and rights.	A copy of the written notification to parents/guardians to be included in referral paperwork and necessary for enrollment in Valley program If parents/guardians have chosen to opt-out, a copy of the current annual opt-out form/waiver to be included in referral paperwork and necessary for enrollment in a Valley program
STEP 5: Code all students	Sending District's Data and Compliance Specialist	Code students in SIMS as appropriate.	October, March, June

PROCEDURES FOR ENROLLED VALLEY STUDENTS

<p>ANNUALLY: Assessment of language proficiency. Review/Reassignment of EL Designation</p>	<p>Sending district EL Teacher and Valley Team</p>	<p>Administer ACCESS in accordance with DESE administration schedule. Review ACCESS, MCAS, report cards, writing samples, and IEP progress.</p>	<p>Administer ACCESS in accordance with DESE administration schedule. Review ACCESS, MCAS, report cards, writing samples, and IEP progress.</p>
<p>AS NEEDED: Monitor Success in Special Education Placement</p>	<p>Sending district EL Teacher and Valley Team</p>	<p>Review classroom performance, MCAS</p>	<p>Once designated a FEL, monitor student for four years. If student is designated as a FEL prior to enrollment in a Valley Program, documentation for the previous four years is to be included in referral paperwork and necessary for enrollment in a Valley program</p>

PROCEDURE DETAILS FOR ENROLLED VALLEY STUDENTS

ANNUALLY: Assess language proficiency using ACCESS.

ACCESS for ELs tests are administered in accordance with DESE administration schedule to all EL students in grades K–12. ACCESS will provide raw scores, scaled scores, proficiency scores, reports for parents and teachers, student roster, school frequency, and sending district frequency.

AS NEEDED: Review/Reassignment of EL Designation

The Valley team, in conjunction with the sending district EL teacher, will review MCAS and ACCESS scores, report cards (if applicable), writing samples and IEP progress reports each year. School-based teams must also consider other relevant data to determine whether students can perform ordinary classroom work in English, and whether such students should exit the ELE program. The chart on page 7 of the *Guidance on Placement, Progress-Monitoring and Reclassification of English Language Learners* (MDESE, January 2019) provides the most recent re-classification ACCESS score and other relevant data guidelines. These guidelines are updated almost yearly, so please check the DESE website for the most up to date Guidance document.

After evaluating the available student data, if the Valley team in conjunction with the sending district EL teacher determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support, the team should remove the EL classification and change the student's language proficiency status to FEL. The EL teacher should notify the sending district of the change for the next SIMS sending district report. Once exited from the EL program, the student will be monitored for four years through regularly scheduled student progress meetings with results noted on sending district monitoring form and placed in the student's files at both Valley Collaborative and in the sending district.

If any student classified as a FEL fails to make academic progress, as measured by IEP progress, grades and content area or other assessments, then the Valley team will consult with the sending district EL teacher to determine if the lack of progress is due to lack of English proficiency and if the student should be re-classified as an EL student and ELE services provided. The EL teacher, in conjunction with the program team, will document the basis for the reentry, notify the student's parents and obtain the parent's consent to such reentry.

For more information about ELs with disabilities, Valley Collaborative program teams should consult DESE's Guidance for Supporting English Learners with Disabilities (<http://www.doe.mass.edu/ele/disability.html>).

SENDING DISTRICT WAIVER AND OPTING OUT PROCEDURES FOR EL STUDENTS

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who are LEP be instructed through the use of SEI, unless the student wishes to opt out and be placed in a general classroom not tailored for English learners. English learners who wish to participate in a transitional bilingual program or receive some other type of language support may not do so unless they have received a waiver from the requirements of G.L. c.71A.

Opting Out Procedure

Parents may notify the sending district or collaborative of their wish to have their child opt out of the EL program. The sending district and collaborative require that a parent or guardian schedule a meeting with the EL Sending district Liaison and EL staff in order to exercise this option. The appropriate sending district form must be signed by the parents. Parents of children under 10 may opt out even if that student has not been enrolled in an EL classroom for 30 days.

In such cases, the sending district must inform the parent of the services the child would have received if enrolled in their English Language Education Programs, as well as the type of support that will be provided to the student if the parent decides to opt out. If parents of ELs decide to opt out of English Language Education Programs, since the student is already in an out-of-district placement, the student will continue with placement but will not receive additional targeted English language instruction from an EL teacher. Valley Collaborative and the sending district should maintain appropriate documentation of the parent opt out notice in the student's file. However, federal and state law requires that collaborative, provide instructional support to ensure *all* ELs, including those whose parent(s) have chosen to opt out of English Language Education Programs, have access to the curriculum and meet the same academic standards as their native English speaking peers (Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act of 1974, 20 USC §1703(f); G.L. c. 71A § 7). Sending districts and collaboratives are also required to annually assess the language proficiency of all EL students. Therefore, in practice, a parent's choice to opt out means their child will not receive separate EL instruction focused on language development, but the sending district and Valley Collaborative still must ensure that it continues to meet the student's English-language and academic needs. For example, Valley Collaborative could place such students in classrooms where they receive sheltered content area instruction with a teacher qualified to teach ELs, provide additional literacy and language support, or establish structured opportunities for the students' content area teachers to plan content area instruction in collaboration with the sending district EL teacher. Valley Collaborative must also keep a record of how such students are provided meaningful access to the curriculum and how such students are progressing academically. Finally, EL students who are no longer participating in any English Language Education Programs ("opted out") must still be classified as EL in the sending district reports and participate in the state's annual language proficiency assessment, ACCESS for ELs. Parents must be notified of their child's participation in such assessments, as well as assessment results. Parents will also be

notified annually of the plan to meet the English language learning needs of their child if English language proficiency assessments indicate their student is not yet proficient. Parents and Legal Guardians have the right to change their decision to opt-out of ELE services and request their EL enter into an ELE program at any time.

Waiver from English Language Education Programs

If the sending district has obtained a waiver for an EL student from English Language Education Programs, the sending district must provide Valley with a copy of the waiver.

STUDENT ASSESSMENTS

The assessment results from any of the instruments indicated below are to be used as resources and guides by the EL team when making entry or exit into programs. Results of sending district, state, and school-based assessments are used to provide additional information on the academic performance of the student. Since most students attending Valley Collaborative have individualized learning needs, assessments may need to be modified and/or results analyzed with the student's special learning needs considered by the Team.

Descriptions of Assessments

State and federal laws require that EL students participate in statewide testing. Massachusetts students will meet the testing requirements by participating in both the ACCESS for ELs tests and Massachusetts Comprehensive Assessment System (MCAS) or the Alternate versions of these assessments.

ACCESS for ELs

EL students must be assessed annually to measure their English language proficiency and progress in learning English in the four domains of reading, writing, listening, and speaking. Students in grades K–12 who are identified as EL/LEP **must participate** in ACCESS for ELs testing or the Alternate ACCESS for ELs for their grade, as follows:

- students who were reported as EL/LEP in October SIMS AND
- students who enroll in school after the October SIMS submission and prior to January who will be reported as EL/LEP in the March SIMS.

Principals/Testing Coordinators should review the information found at the following link for details on test-ordering, participation, accommodations, etc.:

<http://www.doe.mass.edu/mcas/access/>.

A very small number of EL students are *not* required to participate in ACCESS for ELs tests, as described on the next page:

Students Not Required to Participate in Some or All of the ACCESS for ELs test

- EL students reported as LEP in October SIMS who have **exited LEP (EL) status** before the beginning of the testing window (i.e., before January). **Note:** The “LEP” designation for students who exit ELL status prior to testing **must be removed** in the sending district’s March SIMS submission.
- If a student meets the criteria to receive the ELA read-aloud special access/nonstandard accommodation and this is already listed in the IEP or 504 plan, the student must take Listening, Speaking, and Writing, but *not the Reading* test. The school *may* administer the Reading test to the student, at their discretion, to receive an overall score and proficiency level.
- EL students whose primary disability is reported as “deaf” must take the Reading and Writing tests, but *not* the Listening and Speaking tests.
- EL students whose primary disability is reported as “blind” must take the Braille version of the Reading and the Writing tests, but *not* the Listening and Speaking tests.
- EL students in Kindergarten with significant disabilities do not participate in the Alternate ACCESS for ELs—only students in grades 1–12.
- EL students with significant cognitive disabilities who are designated for MCAS-Alt, or are in grades 1 or 2 and would be likely to take MCAS-Alt in the future, do not take standard ACCESS tests, but participate instead in the **Alternate ACCESS for ELs**.

Massachusetts Comprehensive Assessment System (MCAS)

General Participation Requirements

EL students must participate in all MCAS tests scheduled for their grades regardless of the language program and services they are receiving or the amount of time they have been in the United States. The only exception applies to first year EL students who enrolled in U.S. schools after the March SIMS submission for the prior year. Schools have the option of administering ELA tests to first-year EL students provided they have also participated in ACCESS for ELs testing. First-year EL students must participate in MCAS Mathematics and Science and Technology/Engineering tests, but results will be reported only for diagnostic purposes and will not be included in school and sending district summary results or in state and federal accountability reporting. Details about participation should be reviewed yearly by Principals/Coordinators at <http://www.doe.mass.edu/mcas/participation.html>.

Use of Bilingual Word-to-Word Dictionaries and Glossaries by EL Students on MCAS

Any EL student, including students who have been identified as ELL at any time in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS tests: ELA—authorized word-to-word dictionary (if available), Mathematics—authorized word-to-word dictionary and glossary (if available), Science and Technology/Engineering—authorized word-to-word dictionary and glossary (if available).

Dictionary use for MCAS testing is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are strictly prohibited. A list of authorized bilingual dictionaries and glossaries is available on the Department’s website. Students for whom use of a bilingual Word-to-

Word Dictionary or Glossary is recommended, should have practice in the use of such dictionaries or glossaries throughout the year, not just on the day of MCAS administration.

THE EDUCATIONAL PROGRAM

Depending upon the assessment results, students may receive English Language Development lessons in addition to being placed in a Valley Collaborative classroom using Sheltered English Immersion

EL Program Overview and Curriculum Resources

The sending district EL teacher and Valley team will develop individual student learning goals and will review these each year to accommodate the needs of EL students requiring services. Language proficiency levels will be determined from assessments, student work samples, and recommendations from EL and classroom teacher(s). The EL teacher will consult with the Valley team to prepare the instructional program for each student. Instruction will focus on reading, writing, listening, speaking, vocabulary development, study skills, and cultural orientation. A combination of push-in and pull-out services will be offered depending on the proficiency and needs of the student. The curriculum is researched-based, focuses on language acquisition, and develops the student's ability to develop academic language and achieve academic standards.

The collaborative ensures that ELs are taught to the same academic standards and curriculum as all students and provides the same opportunities to master such standards as other students. The Collaborative uses grade appropriate content objectives for ELs that are based on the Collaborative curricula in English language arts, history, social science, mathematics, and science and technology/engineering, taught by qualified staff members.

EL Program Scheduling Guidelines

The following DESE guidelines for EL instruction along with the student’s special education needs should be considered when planning instructional times.

	English Language (EL)	Content Classes
WIDA Levels 1, 2, 3 (ACCESS scores 1.0-2.4)	Two or three periods (a period is 45 minutes) per day of direct EL instruction, delivered by a licensed ESL teacher.	Other hours as available outside of EL instruction, delivered by a teacher qualified to teach ELLs and licensed in the appropriate content area or special education.
WIDA Levels 3, 4, 5, 6 (ACCESS scores 2.5 and higher)	One period (a period is 45 minutes) per day of direct EL instruction, delivered by a licensed ESL teacher.	Other hours as available outside of EL instruction, delivered by a teacher qualified to teach ELs and licensed in the appropriate content area or special education.

Valley Collaborative uses WIDA’s English Language Development Standards and the Massachusetts Curriculum Frameworks. Language functions and forms targeted during EL instruction are taught within rich, contextualized, and meaningful contexts. Valley Collaborative utilizes the research-based Structured English Immersion model to meet the instructional and content needs of EL students. In this model, the special education teacher provides instructional strategies and differentiation to meet the language and literacy needs of the students.

MONITORING PROGRESS OF EL STUDENTS

Each EL student will be evaluated annually for English proficiency and content skills using the WIDA ACCESS testing system, or alternate ACCESS if indicated. All EL students will participate in the MCAS/MCAS Alt. testing appropriate to their grade levels. These results will be documented in the student’s file and submitted to the EL teacher (if student is receiving services) who will document these in the EL folder. Copies of all results will be provided to the parents/guardians.

Students at Valley Collaborative are monitored quarterly for IEP progress. Students who have been identified as EL with academic and language goals on their IEP, will have their English language proficiency progress monitored simultaneous with their progress on their IEP. The IEP Team, in conjunction with the sending district EL teacher, will gather information to summarize the student’s progress in developing English language

proficiency. For EL students who only have social and/or behavioral goals on their IEP, the sending district EL teacher, if one is providing instruction, will write a progress report to go home with each report card. In the case of a student whose parents/guardians have opted out of direct ELE instruction from the sending district EL teacher, the team will monitor the progress of the students EL development through the IEP process. If the student requires additional services beyond that provided by the IEP team to assist the student in meeting academic and linguistic needs, those supports will be identified and provided in consultation with the sending district EL teacher.

EXIT AND RECLASSIFICATION PROCEDURES

EL teachers use WIDA ACCESS results to determine whether a student should be exited. Students may be exited from the EL program when they have achieved an overall composite score on the ACCESS of a 4.2 or greater and a composite literacy score (reading and writing) at or above 3.9. Please refer to most recent DESE Guidance as recommended scores are sometimes adjusted.

EL teachers, in conjunction with the IEP Team, will also look at student MCAS scores. Report cards, student scores on locally administered academic assessments such as Benchmark Assessment System, SLEPs, Individualized Learning Plans, writing samples, classwork, and teacher input are also used.

When it has been determined that a student is proficient enough to be exited from the EL program, parents should be notified in writing by the sending district of the reclassification.

MONITORING OF FEL STUDENTS

All students who have exited from the EL Program and reclassified as FEL (Former English Learner) will be monitored for satisfactory academic progress for at least four years. If necessary, these students may be re-identified as being LEP and re-entered into the EL program.

The sending district EL teacher will be responsible for coordinating the reclassification process. At least annually, the sending district EL teacher will meet with the IEP Team to determine if student is continuing to progress or having difficulty due to limited English proficiency. If a student is not progressing and is having difficulty due to limited English proficiency, the sending district EL teacher should also observe the student in class. A student may be re-identified as being LEP after a meeting the sending district EL teacher, IEP Team, and parents. Valley Collaborative's Monitoring Form for EL/FEL Students will be completed and filed in each student's record.

The following indicators will be used for monitoring purposes: IEP progress reports and report card grades (when applicable); MCAS results(when applicable); Individual Education Plans; teacher/IEP Team feedback and comments regarding areas of concern in different curriculum areas; counselors' input; interventions and instructional modifications being used to ensure student success.

If a FEL student is re-designated as an LEP student, the LEP student will be educated in accordance with G.L.c.71a and will be immediately provided with the services and options required under state and federal law, including educating the student in SEI Valley classrooms along with direct EL instruction provided by the sending district as needed. Parents will be notified accordingly.

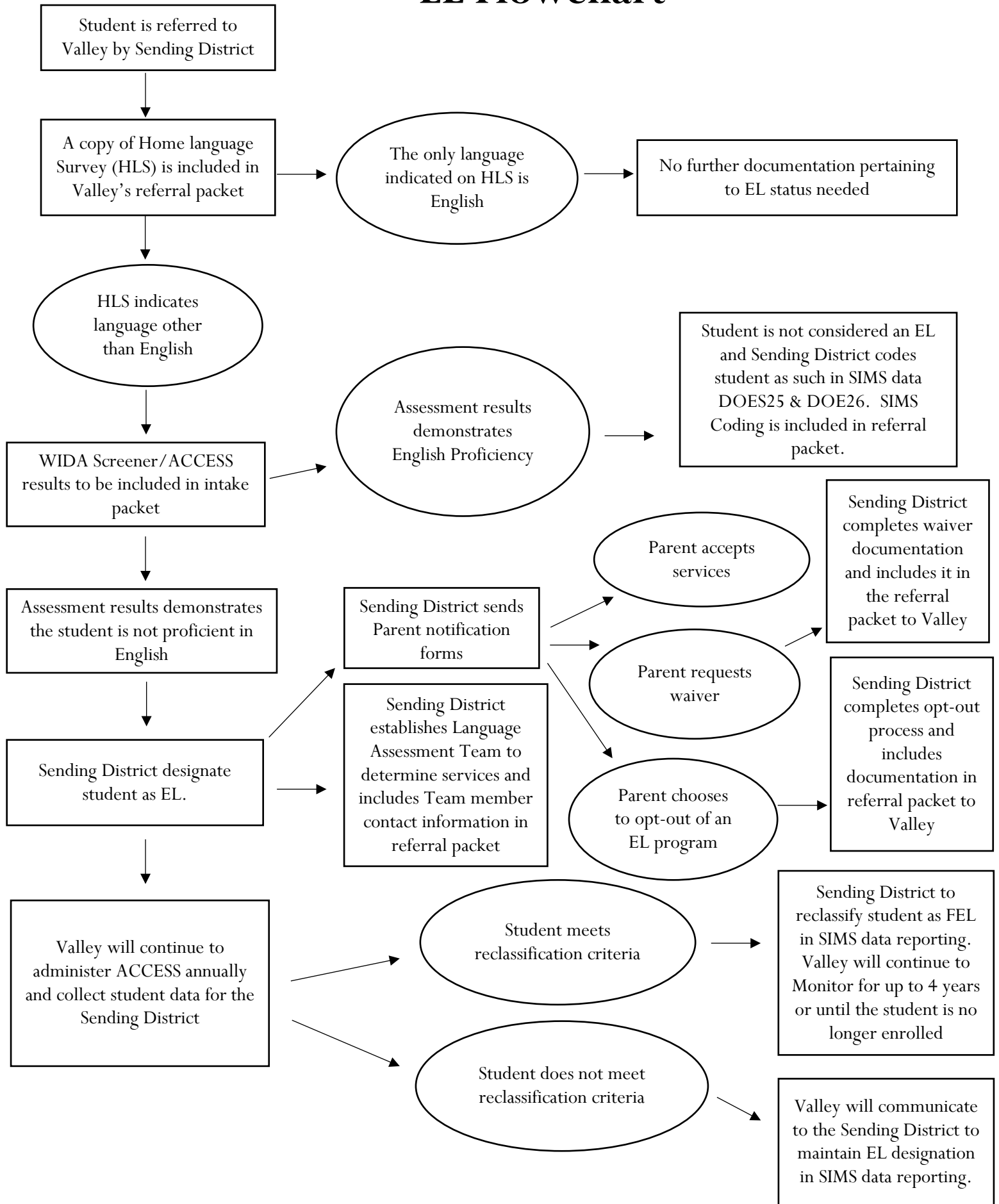
TRANSLATOR AND INTERPRETER INFORMATION

Parents whose primary language is not English, have the right to receive information in their primary language and are entitled to interpretive services for phone calls, meetings, or conferences.

The Collaborative arranges for a person or community organization to provide translation services and oral interpretation services for any notices to parents/guardians and/or students and program information or material regarding the Collaborative to ensure the civil rights of any student and his/her family with limited English proficiency.

Translation and interpretive services are the responsibility of the sending district as per 603 C.M.R. 28.07 (8).

EL Flowchart



MONITORING FORM FOR EL/FEL STUDENTS

Valley Collaborative, in conjunction with the sending district EL Teacher, monitors the academic progress of English Learners each year and Former English Learners for four years after students are removed from EL status.

Please complete this feedback form. Your responses will help with the development of a progress report for the student.

STUDENT: _____ GRADE: _____

DATE OF EXIT: _____

CURRENT EL STATUS: _____

CHECK ONE FOR FEL: YR 1 Monitor YR 2 Monitor YR 3 Monitor YR 4 Monitor

TEACHER: _____ SUBJECT: _____

Question	Always	Often	Sometimes	Seldom	Rarely
Communicated effectively in English.					
Completes assignments independently.					
Struggles with oral expression.					
Struggles with listening comprehension.					
Struggles with reading comprehension.					
Participates in class.					

Is the student meeting grade level academic standards as able based on current IEP?

- Yes
 No

In your opinion, the student...

- No longer needs EL support services. His/her languages proficiency is strong enough for him/her to access the curriculum and perform at or above grade level in completing the required work in the classroom.
 May need EL services again. Let's discuss.
 May need other services. Let's discuss.

Additional Comments or Concerns:

 Teacher's Signature

 Date

Valley Collaborative
 School Year 2020-2021
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				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

ENGLISH	Test Scores						
	MCAS:	ACCESS:		OTHER:			
		Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
			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							

MATH	Test Scores					
	MCAS:			OTHER:		
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
	Term 4 <input type="checkbox"/>		Term 3 <input type="checkbox"/>		Term 4 <input type="checkbox"/>	
		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:		
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>	
		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:		
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>	
		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: _____