

Northern Berkshire Vocational Regional School District

McCann Technical School



English Language Education Handbook

2026-2027

MISSION

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

VISION

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

EDUCATIONAL PHILOSOPHY

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

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

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

Accountability develops personal responsibility for both behavior and learning.

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

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

GOALS

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

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INTRODUCTION

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

ELE PROGRAM OVERVIEW

The Massachusetts Department of Elementary and Secondary Education (DESE) approved ELE Program at McCann Technical School is a Sheltered English Immersion (SEI) Program. McCann's director of student services serves as the ELE Program director. A licensed English as a Second Language (ESL) teacher serves as the ELE Program coordinator and the liaison for all English Learner (EL) students and families, works directly with students, and supports teachers with implementation of Sheltered Content Instruction (SCI). EL students are placed in core content and vocational classes with SEI Endorsed teachers. The ESL instructional delivery model provided for each EL student is based on individual English language proficiency levels, which are monitored throughout each school year to track progress. The goal of McCann Technical School's SEI Program is to integrate EL students with non-EL students while also supporting EL students' proficiency in English alongside grade-level content achievement based on the Massachusetts Curriculum Frameworks. McCann's ELE Program avoids unnecessary segregation for ELs and ensures the instructional equipment, materials, and learning spaces for ELs are comparable to those provided to non-ELs.

McCann ensures that educators who teach ELs hold the appropriate license or current waiver issued by DESE. Core academic teachers providing SEI to one or more ELs, and all administrators who supervise or evaluate such teachers, have, or have a plan to obtain within the expected timeline, the SEI Endorsement. The Northern Berkshire Vocational Regional School District contracts with professional development providers in order for educators to obtain further training in supporting ELs and to maintain their teaching licenses. The district also supports teachers in enrolling in graduate courses or attending workshops and conferences that also cover topics related to language acquisition, SEI, and ESL instruction.

At least every two years, McCann conducts a review of the ELE Program to determine whether the program is efficient in developing students' English language skills and increasing their ability to participate meaningfully in the district's general education program. McCann utilizes a self-evaluation rubric ([See Appendix A](#)) based on DESE's program evaluation tool that integrates Castañeda's Three-Pronged Test into the ELE program and development process:

<https://www.doe.mass.edu/ele/resources/castaneda-three-pronged-test.docx>

TERMS AND DEFINITIONS

ACCESS for ELLs	Assessing Comprehension and Communication in English State-to-State for English Language Learners. The English language proficiency assessment given to all English learners 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). ¹
Edwin Analytics	Reporting and data analysis tool provided by the Massachusetts Department of Elementary and Secondary Education to authorized schools and district users.
EL	English Learner. "A student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English." ²

ESL	English as a Second Language. “Instruction designed to help students become proficient in English and learn content simultaneously by providing systematic, explicit and sustained language instruction to develop the high level of English language proficiency needed for academic achievement; provided that ‘ESL’ instruction may focus on academic language and developing the ability of a student to listen, speak, read and write in English across a variety of social and academic contexts, to promote language development and support content area learning of the English learner in grade-level academic classrooms.” ²
FEL	Former English Learner. A student that has met specific criteria, outlined by both the federal and state regulations, to exit English Language Education services and be reclassified as a former English learner. ³
IEP	Individualized Education Program. An individual plan outlining the programming for a student receiving special education services.
LS	Language Survey. Completed by parents/guardians when registering a new student to determine whether there is a language other than English spoken at home. ³
MCAS	Massachusetts Comprehensive Assessment System. Standardized tests given annually to students in Massachusetts. (At McCann in grade 10 in the subject areas of English language arts, mathematics, and science - biology.)
Parent	Refers to the parent(s) and/or legal guardian(s) of a student.
SCI	Sheltered Content Instruction. Instruction provided by SEI-endorsed, content-licensed educators within the SEI program that allows EL students to meaningfully engage with grade-level content and develop discipline-specific academic language. ⁴
SEI	Sheltered English Immersion. “English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning 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.” ²
SEI Endorsement	SEI Teacher or Administrator Endorsement. Core academic teachers, vocational teachers, and those administrators who supervise and evaluate teachers of EL students are required to obtain the SEI Endorsement. The SEI Endorsement is obtained by the educator completing DESE approved coursework and field-based experience in providing instruction within SEI Programs. ²
SIMS	Student Information Management System. Students, schools, and districts are assigned a unique SIMS number for data collection purposes.
SLIFE	Student with Limited or Interrupted Formal Education.
WIDA	World-class Instructional Design and Assessment. A consortium made up of 41 states, territories, and federal agencies that publish standards for English Language Learner Education and the ACCESS English proficiency test. ⁵

References for “Terms and Definitions:”

1. <https://www.doe.mass.edu/mcas/access/>
2. <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71A/Section2>
3. <https://www.doe.mass.edu/ele/guidance/services-programming.docx>
4. <https://www.doe.mass.edu/ele/programs/sei.html>
5. <https://wida.wisc.edu/about/consortium>

INITIAL IDENTIFICATION OF EL STUDENTS AND PROGRAM PLACEMENT

INITIAL IDENTIFICATION

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

- The parents of all newly enrolled students of the district will be required to complete a language survey (LS) included in their registration packet distributed upon acceptance. ([See Appendix B](#)) The intent of this survey is not to confirm citizenship status or predetermine EL services. A copy in the parents' native language will be provided. Completed surveys will be reviewed by the principal and director of student services/English Language Education Program (ELE) director. Every student whose LS indicates that there is a language other than English spoken at home will be identified as a potential EL student. The LS is placed in the students' cumulative folders as a resource for educators to appropriately support students and to keep a record of the parents' primary or preferred language for future communications.
- The transcripts and educational records of all newly enrolled students will be reviewed by the principal and director of student services. Every student whose transcript or educational record indicates that there were EL services provided in the previous district will be identified as a potential EL student.
- Edwin Analytics and SIMS data will be reviewed by the principal and director of student services. Every student whose data indicates that there were EL services provided, or that ACCESS for ELLs scores were recorded in the previous district, will be identified as a potential EL student.

If through the initial identification process described above, it is determined that a student is a potential English Learner, no later than 10 days from enrollment of the student in the school district, the director of student services will provide the parents of the potential EL student written notification regarding McCann's English Language Education Program. This notice will explain to the family that their child will participate in a screening process for English language proficiency and give a brief description of the ELE programs offered by Northern Berkshire Vocational Regional School District. ([See Appendix C](#)) The director of student services will also follow up with the student's family and English language learner director from the student's sending district for additional information regarding the student's current level of English proficiency. After these conversations, one of the following courses of action will be taken:

- If it is determined that the student is displaying Limited English Proficiency (LEP), and it is not clear what the current level of English proficiency is for the student, the final determination will be made that the student is being identified as a potential English Learner and will be referred for English Language Proficiency Screening Tests. The director of student services will utilize the "Language Survey Rubric" contained in the [Massachusetts Language Survey Protocol](#) provided by the Massachusetts Department of Elementary and Secondary Education to assist district staff in determining which students need to be administered a language proficiency screening test.
- If it is determined that the student transferred from another district within Massachusetts and has ACCESS results from the last calendar year indicating LEP, the final determination will be made that a language proficiency screening test will not be administered, but the student is being identified as an English Learner and services will be provided.
- If it is determined that the student transferred from another district within Massachusetts and was previously classified as an EL, and then was reclassified as a Former English Learner (FEL) in their previous district, the final determination will be made that a language proficiency screening test will not need to be administered, but the student's progress will be monitored as a FEL.
- If it is determined that the only reason another language was referenced on the LS was due to the student's enrollment in a world language course or other world language programming, the final determination will be made that a language proficiency screening test will not be administered, but this will likely require conversation or follow-up with the family to determine.

ENGLISH LANGUAGE PROFICIENCY SCREENING TESTS

McCann's ESL teacher/ELE Program Coordinator will administer the World-class Instructional Design and Assessment (WIDA) screening assessments for the students identified as potential ELs without clear current English proficiency levels identified to determine their level of English language proficiency. Any student who takes the WIDA Screener and scores an overall composite proficiency level AND a composite literacy (reading/writing) proficiency level of 4.0 or below is an EL and is eligible for ELE services. Only students who achieve a 4.5 overall composite proficiency level AS WELL AS a 4.5 literacy (reading/writing) proficiency level are deemed English proficient.

STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION

During the initial English Learner identification process, McCann Technical School will also determine if an EL student should be classified as a student with limited or interrupted formal education (SLIFE). The SLIFE designation acknowledges that these students have intensive, unique support needs in the following areas that may need to be addressed in the ELE Program: academic and linguistic support, social-emotional support, and support for family and community connections.

To be identified as SLIFE in Massachusetts, a student must meet the following criteria:

- identified as an EL student that is 8 to 21 years old
- enrolled in a school in the United States after grade 2 OR exited the U.S. for 6 months or more and did not attend school during this time
- prior exposure to formal schooling is characterized by one of the following:
 - no formal schooling
 - significant interruptions in formal schooling
 - consistent but limited formal schooling (e.g., school days were significantly shorter)

PROGRAM PLACEMENT

McCann's principal and director of student services will review all available English language proficiency data gathered for the students identified as potential ELs with the ESL teacher to determine whether each student is eligible for ELE services. A placement decision will be made that ensures the eligible students are receiving ELE services in a program that will meet their linguistic, academic, and vocational-technical needs. Screening test results will be shared with all student families that were assessed. This notification will be made within the first 30 days of the school year (or within the first 30 days of a student's enrollment in the district) and will also include information regarding the placement decision for ELE services. ([See Appendix D](#))

OPT-OUT REQUESTS

Parents of EL students may notify the district of their wish to have their student opt out of the ELE program. Parents must submit an opt-out request form if they are choosing this option. ([See Appendix E](#)) In opt-out cases, the district will inform the parent of the services the student would receive in the district's ELE program, as well as the type of support that the district will provide to the student if the parent decides to opt out. The district will place such a student in an English language mainstream classroom with an SEI-endorsed teacher and ensure instructional support is provided to allow the student access to the curriculum and receive the same opportunities as their native English speaking peers. Such students will continue to be reported as an EL on district reports, participate in the annual ACCESS for ELLs exam, and have their English-language, academic, and vocational-technical progress actively monitored, but will not receive separate ESL instruction focused on language development. ([See Appendix E](#)) This information will continue to be reported to parents. Parents are required to submit a new opt-out request annually.

PROGRAM SERVICES FOR EL STUDENTS

EL STUDENT TEAMS

The specific ELE services to be provided for each EL student will be developed and monitored by the student's EL Team. Membership in the Team may change depending upon the needs of the student being discussed. The core members of a student's EL Team will be McCann's director of student services and ESL teacher, as well as the student's English language arts teacher, school counselor, parents, and the student. Membership may also include another administrator, special education teacher, vocational-technical instructor, and others as needed. In general, the EL Team does not meet formally, and decisions are made informally through consultations and communication among the members. Teams discuss an individual student's learning program needs, make appropriate emotional and instructional recommendations, and monitor a student's language acquisition and academic progress. Formal EL Team meetings are scheduled on an as needed basis.

DESCRIPTION OF EL SERVICES

The ELE services provided through McCann Technical School's Sheltered English Immersion (SEI) program are designed to meet the linguistic, academic, and vocational-technical needs of each EL student. EL students are placed in core content and vocational classes with SEI Endorsed teachers. 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 EL content instruction is based on the WIDA English Language Development Standards as noted in the Massachusetts Curriculum Frameworks:

<https://www.doe.mass.edu/frameworks/current.html>

Depending upon the annual (or initial) English language proficiency data gathered, students may receive ELE services through a variety of the following English as a Second Language (ESL) instructional delivery approaches.

- Self-contained: ESL instruction provided by an ESL teacher in a separate classroom as its own course
- Push-in: ESL instruction provided by an ESL teacher within grade level/content area classrooms; scheduled as a dedicated time in ways that do not remove EL students from core content instruction
- Co-teaching: ESL instruction provided by an ESL teacher in conjunction with content area teachers in grade level/content area classrooms; scheduled as dedicated instructional time in which the ESL teacher drives ESL instruction and the content area teacher is responsible for content instruction; incorporates various co-teaching strategies

EL PROGRAM CURRICULUM

McCann Technical School provides ELs with subject matter content and ESL instruction aligned to the Massachusetts Curriculum Frameworks and the WIDA English Language Development Standards Framework. The curriculum utilized during the ESL push-in or co-teaching instructional delivery approaches described above is the content specific curriculum provided to all students in a given course or vocational-technical program, which is typically district-developed, with some portions being sourced from purchased curricula materials. The curriculum materials used for the direct instruction ESL class is English 3D from HMH. The curriculum will be accessed through HMH's digital platform, and it encompasses skills-based practice in all four domains. There is a level available that is appropriate for each grade level and each EL proficiency level, with scaffolding and differentiation built-in. The focus of this curriculum is on non-fiction, current events, and skills that can be applied across content areas and contexts within and beyond school.

STUDENT SUPPORT SERVICES

District Curriculum Accommodation Plan

The purpose of the District Curriculum Accommodation Plan (DCAP) is to ensure that every effort has been made to meet the needs of all students within regular education classes and ensure their access to the regular education curriculum. The DCAP document represents a systemic plan that is adopted by the Northern Berkshire Vocational Regional School District to increase McCann's capacity to meet the individual needs of diverse learners. The DCAP is an inclusive document designed to benefit all students, and is not intended solely or specifically for students receiving special education services. School administrators, the school council, and the Special Education Parent Advisory Council are involved in developing and implementing the DCAP, and will be involved in its periodic review and revision.

The DCAP has been developed to provide guidelines for helping all McCann students meet the Massachusetts standards as outlined in the Curriculum Frameworks, and demonstrate school success. The plan is designed to assist classroom teachers in analyzing and accommodating the needs of diverse learners and to provide differentiated instruction strategies. The DCAP also includes McCann's process and procedures for the Student Success Team, which facilitates the school's referral and intervention process for implementing multi-tiered systems of support (MTSS):

https://docs.google.com/document/d/1Nakim6Julq1pEbJbMyw_wrs6mEM14_BmsDfIMvINVA4/edit?usp=sharing

English Learners with Disabilities

Federal and state special education laws require districts to refer and evaluate students who have or may have a disability and provide special education and related services, or accommodations through a Section 504 Plan, if appropriate. ELs may be considered for special education and/or a 504 Plan 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 or a 504 Plan. If a student is found eligible for special education or a 504 Plan, the student's participation in ESL continues until the student exits for proficiency.

Equal Access to Academic and Non-Academic/Extracurricular Programs and Activities

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

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

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

ANNUAL ASSESSMENTS

Students educated with Massachusetts public funds are required by federal and state laws to participate in statewide testing. All EL students are required to participate in all MCAS testing scheduled for their grades, and the ACCESS for ELLs tests, regardless of the English language services they receive. (With the exception of EL students who are in their first year of enrollment in U.S. schools for whom ELA testing is optional.) These results are documented in the student's EL folder and copies are provided to parents, with translations when needed. McCann's director of student services and ESL teacher remain informed of annual updates by attending DESE trainings and reviewing informational materials provided by DESE in advance of the testing periods.

ACCESS for ELLs

ACCESS for ELLs tests are administered annually in January-February. The director of student services and ESL teacher work together to ensure the following are completed as part of the annual ACCESS for ELLs testing process:

- WIDA Secure Portal accounts are accessible for test training manuals and resources
 - Verify test administrators completed training and obtained certification every two years
- WIDA Assessment Management System (AMS) and Data Recognition Corporation (DRC) accounts are accessible for updating student information, managing test registration and administration (including assigning testing accommodations), viewing score reports, completing data validation
 - Coordinate with McCann's information technology staff to ensure testing program will be functioning properly on all testing devices
- Develop testing schedule that includes practice sessions in advance of the formal sessions, only one domain session for each student per day, meets the individual needs of each EL in terms of accommodations, considers appropriate space, timing, and removal from a student's typical daily schedule during testing sessions
- Communicate testing information overview and schedules to students, families, and staff to ensure proper testing preparation and minimizing impact of students missing time from their typical daily schedules
- Receive, distribute, collect, return, and maintain security of all testing materials received from DESE
- Administer test according to guidelines and complete required tasks in WIDA AMS
- Complete data validation process with WIDA AMS & DRC
- Review and distribute score reports and interpretive guides to students, families, and designated staff ([See Appendix F](#))

As outlined in the annual WIDA Accessibility and Accommodations Manual, ACCESS for ELLs utilizes a universal design approach that includes embedded supports, scaffolds, and accessibility features that allow students to have greater success with demonstrating their knowledge and skills in the four domain areas. Administrative considerations are also encouraged, such as test timing and scheduling, environment, and content presentation, to provide students with optimal testing conditions. ELs with disabilities as documented in an IEP or 504 Plan may be eligible for certain accommodations on ACCESS for ELLs to increase equitable access and help students overcome the effects of a disability. Accommodation decisions are made by a student's educational support team.

The specific accommodations that ELs may be eligible for when taking the ACCESS for ELLs test are outlined in detail in the annual WIDA Accessibility and Accommodations Manual: <https://www.doe.mass.edu/mcas/access/>

MCAS

MCAS tests are administered annually in March (ELA), May (Math), and June (Biology) for all grade 10 students at McCann. The director of student services and ESL teacher work collaboratively with McCann's MCAS coordinators (the principal and curriculum coordinator) to ensure appropriate EL participation in MCAS (including assigning testing accommodations) and assist with parent communication regarding MCAS testing.

As outlined in the annual Accessibility and Accommodations Manual for MCAS Tests Administrations, MCAS includes universal accessibility features, which are tools and supports for all students, as well as designated accessibility features, which are intended for all students, but must be authorized by the principal. ELs can also be provided with additional accommodations that are suitable for the various levels of English proficiency (beginning, intermediate, and advanced). ELs with disabilities as documented in an IEP or 504 Plan may be eligible for certain accommodations on MCAS tests to increase equitable access and help students overcome the effects of a disability. Accommodation decisions are made by a student's educational support team. The specific accommodations that ELs may be eligible for when taking MCAS tests are outlined in detail in the annual Accessibility and Accommodations Manual for MCAS Tests Administrations: <https://www.doe.mass.edu/mcas/accessibility/default.html> If it is determined that an EL will utilize accommodations on the MCAS assessments for students designated as ELs, the DESE provided documentation form will be utilized to track the use of the accommodations: <https://www.doe.mass.edu/mcas/accessibility/el-accommodations.pdf>

EL STUDENT FILES AND RECORDS

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

- Language survey
- Results of assessments such as WIDA ACCESS, WIDA MODEL, MCAS, etc.
- Copies of correspondence with parents
- Student schedule, progress reports, and report cards
- Evidence of follow-up monitoring when applicable
- Documentation of opt-out requests when applicable
- IEPs or 504 Accommodation Plans when applicable
- Translated request forms and translated materials
- Any other relevant documents and materials

The director of student services collaborates with McCann's SIMS data manager (the principal's administrative assistant) to ensure the appropriate SIMS Data Elements for ELs are submitted to DESE during the three annual reporting dates (October, March, and June).

MONITORING THE PROGRESS OF EL STUDENTS

The Massachusetts Language Opportunities for Our Kids (LOOK) Act requires that districts monitor the progress of ELs towards meeting their individual English language proficiency benchmarks, provided to the district every Fall by DESE. Meeting benchmarks means that an EL is on track to attain English proficiency within six years of entering a Massachusetts public school. A target ACCESS score is determined by DESE for the following school year based on a student's previous year's ACCESS score. The target score is the minimum score needed by the student to remain on track to attaining English proficiency in six years. All ELs, even if they have opted out of ELE Program services, will have their progress monitored as they continue to work toward meeting their English language targets. Once DESE releases the benchmarks, the ESL teacher develops an English Learner Success Plan in collaboration with the student's teachers and parents. This plan outlines the student's individual academic and social-emotional language strengths, needs, and goals in the four domains, previous assessment scores, supports that are in place for the student at school, resources the student can use at home, and how school staff will monitor progress throughout the year. The English Learner Success Plan will be shared with the EL's parents (with translations when needed), teachers, and director of student services, and maintained in the student's EL folder. The student's parents will also receive the "Guidelines for the Use of Benchmarks - Executive Summary"

and the “English Learning Success Template” provided by DESE to give an overview of EL student progress monitoring. ([See Appendix H](#))

McCann’s progress monitoring of ELs system includes screening, tracking, and evaluating the growth of ELs in both English proficiency and academic achievement by using diagnostic, formative, interim, and summative assessments.

- The annual summative assessment for ELs is the ACCESS for ELLs test. The scores produced by this assessment identify which proficiency level an EL has achieved at the time of the assessment (mid-year) in each of the following:
 - Single domains: speaking, listening, reading, and writing
 - Composite areas of: literacy, oral language, comprehension, and overall proficiency
- All ELs also participate in MCAS testing during grade 10 at McCann
- Benchmark assessments utilizing the DRC Insight: LAS Links Online System will be given two times each school year (Fall and Spring) to ELs in order to track language proficiency levels throughout the school year. This ongoing, in-depth, and targeted assessment data helps to inform instruction and impact skill growth within each of the language domains for individual students.
- Formative assessment practices will also be utilized to monitor EL student progress towards their individual objectives and goals. These techniques foster the development of English language acquisition as teachers are performing assessments in a timely manner, providing feedback, and adjusting teaching practice based on the assessment results.

Progress reports ([See Appendix H](#)) reflecting the student’s progress with the WIDA ELD standards, WIDA English Language Proficiency Levels, and English language proficiency benchmarks outlined in the “Student Specific English Learning Success Plan” will be prepared for each EL by the ESL teacher as frequently as non-ELs in the district receive report cards, every quarter. The progress reports will be shared with the EL’s parents (with translations when needed), teachers, and director of student services, and maintained in the student’s EL folder.

The director of student services and ESL teacher formally meet to review the progress of all ELs in that school year at least once per year, or as needed: within 30 days prior to the end of the school year or within the first 30 days of the next school year. At this meeting, the EL student’s progress is evaluated to ensure that the student is appropriately placed and monitored. Recommendations are made for the next/current year’s program placement for the student (EL or FEL) based on placement criteria guidelines. Verification of the meeting and the resulting recommendations are documented in each student’s EL folder. Parents are notified in writing of their student’s placement as continuing EL status (See Appendices [C](#) & [D](#)) or reclassification as a FEL ([See Appendix I](#)).

RECLASSIFICATION OF EL STUDENTS

RECLASSIFICATION CRITERIA

Reclassification is a term used to refer to the process of removing a student’s EL classification. Districts must annually assess ELs’ language proficiency and academic achievement to determine whether such students have achieved English language proficiency and must be reclassified as former English learners (FELs). The director of student services and ESL teacher will review the annual ACCESS for ELLs results each Spring to make the reclassification decision for ELs. Students with an overall score of 4.2 or more AND a composite literacy score of 3.9 or more on ACCESS for ELLs have acquired enough English language skills and must be reclassified as FELs.

If it is determined a student will be reclassified as a FEL, notification will be provided to the family in the form of the Reclassification Form Notice ([See Appendix I](#)) in the Spring that will accompany the ACCESS for ELLs results provided to the family. At the start of the following school year, the English Language Education Program Placement Form (See Appendices [C](#) & [D](#)) will be provided to the parents to again notify them of the FEL reclassification and monitoring plans for the student during the upcoming school year.

The director of student services collaborates with McCann’s SIMS data manager (the principal’s administrative assistant) to ensure the appropriate SIMS Data Elements for FELs are submitted to DESE during the three annual reporting dates (October, March, and June).

MONITORING THE PROGRESS OF FEL STUDENTS

Districts must routinely monitor FELs for four years after they have been reclassified to ensure they have not been prematurely exited. The FEL monitoring procedures ensure that FELs are meaningfully participating in the standard program of instruction comparable to their never-EL peers, and that any academic deficits incurred as a result of participating in the EL program have been remedied. McCann's FEL monitoring procedures will include the following:

- regular consultation between the ESL teacher and the student's content instruction teachers to discuss the student's academic progress;
- regular observations of student participation and performance as reported by the student's teachers when completing the quarterly FEL Progress Monitoring Form ([See Appendix I](#));
- conversations with parents about the student's academic performance and English language development;
- support systems to maximize learning opportunities in content classes.

In addition, McCann will consider implementing the following for FELs when appropriate:

- assigning FELs, at least initially, to SEI endorsed teachers licensed in the appropriate content area;
- providing regular opportunities for sheltered content area teachers to plan instruction collaboratively with the ESL teacher for FELs;
- providing additional opportunities for the student to participate in small group instruction and learning throughout the school day, as well as after school or during the summer;
- designing and providing additional individualized learning support and opportunities to check on academic progress.

McCann's director of student services and ESL teacher will meet quarterly to review the FEL monitoring information collected in that time period to determine if further supports or interventions are needed. If FELs fail to make academic progress, as measured by their grades and content area assessments after their classification as ELs has been removed, and it is determined this failure is due to the lack of English proficiency, then districts must rescreen the students to determine if they must be offered additional ELE services. McCann will receive parent's consent for reentry into ELE services and document reasons why, should this situation arise. Once FELs have been monitored for four years and have demonstrated successful progress with their academic, technical, and English language proficiency skills, they will be exited from FEL status and parents will be notified of this change. ([See Appendix I](#))

PARENT COLLABORATION

TRANSLATION/INTERPRETATION SERVICES

Northern Berkshire Vocational Regional School District will offer translation/interpretation services for all of the communication needs of its departments and stakeholders. All documentation will be made available for translation in the home language upon request (e.g. notifications, invitations, report cards, academic and non-academic/extracurricular programmatic information/opportunities, school policies and procedures, etc.). Interpretation services will also be made available, as requested, for verbal communication over the phone, through virtual meetings, or in person (e.g. parent-teacher conferences, family presentations, parent meetings, etc.). Translation/interpretation services will be provided through a local translation agency that the district contracts with. All translation/interpretation requests will be made through the office of the director of student services/English language learner director. Professional development is provided for staff regarding requests for translation/interpretation services during the start of school year annual educator training days.

NOTIFICATIONS & COMMUNICATIONS

When parents enroll their child in McCann Technical School, they are asked to complete a language survey (LS) ([See Appendix B](#)) that helps the school identify potential ELs and learn the parents' primary or preferred language of communication. McCann informs parents about the importance of the LS and provides them with assistance, if needed, to complete the LS, including providing a version of the survey translated into the parents' preferred language. All notifications, letters, and documents indicated below are provided annually in a timely manner to parents in a language that is understandable to them as indicated on the LS:

- For students identified as potential ELs, ELs, or FELs:
 - ELE program overview, parental rights, and intent to screen the student for English proficiency ([See Appendix C](#))
 - English language proficiency screening results and program placement ([See Appendix D](#))
 - communication regarding ACCESS for ELLs: testing overview, schedule, score reports, and interpretive guides ([See Appendix F](#))
 - progress monitoring communications including: benchmarking guidelines, English Learning Success Template, Student Specific English Learning Success Plan, interim benchmarking assessment results, progress reports reflecting the student's progress with the WIDA ELD standards, WIDA English Language Proficiency Levels, and English language proficiency benchmarks outlined in the "Student Specific English Learning Success Plan" will be prepared for each EL by the ESL teacher as frequently as non-ELs in the district receive report cards, every quarter ([See Appendix H](#))
 - communication in regards to a student meeting the exit criteria and being reclassified as a FEL ([See Appendix I](#))
- For all students whose parents have indicated a language other than English as the primary or preferred language of communication on the LS:
 - report cards and progress reports, as frequently as non-ELs in the district receive these documents, every quarter
 - communication regarding MCAS (Grade 10 students): testing overview, schedule, score reports, and interpretive guides
 - all other notifications, invitations, academic and non-academic/extracurricular programmatic information/opportunities, school policies and procedures, etc., that are provided to non-EL parents (Depending on the nature of these notifications and communications, a translated document will be provided to the parent in their preferred method, or if the notification is being provided through our "all-call" system or website, which are both supported by FinalSite, the built-in translation features available in these systems will provide the information in the parent's preferred language. McCann's ESL teacher/ELE Program Coordinator will provide training to families to ensure they are able to access the built-in translation features available through these systems.)
 - direct communications between teachers and families will be done through the Remind Chat platform, which will provide translated messages in the parent's preferred language (McCann's ESL teacher/ELE Program Coordinator will provide training to teachers and families to ensure they are able to access the Remind Chat platform and utilize the built-in translation features.)

INVOLVEMENT

Northern Berkshire Vocational Regional School District provides multiple opportunities for parents of ELs to be included in matters pertaining to their children's education and ELE programs. All notifications and invitations, as well as translation/interpretation services, for the events and options for parent involvement listed below will be provided in the language the language survey requests.

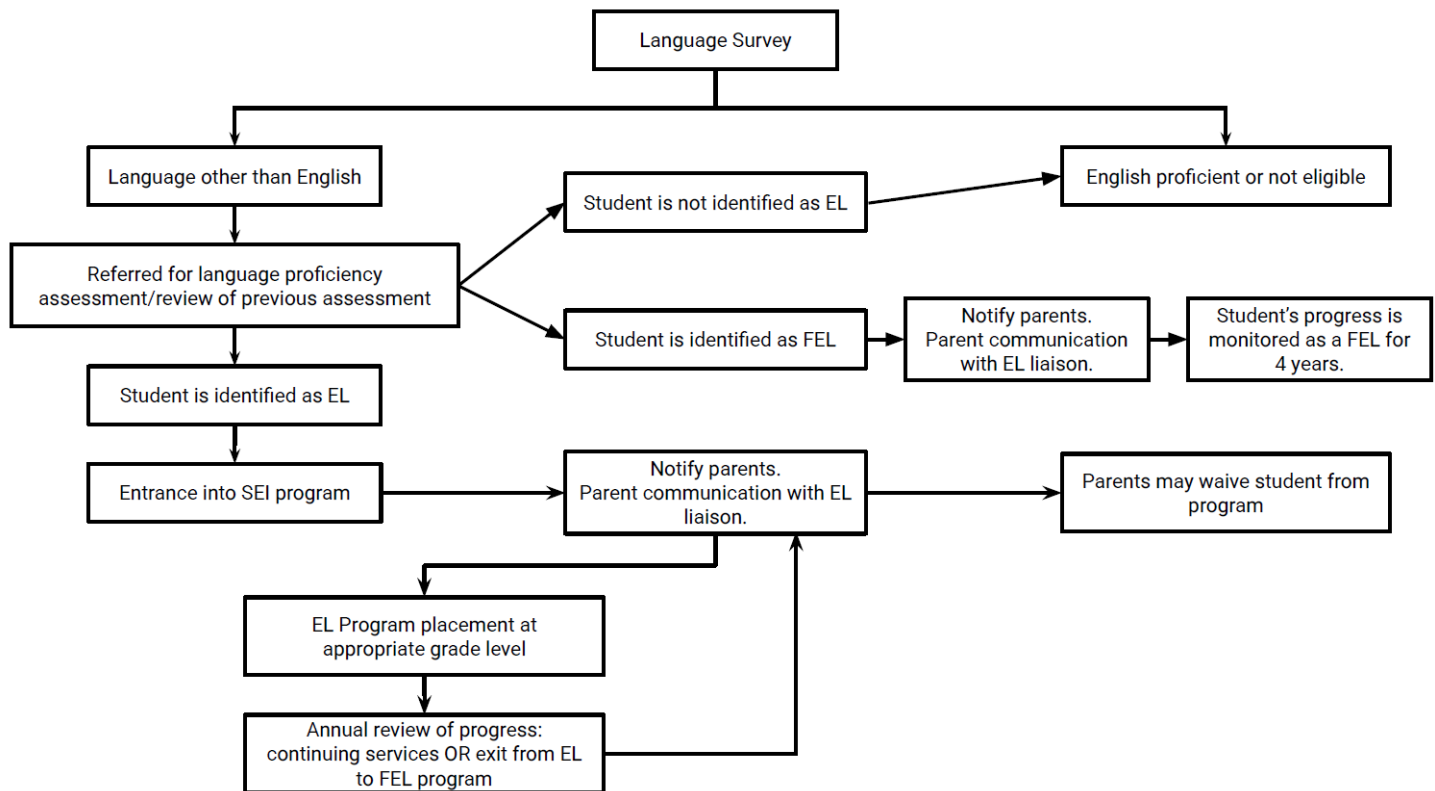
- annual Freshman Parent Orientation Night held in June
- annual Showcase to Success (open house event) held in November
- annual Parent-Teacher Conferences held in November
- School Council or Parent Advisory Council meeting invitations
- parent meetings to discuss academic progress and/or English language development and proficiency
- direct communication through phone or email with all school staff (classroom educators, school counselors, administrators, support staff, etc.)
- parent input on student's personalized goals in the English Learning Success Plan for progress towards meeting English language proficiency benchmarks
- requests for a special education referral or other student support services

Upon receiving the initial/annual notification from the district in regards to ELE program services and placement, parents of ELs may notify the district of their wish to have their student opt out of the ELE program. Parents must annually submit an opt-out request form if they are choosing this option. ([See Appendix E](#)) Although submitting an opt-out request is a parental right, districts may not recommend that parents opt-out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of services that their child could receive, and the benefits of such services in order for parents to make an informed decision to opt their child out of ELE services. Since opt-out students are still ELs, districts are still obligated to ensure the following on an annual basis:

- all accommodations and modifications to instruction that are necessary to ensure the student has full access to the general education program are provided;
- the student is reported as an EL on all district reports;
- the student participates in the annual ACCESS for ELLs test to assess English language proficiency;

- the student's academic progress is monitored, and concerns are addressed; and
- parents are notified of the above in their preferred language.

ELE PROGRAM FLOWCHART



ELE PROGRAM TIMELINE

The director of student services and ESL teacher collaborate to perform the tasks included in the timeline unless otherwise noted.

- Spring/Summer (for newly enrolled students):
 - School office staff collects language surveys and records from all accepted students for principal and director of student services to review
 - Director of student services follows up with families and English language learner director from sending districts if additional information is needed for a particular student
- August/September:
 - Professional development for staff regarding request for translation/interpretation services and other ELE topics, as needed
 - For newly enrolled, potential EL identified students:
 - EL cumulative folders created for identified students
 - Parental notification of ELE program and required screening assessments based on language survey results, review of records, and consultation with family and sending districts
 - WIDA assessment administered as needed

- Parental notification of assessment results, program placement, and opt out forms
 - For previously enrolled, EL identified students:
 - Annual parental notification of ELE program, assessment results, program placement, opt out forms, and reclassification information (if applicable)
 - All ELs participate in beginning of the school year interim/benchmarking assessments
 - ESL teacher communicates with all EL families and teachers
 - Director of student services verifies proper EL state reporting for SIMS
- October:
 - ESL teacher, in collaboration with the student's teachers and parents, prepares Student Specific English Learning Success Plan for all ELs, and shares with parents and teachers
- November:
 - ESL teacher distributes applicable Quarter 1 monitoring forms to teachers (Opt-out students, FELs, ELs, etc.)
- December:
 - ESL teacher shares Quarter 1 Progress Reports reflecting the student's progress with the WIDA ELD standards, WIDA English Language Proficiency Levels, and English language proficiency benchmarks outlined in the "Student Specific English Learning Success Plan" with parents, teachers, and the director of student services
 - Begin preparations for ACCESS for ELLs testing:
 - Ensure test administrators can access portal accounts and have completed required training
 - Order testing materials
 - Plan testing schedule
- January:
 - Finalize preparations for ACCESS for ELLs testing:
 - Share ACCESS for ELLs testing schedule and information with students, families, and teachers
 - Ensure testing program will be functioning properly on all testing devices
 - Receive materials from DESE
 - Administer ACCESS for ELLs test and return materials to DESE
 - ESL teacher distributes applicable Quarter 2 monitoring forms to teachers (Opt-out students, FELs, ELs, etc.)
- February:
 - ESL teacher shares Quarter 2 Progress Reports reflecting the student's progress with the WIDA ELD standards, WIDA English Language Proficiency Levels, and English language proficiency benchmarks outlined in the "Student Specific English Learning Success Plan" with parents, teachers, and the director of student services
 - All ELs participate in mid-school year interim/benchmarking assessments
- March:
 - Confirm appropriate EL participation in MCAS, including applicable accommodations, for grade 10 students
- April:
 - ESL teacher distributes applicable Quarter 3 monitoring forms to teachers (Opt-out students, FELs, ELs, etc.)
- May:
 - ESL teacher shares Quarter 3 Progress Reports reflecting the student's progress with the WIDA ELD standards, WIDA English Language Proficiency Levels, and English language proficiency benchmarks outlined in the "Student Specific English Learning Success Plan" with parents, teachers, and the director of student services
 - Complete data validation process in online portals for ACCESS for ELLs test and receive score reports from DESE
- Early June:
 - All ELs participate in end of school year interim/benchmarking assessments
 - ESL teacher distributes applicable Quarter 4 monitoring forms to teachers (Opt-out students, FELs, ELs, etc.)
 - ACCESS for ELLs score reports, interpretive guides, and reclassification forms (if applicable) are shared with students, families, and designated staff
- Late June:
 - ESL teacher shares Quarter 4 Progress Reports reflecting the student's progress with the WIDA ELD standards, WIDA English Language Proficiency Levels, and English language proficiency benchmarks outlined in the "Student Specific English Learning Success Plan" with parents, teachers, and the director of student services
 - Director of student services and ESL teacher formally meet to review the progress of all ELs and discuss recommendations for the next year's program placement (this meeting may occur in early September)
- The following take place on an ongoing or as needed basis throughout the school year:
 - Student monitoring, support, and interventions needed beyond the scope of the ELE program and services outlined above
 - Parent communication and meetings

- Teacher consultation and support
- Professional development for staff regarding ELE topics
- Frequent communication and collaboration, both formally and informally, between the director of student services and ESL teacher to ensure appropriate levels of student, family, and teacher support, as well as compliance for all aspects of the ELE program

APPENDICES

Click an appendix heading below to view that appendix directly.

[Appendix A ELE Program Self-Evaluation Rubric](#)

[Appendix B Language Survey](#)

[Appendix C Parent Notification Regarding English Language Education](#)

[Appendix D Parent Notification Regarding ELE Program Placement](#)

[Appendix E Opting Out of the ELE Program: Opt-Out Request Form and Monitoring Academic and Technical Progress of Opt-out Students](#)

[Appendix F ACCESS for ELLs Notices: Overview of Testing, Score Reports, and Interpretive Guides](#)

[Appendix G ELE Program Student Folder Checklist](#)

[Appendix H Monitoring the Progress of ELs: Overview of Benchmarks and English Learning Success; Student Success Plans; Progress Reports](#)

[Appendix I Reclassification of ELs: Parent Notifications of FEL Status and Monitoring Academic and Technical Progress of FEL Students](#)

Appendix A - ELE Program Self-Evaluation Rubric

*****THE DETAILS OF THIS APPENDIX ARE CURRENTLY IN DEVELOPMENT DUE TO THE DISTRICT ONLY BEING IN YEAR 3 OF THE PROGRAM*****

Appendix B - Language Survey

McCann Technical School

Language Survey



Massachusetts is home to speakers of many different languages. This Language Survey helps us learn about your child's English language skills and provide support to your child if necessary to help them learn English. Please answer the questions below. If your response to any of the questions in SECTION 1 is a language other than English, the school district will give your child a test to see if they may benefit from English language support.

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

Phone: 413-663-5383 x109 Email: ksteiner@mccanntech.org

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

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

Teléfono: 413-663-5383 x109 Correo electrónico: ksteiner@mccanntech.org

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

Student Information

Student First Name

Student Middle Name

Student Last Name

Student Grade

Student Date of Birth (mm/dd/yyyy)

Name of Parent/Guardian #1

Name of Parent/Guardian #2

SECTION 1:

These questions will help the school identify students who may need English language supports. If your response to any question 1-3 is a language other than English, your child will be tested on their use and understanding of English to determine if English language supports are needed.

1. Please list the language(s) that parents and/or primary caregivers use to communicate with your child at home.

2. Please list the language(s) that your child currently uses to communicate with others.

3. Please list the language(s) your child first understood and used to communicate.

SECTION 2: Interpretation and Translation Services

This section will let the school know if you, the parents/guardians, need an interpreter or documents translated.

This section is for informational purposes only and is not used to identify if your child needs support to learn English.

4. In what language(s) would your family prefer to receive written communication from the school?

Parent/Guardian #1: _____

Parent/Guardian #2: _____

5. Would you prefer for the school to arrange for an interpreter to be available to you free of charge during meetings and phone calls with the school about your child (including American Sign Language or other types of sign language)?

_____ Yes _____ No If yes, in which language(s)?

Parent/Guardian #1: _____

Parent/Guardian #2: _____

SECTION 3: [Optional] Prior Education

This section will provide the school with background information about your student and their prior education.

This section is optional and is not used to identify if your child needs support to learn English.

6. Please list the name and location of the last school your child attended.

School Name: _____

City/town: _____ Country: _____

7. How many years has your child attended school in the United States? (beginning with kindergarten)

Please list the date your child first started school in the United States, if known (mm/yyyy):

8. Has your child ever attended school outside of the United States?

_____ Yes _____ No _____ Not Sure

If yes, for how many years? _____

What is the last grade your child was enrolled in or completed? _____

9. Has your child ever received support to improve their English in United States schools?

_____ Yes _____ No _____ Not Sure

Parent/Guardian Name _____

Parent/Guardian Signature _____

Date (mm/dd/yyyy) _____

Appendix C - Parent Notification Regarding English Language Education



Parental Notification Regarding English Language Education

Dear (Parent/Guardian Names),

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 the English language proficiency of your child, **Student Name (DOB: XX/XX/200X)**, and will determine whether your child is an English learner in one of the ways explained below:

- The district will test your child in English reading, writing, speaking and listening to determine if your child is an English learner. *OR*
- If your child has transferred from another district within Massachusetts, the new district will review the ACCESS results from the last calendar year. (ACCESS for ELLs is the Assessing Comprehension and Communication in English State-to-State for English Language Learners. The ACCESS assessment is the state mandated English language proficiency test that English learners take annually.) *OR*
- If your child was enrolled in the district the previous school year, the district will review the ACCESS results from the last calendar year.

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.

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

Phone: 413-663-5383 x109 Email: ksteiner@mccanntech.org

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

Si desea una traducción de esta carta o más información, comuníquese con Kristin Steiner, directora de servicios estudiantiles:

Teléfono: 413-663-5383 x109 Correo electrónico: ksteiner@mccanntech.org

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

Appendix D - Parent Notification Regarding ELE Program Placement



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

Dear (Parent/Guardian Names),

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Your child's English language proficiency in reading, writing, speaking, and listening has been assessed by the method checked below:

- ☐ Your child has been tested using a screener tool in English reading, writing, speaking and listening to determine if your child is an English learner.
- ☐ Your child has transferred from another district within Massachusetts. The new district has reviewed the ACCESS results from the last calendar year. (ACCESS for ELLs is the Assessing Comprehension and Communication in English State-to-State for English Language Learners. The ACCESS assessment is the state mandated English language proficiency test that English learners take annually.)
- ☐ Your child was enrolled in the district the previous school year. The district has reviewed the ACCESS results from the last calendar year.

This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

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

Student Information					
First Name: _____		Middle Name: _____		Last Name: _____	
Current School Name: _____		Grade: _____		Start Date in ELE Program: _____	
Assessment Tool	Domain	Results	Date of Assessment		
	☐ S ☐ L ☐ R ☐ W		month / day / year		
	☐ S ☐ L ☐ R ☐ W		month / day / year		
	☐ S ☐ L ☐ R ☐ W		month / day / year		
	☐ S ☐ L ☐ R ☐ W		month / day / year		
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment		
Listening (ACCESS for ELLs test)			month / day / year		
Speaking (ACCESS for ELLs test)			month / day / year		
Reading (ACCESS for ELLs test)			month / day / year		
Writing (ACCESS for ELLs test)			month / day / year		
English Language Proficiency Level based on language assessment data:					
☐ L1 - Entering	☐ L2 - Beginning	☐ L3 - Developing	☐ L4 - Expanding	☐ L5 - Bridging	☐ L6 - Reaching

ELE Program Types:

Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students’ language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.

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

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

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

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

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

ELE Programs in the District	Proposed Student Placement	
		Sheltered English Immersion (SEI)
		Dual Language Education (DLE) or Two-Way Immersion (TWI)
		Transitional Bilingual Education (TBE)
		Other Bilingual Education

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

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

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

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

SECTION I - Exit Criteria

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

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

- ☐ Earned a qualifying score on ACCESS for ELLs
- ☐ Earned a qualifying score on WIDA Alternate ACCESS - (Achieved a score of 12 on the English Language Observation Forms completed both by the student’s special education teacher and ESL teacher)

Final classification:

☐ The student met the criteria. He or she is no longer considered an English learner.
The student’s academic performance will be monitored for four years as indicated below. This is the student’s _____ year of being monitored as a Former English Learner (FEL).

-School Year 1 of FEL Monitoring: _____

-School Year 2 of FEL Monitoring: _____

-School Year 3 of FEL Monitoring: _____

-School Year 4 of FEL Monitoring: _____

☐ The student met the criteria and his or her academic progress has been monitored as a FEL for four years as indicated below. He or she is no longer considered a Former English learner and will be exited from FEL status.

-School Year 1 of FEL Monitoring: _____

-School Year 2 of FEL Monitoring: _____

-School Year 3 of FEL Monitoring: _____

-School Year 4 of FEL Monitoring: _____

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

Comments:

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

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

Phone: 413-663-5383 x109 Email: ksteiner@mccanntech.org
In person at the school: 70 Hodges Cross Road North Adams, MA 01247

Si desea una traducción de esta carta o más información, comuníquese con Kristin Steiner, directora de servicios estudiantiles:

Teléfono: 413-663-5383 x109 Correo electrónico: ksteiner@mccanntech.org
En persona en la escuela: 70 Hodges Cross Road North Adams, MA 01247

Appendix E - Opting Out of the ELE Program: Opt-Out Request Form and Monitoring Academic and Technical Progress of Opt-out Students

Northern Berkshire Vocational Regional School District



McCann Technical School

| Director of Student Services: Kristin Steiner | Email: ksteiner@mccanntech.org | Phone: 413-663-5383 x109 |

| ELE Program Coordinator: Kristen Jagiello | Email: kjagiello@mccanntech.org | Phone: 413-663-5383 x151 |

| Address: 70 Hodges Cross Road, North Adams, MA 01247 | Fax: 413-664-6424 | Website: www.mccanntech.org |

English Language Education Program Opt-Out Form - Provided at Request of Parents

Date:

Dear Parent or Guardian,

Please find enclosed the English Language Education (ELE) Program paperwork for your child <INSERT STUDENT NAME>, for the 202X-202X school year. Included in this paperwork is two copies of the Opt-Out Form for ELE Programming for this school year, as we discussed <INSERT DESCRIPTION AND DATES OF WHEN THIS WAS DISCUSSED/REQUESTED BY THE PARENT>.

Please review this paperwork and complete the Opt-Out Form accordingly if you are choosing to move forward with <INSERT STUDENT NAME> opting-out of receiving ELE services for this school year. Please return the completed form to us as your earliest convenience in the enclosed stamped and addressed envelope to our student services department to ensure we have the appropriate supports in place for your child moving forward.

Should you have any questions or concerns regarding this information, please reach out using the contact information below:

ESL teacher/ELE Program Coordinator: Kristen Jagiello

Email: kjagiello@mccanntech.org

Phone: 413-663-5383 x151

Director of Student Services/ELE Program Director: Kristin Steiner

Email: ksteiner@mccanntech.org

Phone: 413-663-5383 x109

Sincerely,

Kristin Steiner
Director of Student Service



Opt-Out Form for English Language Programming

Student Name:	Home Language:
Opt-out Date:	Years in U.S. Schools:
SASID:	DOB:
School: McCann Technical 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 Information Management System (SIMS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic and vocational-technical progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing. I understand that if I choose to, I will need to request my child opting out of ELE Programming each school year.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

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

Phone: 413-663-5383 x109 Email: ksteiner@mccanntech.org

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

.....
Si desea una traducción de esta carta o más información, comuníquese con Kristin Steiner, directora de servicios estudiantiles:

Teléfono: 413-663-5383 x109 Correo electrónico: ksteiner@mccanntech.org

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



Monitoring Academic and Technical Progress of Opt-out Students

- This will consist of a Google Form sent to teachers quarterly by the ESL teacher. [CLICK HERE](#) to view the 2026-2027 Opt-Out Student Progress Monitoring Google Form.
- The ESL teacher reviews and places the completed forms for each student in the EL file.
- The ESL teacher follows up with students, teachers, families, and the director of student services as needed.

Appendix F - ACCESS for ELLs Notices: Overview of Testing, Score Reports, and Interpretive Guides

Email Script for Sharing ACCESS for ELLs Information with Parents

Email Subject: Annual ELL ACCESS Test Information

Good Morning/Afternoon,

Below are the dates for English Language Learner ACCESS testing required by the state. Students will be doing this with me on the listed dates/times. I will also talk with the students about the testing in greater detail when we meet for the practice sessions. These will serve as a reminder of how the test functions and we can make sure the technology is ready to go.

Students taking this test should bring their Chromebook and charger to the testing session. Headphones will be provided. The students' teachers have been made aware of this testing schedule and will be excused from anything they may miss during this time. Support will be provided for students to get caught up with their peers if needed.

2X-2X ACCESS TESTING SCHEDULE

			DAY, DATE	DAY, DATE
			ACCESS practice - Period X Room X w/Mr. Kellogg & Ms. Jagiello	ACCESS practice - Period X Room X w/ Ms. Jagiello
DAY, DATE	DAY, DATE	DAY, DATE	DAY, DATE	DAY, DATE
ACCESS TEST- LISTENING 8:00 AM Room: X w/ Ms. Jagiello	ACCESS TEST- READING 8:00 AM Room: X w/ Ms. Jagiello	ACCESS TEST SPEAKING 8:00 AM Room: X w/ Ms. Jagiello	ACCESS TEST- WRITING 8:00 AM 8:00 AM Room: X w/ Ms. Jagiello	Make-up as needed

If you have any questions, or would like additional resources, please let me know. Attached is an informational sheet that will provide further details about ACCESS for ELLs testing.

Kristen Jagiello
ESL Teacher
English Department
McCann Technical School
70 Hodges Cross Road
North Adams, MA 01247
413-663-5383 x151
kjagiello@mccanntech.org

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.



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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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Northern Berkshire Vocational Regional School District



McCann Technical School

| Director of Student Services: Kristin Steiner | Email: ksteiner@mccanntech.org | Phone: 413-663-5383 x109 |

| ELE Program Coordinator: Kristen Jagiello | Email: kjagiello@mccanntech.org | Phone: 413-663-5383 x151 |

| Address: 70 Hodges Cross Road, North Adams, MA 01247 | Fax: 413-664-6424 | Website: www.mccanntech.org |

English Language Education Program ACCESS for ELLs Score Reports - Notice to Parents

Date:

Dear Parent or Guardian,

Each year, students in English learner programs take the ACCESS for ELLs language proficiency test. The test measures academic English language proficiency for students learning English in our school and throughout our state.

With this letter is an Individual Student Report. This report provides information about test results for your child. This information is for you to review and keep. More information about this assessment can be found at: www.wida.us.

Teachers in our school use this information to help them make decisions about instruction for your child. Teachers also use these test scores to monitor the progress your child makes toward English proficiency.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please reach out using the contact information below:

ESL teacher/ELE Program Coordinator: Kristen Jagiello

Email: kjagiello@mccanntech.org

Phone: 413-663-5383 x151

Director of Student Services/ELE Program Director: Kristin Steiner

Email: ksteiner@mccanntech.org

Phone: 413-663-5383 x109

Sincerely,

Kristin Steiner
Director of Student Services

Birth Date: | Grade: |
Tier: A
District ID: | State ID: |
School: Training Reports School
District: WIDA Use Only - Sample District
State: |

Individual Student Report 2025

This report provides information about the student's scores on the ACCESS for ELLs English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening 	2.2	283
Speaking 	2.5	271
Reading 	2.9	334
Writing 	4.7	389
Oral Language 50% Listening + 50% Speaking	2.3	277
Literacy 50% Reading + 50% Writing	4.3	362
Comprehension 70% Reading + 30% Listening	2.7	319
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.6	336

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	2	understand oral language related to specific familiar topics in school and can participate in class discussions, for example: - Identify main topics in discussions - Categorize or sequence information presented orally using pictures or objects - Follow short oral directions with the help of pictures - Sort facts and opinions stated orally
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: - Share about what, when, or where something happened - Compare objects, people, pictures, and events - Describe steps in cycles or processes - Express opinions
Reading	2	understand written language related to specific familiar topics in school and can participate in class discussions, for example: - Identify main ideas in written information - Identify main actors and events, in stories and simple texts with pictures or graphs - Sequence pictures, events or steps in processes - Distinguish between claim and evidence statements
Writing	4	communicate in writing in English using language related to specific topics in school, for example: - Produce papers describing specific ideas or concepts - Narrate stories with details of people, events, and situations - Create explanatory text that includes details or examples - Provide opinions supported by reasons with details

SUM-ISR

ACCESS for ELLs

Understanding Your Child's Scores

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

- Schools, school districts, and states use ACCESS for ELLs scores as they decide what English language support services to provide.
- Teachers use test scores as they decide how best to teach your child.
- You can use test scores to advocate for your child.



The Individual Student Report shows your child's ACCESS for ELLs scores in eight different categories. Four of these categories are the language domains of Listening, Speaking, Reading, and Writing. These four language domain scores are combined to create four additional score types:

- The oral language category is a combination of your child's Listening and Speaking scores.
- The literacy category is a combination of your child's Reading and Writing scores.
- The comprehension category is a combination of your child's Listening and Reading scores. It depends more on the Reading score than on the Listening score.

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 Domain

Students use listening, speaking, reading, and writing skills to learn academic content, share information, and discuss ideas. These are skills that all students work on throughout their education. Language testing measures a student's skills in all four of these domains.



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- The overall category is a combination of all four language domain scores. It depends more on the Reading and Writing scores than on the Listening and Speaking scores.

For each of the eight categories on the Individual Student Report, there are two scores:

- Proficiency level scores place your child's current skills within the six WIDA English Language Proficiency Levels. (Proficiency levels are not related to a student's grade level.) The bottom of the Individual Student Report describes the language skills typical of your child's proficiency level.
- Scale scores are precise measures of how your child did on the test. They take into account your child's grade level and the difficulty of the test items your child completed. Teachers use these scores to understand how much your child's English language skills have grown since the last time your child took ACCESS for ELLs.



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.

Questions you can ask

- What does this score mean? Who will see this score and how will it be used?
- How do this year's scores compare with previous scores? Is my child making progress in building English language skills? What other information do you use to measure progress?
- Will this score change the instruction or support my child receives? How do you decide when my child stops receiving language support?

School districts use **ACCESS for ELLs** scores to evaluate language support programs, monitor student progress, and as one factor in the decision to exit a student from language support services. ACCESS for ELLs testing allows schools to meet federal and state accountability requirements.



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Appendix G - ELE Program Student Folder Checklist



ELE Program Folder Checklist

STUDENT NAME:

SASID:

DATE OF BIRTH:

SCHOOL YEAR					
GRADE/SHOP					
STUDENT SCHEDULE					
LANGUAGE SURVEY					
MCAS RESULTS					
WIDA ACCESS & MODEL SCORES					
PARENT NOTIFICATION FORMS					
ESL PROGRESS REPORT(S)					
REPORT CARD(S)					
OPT-FORM					
END OF YEAR MEETING DECISIONS					
FOLLOW-UP MONITORING					
PREVIOUS SCHOOL EXPERIENCE					
IEPS OR 504 PLANS					

NOTE:
*Districts may keep some of the documents above electronically or in the student's cumulative folder.
Items that are listed above are noted as not applicable (N/A) when appropriate.*

Appendix H - Monitoring the Progress of ELs: Overview of Benchmarks and English Learning Success; Student Success Plans; Progress Reports

Email or Phone Script to Gather Parent Input for English Learner Success Plan

Email Subject: Parent Input on English Language Progress

Good Morning/Afternoon,

I am the ESL teacher that will be working with <INSERT STUDENT NAME> <again>. This year I <co-teach in his/her ELA class; provide push-in supports in his/her general education courses; provide instruction in his/her self-contained ESL class> and will serve as the main point of contact to support you and <INSERT STUDENT NAME>.

I am currently processing the information we have on <INSERT STUDENT NAME>'s English language proficiency and am working on developing a plan to continue <his/her> progress. Part of the development of this progress plan is to include feedback from the student's family about strengths and weaknesses in English language development. When you have a chance, it would be helpful if you can send a quick reply with what you think <INSERT STUDENT NAME>'s strengths are in his English language progress and what you would like to see <him/her> improve on this school year. The strengths and areas of improvement can be based on academic and shop-related skills or social skills.

Thank you, and I look forward to supporting <INSERT STUDENT NAME> this school year.

Kristen Jagiello
ESL Teacher
English Department
McCann Technical School
70 Hodges Cross Road
North Adams, MA 01247
413-663-5383 x151
kjagiello@mccanntech.org

Email Script for Sharing English Learner Success Plan with Parents

Email Subject: ELL Progress Monitoring

Good Morning/Afternoon,

I want to thank you for your feedback on goals for continuing <INSERT STUDENT NAME>'s English language progress. The school year is off to a great start and we are already focusing on growing in language skills this year.

The attached documents include:

- An analysis of <INSERT STUDENT NAME>'s progress toward his targets and steps that we will take to monitor <his/her> progress this school year.
- A cover letter and documents provided by the state explaining this process.

Please reach out with any questions.

Kristen Jagiello
ESL Teacher
English Department
McCann Technical School
70 Hodges Cross Road
North Adams, MA 01247
413-663-5383 x151
kjagiello@mccanntech.org

Northern Berkshire Vocational Regional School District



McCann Technical School

| Director of Student Services: Kristin Steiner | Email: ksteiner@mccanntech.org | Phone: 413-663-5383 x109 |

| ELE Program Coordinator: Kristen Jagiello | Email: kjagiello@mccanntech.org | Phone: 413-663-5383 x151 |

| Address: 70 Hodges Cross Road, North Adams, MA 01247 | Fax: 413-664-6424 | Website: www.mccanntech.org |

English Language Education Program English Learner Success Plan - Notice to Parents

Date:

Dear Parent/Guardian of <INSERT STUDENT NAME>,

This letter is to introduce the information in the English Learner Success Plan, which is a progress monitoring plan required by the state for an English Language Learner (ELL) who does not meet their target score on the annual ACCESS test.

All ELL students, even if they have opted out of ESL services, will have their progress monitored as they continue to work toward meeting their English language target.

The attached plan includes information about previous scores, supports that are in place for the student at school, other resources they can use at home, and how our school staff will monitor progress throughout the year.

If you have any questions or concerns about the plan, please reach out using the contact information below:

ESL teacher/ELE Program Coordinator: Kristen Jagiello

Email: kjagiello@mccanntech.org

Phone: 413-663-5383 x151

Director of Student Services/ELE Program Director: Kristin Steiner

Email: ksteiner@mccanntech.org

Phone: 413-663-5383 x109

Sincerely,

Kristin Steiner
Director of Student Services

GUIDELINES FOR THE USE OF BENCHMARKS TOWARD ATTAINING ENGLISH PROFICIENCY

Executive Summary

Benchmarks for Making Progress toward English Language Proficiency

The [Language Opportunity for Our Kids Act \(LOOK Act\)](#) provides for greater flexibility in English learner education (ELE) programs, greater focus on individual English learner (EL) success, and better support for the academic achievement of ELs. It also requires that the Department of Elementary and Secondary Education (the Department) develop benchmarks for attaining English language proficiency for ELs. The Department will define and disseminate to districts each fall the English language proficiency benchmarks, or individual targets, for each student's annual progress toward English proficiency.

Meeting benchmarks means that an EL is on track to attain English proficiency within six years of entering a Massachusetts public school. Some ELs will attain English proficiency before year six, while others may take longer. Students are not required to become proficient within a specific period, but research indicates that ELs typically achieve proficiency in four to seven years. The Department determined six years to be a reasonable period for an EL to attain English proficiency.

Calculating Benchmarks

Based on a student's current year [ACCESS](#) score, the Department determines a target for the following year that is the minimum score needed by the student to remain on track to attaining English proficiency (i.e., attaining a score of at least Level 4.2 on ACCESS) within six years. For students taking the [Alternate ACCESS](#), the Department will determine progress toward proficiency by comparing the prior year's results and the current year's results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

Each year after the Department reports ACCESS scores, schools and districts will receive a *future progress target* and a *difficulty index* for the following school year for each student. If the student has taken the ACCESS test for at least two consecutive years, they will also receive a *growth percentile for ACCESS* (SGPA) and a *progress indicator* (expressed as "yes" if the student made progress or "no" if the student did not make progress). For more information on future progress targets and difficulty indices, refer to Section III of the [Guidelines for the Use of Benchmarks toward Attaining English Proficiency](#) (the Benchmark Guidelines).

District Requirements:

The LOOK Act establishes the following requirements for districts:

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks;
- Establish a process for the district to:
 - Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
 - Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;

- Review resources and services available to assist ELs in the identified areas in need of improvement; and
- Incorporate input from the parents or legal guardian¹ of the identified EL².

English Learning Success Template

The Department developed an English Learning Success Template (ELST) to assist districts in helping ELs receive the planning and support they need to make progress. The template identifies the steps that schools and districts can take to help students meet their goals and benchmarks.

Methods for Establishing EL Personalized Goals

In order to establish goals for success, districts should review the available data on a EL's performance, and identify areas of improvement. By involving various stakeholders, including students, parents, and staff, districts can implement successful strategies for improvement. Further, by consulting with other districts during network meetings, districts can gather additional strategies for helping ELs succeed. In addition, there are many resources available with helpful information for working with ELs included in the Benchmark Guidelines.

Parent Notification

Districts must adopt procedures to identify ELs who do not meet English proficiency benchmarks and establish a process that incorporates input from the parents of the identified ELs. The LOOK Act requires districts to provide parents of ELs with the Benchmark Guidelines, materials describing the benchmarks, and the ELST. The Department will make the Benchmark Guidelines and the ELST available in languages most commonly spoken in Massachusetts and will post them on the Department's [English Learner Resources](#) webpage to assist districts with this effort. Districts must begin parent notification at the beginning of each school year or upon enrollment of the child in an ELE program if the enrollment is not concurrent with the beginning of the school year.

¹ The term "parent" means "parent or legal guardian" throughout this document.

² [G.L. c. 71A, § 11](#).

English Learning Success Plan

McCann Technical School strives to assist every English learner (EL) in attaining English proficiency.³ The district monitors the progress that ELs are making in meeting English proficiency benchmarks. For ELs who are not meeting English proficiency benchmarks, the district will:

- Identify areas in which the EL needs improvement;
- Establish personalized goals for the EL to attain English proficiency;
- Assess and track the progress of the EL in the identified areas in need of improvement;
- Obtain and incorporate input from the parents or legal guardian of the EL; and
- Review resources and services available to assist the EL.

In reviewing resources and services to assist ELs, our district may take the following steps:

- Evaluate strategies for improving instructional practices and routines for ELs;
- Provide additional support to teachers of ELs, including professional development and coaching;
- Examine the adequacy of the curriculum and materials available to teachers of ELs;
- Obtain supplemental materials designed to assist ELs who are struggling with attaining English proficiency;
- Establish language support teams that may include English as a second language (ESL) teachers, content teachers, school administrators, guidance counselors, and other relevant personnel.
- Support structured collaborative opportunities for teachers of ELs (ESL teachers and content teachers) to review student performance data regularly.
- Review resources provided by the Department of Elementary and Secondary Education at <http://www.doe.mass.edu/ele/>

In addition to the specific steps above, our district may also consider the following:

- Successful approaches taken by schools to assist ELs and ways to adopt them;
- Development or improvement of the plan for addressing the instructional and social emotional learning needs of ELs;
- Implementation or continued implementation of English Learner Parent Advisory Councils;
- Examination of opportunities for increased family engagement, including taking additional steps to create an inclusive environment.

Our district has the following resources to assist ELs:

- Title I School-Wide Program Funding through the federal Every Student Succeeds Act
- District Curriculum Accommodation Plan
- Student Success Team that responds to referrals for students that are struggling and supports teachers with implementing tiered intervention plans to support student success
- After school Study Swarm Program, staffed by teachers that assist students with academic or technical schoolwork on an as needed basis, or through implementation of an SST intervention plan
- Chromebook assigned to each student
- Assistive Technology (AT) and accessibility tools available to students through the Chromebook (training provided to students, families, and staff by McCann's AT facilitator)
- School counseling, mental health, and educational stability supports provided by the Student Services Department
- Qualified SEI Endorsed teachers
- Paraprofessionals available to support all students in academic classrooms and vocational programs
- Collaboration with Berkshire Language Management, a local business that offers translation and interpretation services to support family and school communication

Our district also has the following staff to assist ELs:

- Mrs. Kristen Jagiello (ESL Teacher/ELE Program Coordinator): kjagiello@mccanntech.org
- Mrs. Kristin Steiner (Director of Student Services/ELE Program Director): ksteiner@mccanntech.org

³ English learner is a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.



Student Specific English Learning Success Plan

Student Information

Name:

Grade:

Shop Program:

Years in ELE Program:

Current and Historical Attendance Review:

Strengths, Needs, and Goals: Academic, Social-Emotional

EL's family's comments regarding strengths and needs:

	Strengths (Key <i>Can Do Descriptors</i>) <u>Key uses of academic language</u>	Skills to improve <u>Key uses of academic language</u>	Personalized goals <u>Key uses of academic language</u>	Progress monitoring (Tool, benchmark, performance task)
Listening				
Speaking				
Reading				
Writing				

Scores and Instruction

Assessment Tool	Scores and Adjustments				
	Listening	Speaking	Reading	Writing	Next Steps/ Adjustments to Instruction
LAS Links: 202X-202X 1: Fall/Winter					
LAS Links: 202X-202X 2: Spring					

Academic and Social-Emotional Interventions

Interventions: academic, social-emotional (strategies, resources, services)	Setting					
	SEI	ESL	Supplemental instruction	Special Ed.	SEL supports	Other
Math						
Language development, reading, writing						
Reading intervention						
Emotional support						

*Instructional strategies: [WIDA Can Do Descriptors “Go To” Strategies for Teachers of English Language Learners](#)
[Thinking Resources](#)



Monitoring Progress of EL Students

- This will consist of a Google Form sent to teachers quarterly by the ESL teacher. [CLICK HERE](#) to view the 2026-2027 EL Student Progress Monitoring Google Form.
- The ESL teacher reviews and places the completed forms for each student in the EL file.
- The ESL teacher follows up with students, teachers, families, and the director of student services as needed.
- The ESL teacher will also observe the student at least one time each school year utilizing the form below.

STUDENT NAME:

DATE:

COURSE NAME:

PERIOD/TIME:

COURSE TEACHER:

Number of students in class:

Student's seat location:

Initial behaviors of student:

Opening materials: _____ WITH reminder _____ WITHOUT reminder

Prepared for class: _____ YES _____ NO

Student's engagement with warm-up activities:

Student's engagement with instruction:

Student's engagement with practice exercise:

DOMAIN OBSERVATIONS:

Listening:	Speaking:
Reading:	Writing:

FEEDBACK/ANALYSIS:

Strengths of student:	Areas of improvement/confusion:
Strengths of SEI instruction:	Suggestions:



EL Student Quarterly Progress Update

Student Name:	
Student Grade:	
Quarter: 1 2 3 4	

ACCESS-BASED GOALS:

STUDENT'S SELF-CREATED GOAL:

TEACHER FEEDBACK FROM THIS QUARTER:

STUDENT STRENGTHS:

AREAS FOR STUDENT TO WORK ON:

STUDENT SELF REFLECTION:

NEXT STEPS:

--

Appendix I - Reclassification of ELs: Parent Notifications of
FEL Status and Monitoring Academic and Technical
Progress of FEL Students

Northern Berkshire Vocational Regional School District



McCann Technical School

| Director of Student Services: Kristin Steiner | Email: ksteiner@mccanntech.org | Phone: 413-663-5383 x109 |

| ELE Program Coordinator: Kristen Jagiello | Email: kjagiello@mccanntech.org | Phone: 413-663-5383 x151 |

| Address: 70 Hodges Cross Road, North Adams, MA 01247 | Fax: 413-664-6424 | Website: www.mccanntech.org |

English Language Education Program Reclassification Form - Notice to Parents

Date:

Dear Parent/Guardian of <INSERT STUDENT NAME>,

This letter is to inform you that your child <INSERT STUDENT NAME>, has earned the required scores on the ACCESS for ELLs test to determine that your child has achieved English language proficiency and must be reclassified as a Former English Learner (FEL). This means that your child has acquired the necessary English language skills to participate meaningfully in all aspects of the District's general education program without the use of adapted or simplified English materials. <INSERT STUDENT NAME> will exit the ELE Program and will be fully integrated into the general education program for the next school year <202X-202X>.

This decision was made after careful review of <INSERT STUDENT NAME>'s ACCESS for ELLs Score Report, included in this communication. Also included in this communication is the ELE Program Reclassification Form, which provides further details on how your child met the criteria for being reclassified as a FEL.

All FEL students are monitored for a period of four years in both the academic and technical settings. If progress is not maintained in the general education program, support will be provided so that a successful transition can occur. Should changes be recommended, you will be contacted in order to discuss methods of providing support for your child.

At this time, no action is necessary on your part. Your child's teachers will keep you apprised of your child's progress as they typically do. Further communication and details about the reclassification of your child as a FEL and the monitoring process will be provided at the start of next school year. If you have any questions or concerns, please reach out using the contact information below:

ESL teacher/ELE Program Coordinator: Kristen Jagiello

Email: kjagiello@mccanntech.org

Phone: 413-663-5383 x151

Director of Student Services/ELE Program Director: Kristin Steiner

Email: ksteiner@mccanntech.org

Phone: 413-663-5383 x109

Sincerely,

McCann Technical School

202X-202X School Year



English Language Education Program Reclassification Form for ACCESS for ELLs

Name:	SASID:	DOB:
School: McCann Technical School	Grade:	Reclassification Date:

Students with an overall score of 4.2 or more and a composite literacy score of 3.9 or more on ACCESS for ELLs have acquired enough English language skills to be reclassified by the district. Such students must be reclassified as former English learners (FELs).

RECLASSIFICATION CRITERIA		
Reclassification Requirement	Student Score	Meets Criteria
Earned at least an overall score of 4.2 on ACCESS for ELLs 2.0		
<u>AND</u> earned at least a composite literacy score of 3.9 on ACCESS for ELLs 2.0		
Comments:		

Northern Berkshire Vocational Regional School District



McCann Technical School

| Director of Student Services: Kristin Steiner | Email: ksteiner@mccanntech.org | Phone: 413-663-5383 x109 |

| ELE Program Coordinator: Kristen Jagiello | Email: kjagiello@mccanntech.org | Phone: 413-663-5383 x151 |

| Address: 70 Hodges Cross Road, North Adams, MA 01247 | Fax: 413-664-6424 | Website: www.mccanntech.org |

English Language Education Program Former English Learner Monitoring Plan - Notice to Parents

Date:

Dear Parent/Guardian of <INSERT STUDENT NAME>,

This notice is to inform you that McCann Technical school will continue to monitor your student's English Language progress for _____ more years as a Former English Learner. Quarterly progress reports will be completed by teachers, and the ESL teacher will regularly check-in with the student and their teachers.

If you have any specific requests about what English Language skills you would like monitored, please respond so that we can add those goals into the progress monitoring plan.

All FEL students are monitored for a period of four years in both the academic and technical settings. If progress is not maintained in the general education program, support will be provided so that a successful transition can occur. Should changes be recommended, you will be contacted in order to discuss methods of providing support for your child.

At this time, no action is necessary on your part. Your child's teachers will keep you apprised of your child's progress as they typically do. Further communication and details about your child's FEL monitoring process will be provided throughout this school year.

If you have any questions or concerns about the plan, please reach out using the contact information below:

ESL teacher/ELE Program Coordinator: Kristen Jagiello

Email: kjagiello@mccanntech.org

Phone: 413-663-5383 x151

Director of Student Services/ELE Program Director: Kristin Steiner

Email: ksteiner@mccanntech.org

Phone: 413-663-5383 x109

Sincerely,

Kristin Steiner

Director of Student Services



Monitoring Academic and Technical Progress of FEL Students

- This will consist of a Google Form sent to teachers quarterly by the ESL teacher. [CLICK HERE](#) to view the 2026-2027 FEL Student Progress Monitoring Google Form.
- The ESL teacher reviews and places the completed forms for each student in the EL file.
- The ESL teacher follows up with students, teachers, families, and the director of student services as needed.

Northern Berkshire Vocational Regional School District



McCann Technical School

| Director of Student Services: Kristin Steiner | Email: ksteiner@mccanntech.org | Phone: 413-663-5383 x109 |

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| Address: 70 Hodges Cross Road, North Adams, MA 01247 | Fax: 413-664-6424 | Website: www.mccanntech.org |

English Language Education Program Exit from Former English Learner (FEL) Status - Notice to Parents

Date:

Dear Parent/Guardian of <INSERT STUDENT NAME>,

This letter is to inform you that based on your child <INSERT STUDENT NAME>'s, classroom performance and scores on state and local assessments, it has been determined that <INSERT STUDENT NAME> has maintained a proficient level of English language proficiency after being reclassified as a Former English Learner (FEL) in <INSERT MONTH AND YEAR OF RECLASSIFICATION>. <INSERT STUDENT NAME> has demonstrated <he/she> is fully capable of performing ordinary academic and technical school work in English in a mainstream classroom.

Over the past four years your child's ESL teacher has monitored your child for progress in their academic classes and technical program. <He/She> no longer requires this monitoring and will be exited from FEL status for the next school year <202X-202X>.

At this time, no action is necessary on your part. Your child's teachers will keep you apprised of your child's progress as they typically do. Further communication and details about the exit from FEL status for your child will be provided at the start of next school year. If you have any questions or concerns, please reach out using the contact information below:

ESL teacher/ELE Program Coordinator: Kristen Jagiello

Email: kjagiello@mccanntech.org

Phone: 413-663-5383 x151

Director of Student Services/ELE Program Director: Kristin Steiner

Email: ksteiner@mccanntech.org

Phone: 413-663-5383 x109

Sincerely,

Kristin Steiner
Director of Student Services