

# English Language Learners Handbook

New Heights Charter School of Brockton

English Language Education Staff Handbook

2020-2021

## Mission Statement

The mission of the English Language Education (ELE) Program at New Heights Charter School of Brockton is to ensure all of our English learners (ELs) are provided the opportunity to participate meaningfully in our general education program, gain social and academic English proficiency, and develop essential skills and habits that promote lifelong learning and college and career readiness, all while simultaneously affirming our students' identity, language, and culture.

In order to achieve our mission, ELs are taught in a general education setting by SEI certified core content teachers who have been trained to shelter instruction in a way that makes core content accessible to our ELs. Additionally, ELs receive specialized ESL instruction that is designed to advance English language proficiency in all four language domains: reading, writing, speaking, and listening. Our curriculum is culturally and linguistically responsive and aligned to WIDA English Language Development Standards and core content area state standards, which empowers ELs to develop the language and skills necessary to attain English proficiency, access core content, develop cross-cultural understanding, and a positive self-image. We draw upon our ELs' wealth of linguistic and cultural background knowledge in order to validate our ELs' own experiences and backgrounds and propel their learning forward. Finally, teachers receive ongoing professional development, including weekly coaching and observation

cycles in order to prepare them to effectively teach language through content in a linguistically and culturally responsive environment.

### Vision Statement

The ELE Program at New Heights Charter School of Brockton envisions a school community where all ELs go to college and all ELs are prepared to be active, responsible, and successful citizens in our culturally and linguistically diverse school community, as well as in our diverse local and global communities. Our school community respects and celebrates our ELs cultural and linguistic diversity. The New Heights Charter School of Brockton community affirms and values our ELs' cultural and linguistic diversity, as well as their unique perspectives, experiences, and backgrounds. There is a collective responsibility to engage with EL students and their families in a way that is both culturally and linguistically responsive. The NHCSB school community promotes the benefits of being bilingual and encourages all New Heights scholars to attain bilingualism.

### Introduction to New Heights Charter School of Brockton ELE Program

The English Language Education (ELE) program at New Heights Charter School of Brockton is designed to ensure all of our English learners (ELs) are provided the opportunity to participate meaningfully in our general education program, gain social and academic English proficiency, and develop essential skills and habits that promote lifelong learning and college and career readiness. At NHCSB our English Learners are a top priority. In order to equip our students with the tools they need to be successful in school and beyond, we have developed a multifaceted and comprehensive approach to addressing the linguistic, academic, and nonacademic needs of our ELs.

One of the key elements of our approach is celebrating and valuing our English learners' diverse backgrounds. We recognize that our ELs bring a wealth of linguistic and cultural diversity to our community, and we make it a point to celebrate this diversity and validate our ELs own experiences and backgrounds through various extracurricular activities and a culturally and linguistically responsive curriculum.

In addition, our program is designed to provide ELs access to effective, high-quality instruction and to close linguistic and academic proficiency gaps. We provide all of our ELs with sheltered academic instruction through our Sheltered English Immersion (SEI) program, and specialized English as a Second Language (ESL) instruction that is aligned to the Massachusetts Curriculum Frameworks and the World-Class Instructional Design and Assessment (WIDA) English language proficiency and assessment standards Framework. This essentially means that our ELs are enrolled in an SEI program and receive specialized ESL instruction as a fundamental component of the overarching SEI program.

In our SEI model, ELs from different linguistic backgrounds are in mainstream core academic classes, taught by qualified content-area teachers. All classroom instruction is in English. In order to ensure equitable access to grade-level curriculum, core academic teachers shelter the content, making the content of their lessons more comprehensible for ELs, while simultaneously promoting the development of content-specific academic language needed to successfully master content standards. As an additional component to our ELE program, ELs receive specialized ESL instruction that is designed to advance English language development, and foster English language proficiency. In order to meet our ELs individual needs, ESL instruction provided to our ELs is appropriate for each students' individual English language proficiency level. ESL instruction promotes academic achievement by providing students with systematic, explicit, and sustained language instruction that entails a laser-sharp focus on academic

language. ESL instruction includes social and academic language in all four language domains: reading, writing, speaking, and listening. Together, our integrated approach, provides ELs the SEI and ESL instruction necessary to begin closing linguistic and academic proficiency gaps.

The last part of our strategic ELE approach is building valued and trusting relationships with our EL families. It is important to us that we know our families and that our families know us. One of the cornerstone pieces of our program is ensuring that parents can meaningfully participate in the decision-making process relative to the type of programming their child will receive. Therefore, we have at least one meeting with each family per year and participate in this decision-making process as a team. We are in constant communication with our families. We provide translation services for families who need it, and we provide important written documents regarding ELs placement in the ELE program in the family's native language. We also provide various types of support services and programming for our families during after school hours. We value our partnership with our families and believe that together, we can do more to further each child's education.

#### Procedures for the Identification, Monitoring, and Annual Assessment of ELs

Under federal and state laws, districts must take appropriate steps to identify ELs so they can receive instruction designed to assist them in learning the English Language and subject matter content, and their parents and/or guardians can participate in the decision making process relative to the type of program the identified ELs will receive. When a new student enters the district it is the district's obligation to determine whether the students is an EL by following appropriate procedures and placing the student in the appropriate instructional program to support content area and English Language Learning. Districts must also identify Former English Learners (FELs) upon their

registration to the district and monitor them for the mandated amount of time (4 years) to ensure that they are meaningfully participating in the standard instructional program and provided support as needed.

Initial Testing and Identification of ELs:

Home Language Survey (HLS)

- A Home Language Survey (HLS) is conducted by a trained enrollment staff member for all incoming students upon enrollment (See Appendix B for Home Language Survey)
- Enrollment staff member will make families feel safe and secure sharing this type of personal information
- Head of ELE department trains staff members who are responsible for administering HLS.
- Enrollment staff member who administers HLS will clearly state the purpose and intended uses of the HLS to those who will complete the survey.
- Enrollment staff member always begins the interview process by asking if the family needs an interpreter and/or a copy of the HLS in a language other than English.
- NHCSB provides an interpreter in native language of family for families in need of interpretation services. The interpreter uses the HLS questions to interview the family in their native language with the goal of gathering enough information to understand the language needs of the family and student.

■ Enrollment staff member will clearly explain that the HLS is not intended to confirm citizenship status or predetermine ELE services. Enrollment staff member will clarify that the purpose of the HLS is to gather the information we need in order to better understand how we can best serve each student. Parents are informed that services that their children may be eligible for will help them be successful in their academic journey. (See Home Language Administration Script used for staff training- Appendix C)

○ Enrollment staff member will provide parent and/or guardian with enough guidance and assistance to ensure that the form is completed accurately and completely (Nothing should be left blank.)

● Once Home Language Surveys have been completed, enrollment staff member makes a photocopy of the HLS and places one copy in the student's cumulative folder and one copy in Dean of ELE's mailbox.

● Dean of ELE will review HLS to determine if there is any indication that any language other than English is spoken or has been spoken in the home (i.e. a language other than English is written in any of the sections of the HLS; an interview or encounter with the parents/guardians suggests that a language other than English may be spoken in the home)

● Any students who have a language other than English written on any of the spaces on their Home Language Survey will be screened using the WIDA Screener

● Enrollment staff and Dean of ELE will also keep a record of parents' preferred language for all future communication

● NHCSB provides any families that speak a language other than English in the home with basic information on topics related to children learning two or more languages, the

benefits of being bilingual, the importance of maintaining home language, reading to children in their native language, and the value of becoming fully bilingual and biliterate (In English and in family's native language)

Determining whether the student is an EL using the WIDA Screener:

#### English Language Proficiency (ELP) WIDA Screener

- If there is any indication on the Home Language Survey or otherwise that any language other than English is spoken or has been spoken in the home, the student is to be screened to determine EL status (Note: A child or parent taking a foreign language class does not qualify a student for screening. However, a child who grew up with a nanny who spoke a language other than English would qualify for screening.)
- Students are screened by a licensed ESL teacher or administrator using the online WIDA Screener
- Screenings are conducted within 30 days of the first day of school or within 14 days of when the student enrolls if the student is enrolled after the first 30 days of school
- Any student who is administered the WIDA Screener and scores an overall composite proficiency level of 4.0 and a composite literacy (reading/writing) proficiency level of 4.0 or below is considered to be an EL and is eligible for ELE services. Only students who achieve a 4.5 composite proficiency level as well as 4.5 composite literacy (reading/writing) proficiency level are considered English proficient (Not an EL).

Make an Initial Placement Decision: Identifying EL or FEL Status and ELP Level

- For students coming from other districts, Enrollment staff reaches out to sending schools/districts and uses the Edwin Analytics platform to obtain previous school year's ACCESS for ELLs results and any other relevant EL or FEL student records.
- If EL student's ACCESS for ELLs results from the last calendar year are retrieved, ELE staff uses the student's ACCESS for ELLs results to determine EL status and ELP Level
- Regardless of the information provided in the new district's Home Language Survey, districts should place students who have been identified as ELs in their former districts in an English Learner Education program
- If there is documentation of the student's status as FEL, then districts should monitor the student's progress for four years.
- If data from the previous calendar year is not retrieved, student is screened by a licensed ESL teacher or administrator using the online WIDA screener in order to determine student's ELP level.
- Head of ELE reviews all data and makes the ultimate decision regarding student ELP levels and placement.
- Any student who scores an overall composite proficiency level of 4.0 and a composite literacy proficiency level of 4.0 or below is considered to be an EL and is eligible for ELE services. Only students who achieve a 4.5 composite proficiency level or higher as well as a 4.5 composite literacy proficiency level are considered English proficient (Not an EL).



- All students who are identified as ELs will be placed in our ELE program which includes SEI and specialized ESL instruction
- All students who are identified as FELs will be placed in our SEI program and be taught by SEI endorsed teachers

#### Notify Parents and/or Legal Guardians of Screening Test Results and Initial Placement Decision

- Parent and/or legal guardian is notified of language screening assessment results, student's ELP level, and program placement within 30 days of the first day of school or within 14 days if it is after the first 30 days of school. (See Appendix L for Parent Notification Form)
- The Parent Notification Form is sent home in English as well as in family's native language, according to preference indicated on HLS
- Parent and/or guardian is informed of the right to "opt out" or to secure an SEI program waiver in a language the parent can understand, to the maximum extent practicable
- Parent notification letters are sent home annually thereafter to communicate the student's current ELP level and program placement
- Parent notification letters specify:
  - student's ELP Level
  - program placement and method of instruction used in the program

- how the program will meet the educational strengths and needs of the student
- how the program will support the rapid acquisition of English
- the specific exit requirements
- the parents' or guardians' right to "opt-out" of English as a Second Language (ESL) instruction or request a waiver from the state-mandated sheltered English immersion (SEI) program (see below for more information)

Code the Student Determined to be an EL in all future SIMS Reports Submitted to the Department

- Head of ELE codes the student determined to be an EL correctly in all future SIMS data collection and maintains program related records of ELs.

Any student identified as an EL after a language screening assessment will be placed in our English Learner Education (ELE) program to address his or her limited English proficiency so that he/she can be provided the opportunity to participate meaningfully and equally in NHCSB's general educational program. Parents will receive a Parent Notification form informing them of their child's English Language Proficiency Level and program placement decisions.

#### Waiver Policy

A "waiver" indicates a desire by the parent to waive the child from participation in the SEI program in favor of enrollment in another ELE program.

Parents are informed of their right to apply for a waiver and are provided with program descriptions in a language they can understand. A parent may request a program waiver to allow the student to participate in a different ELE program than the state-mandated sheltered English immersion (SEI) program model.

Individual schools in which 20 ELs or more of a given grade level receive a waiver shall be required to offer such students classes in bilingual education or other generally recognized educational methodologies permitted by law. In all other cases, such students must be permitted to transfer to a public school in which such a class is offered. Such a waiver may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. For more information about the waiver process and sample waiver forms see appendices M-R.

#### Opt-Out Requests

Upon notification of a student's EL status, parents/guardians have the right to opt-out of the ESL program. "Opt-out" indicates an informed decision by the parent to not have the child placed in the district's ELE program and English as a Second Language (ESL) classes. Parents/guardians wishing to opt-out of the ELE program should contact the Dean of the ELE department and fill out an "Opt-out Form"(See Appendix). According to state guidelines, students who opt-out will still be classified as ELs and must be coded in SIMS as an EL until student attains English proficiency. Opt-out students must continue to take the ACCESS test each year, until they score high enough to no longer be considered an EL. Opt-out students will continue to be monitored during their time as ELs and should receive the necessary additional support to access the same core content their non-EL peers are learning. Parents should revisit their decision to opt-out every year and submit a new request for the current academic year.

Students whose parents/guardians choose to opt-out are still entitled to the following services:

- Placement in a classroom with an SEI-endorsed teacher
- Additional literacy and language support
- Making all accommodations and modifications to instruction that are necessary to ensure the student has full access to the general academic program

## TIMELINE

August/September:

- Home Language Surveys Testing and Program facilitated
- Decisions made for ELL Placement -Parental Notification Forms (must be sent within 30 days of the start of school)
- ELL Reporting Form – SIMS Report Completed by September 30th

November:

- Monitor FEL/opt-out students in time for parent/teacher conferences

January:

- ACCESS Testing

- Monitor middle school and high school FEL/opt-out students at the end of the first semester

February:

- ELL Reporting Form – SIMS Report

April:

- Monitor FEL/opt-out students in time for parent/teacher conferences

May/June:

Reclassification Discussions and Reclassification Recommendations:

- Parent Notification
- ELL Reporting Form – SIMS Report
- Monitor all FEL/opt-out students at the end of the second semester

Assessments

State Testing

- ACCESS for ELLs (or ACCESS ALT) testing takes place in January-February
- MCAS testing: Spring
  - EL students participate in all MCAS testing UNLESS they are in their first year in the US in which case they can opt-out of taking the ELA exam.

- NHCSB follows the appropriate state guidelines for accommodations based upon which exam they are taking.
- All ELs are offered a bilingual dictionary.

### District-wide Assessments

Unless otherwise noted on an IEP, all ELs will partake in all district-wide assessments

- Universal Screening
- MAP Testing – quarterly assessments administered to students in order to track mastery of grade level standards

### Formative Assessments

Formative assessment practices are an integral component of progress monitoring. Formative assessments are not purchased tests, but rather authentic assessments that teachers employ to consistently monitor students' progress toward learning objectives and goals. It is important to note that formative assessment is a process used during instruction. As W. James Popham posited, "formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes". Formative assessments provide feedback that should be used to drive future instruction. Ongoing formative assessments accompanied by effective teacher feedback also give students a steady flow of information about their learning in relation to instructional goals, which gives students the opportunity to monitor their own progress and make adjustments when necessary. The more "live" the teacher feedback,

the better. All NHCSB teachers are required to frequently assess student learning, provide live and actionable feedback, and adjust their instruction accordingly.

### Progress Monitoring ELs

- English language proficiency benchmarks and personalized goals
- Frequent use of formative assessments in the classroom to assess learning and drive future instruction.
- Track weekly grades for ELs
- MAP Testing Data
- MCAS
- All ELs must take ACCESS test for ELLs in January/February, until they meet exit criteria. Once students meet exit criteria, they will no longer be considered an EL.
- ACCESS Scores data tracking
- NHCSB completes rounds of progress monitoring via ESL progress reports on all EL students as often as report cards are sent out to families. Progress reports speak to student's English Language development (based on WIDA Can Do Descriptors).
- Progress reports are sent home in English and/or the native language of the family and are filed in the student's file.
- Sample progress monitoring forms for ELs can be found in the appendices (See Appendix).

## Opt-Outs

- English language proficiency benchmarks and personalized goals
- Track weekly grades for ELs (including Opt-Out students)
- MCAS
- MAP Testing
- Opt-out students must continue to take the ACCESS test each year, until they score high enough to no longer be considered an EL.
- ACCESS Scores data tracking
- NHCSB completes rounds of progress monitoring on all Opt-Out students as often as report cards are sent out to families.
- Progress monitoring is completed via Opt-out progress monitoring reports
- Progress reports are sent home in English and/or the native language of the family and are filed in the student's file.
- Opt-out students will continue to be monitored during their time as ELs.
- Sample Opt-out progress monitoring forms can be found in the appendices (See Appendix).

## FELs



- NHCSB monitors the progress of students who have exited an English Learner Education (ELE) program for at least 4 years.
- Monitoring is conducted during the report card cycle where a progress report is generated by the student's classroom teachers.
- The progress reports speak to the success and/or difficulty students are experiencing without ESL services. The goal is to ensure students are thriving in their mainstream classes without the additional language supports, and to prevent students from "sinking" in the mainstream classroom.
- The Dean of the ELE department, along with a team of gen ed and ESL teacher(s), use the data from the FEL Progress Monitoring form, along with other relevant data, to determine whether a student is thriving or in need of additional language supports.
- If a student is being considered for re-entry, a Recommendation for Re-entry form is completed by a team of the student's teachers, including an ESL teacher. (See Appendix F for Recommendation for Re-entry form)
- If after filling out the Recommendation for Re-entry form, the team decides that it is in the student's best interest to be re-entered into the ELE program, and the Dean of the ELE Program approves this decision, a Re-entry form is filled out, mailed home, and filed in student's EL file (See Appendix for Re-enter ESL Form). Additionally, a phone call home is made in order to inform parents and/or guardians of the decision to re-enter their student in the ELE program.

#### Guidelines for the Use of Benchmarks in Attaining English Language Proficiency

What are the English Language Proficiency Benchmarks?

In accordance with the LOOK ACT, DESE has developed benchmarks for attaining English Language Proficiency for ELs. The department defines and disseminates English language proficiency benchmarks to districts each fall. Meeting benchmarks means that an EL is on track to attaining English proficiency within six years of entering a Massachusetts public school. Some ELs will attain English proficiency before year six and others may take longer. Although students are not required to attain proficiency within a specific amount of time, research has proven that ELs typically attain English proficiency within four to seven years. DESE has made the determination that six years is a reasonable amount of time for an EL to reach English proficiency. Therefore, English language proficiency benchmarks are based on a six year timeframe.

#### How are Benchmarks Calculated?

Benchmarks are calculated using ACCESS test scores. 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 language proficiency 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 DESE reports ACCESS test scores, schools and districts will receive a future progress target and a difficulty index for the following year for each student. If the student has taken the ACCESS test for at least two consecutive years, the student will also receive a student grown percentile for ACCESS (SGPA) and a progress indicator

(expressed as “yes” if the student made progress and “no” if the student did not make progress).

### Monitoring the Progress of ELs Toward Meeting Benchmarks

New Heights Charter School of Brockton strives to assist every English Learner (EL) in attaining English proficiency. The district monitors the progress that ELs are making in meeting English proficiency benchmarks. For ELs who are not meeting English proficiency benchmarks, the Language Acquisition Team will hold team meetings in order to:

- 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 parent and/or legal guardian of the EL
- Review resources and services available to support the EL

In reviewing resources and services available to 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 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

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

- Successful approaches taken by schools to assist ELs and finding ways to adopt them
- Development or improvement of the plan for addressing the instructional and social-emotional learning needs of ELs
- Implementation of an EL Parent Advisory Council
- Examination of opportunities for increased family engagement, including taking steps to create an inclusive environment

Our district also has available the following resources to support ELs:

- Dean of ELE and 2 ESL teachers
- English Language Learner case managers

- ESL classes
- EL placement in general education classes of teachers who are SEI endorsed
- Push-in class supports from the case manager
- Collaboration between general education teacher and EL case manager
- Student Support Team (SST)
- Culturally responsive ELA curriculum
- LEAP Program
- After school tutoring
- Family engagement: Annual Multicultural Night
- Multiple staff members available who speak the language of the majority of our English Learners and their families
- Main office clerk who speaks Cape Verdean Creole and Portuguese
- Enrollment coordinator who speaks Haitian Creole
- Counselors made available upon request to address the social-emotional needs of ELs
- Translation and interpretation services available upon request

Methods for Establishing EL Personalized Goals

In order to establish goals for success, our Language Acquisition Team (which consists of our Dean of ELE, ESL teacher, content teachers, Dean of Data and Accountability, Director of Student Services, and Dean of Curriculum and Instruction) will review the available data on an EL's performance and identify areas of improvement. After examining data and identifying areas of improvement, a plan that includes ELs personalized goals will be put in place. By including various stakeholders including students, parents/guardians, and staff we know that we can implement successful strategies for student improvement and language development. By consulting with other districts during network meetings we will gather additional strategies for helping ELs attain English language proficiency.

#### Available Data on EL's Performance

- ACCESS test English language proficiency results
- Benchmark data
- WIDA Assessment Management System
- Department's Gateway Portal Dropboxes
- Department Security Portal Edwin Analytics
- MCAS Data
- MAP Data
- Classroom performance and teacher observations
- Grades

- Parent and student input

## Assessing and Tracking the Progress of the EL in Meeting Benchmarks

In order to assess and track the progress of the EL in the identified areas in need of improvement, we will add the EL's personalized goals and the student's benchmark information to our ESL progress report. The ESL progress report, which will include the EL's benchmark data and personalized goal, will be sent home quarterly.

## Parent Notification

New Heights Charter School of Brockton will provide parents with quarterly ESL progress reports which include the EL's benchmark data and personalized goal. In addition, parents/guardians of ELs will be provided with the Benchmark guidelines and the English Learning Success Template (ELST). The Benchmark guidelines and the ELST will be provided to parents in their preferred language. Parent notification will begin at the beginning of each school year or upon the enrollment of their child in an ELE program if the enrollment is not concurrent with the beginning of the school year.

## Former English Learner (FEL) Procedures and Reclassification of ELs Policy

The process of removing a student's EL classification is also known as "reclassification." Exit from EL status is a high-stakes decision because a premature exit may place a student who still has linguistic needs at risk of academic failure, while unnecessary prolongation of EL status (particularly at the secondary level) can limit educational opportunities, lower teacher expectations, and demoralize students (see Linqunti, 2001; Callahan, 2009; Robinson, 2011).

NHCSB uses multiple measures in order to determine whether or not a student is ready to be reclassified as a FEL, including: ACCESS for ELLs test scores, grades, most recent MCAS scores in each of the content areas, and teacher observations and recommendations. A student is reclassified once that student is deemed English proficient according to ACCESS for ELLs 2.0 scores and a range of other relevant evidence. In order for a student to be ready to exit the ELE program, that student must be able to meaningfully participate in the school's general education program and perform ordinary classwork in English without additional support.

Each year, upon receipt of ACCESS for ELLs test scores, ELE staff members review results and determine students who meet the minimum exit criteria for FEL status. Meeting the minimum exit criteria for FEL status according to ACCESS for ELLs test scores indicates that students may have acquired enough English language skills to be considered English proficient. However, additional relevant data must clearly support this determination in order to prevent a premature exit from succeeding. As premature exit may place a student who still has linguistic needs at risk of "sinking" in the mainstream classroom.

In order to ensure our ELs are indeed ready to enter the general education program without any additional language support, ELE staff members gather other pieces of relevant data to corroborate or refute the classification decisions made earlier based on the student's ACCESS for ELLs 2.0 test results. Other relevant data may include: grades, most recent MCAS scores in each content area, and teacher observations and recommendations. According to the Massachusetts DESE Guidance on Identification, Assessment, Placement and Reclassification of English Learners, the most recent MCAS results in each content area should serve as a key indicator of the student's likelihood of performing ordinary classwork in English. Therefore, we use the MCAS



results as a guide to help us determine how prepared students are to access core content without additional language support.

Once ELE staff members have gathered all of the pertinent data, they present it to a team of the students' core content teachers, and a team-based decision is made regarding whether or not that particular student is ready to be reclassified. If after evaluating the relevant student data, it is determined that there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support, the team removes the student's EL classification. Once the team of teachers has come to a final decision, they fill out a FEL Reclassification Form, which indicates whether or not the child is ready to be reclassified. In addition, If it is determined that a student must remain in the ELE program, the student must still receive services and supports appropriate for the student's English proficiency level in each domain as determined by WIDA Can Do Descriptors.

(See Appendix J for FEL Reclassification Form)

Reclassification Checklist:

- Students performing at Levels 1-4 (as a described in the WIDA Can Do Descriptors) require significant support to access content area instruction delivered in English. Such students should always remain classified as EL.
- Students should earn at least an overall score of Level 4.2 and a Composite Literacy Score of Level 3.9 on the required state testing ACCESS for 2.0, and demonstrate the ability to perform ordinary classwork in English, without significant language support, in order to be considered as Former English Learner (FEL).

## RECLASSIFICATION CRITERIA FOR ELS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING)

### Additional Requirements Meets Criteria Does Not Meet Criteria

Earned a score of at least:

- An Overall score of Level 4.2; and
- A Composite Literacy Score of Level 3.9

Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed in Other Relevant Data. (See “Other Relevant Data” below.)

Comments:

When a student is Reclassified, the ELE program:

- Removes the student’s coding as LEP on the SIMS report. This decision will be made before the start of the new school year, so that students can start the new school year in the correct program and our EL data is ready in time for the October SIMS data collection.
- Notifies the parent/guardian of the change in the student’s classification. Parents will be notified of the reclassification determination in writing. (See Appendix for FEL Reclassification Form) In addition, a phone call home will be made to notify parents/guardians of this decision.
- Updates all school/district records and spreadsheets.

- Implements a process for routinely monitoring the students' academic progress for the next four years in order to ensure the student is making adequate academic and English language progress in the general education program without supports.
  
- If, based on FEL monitoring forms, it is determined that a student is not making adequate academic and/or English language progress due to a lack of English language proficiency, a team-based decision may be made to recommend a student to re-enter the ELE Program. (See Appendix F for Recommendation for Re-entry form)
  - If a student is being considered for re-entry, a Recommendation for Re-entry form is completed by a team of the student's teachers, including an ESL specialist. (See appendix F for Recommendation for Re-entry form)
  
  - If after filling out the Recommendation for Re-entry form, the team decides that it is in the student's best interest to be re-entered into the ELE program, and the Head of the ELE program approves this decision, a Re-entry form is filled out, mailed home, and filed in student's EL file. (See Appendix G for Re-enter ESL Form) Additionally, a phone call home is made in order to inform parents and/or guardians of the decision to re-enter their student in the ELE program.

## ELE Program Types

### Sheltered English Immersion (SEI) Program

“Sheltered English immersion” is defined in G.L. c. 71A as “an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount

of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English."

### SLIFE (Students with Limited or Interrupted Formal Education) Program

A student will be classified as SLIFE if he/she meets all of the following criteria:

(See Appendix for Intake Interview)

- The student is an English Learner (EL)
- Is aged 8-21
- Entered the United States after grade 2 or exited the United States for six months or more
- Prior exposure to formal schooling is characterized by no formal schooling or interruptions in formal schooling, defined as at least two or fewer years of schooling than their typical peers, or consistent, but limited formal schooling
- Functions two or more years below expected grade level in native language literacy relative to typical peers
- Functions two or more years below expected grade level in numeracy relative to typical peers

Identification of SLIFE

New Heights school staff will adhere to the following procedure to identify students as SLIFE:

- Administer a Home Language survey to determine if the student is potentially an EL
- If student is an EL, administer Intake Interview (See Appendix C for Intake Interview)
- Conduct a record review (if available) of previous academic and English language proficiency information
- Assess English language proficiency (if not determined from records review)
- Establish a school-based SLIFE placement team
- Develop SLIFE program placement
- Record SLIFE designation in student file and send parent/guardian notification within 30 days of the beginning of the school year or two weeks from when the student enrolls in the school if it is in the middle of the year
- Develop a SLIFE individualized learning plan to identify goals and methods for progress

Monitoring

New Heights Charter School of Brockton ELE Program Overview

ELE Program At-A-Glance

NHCSB is constantly working to develop programs that fit the individual needs of the NHCSB students, community, and overall school culture. We ensure that the provision of services provided to EL students meets the new mandated state recommendations and requirements.

According to the Castañeda Three-Prong Test, all ELE programs must be:

- Based on sound educational theory and research
- Implemented with adequate/appropriate resources and fidelity
- Effective and result in students' language barriers being overcome

#### SEI Endorsement

All ELs are assigned to core content classes taught by a teacher who has attained their SEI endorsement. ESL-licensed teachers are expected to collaborate with general education SEI-endorsed teachers to assist with making academic language accessible to ELs.

#### Special Education and ESL

Students with IEPs who are also classified as ELs are entitled to the same supports, resources, and programs as ELs who do not have an IEP.

#### ESL Licensed Highly Qualified Instructors

All NHCSB ESL teachers must be ESL certified. If an ESL teacher is not certified, but has valuable work experience and knowledge, ESL candidate may be considered for

employment, with the understanding that he/she has one year to attain his/her ESL license.

## ESL Instruction

All ELs are entitled to explicit language instruction taught by a licensed ESL teacher. The goal of English as a Second Language (ESL) instruction is to advance English language development and to promote overall academic achievement for ELs. English language proficiency includes social and academic language in all four language domains: listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained English language instruction, and prepares students for general education by focusing on academic language development.

## ESL Curriculum

ESL curriculum is culturally and linguistically responsive and aligned to state standards and WIDA ELD Standards Framework. Similar to the WIDA Can Do Descriptors, the NHCSB ESL curriculum is strengths-based, drawing upon students' strengths and background knowledge in order to deepen student learning. Our ESL curriculum addresses the English Language needs of our EL population at all levels. ESL instruction is not academic tutoring. Evidence of explicit language instruction must be documented through weekly lesson plans and deliverables, and submitted to the Dean of ELE. Lesson plans must provide evidence of explicit language instruction by including daily language objectives and formative assessments that are clearly aligned to those objectives. End-of-lesson/unit authentic assessments must be accompanied by a rubric and an exemplar, both should specifically outline criteria for success. Lesson plans must include differentiated language support for students based on English Language Proficiency (ELP) Level. Lessons must show evidence of language use in all four

language domains: listening, speaking, reading, and writing. ESL lessons should leverage the power of cooperative learning as often as possible in order to increase student learning and engagement, provide opportunities to practice speaking and listening skills, and to scaffold learning. Finally, lessons must be standards-based and WIDA aligned.

### Delivery Hours and Setting

EL service delivery minutes are always delivered by a Massachusetts licensed ESL teacher. ESL services are provided in pull-out and push-in settings in order to best meet the needs of our students. In order to promote and support the rapid and effective acquisition of English Language proficiency by ELs, students receive their ESL instruction in an ESL specific class that focuses on explicitly teaching academic language. ESL classes are based on students' ELP level: levels 1, 2, and low 3's are grouped together and high 3's, 4's and 5's are grouped together. Students are in English-only classes of mixed ages and native languages, but students' degree of English proficiency are similar.

### ESL Instructional Time

Foundational Level: WIDA Level 1, Level 2, Level 3

Hours of instruction: At least 2-3 periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher. (ESL instruction is delivered in a combination of pull-out and push-in settings)

Transitional Level: WIDA Level 3, Level 4, Level 5, Level 6



Hours of Instruction: At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher (ESL instruction is delivered in a combination of pull-out and push-in settings)

### SEI Endorsement

All current staff members are expected to hold an SEI Endorsement or be actively working towards an SEI Endorsement. NHCSB will work diligently to ensure that EL students are being placed with properly endorsed staff members. When a situation arises where a student is placed with a non-endorsed staff member, the district will work to ensure the staff member is endorsed as soon as possible and will work to avoid putting the student with a non-endorsed staff member in the future.

ELE staff members will collaborate with school leadership teams to ensure that all staff members receive ongoing professional development and support with regard to sheltering content.

### EL Parent Engagement

- Due to the implementation of the LOOK Act, starting in 2018, parents will have the option of joining an English Learner Parent Advisory Council. Participation is voluntary. Any parents/guardians who are interested in joining can contact the Dean of ELE, Shana Silva by emailing [ssilva@nhcsb.org](mailto:ssilva@nhcsb.org)
- Dean of ELE and ESL teachers will communicate with EL families regularly
- Translators/interpreters are available to families in need of translation/interpretation services

- Cape Verdean Creole, Haitian Creole, Portuguese, and Spanish speakers are available on staff. Additionally, NHCSB has outside translation and interpretation contacts in various other languages available to parents.
- All important documents are sent home in English and in the family's native language.
- All NHCSB students have an advisor who is responsible for ongoing communication with families.
- NHCSB will provide written notification in English and in the native language of the parent/guardian that indicates their student's EL level and corresponding program placement; indicates when a student is deemed to no longer benefit from ESL services and is therefore being reclassified (FEL); and explains a student's WIDA ACCESS test results.
- Dean of ELE and/or ESL teacher will meet with parents/guardians at the end of each year to go over ACCESS test scores, compare current year's ACCESS test scores to the previous year's scores, and go over program placement decisions for the upcoming school year. At this meeting, parents/guardians will be presented with either the Parent Notification form or the Reclassification form.
- In addition to sending home the FEL Reclassification form, a phone call home will also be made to parents/guardians in order to inform them that their student is being reclassified.
- A phone call home will also be made to parents/guardians if their student is being re-entered into the ELE program (See Appendix G for Re-enter ESL form).

- When necessary, ESL teacher(s) will meet with families to discuss the student's service delivery and/or any parent/student concerns.
- Parents/Guardians are encouraged to call ESL teacher(s) and Dean of ELE program with updates or concerns at any time.
- Parents/Guardians will be invited to school Open Houses and Parent-teacher conferences to meet their child's teachers and discuss their child's academic standing. Interpreters will be available as needed.
- Parents will receive ESL progress reports and report cards at the same intervals as parents of non-EL students in the school.
- Parents will be invited to a Multicultural Night event where different rooms in the school are transformed into countries from around the world that represent the cultures represented in our diverse student body. Our students and their families will be serving traditional foods from their native countries, playing traditional music from their homeland, performing different dances from around the world, telling traditional folktales, and playing traditional games from countries around the world.

#### Equal Access to Curriculum and Extracurricular Activities

NHCSB ensures that ELs across all levels of language proficiency can access and fully engage with the rigorous grade-level standards. School leaders and teachers are responsible for making the challenging academic standards accessible to students who must learn rigorous academic content while learning the language in which the content is taught. Instructional content for ELs is expected to be age-appropriate and standards based. Students should be awarded credit that will count towards graduation and promotion upon a successful completion of the coursework.

ELs should have access to all educational program opportunities. ELs can participate in all of the instructional programs or extracurricular activities available within the school for which they qualify. Their level of English proficiency does not determine participation in academic programs and services including career and technical education programs, counseling services, special education services, gifted and talented programs, performing and visual arts, athletics and any elective classes offered in the school. For instance, unless a particular GATE (Gifted and Talented Education) program or advanced course is demonstrated to require proficiency in English for meaningful participation, schools must ensure that evaluation and testing procedures for GATE or other specialized programs do not screen out ELs because of their limited English proficiency.

ELs who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner. To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.

ELs also have a right to receive any guidance and counseling supplied by the district in a language they can understand. This includes but is not limited to: academic, psychological, college and career counseling as provided by the school psychologist, school adjustment counselor/social worker, guidance counselor or career counselor.

ELE Program Evaluation

- Dean of ELE department will reevaluate all programmatic decisions at the end of each year. Factors that will be taken into consideration include, but are not limited to:

- ACCESS growth data

- MCAS growth data (review of SDQ and students receiving proficient and advanced)

- Comparison data for EL to non-EL population

- Review of school-based assessments using

growth and a comparison of ELs to native English speakers

- Quarterly Review: a review of ELE compliance completed through a random

review of student records.

- Student, Parent/guardian, and teacher input

- Observations of the ESL teachers and SEI endorsed teachers

- Translation and interpretation services: is communication with parents provided in a language they understand? Are interpreted sessions provided by trained, competent, unbiased professionals?

- Are ELs, FELs, and Opt-outs appropriately identified and served?

- Does the district have a sufficient number of appropriately licensed teachers? If not, how can this problem be resolved?

- Are all core content teachers and admin SEI endorsed?
- Do all ELs receive instruction by SEI endorsed teachers in all content areas?
- Given the ELE program model provided in the district, do all students receive meaningful services to allow them to increase proficiency in English and in content areas?
- To what degree are ELs participating in services and courses such as SPED, Honors, and College courses (as well as extracurricular programs, electives, gym, and specials)?
- Is there a warm, welcoming, culturally and linguistically responsive environment at the school?
- Does school building affirm our students' culture when you take a look around? (i.e. walls, bulletin boards, signs, posters, murals, flags, paintings, staff, etc.)
- Do we have a culturally and linguistically responsive curriculum?
- To what degree are all staff in the district aware of ELs' cultures and backgrounds and how to address or understand cultural adjustment?
- What type of professional development does our current staff need? What type of professional development have teachers and school staff received for working with EL populations? How frequent and varied is the professional development?
- What community resources/parent groups are available to learn more about the needs of students EL students and families?

- Are we building relationships with outside organizations and bringing in outside resources to support our EL families?
- As NHCSB continues to grow, how do EL graduation and dropout rates compare to non-EL students?
- This data will be communicated to the appropriate members of the school leadership team.

#### Program Evaluation Next Steps:

- Bring together an ELE team and assign roles/tasks.
- What action steps will be taken to address challenges?
- What program changes are recommended for next year or following years?
- How can we continue to maintain and expand our areas of strength?
- What is the district's goal(s) for English proficiency growth and attainment? How is it measured by the district?
- What is the district's goal(s) for mastery of subject matter content? How is it measured by the district?

#### Professional Development

ESL Teachers will be formally evaluated by their direct supervisor twice a year. In addition, teachers will have access to ongoing weekly/bi-weekly 1:1 coaching meetings,

weekly department meetings, all-staff professional development days on Fridays, as well as some state-wide PDs on working with ELs and/or WIDA trainings.

#### All Staff PD

- Who are our EL students? (Present ACCESS data and ELP levels, where do our ELs come from? What are their cultural backgrounds?)
- Culturally responsive practices: mirrors and windows, bringing your scholar's identity into the classroom, "How does the socio-cultural context affect learning?"
- Scaffolding Up for ELs: Scaffolding up, accommodating and modifying instruction and materials
- Language Objectives
- WIDA training: WIDA levels, CAN DO descriptors, asset-based mindset
- SEI Strategies: Academic language and Accountable Talk
- SEI Strategies: specific clear directions and expectations, modeling, exemplars, building background knowledge, chunk and chew, academic vocabulary instruction, reading strategies, etc.

#### 1:1 Coaching Meetings

On a weekly or biweekly basis, the Dean of ELE will meet 1:1 with each of the ESL Teachers in order to work on teachers' professional growth, provide assistance with lesson planning, student instruction and policies and procedures. These 1:1 meetings are spaces of reflection and honesty, focused on both personal and student growth and



achievement. Teachers are expected to come to the meeting on time each week with questions or concerns, computers/notebooks, any other materials that may be needed.

### Weekly Department Meetings

Weekly or bi-weekly department meetings will be held in order to support teachers in their work and discuss important school-wide and department initiatives.

### Teacher Observation

Throughout the school year, the Dean of ELE and Director of Student Services will informally observe each ESL Teacher in a class period for any duration of time. Observations will be reviewed and discussed in 1:1 coaching meetings weekly or bi-weekly. Formal observations and evaluations will follow the process outlined in the Evaluation Handbook.

## APPENDICES

### TRANSLATION SERVICES REQUIRED FOR LEP PARENTS

Translation Services Required for Parents who are

Limited English Proficient (LEP)

Language assistance should be provided to all parents whose preferred language is not English, even if their child is proficient in English. Parents must be provided meaningful access to all important meetings and documents regarding their child's education.

Parents must be able to provide informed consent. Parents who are limited English

proficient have the right to an interpreter that is free, qualified, trained in subject jargon, impartial, and able to ensure that parents understand what everyone says.

Essential Information that needs to be provided in the parent's preferred language includes:

- registration and enrollment forms in school and school programs
- language assistance programs
- notices required by special education laws and regulations (any IDEA/504 related documents)
- IEP meetings (documents and interpretation services if necessary)
- Assessments used to determine eligibility or services
- grievance procedures and notices of discrimination
- parent handbooks
- student discipline policies and procedures
- Complaint and intake forms
- Written notices of rights
- report cards and progress reports
- parent-teacher conferences

- information on magnet and charter schools
- information regarded gifted and talented programs
- requests for parent permission for student participation in school activities
- Such other information provided to native English-speaking parents such as invitations to join school related councils or groups
- Standard forms that are considered “vital” to a program

## HOME LANGUAGE SURVEY

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

### Student Information

First Name \_\_\_\_\_ Middle Name \_\_\_\_\_ Last  
Name \_\_\_\_\_ Gender  
\_\_\_\_\_ Country of Birth  
\_\_\_\_\_

Date of Birth (mm/dd/yyyy) \_\_\_\_\_ Date first enrolled in ANY U.S. school \_\_\_\_\_

School Information

Start Date in New School (mm/dd/yyyy) \_\_\_\_\_ Current Grade \_\_\_\_\_

Name of Former School and Town \_\_\_\_\_

Questions for Parents/Guardians

What is the primary language used in the home, regardless of the language spoken by the student?

\_\_\_\_\_ What language(s) are spoken with your child?

(includes relatives -grandparents, uncles, aunts, etc. – and caregivers)

\_\_\_\_\_

What language did your child first understand and speak?

\_\_\_\_\_ Which language do you use most with your child?

\_\_\_\_\_

How many years has the student been in U.S. Schools? (not including pre-kindergarten)

\_\_\_\_\_

Which language(s) does your child use? (circle one)

\_\_\_\_\_ seldom / sometimes / often / always

\_\_\_\_\_ seldom / sometimes / often / always

Will you require written information from school in your native language? Yes No

If yes, what language? \_\_\_\_\_ Will you require  
an interpreter/translator at Parent-Teacher meetings? Yes No

If yes, what language? \_\_\_\_\_

Home Language Survey Training

The Process

A Home Language Survey (HLS) is conducted by a trained enrollment staff member for all incoming students upon enrollment.

- Enrollment staff member who administers HLS will clearly state the purpose and intended uses of the HLS to those who will complete the survey.
- Enrollment staff member will make families feel safe and secure sharing this type of personal information with us.

- Enrollment staff member always begins the interview process by asking if the family needs an interpreter or a copy of the HLS in a language other than English.

- NHCSB provides an interpreter in the native language of the family for families who need it. The interpreter uses the HLS questions to interview the family in their native language with the goal of gathering enough information to understand the language needs of the family and student

- Enrollment staff member will provide parent and/or guardian with enough guidance and assistance to ensure that the form is completed accurately and completely.

(Nothing should be left blank.)

### Key Talking Points

NHCSB enrollment staff member will clearly explain that the HLS is not intended to confirm any type of citizenship or immigration status or predetermine ESL/bilingual services.

Staff member will clarify that the purpose of the HLS is to gather the information we need in order to better understand how we can best serve each student.

Parents are informed that services that their children may be eligible for will help them be successful in their academic journey.

### What's Next?

All students who have any language other than English on their HLS will take the WIDA Screener in order to determine their English Language Proficiency level. These results

will give us the information we need to determine whether or not this student qualifies for ESL services.

## INTAKE INTERVIEW

Directions: Information in the box below is to be completed by school personnel prior to the interview.

### General Information Notes

District: \_\_\_\_\_

School: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Location of interview: \_\_\_\_\_

Interviewer's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Location: \_\_\_\_\_

Who is being interviewed? Student Parent Other

In what language is this interview being conducted in? \_\_\_\_\_

Interpreter's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

SASID: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Gender: \_\_\_\_\_

Directions: The following interview is to be conducted when the student is enrolled at NHCSB. It should be completed with the student and, if applicable, parent/guardian(s). It should not be conducted during the instructional school day. The interviewer should be a qualified professional who is proficient in English and in the student's home language, or the school should arrange for an interpreter to be present.

#### Personal Information

In what country were you born?

When did you come to the United States?

Why did you come to the United States?

Who raised you? Until what age?

Who do you live with now?

Do you enjoy living there? Why or why not?

Who came with you to the U.S.?

How did you get to the United States?

Describe your country/home.



What was it like there?

Did you like it there?

Why or why not?

Are you happy to be in the United States now? Do you like it here so far?

What would you say is the main difference between your home country and the United States?

Did you work in your home country?

If so, what did you do?

Prior Schooling

How old were you when you started school?

In what country were you?

How many years did you attend school? (suggestion- list each year of schooling)

How many hours each day?

Where did you go to school?

Did your parents have to pay for you to go to school?

How did you get to school? (bus, car, walk)

How far away was your school from your house?

What was school like in your home country?

What would you say is the main difference between school in your home country and school in the U.S.?

What was your favorite subject? Why?

Did you always attend school? Are there times you did not attend school? Why?

Did you ever stop going to school?

For how long?

Why?

Date? Year?

Language Literacy \* Numeracy \* Technology

Did you have access to books at school? What kind of books?

How about technology?

What kind of technology?

Do you like to read/draw/write? Which one is your favorite? Why?

What is your favorite book/magazine/website/movie?

What do you use math for in your daily life? Do you like Math?

Why or why not?

Do you have your multiplication table memorized? (i.e.  $2 \times 2 = 4$ )

Do you have a computer? Cell phone?

TV?

Directions: The following questions will help educators place students in electives and programs.

Outside interests/Future plans

What do you like to do outside of school? (i.e. sports, music, crafts, art, work, cook, babysit?)

What are your goals as a student?

What would you like to be when you graduate college?

Are you interested in attending clubs and/or playing a school sport after school? If so, what?

SLIFE POST-INTERVIEW IDENTIFICATION FORM

Students with Limited or Interrupted Formal Education (SLIFE)

Directions: Information in the box below should be completed by school personnel after the Home Language Survey (HLS), English Language Proficiency (ELP) assessment, and Intake Interview have been completed.

General Information Notes

District: \_\_\_\_\_

School: \_\_\_\_\_

Date of interview: \_\_\_\_\_

Location of interview: \_\_\_\_\_

Interviewer's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Location: \_\_\_\_\_

Who is being interviewed? Student Parent Other

In what language is this interview being conducted in? \_\_\_\_\_

Interpreter's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

SASID: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Gender: \_\_\_\_\_

Directions: If all four items are checked, then administer literacy and numeracy diagnostics.

Criterion

Notes

1. English learner as defined at §2(d) of

chapter 71A of the General Laws.

2. Aged 8 to 21 years

3. EL entered a school in the U.S. after grade 2

OR

Exited the United States for six months or more.

4. Extent of prior exposure to formal schooling is characterized by

a. no formal schooling

OR

b. interruptions in formal schooling

OR

c. consistent, but limited formal schooling

Identification Outcome

Based on the information gathered from the Home Language Survey, student records, and the intake interview, \_\_\_\_\_,

(student name)

HAS / HAS NOT

been identified as a Student with Limited or Interrupted Formal Education (SLIFE).

---

Dean of ELE Date

ATTENDANCE SHEET

ELE MEETING

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

Student Name: \_\_\_\_\_ Grade:

---

Purpose of Meeting:

---

Print Names of Team Members Print Roles of Team Members Initial if in attendance

## ELE RECOMMENDATION FOR RE-ENTRY FORM

2020-2021

English Language Education Recommendation for Re-entry Form

\_\_\_\_\_, who is currently identified as a Former English Learner (FEL), has been recommended for re-entry into the English Learner Education (ELE) program.

If a former EL student fails to make academic progress, as measured by his or her grades, content area assessments and other relevant data, after his or her EL classification has been removed, and if a school-based team familiar with the student determines that this failure is due to the lack of English proficiency, then the student must be re-classified as an EL.

In determining whether a student should be re-classified as an EL or should continue to be monitored, we must consider a range of evidence of the student's performance:

Relevant Data

WIDA Screener Scores

Listening

Speaking

Reading

Writing

Overall Proficiency Level

Academic Grades

English

Social Studies

Math

Science

Most Recent Statewide Assessment Scores

School Year Circle One ELA Math Science

MCAS/PARCC

MCAS/PARCC

MCAS/PARCC

Most Recent MAP Scores

Score Term/Year

ELA

Social Studies

Math



Science

Outcome

This student \_\_\_\_\_ demonstrate the ability to perform ordinary classwork in English without significant instructional support, as indicated by more than one of the measures listed below: (Please circle applicable measures.):

WIDA Screener

Academic Grades

MCAS/PARCC Scores

MAP Scores

Written Teacher Observations/Recommendations

We have made a team-based decision

to: \_\_\_\_\_

\_\_\_\_\_

Dean of ELE Date

Re-Enter ESL Program

Student Name: \_\_\_\_\_

Re-entry Date: \_\_\_\_\_

My child has been tested in reading, writing, listening, and speaking and the test scores indicate that he/she is eligible for an English Learner Education program. Therefore, I request that my child receive specialized ESL instruction delivered by a certified ESL teacher.

Parent Signature: \_\_\_\_\_ Date:

\_\_\_\_\_

Dean of ELE: \_\_\_\_\_ Date:

\_\_\_\_\_

#### TEACHER REFERRAL FOR ELE PROGRAM

2020-2021

English Language Education (ELE)

Teacher Referral for English Language Education Program

Date of referral: \_\_\_\_\_

\_\_\_\_\_ (student name) has been recommended for entry into the English Learner Education (ELE) program by \_\_\_\_\_ (teacher name).

Under federal and state law, districts must take the appropriate steps to identify ELs so they can receive instruction that is designed to assist them in learning the English language and subject matter content. In order to ensure that ELs' diverse needs are

met, districts must start by properly identifying students who need English language support.

In determining whether a student should be classified as an EL, we must consider a range of evidence:

- Home Language Survey and student background
- Student performance
- Language proficiency screening test

Home Language Survey and Student Background

Home Language Survey reveals that:

Student Performance

Academic Grades

English

Social Studies

Math

Science

Most Recent Statewide Assessment Scores

School Year Circle One ELA Math Science

MCAS/PARCC

MCAS/PARCC

MCAS/PARCC

Most Recent MAP Scores

Score Term/Year

ELA

Social Studies

Math

Science

Language Proficiency Screening Test

WIDA Screener Scores

Listening

Speaking

Reading

Writing

Overall Proficiency Level

## Identification Outcome

We have made a team-based decision

to: \_\_\_\_\_

---

Dean of ELE Date

## ELE RECLASSIFICATION MEETING CHECKLIST

English Language Education Department: Reclassification Meeting Checklist

Purpose of Meeting: to determine whether or not a student has met the exit criteria in order to be reclassified

Roles of Attendees:

- Admin:
  - Run Meeting
  - Set purpose
  - Adhere to agenda
- ESL teacher:
  - Present all necessary documents and forms (ESL Progress Reports)
  - Answer any parent questions regarding student progress and performance

- Represent GenEd (if necessary) teachers and perspectives

- Parent(s) or Guardians:

- Child expert,

- Ask questions, clarify

- Interpreter:

- translates for parents and staff

What to do prior to meeting:

- Retrieve student files- obtain ACCESS scores

- Fill out Reclassification form

- Fill out Parent Notification form

- Find forms in parent/guardian's native language (if necessary)

- Make copies of Reclassification form and Parent Notification form (one for us, one for parents/guardians)

- Make copy of ELE Meeting Attendance Sheet

- Gather student's ACCESS Individual Score Report with appropriate translation (if necessary)

- Call parent and set up a reclassification meeting date and time

Create/continue to update Reclass Meeting Tracker with meeting specifics (date, time, parent/guardian's name and telephone number, ELE staff member running meeting)

What to bring to meeting:

Reclassification form

Parent Notification form

Students' ACCESS Individual Score Report with appropriate translation (if necessary)

Letter that explains ACCESS Individual Score Report in family's home language

ELE Meeting Attendance Sheet

What to do following the meeting:

Place copies of Reclassification Form, Parent Notification Form, ELE Meeting Attendance Sheet, and ACCESS Individual Score Report back in student's file

Update Reclassification Meeting Tracker

Change student's classification in SIMS (when applicable)

Email staff a new list of Student Classifications and ELP Levels

FAQs:

1. Meeting should be held at the end of the year, after students have received their ACCESS score results for that school year

2. Meeting should be held in person whenever possible

3. Provide impartial, trained interpreter and translated docs if necessary

4. Meetings should run about 15-20 min long

2020-2021

### English Language Education Program FEL Reclassification Form

Student Name: \_\_\_\_\_ SASID# \_\_\_\_\_

D.O.B. \_\_\_\_\_

Grade: \_\_\_\_\_ Reclassification Date: \_\_\_\_\_ Today's

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

- Students performing at WIDA levels 1-4 require significant support to access content area instruction delivered in English. Such students should remain classified as EL.

- If it is determined that a student must remain in the ELE program, the student must still receive services and supports appropriate for the student's English proficiency level in each domain as determined by "WIDA Can Do Descriptors."

- Students must earn at least an overall score of Level 4.2 and a Composite Literacy Score of Level 3.9 and and demonstrate the ability to perform ordinary classwork in English, without significant language support, in order to be considered as Former



English Learner (FEL) which is indicated by more than one of the measures listed in Other Relevant Data.

## RECLASSIFICATION CRITERIA FOR ELS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING)

Additional Requirements Meets Criteria Does Not Meet Criteria

Earned a score of at least:

- An Overall score of Level 4.2; and
- A Composite Literacy Score of Level 3.9

Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed in Other Relevant Data. (See “Other Relevant Data” below.)

Comments:

### OTHER RELEVANT DATA

Academic Grades

English

Social Studies

Math

Science

Most Recent Statewide Assessment Scores

School Year Circle One ELA Math Science

MCAS/PARCC

MCAS/PARCC

MCAS/PARCC

Most Recent MAP Scores

Score Term/Year

ELA

Social Studies

Math

Science

Reclassification Outcome

\_\_\_\_\_ has been reclassified as a Former English Learner  
(FEL). Yes No

\_\_\_\_\_

Dean of ELE Date

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Parent Signature Date

WRITTEN TEACHER OBSERVATION/RECOMMENDATION

2020-2021

Written Teacher Observation/Recommendation

Teacher Name:

Subject:

Comments:

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Teacher Signature

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Date

2020-2021

Initial / Annual Parental Notification of

English Language Education (ELE) and Title III Program Placement

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, state and federal regulations and guidance state that school districts must assess the English language proficiency of all students whose home language is other than English. Such students must be tested in reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Learner Education (ELE) program. If so, it will also explain the program your child will receive and, if applicable, the additional services your child will receive as a result of the district receiving certain federal funds (Title III). The purpose of Title III is to help ensure that limited English proficient students master English and meet the same challenging state academic achievement standards that all children are expected to meet. If your child has additional education needs that require Special Education Services, Title III programs and services shall 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 \_\_\_\_\_ Last \_\_\_\_\_

\_\_\_\_\_

Current School Name \_\_\_\_\_

Grade \_\_\_\_\_

Start Date in ELE Program \_\_\_\_\_

Assessment Tool Domain Results Date of Assessment

S L R W //

S L R W //

S L R W //

S L R W //

Continuing ELL Students and/or Transfer Students Results Date of Assessment

Speaking (ACCESS for ELLs test) //

Listening (ACCESS for ELLs test) //

Reading (ACCESS for ELLs test): //

Writing (ACCESS for ELLs test) //

MCAS (if applicable) //

English Language Proficiency Level based on language assessment data and other measures:

L1 – Entering  L4 – Expanding

L2 – Beginning  L5 – Bridging

L3 – Developing  L6 – Reaching

Not Enrolled in an ELE Program (Pre-K only)

Enrolled in an ELE Program: The school district proposes to place your child in the indicated program:

Sheltered English Immersion Program (SEI) – a program that incorporates strategies to make content area instruction more comprehensible to ELs and to promote language development. This type of instruction is based on students' language proficiency levels.

As part of the SEI program, your child is enrolled in (check all that apply):

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English.

Sheltered content instruction classes: content area instruction that integrates sheltering strategies to make content comprehensible and develop content area academic language. The student receives sheltered content instruction in (check all that apply):

Mathematics

ELA

Social Studies

Science  Two-Way Immersion Program (where available) – a program that develops students language skills in two languages (English + another language). This program includes native English speaking students and students who are native speakers of the other language.

Alternate ELE Program – If you believe that your child should be placed in a program other than the SEI program (if indicated above), you have the right to request a waiver into an alternate program. Please contact district staff for further information. You may request a specific waiver for your child to be enrolled in:

❑ Transitional Bilingual Education (TBE) – a program where content instruction is initially taught in the native language of the student, and English. As the student develops English language proficiency, instruction is increasingly taught in English. This type of program is only allowed after a waiver for TBE has requested by at least 20 parents of students in the same grade level and such waiver been granted, or if the student's school has an approved Level 4 or Level Turnaround Plan that includes a TBE program, or a Level 5 district has an approved Turnaround Plan that includes a TBE program.

Program placement and or method of instruction for student whose assessment indicates that s/he is not an English Learner (EL):

❑ General Education – The mainstream, general education classroom. Your child was not found to be an English learner and therefore does not require a specific ELE program.

You also have the right to opt out of the language program chosen for your child, and other programs for English Learners offered by the district. Federal and state laws, however, require that the district provide your child with support so he or she can understand instruction taught in English and develop his or her English skills. This means that if you choose to opt out, your child's teachers will support your child in the regular classroom. But if you opt out of language programs, your child will not receive specialized English as a Second Language (ESL) instruction focused on language

skills. We think 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 language programs. This type of 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 opt out of language services for your child, please inform district staff, Shana Silva, Dean of ELE, at [ssilva@nhcsb.org](mailto:ssilva@nhcsb.org).

## SECTION II – Exit Criteria

Specific ELE/Title III Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an EL. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE/Title III services. Students who are no longer classified as English Learners must be monitored by the district for four years to ensure that they are succeeding academically. The district must provide language support services to such students and/or recommend re-entry to the ELE program, if these students struggle to meet grade-level academic expectations due to lack of English language proficiency. Your child will continue to receive ELE support services until he or she meets the following criteria:

- Earned an overall score of \_\_\_\_\_ and a composite literacy score of \_\_\_\_\_ on ACCESS for ELLs AND
- Demonstrated ability to perform ordinary classroom work in English, as indicated by:
  - Grades
  - Teacher recommendations

Final classification:



The student met the criteria. He or she is no longer considered an English Learner.

His or her academic performance will be monitored for four years.

The student has not met the criteria. He or she is still considered an English Learner, and will be placed in the \_\_\_\_\_ program offered by the district.

Comments:

The school district staff is available to speak to you or meet with you about your child's placement and the school's ELE and/or Title III programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

---

Dean of ELE Date

## DISTRICT PROGRAM WAIVER REQUIREMENTS AND PROCEDURES

### MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

#### G.L. c. 71A School District Program Waivers for English Language Learners

#### Requirements and Procedures

General Laws Chapter 71A requires that all children in Massachusetts public schools who are English learners be instructed through the use of sheltered English immersion during a temporary transition period not normally intended to exceed one school year,

unless the student is placed in a two-way bilingual program or wishes to “opt out” and be placed in a general classroom not tailored for English learners. Kindergarten English learners shall be educated either in sheltered English immersion or English language mainstream classrooms with assistance in English language acquisition, including, but not limited to, English as a second language. English learners who wish to participate in a transitional bilingual program or receive some other type of language support may not do so unless they have received a waiver from the requirements of G.L. c. 71A.

Local schools shall be permitted but not required to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners acquire a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms.

Section 5 of G.L. c. 71A provides for waivers for individual students under certain conditions if the parent or guardian annually applies for the waiver by visiting the student’s school and providing written informed consent. At the time of the visit, parents are to be provided with “a full description in a language they can understand” of the educational materials to be used in the different educational program choices and all the educational opportunities available to the student. Foreign language classes for students who already know English, two-way bilingual programs for students in kindergarten through grade 12, and special education programs for physically or mentally impaired students do not need waivers to participate in such classes or services.

The decision to issue a waiver is made by school district officials, under guidelines established by, and subject to the review of, the local school committee. The district's guidelines may, but are not required to, contain an appeals process for parents whose waiver requests are denied by school officials. However, the final decision on waiver requests remains with the district.

Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such students classes in bilingual education or other generally recognized educational methodologies permitted by law. In all other cases, such students must be permitted to transfer to a public school in which such a class is offered.

The circumstances under which a parental exception waiver may be applied for are as follow:

(1) Children who already know English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower; or

(2) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills; or

(3) Children with special individual needs: the child already has been placed for a period of not less than thirty calendar days during that particular school year in an English

language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools. Waivers granted under this section cannot be applied for until after thirty calendar days of a given school year have passed, and this waiver process must be renewed each and every school year. Any such decision to issue such an individual waiver is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local school committee and ultimately the state board of education. The existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

## WAIVER APPLICATION FOR CHILD'S LEVEL OF ENGLISH

2019-2020

G.L. c.71A School District Program Waiver Application Form for English Learners

Child's level of English

A. Student information

Name of student:

Date of birth:

Student's level of English:

Student's grade level: State average for student's grade level:

Fifth-grade average:

Date parent(s) or legal guardian(s) visited school:

#### B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Attachment A). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

#### C. Determination Regarding Waiver Request

##### 1. Waiver request approved (school officials must sign here)

Based on the Student's level of English documented above, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower, the student will be placed in (describe language support services to be provided) on (date).

---

School principal (signature and date) Educational staff (signature and date)

2. Waiver request denied (school officials must sign here)

Based on the Student's level of English documented above, this waiver request is denied because the student's level of English does not meet the lower of:

- State average for student's grade level
  
  - Fifth grade average
- 

School Principal (signature and date) Educational Staff (signature and date)

WAIVER FOR OLDER CHILD

2019-2020

G.L. c.71A School District Program Waiver Application Form for English Learners

Older child

A. Student information

Name of student:

Date of birth:

Date parent(s) or legal guardian(s) visited school:

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Attachment A). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

1. Waiver request approved (school officials must sign here)

We believe that an alternate course of educational study would be better suited to this child's overall educational progress and rapid acquisition of basic English language skills. This child will be placed in (describe educational setting to be provided) on (date).

---

School principal (signature and date) Educational staff (signature and date)

2. Waiver request denied (school officials must sign here)

It is our informed belief that an alternate course of educational study would not be better suited to this child's overall educational progress and rapid acquisition of basic English language skills.

---

School principal (signature and date) Educational staff (signature and date)

WAIVER FOR CHILD WITH SPECIAL NEEDS

2019-2020

G.L. c.71A School District Program Waiver Application Form for English Learners

Child with Special Needs

The existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

A. Student Information

Name of student: Date of birth:

Date student was placed in an English language classroom: Date parent(s) or legal guardian(s) visited school:

Date waiver applied for:

This waiver process must be renewed each and every school year.

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Attachment A). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

1. Waiver request approved (school staff must sign and complete Attachment B)



This child has been placed in an English language classroom for not less than 30 calendar days. It is our informed belief that this child has special and individual physical or psychological needs above and beyond the child's lack of English proficiency and that an alternate course of educational study would be better suited to the child's overall education development and rapid acquisition of English. This child will be placed in (describe educational setting to be provided) on (date).

---

School principal (signature and date) Educational staff (signature and date)

## 2. Waiver request denied

This child has been placed in an English language classroom for not less than 30 calendar days. It is our informed belief that this child has special and individual physical or psychological needs above and beyond the child's lack of English proficiency and that an alternate course of educational study would not be better suited to the child's overall education development and rapid acquisition of English.

---

School principal (signature and date) Educational staff (signature and date)

WAIVER PARENT OR LEGAL GUARDIAN INFORMED CONSENT FORM

2019-2020

G.L. c.71A Program Waiver

Parent or Legal Guardian Informed Consent Form\*

I am knowingly and voluntarily requesting that my child receive a waiver from the requirements of G.L. c.71A. I understand that if school officials grant my waiver request my child will receive bilingual instruction or some other type of language support rather than sheltered English immersion instruction. Upon my personal visit to the school, school officials provided me with a full description in a language that I understand, of the educational materials to be used in the different educational program choices and of all the educational opportunities available to my child.

For a child with special needs: I understand that the existence of special individual needs shall not compel issuance of a waiver, and I have been fully informed of my right to refuse to agree to a waiver.

Based on this information, which I have read and understood, I am requesting a program waiver for my child for the XXXX-XXXX school year. I have been fully informed of my right not to apply for or agree to a program waiver.

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Child's name

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Parent or Guardian signature Parent or Guardian signature

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Date Date

\*If the Parent or Legal Guardian Informed Consent Form is provided in a language other than English, attach that form to the waiver application.

## WAIVER FOR STUDENTS WITH SPECIAL NEEDS

2019-2020

### Approved G.L. c.71A Program Waiver for Students with Special Individual Needs

Instructions: A written description of no less than 250 words documenting that the child has been placed for a period of not less than thirty calendar days in an English language classroom and has special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, and that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English.

This written description of the special individual needs for this child must be permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

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School principal Date

---

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District superintendent Date

New Heights Charter School of Brockton

EL Program Folder Checklist

SASID: \_\_\_\_\_ DOB:

\_\_\_\_\_

Name: \_\_\_\_\_

SCHOOL YEAR 2018-2019 2019-2020 2020-2021 2021-2022

GRADE

HOME LANGUAGE SURVEY/ DEMOGRAPHICS

MCAS/PARCC RESULTS

ACCESS SCORES

BENCHMARK DATA

REPORT CARD : Q1

REPORT CARD: Q2

REPORT CARD : Q3

REPORT CARD : Q4

STUDENT SCHEDULE

ESL PROGRESS REPORT : Q1

ESL PROGRESS REPORT : Q2

ESL PROGRESS REPORT : Q3

ESL PROGRESS REPORT : Q4

PARENT NOTIFICATION FORM

EL PERSONALIZED GOAL (if applicable)

New Heights Charter School of Brockton

FEL Program Folder Checklist

SASID: \_\_\_\_\_ DOB:

\_\_\_\_\_

Name: \_\_\_\_\_

SCHOOL YEAR 2018-2019 2019-2020 2020-2021 2021-2022

GRADE

HOME LANGUAGE SURVEY/ DEMOGRAPHICS

MCAS/PARCC RESULTS

ACCESS SCORES

REPORT CARD : Q1

REPORT CARD: Q2

REPORT CARD : Q3

REPORT CARD : Q4

STUDENT SCHEDULE

ESL PROGRESS MONITORING : Q1

ESL PROGRESS MONITORING : Q2

ESL PROGRESS MONITORING : Q3

ESL PROGRESS MONITORING : Q4

PARENT NOTIFICATION FORM

RECLASSIFICATION FORM

INDIVIDUALIZED LEARNING PLANS (OPTIONAL)

New Heights Charter School of Brockton

OPT-OUT Program Folder Checklist

SASID: \_\_\_\_\_ DOB:

\_\_\_\_\_

Name: \_\_\_\_\_

SCHOOL YEAR 2018-2019 2019-2020 2020-2021 2021-2022

GRADE

HOME LANGUAGE SURVEY/ DEMOGRAPHICS

MCAS/PARCC RESULTS

ACCESS SCORES

BENCHMARK DATA

REPORT CARD : Q1

REPORT CARD: Q2

REPORT CARD : Q3

REPORT CARD : Q4

STUDENT SCHEDULE

ESL PROGRESS MONITORING : Q1

ESL PROGRESS MONITORING : Q2

ESL PROGRESS MONITORING : Q3

ESL PROGRESS MONITORING : Q4

PARENT NOTIFICATION FORM

OPT-OUT FORM

EL PERSONALIZED GOAL (if applicable)

Progress Monitoring Forms

Progress is monitored for all ELs, FELs, and Opt-Out students. Progress monitoring takes place as frequently as report cards are sent home for all general education students.

Monitoring forms for:

- ELs
- FELs
- Opt-Outs

Must be attached separately due to formatting issues.

\*\*Benchmark data and EL personalized Goals are also included in ESL Progress Reports.

Opt-Out Form



Form entered as a link due to formatting issues. Access by clicking the link and printing or ask the Dean of ELE for an Opt-out form (Shana Silva [ssilva@nhcsb.org](mailto:ssilva@nhcsb.org)). Hard copy is also attached to handbook.

[https://docs.google.com/document/d/1vZ-gqMkcxl51Mq469a7aEjZtSB\\_\\_wG0PUwL\\_LPD3t4/edit](https://docs.google.com/document/d/1vZ-gqMkcxl51Mq469a7aEjZtSB__wG0PUwL_LPD3t4/edit)