

Middleborough Public Schools

English Language Learner Program Handbook

2017 – 2018



“...to foster a culture of excellence within every student, in every classroom every day.”

Table of Contents

Program Contacts	3
Definition of Limited English Proficient (LEP)	3
English Language Learner Goals and Objectives	4
Definition of Formerly Limited English proficient (FLEP).....	4
Initial Identification of LEP Students.....	4
Home Language Survey	5
Identification of English Language Proficiency Levels.....	5
Assessment Instruments	5
English Language Placement and Development.....	6
Waiver Policy.....	7
Student Files.....	8
Determination of Exit from SEI Program.....	8
The Educational Program	9
Reporting.....	9
Program Flowchart	11
Licensure and Fluency Requirements.....	11
Annual Evaluation of the ELL Program	12

Program Contacts

Please contact the following individuals regarding the English Language Learner Program of the Middleborough Public Schools:

John Cardoza
English as Second Language Teacher
508-946-2010
cardoza.j@middlesboro.k12.ma.us

Introduction

In an effort to educate each child individually, it is important to consider how each child can best learn. The Middleborough Public Schools believes it is important that we provide English language learners (ELL) or Limited English Proficient students (LEP) with the opportunity to be proficient in English and provide them with full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. In order to accomplish these goals, Middleborough Public Schools will provide assistance to these students in compliance with Massachusetts Department of Education guidelines.

Definition of Limited English Proficient (LEP)

- (a) A student who was not born in the United States and whose native tongue is a language other than English and who is incapable of performing ordinary class work in English and/or
- (b) A student who was born in the United States of non-English-speaking parents and who is incapable of performing ordinary class work in English.

Note: The terms English Language Learner and Limited English Proficient can be used interchangeably.

English Language Learner Goals and Objectives

The Middleborough Public Schools is pleased to have English Language Learners in all our schools, which expands the linguistic and cultural diversity of our student body. It is through their participation in our educational system that each ELL student's unique contribution enriches all facets of our learning community. Equal access to all educational opportunities is at the forefront of all we do in our schools.

The goals of the English Language Education program is three fold:

- 1) To develop the English language proficiency and academic achievement aligned to the Massachusetts Frameworks of English Language Learners.
- 2) To facilitate adjustment of ELLs to the new culture and foster parental/guardian involvement.
- 3) To promote appreciation for diversity in the school community.

Middleborough Public Schools accomplishes these goals by:

- Sheltering content instruction of ELLs in mainstream classes
- Providing English language development and academic support to ELLs as needed in pull-out, push-in or inclusion settings
- Creating a learning environment which validates all students
- Integrating cultural awareness into the curriculum
- Having ELL staff serve as a liaison between the ELL and the classroom/content teachers
- Promoting communication between the school administration and families of ELLs

Definition of Formerly Limited English proficient (FLEP)

- (a) A student who is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials; and
- (b) A student with scores in the bridging and/or reaching on the ACCESS, the state mandated test issued in January-February.

Initial Identification of LEP Students

The Middleborough Public Schools has a consistent procedure for the initial identification of LEP students. Please review the following steps of our procedure:

Home Language Survey

The Home Language Survey is part of the school registration process and part of the documentation for every parent or guardian to fill out. The ELL Coordinator/ESL teacher will train all intake staff annually as to the implementation of this process. All potential ELL parents and guardians are met personally by ESL teacher(s). ELL teachers also participate in the annual K screening at the Memorial Early Childhood Center (MECC)/K.

The Home Language Survey is part of the registration packet that is given to the parents/guardians of all students entering the Middleborough Public Schools. This form is given to every family whether or not it appears that there is another language in the home and whether or not the intake person thinks that the family and student are proficient in English. The Home Language Survey is kept in the student's permanent folder. When a student's Home Language Survey responses suggest he/she may be an English Language Learner, the school intake person must send a copy of the survey to the District English Language Learner Coordinator/ESL teacher within 5 school days.

The principal and the school-based ELL team will evaluate the Home Language Surveys and will contact the parent/guardian of any student that is identified as a potential English Language Learner. The purpose of this initial contact is the following:

- To establish a working relationship with the family
- To inform the parent/guardian about the programs that are available for ELLs
- To inform the parent/guardian about the school's expectations, policies and procedures
- To assist parents/guardians in finding community resources that may facilitate cultural adjustment for the family
- To inform the parent/guardian of the district's ELL procedures

The principal will report the names of all new ELL students to the district ELL coordinator/ESL teacher and the district Student Information Management (SIM) Assistant.

Identification of English Language Proficiency Levels

An assigned staff member will administer a standardized test of English proficiency in listening and speaking before the student is scheduled into classes or within two weeks after a student has registered.

Assessment Instruments

Several tests may be used for the assessment of language dominance, oral proficiency, and reading and writing skill levels. The assessment results from any of the instruments indicated below are to be used as resources and guides by the ELL team when making entry or exit into

program decisions. Results of district, state, and school-based assessments are also used to provide additional information on the academic performance of the student.

Table 1.0 Assessments and their Purpose

Grade	Assessment	Purpose	Assessment Schedule
K-12	Language Assessment Scales (LAS Links)	Assess reading, writing, speaking, listening, and comprehension skills of both academic and social language	Upon arrival and as needed for ongoing progress monitoring
K-12	WIDA-MODEL and/or ACCESS Placement Test (W-APT) (WIDA Screener – 2017-2018) Note: <i>Parents are interviewed informally upon arrival.</i>	To determine English language proficiency levels in the following areas: reading, writing, speaking, and listening	New students are assessed upon arrival and further identified using the <i>Home Language Survey</i> , teacher referrals and parent interviews.
K-12	Assessing Comprehension and Communication in English State-to-State (ACCESS)	Monitor students’ progress in acquiring academic English	Annually

The purpose of these tests is to:

- 1) Determine the capability of the student to handle class work and homework in English;
- 2) Determine possible placement in a Sheltered English Immersion (SEI) program;
- 3) Determine if the student can be successful with the content academic language in all content areas and determine what, if any, additional support services may be necessary;
- 4) Create an educational plan for the student and an appropriate placement.
- 5) Prepare teachers that will be working with the student for the needs of the student and to discuss instructional needs and
- 6) Place the student on the English Language Proficiency continuum outlined in the *World-Class Instructional Design and Assessment (Consortium)* WIDA English language proficiency (ELP) standards and to determine instructional steps based on them.

Staff members will be trained in each building to administer these assessments. The building principal will assign a staff member to assess each student. All ELL students will take part in the state ACCESS 2.0 for ELLs as directed by the DESE. Trained/ certified staff will conduct these assessments.

English Language Placement and Development

The District ELL Coordinator/ESL teacher and the building principal will review proficiency data from standardized assessments in reading, writing, listening and speaking. Student academic records (if any) are reviewed as well. This data is used to determine whether the student will be placed in a Sheltered English Immersion (SEI) classroom or in a regular educational setting. ELL students that meet the criteria are eligible for any and all support services provided by the Middleborough Public Schools including but not limited to Special Education and Title 1. The ELL Coordinator/Superintendent will notify parents in writing within one week of a determination if their child is eligible for ELL services (*see parent notification letter*).

No ELL student is to be segregated from their English-speaking peers unless programmatically necessary for instruction by an ESL teacher. ELL students will be taught to the same academic standards and curriculum as non-ELL students and will have the same opportunity to access the full range of K-12 programs.

All ELL students will have access to word-to-word dictionaries for their primary language. All ELL students will have access to an interpreter for any meeting focused on academic counseling. The student's guidance counselor, with the assistance of the ELL Coordinator, is responsible for scheduling interpreters for these meetings.

Middleborough Public Schools will try to place bilingual students who are proficient in English in classrooms where there is a certified SEI teacher when they first arrive in the district. The district will also reach out to their parents and strive to involve them in their child's education.

Waiver Policy

Parents of ELL students have the right to apply for a waiver into an alternative English language program or to decline services (*see waiver request form*). ELL students whose parents decline entry into the district's ESL or SEI programs will be provided English language support. Within one week of receipt of the decline of services a meeting will be held at the building level by the building support team.

The building support team will refer to data available on the student (including but not limited to English language proficiency assessment scores, MCAS scores, report cards, and teacher classroom assessments) to decide on the level of support that is needed. An Individual Student Success Plan will be created for the student by the building support team at the secondary level and a Curriculum Accommodation Plan will be created for the student by the building-based support team at the elementary level. The building administrators will oversee this plan. It will identify specific services that will be implemented. Services may include, but are not limited to, (a) support in the classroom from an instructional aide/ intern, (b) accommodations and modifications to instruction and class work, (c) programmed time into the building academic support classrooms and/or regular progress reports from guidance to the home and to the ELL Coordinator. The building support team will meet at the end of each academic term to assess each ELL student's progress and make necessary changes to the Individual Student Success Plan or the Curriculum Accommodation Plan.

Student Files

Each school will maintain the records for all ELL students in their building in addition to a duplicate file (*see ELL Student File Checklist*) to be kept in the ESL office. ELL student records include:

- Home language survey
- Results of identification and proficiency tests and evaluations including WIDA MODEL, W-APT/WIDA Screener, ACCESS, and MCAS among others
- Information about student's previous school experiences
- Copies of parent notification letters, progress reports, and report cards (in native language if necessary)
- Evidence of follow-up monitoring (if applicable)
- Documentation of a parent's consent to "opt-out" of English language education (if applicable)
- Individual Student Success Plan or the Curriculum Accommodation Plan (if applicable)

Determination of Exit from SEI Program

Multiple measures are used when making decisions regarding exiting the SEI program. If students exit the program, their classification changes from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP or FEL). In order to be re-designated as FLEP, the student must be deemed to be English proficient and able to participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials.

The criteria used for this determination will include:

- State and local assessments
- Ability to compete with same-age peers in the regular education setting with little or no support.
- Attaining proficiency in English according to state and local district-wide testing
- Evidence that the student has met the WIDA English Language Proficiency (ELP) standards

Table 1.1 Exit Criteria

Language Assessment Results	MCAS	Academic Assessment	Teacher Recommendation
<p><u>ACCESS</u>: score of 5 (Bridging) or 6 (Reaching) <u>LAS Reading</u>: score of 3 <u>LAS Writing</u>: score of 2 or 3</p>	Proficient	Grades of C or better in English language arts, mathematics, science, and history and social studies	Teacher(s)' assessment of student's work and progress

The Educational Program

The ELL program for each school/student will be developed in partnership with the ELL team and administration, including the principal and the superintendent and/or assistant superintendent of schools and reviewed each year to accommodate the needs of students who require services. Language proficiency levels determined from assessments, teacher recommendations, ELL staff members, and the ELL team will be consulted to prepare the instructional program for each student.

The sheltered English immersion program provides students with all books and instructional materials in English; however, the curriculum and presentation of lessons are designed for students who are learning the English language. At some point, there may be a need to use the native language when necessary for clarification. The ELL content instruction is based on the 2011 Massachusetts English Language Arts Curriculum Standards and the English Language Proficiency (ELP) standards comprised of 1) social and instructional language, 2) language of language arts, 3) language of mathematics, 4) language of science and 5) language of social studies.

Reporting

Principals will annually report to the Massachusetts Department of Education all students who are determined to be Limited English Proficient, including the student's grade level, primary languages and types of English Learner Programs in which they are enrolled.

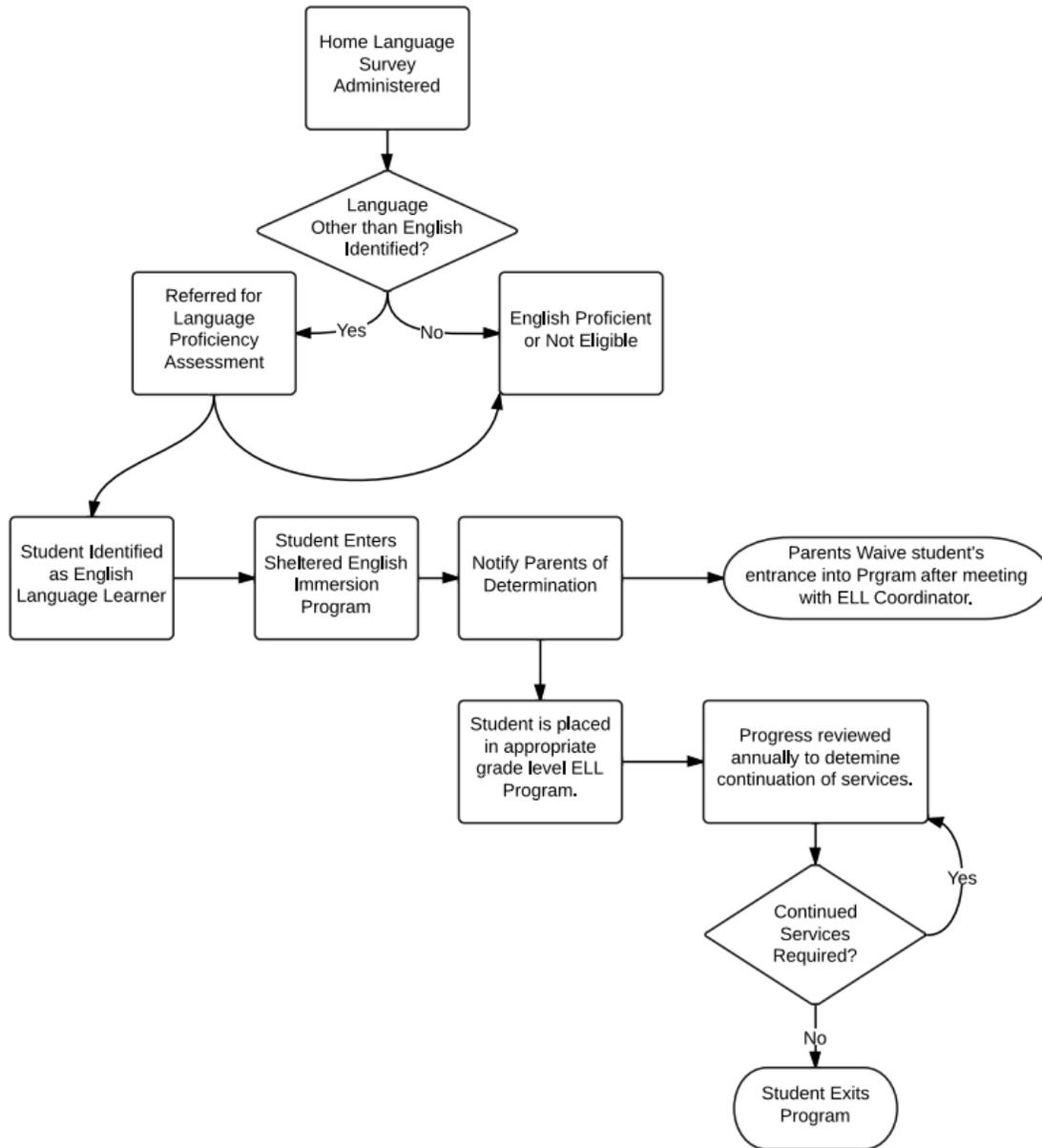
Parental Notification

The ELL Coordinator/Superintendent will notify parents in writing within one week of a determination if their child is eligible for ELL services (see parent notification letter). The district will provide report cards and progress reports to the parent/guardian of ELL students in

the same manner as general education reporting. The reports will be written in the primary language of the parent upon request. Guidance staff is to notify the ELL coordinator of such requests as soon as received. The ELL Coordinator/Superintendent will be responsible for having these documents translated.

Any ELL student who leaves school without a high school diploma, certificate of attainment or certificate of completion upon reaching the age of 16 will need to be signed out of school using the appropriate forms that have been translated into their primary language. A meeting will be requested with the parent or guardian by the child's guidance counselor in order to discuss the reason for leaving and review alternative educational options. A translator will be available for this meeting. The guidance counselor will schedule the translator (*as needed*).

Program Flowchart



Licensure and Fluency Requirements

All teachers in English language classrooms must be literate and fluent in English. The building principal will make these determinations in accordance with the criteria set by the Massachusetts Department of Education. ELL Teacher Literacy and Fluency Documentation forms must be filled out at the beginning of each year by the building principal for all teachers that are in English language classrooms. The principal must keep these forms on file. A copy of each form must be sent to the ELL Coordinator/Superintendent.

Annual Evaluation of the ELL Program

The district ELL Program will be assessed annually through the analysis of a variety of data including but not limited to:

- MCAS, as well as other standardized assessments
- District-created student assessments
- Attendance rates
- Graduation rates and Discipline referrals
- Teacher attendance at ELL related workshops
- Teacher surveys/Home surveys

This data will be analyzed and reported out annually by the District ELL Coordinator/Superintendent. The results will generate specific activities, which will be incorporated into School Improvement Plans annually.

For ELL district forms please refer to *Quicklinks* – English Language Learner Forms on the Middleborough Public Schools website under the “Departments and Programs” tab.