

# Shawsheen Valley Regional Vocational High School



## English Language Education (ELE) Program Overview

*~Handbook for Parents and Families of EL Students~*

*Revised January 2022*

## Shawsheen Valley Technical High School Mission and Goals

**School's Mission:** At Shawsheen Valley Technical High School, it is our mission to provide a positive learning experience in a safe educational environment that encourages all students to reach their full potential, emphasizes the value of a strong work ethic, and prepares them for adult life in a competitive world.

**ELE Mission Statement:** The mission of the Shawsheen Valley Technical High School program for English Language Learners is to provide students of diverse language backgrounds the necessary linguistic, cognitive, cultural and self-awareness skills for adult life in a competitive world. EL student's will be provided a culturally and linguistically responsive education, with necessary supports, to reach their full potential.

## **Shawsheen Valley Technical High School ELE Program Description and Procedures**

### **1. Identification**

Shawsheen Valley Technical High School assesses the English Proficiency of limited English proficient (LEP) students through the following process:

- All newly enrolling students to Shawsheen Valley Technical High School are administered a home language survey (HLS) provided by the Department of Elementary and Secondary Education. Upon receipt and review of said surveys all students who answer that a language other than English is spoken are evaluated for English proficiency level. Said information is also shared with the Guidance Department and saved within student records. The HLS is available in multiple languages and is never used to report citizenship status or to predetermine ELE services.
- The English language proficiency level of students who identify as speaking a language other than English will be assessed via the WIDA-ACCESS Placement Test (identified as the WAP-T from here in). A screening test is not necessary for any students who come from another Massachusetts school district, or another WIDA state with ACCESS results if the test was administered within the last calendar year. To accurately measure the student's English language proficiency, students with a disability will be provided the appropriate accommodations documented in the student's IEP.
- For students who indicate that a language other than English is spoken at home, copies of their records are referred to the ELE Coordinator for immediate review. The ELE Coordinator works with the Principal to review the HLS, test results and all educational records to determine whether a student should be classified as an EL or a former EL student, if appropriate.
- Results of the language screening assessment will be used to determine whether the student is or is not an EL. Any student who is administered the WIDA screener and scores an overall proficiency level of 4.0 or below and a 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 have achieved a 4.5 composite proficiency level as well as a 4.5 literacy level are deemed English proficient.
- School administration will notify parents and/or legal guardians of WIDA results and initial placement no later than 30 days after the beginning of the school year. Parents will also be informed of their right to "opt out," or in a language the parent can understand.
- The school will code the student determined to be an ELL in all future SIMS reports submitted to the Department.

## 2. Annual Assessment

Shawsheen Valley Technical High School will annually assess the English Proficiency of limited English proficient (LEP) students.

- All students identified as LEP are given the ACCESS for ELLs 2.0 until such time as their assessments and other relevant data indicate English language proficiency or unless they have been given the ACCESS for ELLs previously. Districts must continue to assess all ELLs, even those who have opted out of ELE services, under ELE 8.
- Districts are required to assess the reading, writing, speaking, and listening skills of ELs using the ACCESS for ELLs 2.0 test. 95 percent or more of ELs must participate in the ACCESS for ELLs 2.0 test in order to be in compliance with ELE 1. The ACCESS for ELLs 2.0 test are administered by staff members who have participated in training and who have passed a certification test in the relevant subtest(s) of the assessment <http://www.doe.mass.edu/mcas/access/>.
- Students identified as ELL through the W-ATP or previously administered ACCESS will be given the ACCESS for ELLs according to the DOE testing schedule.

## 3. MCAS Participation

All LEP students must participate in MCAS tests scheduled for their grades regardless of the program and services they are receiving or the amount of time they have been in the United States.

- Federal guidelines allow ELs the option of taking the MCAS English Language Arts test in their first year of enrollment in U.S. public schools. ALL ELs are to participate in the MCAS Mathematics and Science and Technology/Engineering tests scheduled for their grades.
- At least 95 percent or more of ELs must participate in the MCAS tests
- Any student who currently is or has been an EL may have access to an approved bilingual dictionary on MCAS test. Bilingual dictionaries and glossaries permitted for this purpose are limited to those that provide word-to-word translations (but not definitions).
- ELs fully participate in statewide MCAS assessments, with or without accommodations that are consistent with the State's policies for allowable accommodations for ELs; appropriate for addressing a student's language needs for each assessment administered; generally consistent with accommodations provided to students during instruction and/or practice; identified by school professionals familiar with the language needs and learning characteristics of the student; and administered in accordance with allowable test administration procedures.

- For more information about EL participation requirements and additional MCAS accommodations available for ELs, see <http://www.doe.mass.edu/mcas/accessibility/>

**MCAS Accommodations for ELL Students:**

ELL students, including students who have been identified as ELL in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS test:

- ELA – authorized word-to-word dictionary
- Mathematics – authorized word-to-word dictionary and glossary
- Science and Technology/Engineering – authorized word-to-word and glossary

**ELL Students with Disabilities:**

ELL students with disabilities must participate in MCAS by taking either the MCAS test(s), with or without accommodations OR MCAS Alternate Assessment (MCAS-Alt). The ELL student’s Individualized Education Program (IEP) Team or 504 team must determine how the student will participate in MCAS testing and must document this information in the student’s IEP or 504 plans.

**4. Program Placement and Structure**

Shawsheen Valley Technical High School places ELL students in “Sheltered English Immersion” (SEI) classrooms with an ESL teacher whenever possible. The District does not have more than 20 ELL students; therefore, a bilingual program is not required. Appropriate services will be provided to any student identified as needing ESL instruction, and/or support as described by G.L.c.71A. The District uses assessment data to plan and implement educational programs for students at different instructional levels.

- In the instance that a student needs ESL instruction, a certified ESL instructor will be employed to provide those services. The instruction will be based upon the English proficiency level as determined by performance on the WIDA screener and the WIDA model.
- ELL students receive ESL/ELD instruction and sheltered content instruction as described by G.L.c.71A. A school-based team is charged with reviewing relevant ELL data and making instructional decisions for each student whether that is ELL placement or reclassification.
- The team will identify an instructional program (Massachusetts Acceptable) for the student. Instruction is provided using continuous assessment data to provide appropriate educational programs.
- All students enrolled in Massachusetts acceptable programs are provided with content instruction and ESL/ELD instruction that is based on the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD Standards.

- Shawsheen Valley Technical High School will implement services for ELL Students through either individualized or small group instruction, ensuring effective content instruction and appropriate academic levels. This grouping will be determined by the ELL team based on the results of testing, parental input, and student performance.
- Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment (for example, student arrives with a valid IEP) or at some point during the school year based on progress monitoring. Language development programming and special education programming are not mutually exclusive and all ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for ELE programming if they are identified as ELs.

## **5. Opt-out Option**

Parents of students at Shawsheen Valley Technical High School may "opt out" of ELL services. If a parent of an EL decides to "opt out" of a language program, they must do so annually. If this is the case, Shawsheen Valley Technical High School will place the student in SEI general education classes and document this in the student's file through the use of the parent's notice.

- Shawsheen Valley Technical High School will continue to monitor the progress of LEP students whose parents have opted out of the program through the Guidance Office through progress reports, report cards and the annual ACCESS for ELLs. If needed, the ESL teacher and the content teachers will collaborate to identify areas to provide support and/or additional content instruction.
- Shawsheen Valley Technical High School will administer the ACCESS for ELLs on a yearly basis to students whose parents have opted out of the program.
- Shawsheen Valley Technical High School will monitor the progress of students who decline services through quarterly meetings with the ESL team and request a meeting with parents of students who are not making effective progress due to LEP issues. The team will meet to discuss progress and potential reclassification. The ESL team meets until the assessment data indicates the language level is sufficient to be identified as a former EL student.
- All students will be listed as "Limited English Proficient" LEP students on SIMS data regardless of their participation in an ELL program, until such time as they are no longer designated as an LEP student through the FLEP process.

## **6. Reclassification of ELLs**

Shawsheen Valley Technical High School will not re-designate a student from Limited English Proficient (LEP) to Formally Limited English Proficient (FLEP) until the student is determined to be English Proficient and does not require the use of adapted or simplified English materials. Student's must score a composite proficiency score of 4.2 as well as a 3.9 literacy level on the ACCESS 2.0 testing to be deemed English proficient.

The ESL Team will first review the ACCESS for ELLs 2.0 results and then other relevant data to determine whether a student should still be classified as an EL or should be reclassified as a FEL and exited from the EL program. We will evaluate and consider a range of other evidence of the student's performance, including a review of the following measurements:

- Student's performance on MCAS content area tests
- Student's scores on locally-administered reading, language, and other academicassessments
- Student's academic grades
- Written observations and recommendations documented by classroom teachers,
- Parental observations and feedback

The student's progress and data is presented to the ESL team (consisting of a core content area teacher, a vocational teacher, a guidance counselor, the ELL Coordinator, and the ESL Teacher)and a determination is made.

- If deemed a FEL, the re-classification form will be completed, notification will be sent to parents/guardians and all student school and district records will be updated.
- Once a student is reclassified as a FEL student, their progress will be monitored by the ESL department for four years, including an annual meeting following the designation
- The ESL department and the student's core-content classroom teachers will continuously communicate and collaborate for the purposes of planning, assessment, and progress reporting
- Academic Support will be available to FEL students when needed, including:
  - Common planning time between ESL teachers and SEI Endorsed content area teachers.
  - Designing additional opportunities for FLEP students to participate in small group instruction and learning within each of the core content classes.
  - After school support for students in the core academic areas.
  - Summer enrichment and support in the core academic areas.

## **7. Parent Involvement & Outreach**

Shawsheen Valley Technical High School will have a yearly parent conference for all LEP students. This conference will be held with the ELL support personnel, the student's guidance counselor, as well as any teachers deemed appropriate.

- Parents will be invited to attend all regularly scheduled parent conferences (with necessary interpretation services) and will receive progress reports and report cards on achievement in the home languages of students, if needed.
- All necessary documents are translated into Spanish and Portuguese as those are the main languages spoken by EL families in this District. For families who speak low-incidence languages, the District will provide contact information for help with interpretation.
- Information posted on Shawsheen Valley Technical High School’s website can be translated into more than 100 languages. Events and family communication are updated daily on the site and provide families with instant access to information in their home language.
- Shawsheen Valley Technical High School is committed to the recruitment of EL learners and is providing recruitment materials to families in their home language. This will begin in the fall of 2021 as we work to make Shawsheen more inclusive and culturally diverse.

## **8. Parental Notification**

During each school year, a notice will be mailed to the parent/guardian of all LEP students found to need services as a result W-APT (WIDA-ACCESS Placement Test), in a language that they can understand which will encompass the following:

- The reasons for identification of the students as LEP
- The student’s level of English Proficiency and the results of the ACCESS for ELLs assessments
- The services that will be provided to help the student learn English and how to address the educational strengths and needs of the student
- The requirements for exiting the program
- The parents’ right to opt out of ELL services
- In the case of a child with a disability, how the district’s ELE program meets the objectives of the individualized education program of the child.

## **9. Equal Access to Academic Programs and Services**

Shawsheen Valley Technical High School will not segregate LEP students from English speaking peers unless it is programmatically necessary in order to provide ESL services. All LEP students will participate fully in all non-core academic courses. In addition, students will have the opportunity to receive all available support services such as guidance and counseling in a language they understand. All LEP students will be placed in non-language focused classes



with non-LEP students (PE, Electives).

- LEP students will be taught the same academic curriculum as all students and will provide the same opportunity as others to enter academically advanced classes, receive credit for work done, and have access to a full range of programs. This includes grade appropriate content objectives for LEP students based on district curriculum in all academic subject areas and taught by qualified teachers.
- The full range of academic opportunities and supports afforded non-LEP students will be available to LEP students in a language they understand. When these services are considered, staff familiar with language acquisition strategies will be involved in the process.

#### **10. Equal Access to Non-Academic and Extracurricular Programs**

LEP students need to ensure that they have equal access to the non-academic programs and extracurricular activities available to their English-speaking peers. Shawsheen Valley Technical High School will support participation in these activities by direct communication with the students and parents of LEP students.

#### **11. Licensure Requirements**

Shawsheen Valley Technical High School will ensure that staff hired to support LEP students and/or provide ESL instruction will meet the licensure requirements of the Massachusetts Department of Elementary and Secondary Education. The instructor's license will be on file in the Superintendent-Director's Office.

#### **12. Professional Development Requirements**

Shawsheen Valley Technical High School will provide professional development training to teachers and administrators over time as appropriate and in conjunction with the professional development committee. The ELL team will identify the training to be provided based on student and institutional needs. Training may occur, but not limited to, the following areas:

- W-Apt Assessment Training
- ACCESS Assessment Training
- Second Language Learning and Teaching
- Sheltered English Immersion
- Assessment of Speaking and Listening
- Teaching Reading and Writing to Limited English Proficient Students

The ELL team will keep a log of training and professional development activities attended each year, as well as training provided to teachers.

#### **13. Equitable Facilities**

LEP students have access to the same facilities, materials and services provided to the overall

student population.

#### **14. Program Evaluation**

Shawsheen Valley Technical High School will assess yearly the ELL program services through evaluation of the following:

- Student progress and performance analysis:
  - Classroom performance
  - MCAS results
  - Achievement assessments
  - Student and teacher interview
  - Program content
  - Parental feedback

As necessary and appropriate, the results of the analysis are shared with ELL staff, classroom teachers, principals, district administrators, parents, and other stakeholders for additional feedback. Based on the information gathered, the ELL team will make recommendations for programmatic changes, omissions, or additions to support adequate student progress in all learning objective areas.

#### **15. Records of LEP Students**

Shawsheen Valley Technical High School will maintain cumulative records of English Language Learners in the Guidance Office. These records will include:

- Home Language Survey
- Results of the W-APT (WIDA-ACCESS Placement Test), ACCESS for ELLs, and MCAS assessments
- Copies of correspondence with parents
- Progress Reports, Report Cards
- Evidence of follow-up monitoring when applicable
- Documentation of "opt-out" of ELL education
- Educational Proficiency Plans if the student has failed MCAS
- Other Assessment scores

#### **16. Procedure for Staff Requests for Interpreter/Translator**

The Shawsheen Valley Vocational Technical School's ELE program provides opportunities for staff to request interpreters/translators for parents whose preferred language is not English. When families are identified through the HLS; an alert is set in the Aspen student information system to inform all pertinent school personnel of a parent who requires interpretation/translation services.



Staff members can then request services through either the EL Director's Office and/or the Main Office. Additionally, information posted on our school's website can be translated into more than 100 languages.

### District Translated Documents

Document	Languages	Date Translated
Recruitment Mailings	English, Spanish, Portuguese	September 2021, reviewed annually
Admissions Application and Instructions	English, Spanish, Portuguese	September 2021, reviewed annually
School Website	More than 100 languages	May 2021, reviewed weekly
Program of Studies	English, Spanish, Portuguese	October 2021, reviewed annually
Student Handbook	English, Spanish, Portuguese	October 2021, reviewed annually
Family Educational Rights and Privacy Act (FERPA)	English, Spanish, Portuguese	May 2021, reviewed annually
Request for Emergency Contact Info.	English, Spanish, Portuguese	July 2021, reviewed annually
Bullying Policy	English, Spanish, Portuguese	May 2021, reviewed annually
Free/Reduced Lunch Application	English, Spanish, Portuguese	September 2021, reviewed annually
Individualized Education Programs (IEPs)	English, Spanish, Portuguese	As needed
MCAS Results for ELs & Parent Letter	English, Spanish, Portuguese, et al (DESE)	May 2021, reviewed annually
Progress Reports/Report Cards (Comments)	English, Spanish, Portuguese	October 2021, reviewed annually
DESE's Annual School and District Report Card Parent Letter	English, Spanish, Portuguese, et al (DESE)	May 2021, reviewed annually
Title I Parent Notification	English, Spanish, Portuguese	October 2021, reviewed annually
Home Language Survey	English, Spanish, Portuguese, et al (DESE)	May 2021, reviewed annually
English Language Education (ELE) Program Handbook	English, Spanish, Portuguese	January 2022, reviewed annually
ACCESS for ELLs 2.0 Notification Letter of Upcoming Testing	English, Spanish, Portuguese	September 2021, reviewed annually
ACCESS for ELLs 2.0 Results & Parent Letter Accompanying Results	English, Spanish, Portuguese, et al (WIDA)	May 2021, reviewed annually
Parent Notification Form for EL Program Placement	English, Spanish, Portuguese, et al (DESE)	May 2021, reviewed annually
EL Student Goal Form	English, Spanish, Portuguese	May 2021, reviewed annually
EL Student Goal Parent Letter	English, Spanish, Portuguese	May 2021, reviewed annually
Parent Notification Regarding EL Education (WIDA Screener) & Results	English, Spanish, Portuguese, et al (WIDA)	May 2021, reviewed annually
Opt-Out Forms for EL Program	English, Spanish, et al (DESE)	May 2021, reviewed annually
EL Annual Parent Surveys	English, Spanish	April 2021, reviewed annually

## SHAWSHEEN VALLEY TECHNICAL HIGH SCHOOL ELE PROGRAM CALENDAR

### Newly Identified Students:

Yearly: Collect Home Language Surveys from all accepted students  
Admissions Office

#### September-October:

- All HLS Surveys are returned and reviewed by the ELL coordinator
- Copies are made and the original is placed in the student's cumulative file
- W-APT (WIDA-ACCESS Placement Test) administered as needed
- ACCESS for ELLs ordered for annual testing
- Letters to parents regarding W-APT (WIDA-ACCESS Placement Test) and other annual information
- Follow-up letter with results mailed to parent/guardian

#### November-June:

- Testing as needed (ACCESS for ELLs)/Jan Feb.
- ACCESS for ELL results mailed to parents
- Staff Training and Professional Development as planned
- Yearly parent conferences are held
- Parent notification of results of assessments as needed
- Reclassification meetings as needed
- Parent meetings regarding "opt-outs" as necessary

### Previously Identified Students:

#### September-October:

- Check status of ESL class on schedule
- Notification to parents of student program and explanation of "opt-out"

#### November-June

- Testing as needed (ACCESS for ELLs)/Jan Feb.
- ACCESS for ELL results mailed to parents
- Staff Training and Professional Development as planned
- Yearly parent conferences are held
- Parent notification of results of assessments as needed
- Reclassification meetings as needed
- Parent meetings regarding "opt-out", as necessary

## Shawsheen Valley Technical High School Home Language Survey (HLS)

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			
<b>M</b> _____ <b>First Name</b>	_____ <b>Middle Name</b>	_____ <b>Last Name</b>	<b>F</b> <input type="checkbox"/> <input type="checkbox"/>
_____ <b>Country of Birth</b> <small>school (mm/dd/yyyy)</small>	_____ / _____ / _____ <b>Date of Birth (mm/dd/yyyy)</b>	_____ / _____ / _____ <b>Date first enrolled in ANY U.S.</b>	
School Information			
_____ / _____ /20_____ <b>Start Date in New School (mm/dd/yyyy)</b> <b>Grade</b>	_____ <b>Name of Former School and Town</b>		_____ <b>Current</b>

Questions for Parents/Guardians	
<b>What is the primary language used in the home, regardless of the language spoken by the student?</b> _____ _____	<b>Which language(s) are spoken with your child?</b> <small>(include relatives -grandparents, uncles, aunts, etc. - and caregivers)</small> _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
<b>What language did your child first understand and speak?</b> _____ _____	<b>Which language do you use most with your child?</b> _____ _____
<b>How many years has the student been in U.S. Schools? (not including pre-kindergarten)</b> _____ _____	<b>Which languages does your child use? (circle one)</b> _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
<b>Will you require written information from school in your native language?</b> <input type="checkbox"/> <input type="checkbox"/> <b>If yes, what language?</b> _____	<b>Will you require an interpreter/translator at Parent-Teacher meetings?</b> Y <input type="checkbox"/> <input type="checkbox"/> <b>If yes, what language?</b> _____
<b>Parent/Guardian Signature:</b> <b>X</b> _____	_____ / _____ /20_____ <b>Today's Date:</b> (mm/dd/yyyy)

**Shawsheen Valley Vocational Technical High School**  
**School Year: \_\_\_\_\_**  
**Parental Notification Regarding English Language Education**

Dear Parent(s)/Guardian(s):

In order to comply with state requirements, school districts must inform parents of students whose home language is other than English of the rights they may have regarding English language education (ELE). The district will test your child in English reading, writing, speaking and listening to determine if your child is an English learner. If your child is found to be an English learner and eligible for placement in an ELE program, you will receive further notification with your child's English proficiency test results and program placement information.

If your child is determined to be an English learner, you have the right to:

- choose an ELE program among those offered by the district as described in state law and regulations;
- visit an ELE program in the district;
- attend available conferences or meetings to learn about the ELE programs offered in the district;
- request a new ELE program in accordance with state law; and
- withdraw your child from an ELE program.

**Available ELE programs include (check all that apply):**

- Sheltered English Immersion (SEI) – an ELE program in which sheltered grade-level content instruction is used. Sheltered content instruction is content instruction that is modified so that an English learner can comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
- Dual Language Education or Two-Way Immersion (TWI) – an ELE program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.
- Transitional Bilingual (TBE) – an ELE program in which the English learner's native language is used to support the student's development of English and content learning and is then gradually phased out of instruction as the student's English proficiency increases.
- Other Bilingual – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

All ELE programs include English as a Second Language (ESL) instruction. ESL classes provide direct English language instruction that focuses on developing speaking, listening, reading, and writing skills in English. Districts serving 100 or more English learners or in which English learners comprise at least 5% of the student population, whichever is less, are required to establish an English learner parent advisory council (ELPAC). Similarly, any school designated as underperforming or chronically underperforming and operating an ELE program is required to establish an ELPAC. Parents of English learners are encouraged to participate in such councils.

For more information about the topics discussed in this notice, please contact: Danica Johnston, Academic Director and ELE Coordinator at 978-671-3607. You may also obtain additional information about ELE programs offered by the district at a meeting or conference during our annual Back to School Night on November 18, 2021, from 6-8pm.

**Shawsheen Valley Technical High School**  
**School Year 2021-2022**  
**Initial/Annual Parental Notification of**  
**English Language Education (ELE) Program Placement**

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

**SECTION I - ELE Program Placement**

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

Student Information			
<b>First Name</b> _____ <b>Middle Name</b> _____ <b>Last Name</b> _____ _____			
<b>Current School Name</b> _____ <b>Grade</b> _____ <b>Start Date in ELE Program</b> _____ _____			
Assessment Tool	Domain	Results	Date of Assessment
	<input type="checkbox"/> S <input type="checkbox"/> I <input type="checkbox"/> F <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> I <input type="checkbox"/> F <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> I <input type="checkbox"/> F <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> I <input type="checkbox"/> F <input type="checkbox"/> W		day / month / year
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment
<b>Speaking</b> (ACCESS for ELLs test)			day / month / year
<b>Listening</b> (ACCESS for ELLs test)			day / month / year
<b>Reading</b> (ACCESS for ELLs test):			day / month / year
<b>Writing</b> (ACCESS for ELLs test)			day / month / year
English Language Proficiency Level based on language assessment data:			
<input type="checkbox"/> L1 - Entering		<input type="checkbox"/> L4 - Expanding	
<input type="checkbox"/> L2 - Beginning		<input type="checkbox"/> L5 - Bridging	

L3 - Developing

L6 - Reaching

**ELE Program Types:**

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

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

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

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

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

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

ELE Programs in the District	Proposed Student Placement	
<input type="checkbox"/>	<input type="checkbox"/>	<b>Sheltered English Immersion (SEI)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Dual Language Education (DLE) or Two-Way Immersion (TWI)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Transitional Bilingual Education (TBE)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Other Bilingual Education</b>

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

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

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

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with



support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child’s teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read, or write in English. If you decide to decline placement of your child in or withdraw your child from an ELE program, please inform district staff Danica Johnston, Director of Academics and ELE programs.

**SECTION II - Exit Criteria**

<p><b>Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.</b></p>		
<p><b>Your child will continue to receive ELE program services until he or she meets the following criteria:</b></p>		
<p><input type="checkbox"/> Earned a qualifying score<sup>1</sup> on ACCESS for ELLs</p>	<p>AND</p>	<p><input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: <i>(include information about other relevant data)</i></p>
<p><b>Final classification:</b></p> <p><input type="checkbox"/> The student met the criteria. He or she is no longer considered an English learner. The student’s academic performance will be monitored for four years.</p> <p><input type="checkbox"/> The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.</p>		
<p><b>Comments:</b></p>		

School district staff is available to speak or meet with you about your child’s placement and the school’s ELE 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.

Danica Johnston, Director of Academics and ELE Programs  
 978-671-3607 [djohnston@shawtech.org](mailto:djohnston@shawtech.org)

**Shawsheen Valley Technical High School**  
**School Year \_\_\_\_\_**  
**OPT-OUT FORM**

Student Name:	Home language:
Opt-out Date:	Years in U.S. Schools:
SASID:	DOB:
School:	Grade:

As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL). My child has been tested in reading, writing, speaking, and listening and the test scores indicate that s/he is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline ELE services. I understand that my decision to opt-out of ELE services will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of ELE services does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
3. The school district will report my child to *Student Management Information System* (SIMS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Name (printed) \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Shawsheen Valley Technical High School EL Goals:**

### **English Learning Success Template**

Shawsheen Valley Public Schools strives to assist every English learner (EL) in attaining English proficiency.<sup>2</sup> The district monitors the progress that ELs are making in meeting English proficiency benchmarks. For ELs who are not meeting English proficiency benchmarks, the district will:

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

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

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

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

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

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<sup>2</sup> English learner is a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

## Shawsheen Valley Technical High School ELL STUDENT GOAL FORM

Use this form to document the student's English proficiency goal. This form should be completed within 60 days of the start of school year or student's date of enrollment and must be **updated annually**.

**Student Name:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**ESL Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Semester** (circle): Fall or Spring

**Directions:** Develop at least 1 goal using the DESE's benchmarks for English language proficiency. Provide parents and students with semester progress on this goal.

English Proficiency Goal
Goal Progress
Measurement Used to determine progress:

**Shawsheen Valley Technical High School**  
**English Language Learner Monitoring Form (used with all students classified as ELL)**

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**Name of Student:**

**Grade:**

**Year:**

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**Guidance Counselor:**

**Name of person Completing the form:**

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**Term 1 Progress:**

**Notes:**

**Term 2 Progress:**

**Notes:**

**Term 3 Progress:**

**Notes:**

**Term 4 Progress:**

**Notes:**

**Shawsheen Valley Technical High School  
School Year 2021-2022  
English Language Education Program Reclassification Form**

Name:	SASID#	Date of Birth:
School:	Grade:	Reclassification Date:

Students should earn at least an overall score of 4.2 and a composite score of 3.9 on ACCESS for ELLs 2.0 in order to be considered as Former English Learner (FEL).

<b>RECLASSIFICATION CRITERIA</b>		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs 2.0		<i>Students who do not have an overall score of 4.2 and a composite literacy score of 3.9 cannot be considered for reclassification based on the other relevant data.</i>
Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data (described below)  Data used: _____		
Comments:		

## **Shawsheen Valley Technical High School ELL Student Reclassification Teacher Input Form**

We are in the process of determining whether the below named student is proficient enough in English to exit the English language learners' program. As part of that process, we would appreciate your input. Please answer the following questions. Thank you for your help and cooperation.

Student Name:	Grade:
Teacher Name:	Class:

1. Can this student perform ordinary class work in your class given his/her English language proficiency?

2. Has the lack of English language skills affected his/her progress in your class?

a. If so, what specifically are you finding the problem to be?

3. Do you believe that this student should continue to receive English language learners' services?

4. Other comments:

Dear Parent or Guardian,

This past winter, English Language Learner (ELL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of Massachusetts, and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's English Language Proficiency Level. This information is for you to review and keep.

If you have any questions, please feel free to contact me.

Respectfully,

Danica Johnston





**Sample Student**

Birth Date: mm/dd/yyyy | Grade: sample grade  
Tier: sample tier  
District ID: XXXXXXXXXX | State ID: XXXXXXXXXX  
School: sample school  
District: sample district  
State: sample state

**Individual Student Report 20XX**

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Predicted LAG)						Scale Score Possibilities and Confidence Band <small>See Interpretive Grade for Scores Reports for Distinctions</small>					
	1	2	3	4	5	6	100	200	300	400	500	600
Listening				4.0						381		
Speaking		2.2							310			
Reading				3.4					356			
Writing				3.5					355			
Oral Language <small>50% Listening + 50% Speaking</small>				3.2					344			
Literacy <small>50% Reading + 50% Writing</small>				3.5					356			
Comprehension <small>70% Reading + 30% Listening</small>				3.7					360			
Overall* <small>25% Reading + 30% Writing + 15% Listening + 15% Speaking</small>				3.4					357			

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

Domain	Proficiency Level	Students at this level generally can...
Listening	4	<p>understand oral language in English related to specific topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>Exchange information and ideas with others</li> <li>Connect people and events based on oral information</li> <li>Apply key information about processes or concepts presented orally</li> <li>Identify positions or points of view on issues in oral discussions</li> </ul>
Speaking	2	<p>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:</p> <ul style="list-style-type: none"> <li>Share about what, when, or where something happened</li> <li>Compare objects, people, pictures, events</li> <li>Describe steps in cycles or processes</li> <li>Express opinions</li> </ul>
Reading	3	<p>understand written language related to common topics in school and can participate in class discussions, for example:</p> <ul style="list-style-type: none"> <li>Classify main ideas and examples in written information</li> <li>Identify main information that tells who, what, when or where something happened</li> <li>Identify steps in written processes and procedures</li> <li>Recognize language related to claims and supporting evidence</li> </ul>
Writing	3	<p>communicate in writing in English using language related to common topics in school, for example:</p> <ul style="list-style-type: none"> <li>Describe familiar issues and events</li> <li>Create stories or short narratives</li> <li>Describe processes and procedures with some details</li> <li>Give opinions with reasons in a few short sentences</li> </ul>