



ENGLISH LANGUAGE LEARNER PROGRAM

Handbook of Procedures and Documentation



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Introduction

This handbook is intended to serve as a guide for students, parents, faculty, and administrators in delivering a quality English Language Education Program at Blue Hills Regional Technical School. Our mission and goals serve as the driving force behind all that we do.

Mission

Blue Hills Regional Technical School's mission is to continue its history of academic achievement, technical training and character development through a curriculum which emphasizes the integration of cutting-edge technical programs and challenging academic courses, enabling its students to become competent, caring and productive people in a diverse and changing world.

Goals and Objectives

The Blue Hills Regional Technical School will...

- Provide quality technical education programs to all students
- Challenge each student to achieve his/her highest academic potential
- Support the physical, social and emotional well-being of students
- Provide a safe school environment
- Cultivate a positive school climate
- Provide quality professional development activities for faculty, support staff and administrators
- Maintain or expand student enrollment
- Maintain buildings, grounds and facilities
- Foster linkages with the business community
- Meet the diverse learning needs of all students within the regular education setting

Blue Hills Regional Technical School welcomes and celebrates the linguistic and cultural diversity of our student body. We appreciate the unique contribution that each English Language Learner (ELL) makes to enrich our learning environment and are committed to ensure that each student in our learning community has equal access to all educational opportunities.

English Language Education Program Goals

1. To develop the English language proficiency and academic achievement of English Language Learners.
2. To facilitate adjustment of ELLs to the new culture.



3. To promote appreciation for diversity in the school community.

How We Will Accomplish These Goals

- Shelter content instruction for ELLs in mainstream classes
- Provide English language development and academic support to ELLs as needed in pull out or inclusion setting
- Create a learning environment which validates all students
- Integrate cultural awareness in to the curriculum
- Have ELL staff serve as liaisons between the ELL and the classroom and content area teachers
- Promote communication between the school administration and the families of English language learners.

The Sheltered English Immersion (SEI) Model

Blue Hills Regional Technical School has adopted the Sheltered English Immersion (SEI) model of language acquisition to develop the English language proficiency of ELLs. In accordance with this model, all academic skills are taught to learners in English and content instruction is sheltered, which means that teaching practices are adjusted to make instruction comprehensible to the English Language Learner. Assessments are also adapted to the needs and capabilities of the learner.

Elements of an Effective Sheltered Immersion Program¹

- A. Lesson plans that include
 - a. Language objectives based on the Massachusetts English Language Arts Standards and the Massachusetts WIDA standards; and
 - b. Content objectives based on standards from the Massachusetts Curriculum Frameworks in English language arts, history and social science, mathematics, and science and technology/engineering.
- B. Frequent opportunities for interaction between teacher/student and among students which encourage elaborated responses by students about lesson concepts.
- C. Availability of supplementary materials that support the content objectives and contextualize learning such as:
 - a. hands-on manipulatives
 - b. pictures, visuals
 - c. multimedia
 - d. demonstrations
 - e. adapted texts
 - f. graphic organizers

¹ Excerpted from “Massachusetts Department of Education Questions and Answers Regarding Chapter 71A: English Language Education In Public Schools.” August 2003.



- D. Instruction that links academic concepts to students' prior knowledge and experience. English learners bring personal and educational backgrounds and experiences to their classrooms that are different from those students born and educated in the United States.
- E. Instruction that emphasizes English vocabulary by combining the teaching of vocabulary and the teaching of content.
- F. Instruction that is designed to increase comprehensibility of spoken English by the use of speech appropriate for students' proficiency level, a clear explanation of academic tasks, and by the use of supplementary materials (see "c" above).
- G. Adaptation of content, including texts, assignments and assessments. Presentation of content in all modalities, including written text, must be at the student's English proficiency level. Testing and informal classroom assessments should be appropriate for the students' English proficiency levels.
- H. Regular classroom activities that provide opportunities for students to practice and apply new language and content knowledge in English.
- I. Frequent opportunities for students to demonstrate their mastery of English and content in English.

The Blue Hills Regional Technical Schools' model of instruction and support for ELLs is mainly implemented by mainstream classroom teachers with assistance from ELL staff.

Responsibilities of the ELL Director and/or the ELL Teacher

Responsibilities of the ELL Director

- Initially test K-12 students who do not have English as their primary language to determine eligibility in an ELL program using the IDEA Proficiency Test (IPT).
- Test ELLs already in the program at the beginning of each academic year to measure progress using ACCESS
- Oversee the administration of the all state required assessments to ELLs in grades 9-12
- Ensure that ELL records are kept up to date at their schools
- Inform parents/guardians of all placement, re-designation and exit decisions
- Review placement of all identified students yearly, including progress of students who have been waived or withdrawn from the ELL Program
- Monitor progress of students who have been exited from the program for four years
- Participate in meetings among staff members, administrators, and ELL parents to foster open communication about ELL issues. Participate in meetings to coordinate additional services for ELLs (Literacy or Special Education) if the ELL has a need for these services.
- Provide consultation to tutors and classroom teachers

Responsibilities of the ELL Teacher

- Consult and collaborate with classroom teachers in meeting ELL needs
- Develop the English language proficiency of ELLs.
- Support sheltered instruction available to ELLs in the classroom in inclusion or pull out settings



- Maintain a portfolio of the ELL's work, which assists in determining student progress. The portfolio will be updated annually until the student exits the ELL Program. The portfolio will be maintained for four years after ELLs have exited.
- Send regular ELL Progress Reports to parents of ELLs

ELLs are fully included in the learning community at Blue Hills Regional Technical School. They have the same access to facilities and services as all students. We strongly believe that all students are capable of learning and achieving given equal access to all educational opportunities.

Every effort will also be made to involve the parents of ELLs in the school community. If requested by the parents of ELLs, important school communications will be translated in the student's home language. In addition, a statement will be included in the ELL's home language on the English document stating that the document is important and requiring parents to contact the school should a translation be required (See Appendix). The school will also make every effort to provide a translator/interpreter, if needed, to help parents fill out forms, answer questions and participate in parent/teacher conferences and other academic activities.



Identification of English Language Learners

Step 1: Enrollment

- The parent/guardian or student (if over 18) fills out an enrollment form with Family I.D. per a prompting email from Principal's Office. A Home Language Survey is completed at this time.
- If the Home Language Survey indicates that a language other than English is spoken at home, the student will be assessed for English language proficiency.

Step 2: Interview with ELE Coordinator

- For students who indicate that language other than English is spoken at home, they are referred to the ELE coordinator.
- The ELE coordinator completes the *New Student Information Data Collection Form*, in order to obtain educational records, history, and other pertinent information.
- The ELE coordinator looks for evidence in addition to the Home Language Survey to identify whether or not the student is a FLEP (Former Limited English Proficient). Additionally, the admission's interview, transcripts with previous ESL classes, and SIMS data will be collected and reviewed.

Step 3: Language Dominance/English Proficiency Testing

- Testing occurs with the ELE coordinator and/or other qualified personnel as soon as possible.
- The student is administered the appropriate assessment in compliance with the new WIDA standards to identify proficiency levels.
- The ELE coordinator determines placement based upon test results.
- Previous U.S. schooling/ELE courses, length of time in the U.S., age, and educational history are also taken into consideration when determining placement.
- Also used in determining placement are report cards from previous schools, IEPs or other special education documentation, as well as information gained in speaking to the parent about the child's educational history and use of language in and out of school.
- Placement recommendations are developed in collaboration with the ESL teacher.

Step 4: Parent Notification

- Parents of students who are identified as ELL will be notified in writing that their child has been recommended for the English Language Learner program. When possible, this notification will be provided in the ELL's primary language. In this notification, parents will also be informed of their right to opt out of the ELL program or to request waiver for placement of their child in an alternate program.
- If parents choose to opt out, they are required to visit their child's school where the practices and procedures of Sheltered English Immersion are explained in detail. Parents are also encouraged to place their child in the ELL Program for a period of 30 days before they make a final determination. If parents

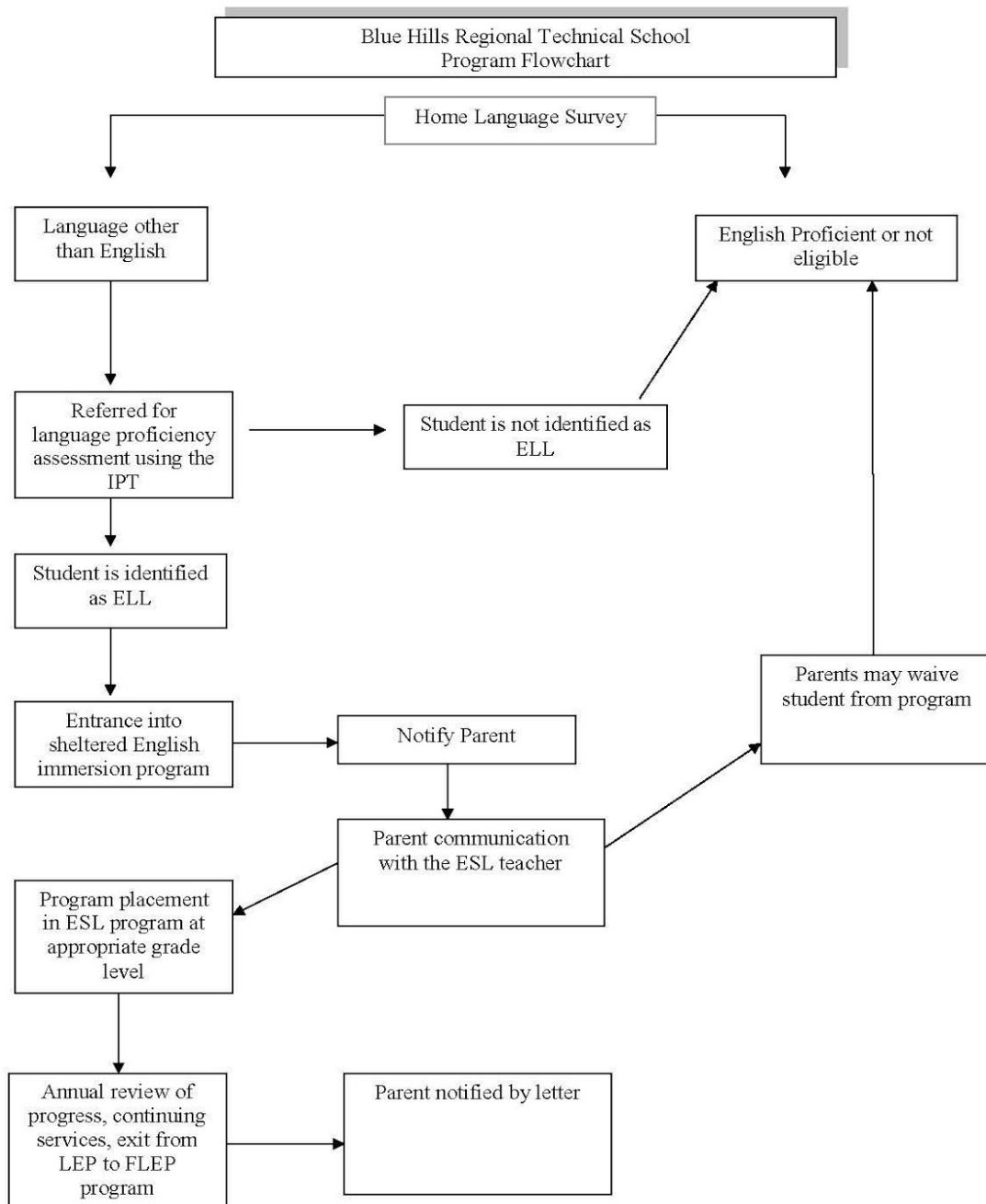


still choose to opt out of the ELL program, they are required to complete the Withdrawal from ELL Program form. This form is placed in the Student's cumulative folder.

Step 5: Scheduling of Courses

- The respective guidance counselor schedules the student based upon the ELE coordinator's recommendations.
- All students designated ELL by the ELE coordinator receive ESL classes.
- Parents receive a letter in a language they can understand, explaining the placement decision and informing parents of the right to "opt out" of ELE services (as required by M.G.L. c.71a) by applying for a waiver.
- If parents choose to opt-out of ELE services and place their child directly into mainstream classes, that child is still considered an ELL student and is included in the ACCESS for ELL testing cycles.

ELL Program Flowchart





Monitoring Progress of ELL Students

Each LEP (Limited English Proficiency) student will be evaluated annually for English proficiency and content skills. Students will be assessed annually in reading and writing skills using the ACCESS for ELLs exam. All LEP students will also participate in MCAS testing appropriate to their grade level. These results will be documented in the student file and submitted to the ESL teacher who will also document these also in the ESL folder. Copies of the ACCESS for ELLs and MCAS results will be provided to parents, with translations when needed.

Annual progress reports reflecting the WIDA standards will be prepared for each LEP student by the ELL teacher and submitted to the Academic Director/ELL Director.

The ELL Team will meet to review the progress of all LEP students in that school once per year, or as needed: within 30 days prior to the end of the school year or the first 30 days of the next school year to evaluate each LEP student's progress and ensure that each student is appropriately placed and monitored. At this meeting, the ELL team will make recommendations for the next/current year's placement for ELL students (LEP or FLEP) based on placement criteria. The placement criteria are guidelines. Verification of the meeting and the resulting recommendations will be documented in each student's cumulative folder. Parents/ guardians will be notified in writing of their child's placement as continuing LEP status (Appendix C) or reclassification as FLEP (Appendix H).

Monitoring Tools

- ACCESS for ELLs
- W-APT
- State Testing (MCAS)
- Local assessments and benchmarks as appropriate by grade level
- Other assessments as needed by the ELL team to assist in their decision making



Reclassification of English Language Learners: Exiting the Program

English Language Learners are exited from the ELL Program only if they meet a list of specific criteria related to their performance on standardized tests (MCAS, IPT, and ACCESS), their school grades, and teacher recommendations (See Appendices G-I).

If the reclassification criteria are met, the ELL is re-designated as FLEP or Formerly Limited English Proficient. Parents are notified in English or their home language about their child's exit from the ELL Program. Reclassified students (FLEPS) are monitored for four years after program exit to ensure that they are successful in the mainstream classroom with no special support. The core subject area teachers of the FLEP student complete a FLEP Monitor Form during the first and last reporting period to provide the ELL teacher with an update on the student's progress. ELL services may be reinstated if needed based on teacher feedback, samples of student work, and classroom observation.



Appendix A

BLUE HILLS REGIONAL TECHNICAL SCHOOL English Language Learner Program Home Language Survey

Home Language Surveys in appropriately translated languages are available from the Massachusetts Department of Elementary and Secondary Education website. please visit this website to access them.

[ELE Program Resources: District-Family Communications - English Language Learners](#)

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 F <input type="checkbox"/> M <input type="checkbox"/>	
Country of Birth _____	Date of Birth (mm/dd/yyyy) _____ Date first enrolled in ANY U.S. school (mm/dd/yyyy) _____
School Information	
Start Date in New School (mm/dd/yyyy) _____	Name of Former School and Town _____ Current Grade _____
Questions for Parents/Guardians	
What is the primary language used in the home, regardless of the language spoken by the student? _____	Which language(s) are spoken with your child? (include relatives -grandparents, uncles, aunts, etc. - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
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 languages 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? Y <input type="checkbox"/> N <input type="checkbox"/> If yes, what language? _____	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/> If yes, what language? _____
Parent/Guardian Signature: _____ X	Today's Date: (mm/dd/yyyy) _____



Home Language Surveys in appropriately translated languages are also available on our registration website Family ID.

The screenshot shows a web browser window with the URL familyid.com/programs/home-language-survey-2. The page is titled "Home Language Survey" and features the Blue Hills Regional Technical School logo. The main content area contains a paragraph explaining the Massachusetts Department of Elementary and Secondary Education regulations regarding language surveys. A "Register Now" button is prominently displayed. The right sidebar includes sections for "Organization" (Blue Hills Regional Technical School), "Contact Us" (Courtney Wall, Administrative Assistant, 781-828-5800, cwall@bluehills.org), and "Links" (Blue Hills Regional Homepage). The bottom of the screen shows a Windows taskbar with various application icons.



Home Language Survey | Family | x +

familyid.com/programs/home-language-survey-2

bluehills.org bookmarks Imported From Fire... BHR - Home Aspen: Log On Thumbprint Radio ~...

☒ Home Language Survey August 01, 2020 to June 30, 2021 No fee

Account email

* E-mail
Primary email address for registrant

Account email

Participant Information

CREATE NEW participant

PRIMARY

* First name

* Last name

Middle name

* Birth date

Month Day 2000

* Gender

Date first enrolled in ANY U.S. school

mm-dd-yyyy

ADDITIONAL

* Country of birth (255 characters)

* Name of Former School and Town

mm-dd-yyyy

* Start Date in New School

mm-dd-yyyy

* Student's current grade

☐ Grade 9
☐ Grade 10
☐ Grade 11
☐ Grade 12



Home Language Survey | Family | X

familyid.com/programs/home-language-survey-2

bluehills.org bookmarks Imported From Fire... BHR - Home Aspen: Log On Thumbprint Radio ~...

Grade 12

* What is the native language(s) of each parent/guardian? (255 characters)
(Mother/Father/Guardian)

* What language did your child first understand and speak? (255 characters)

* Which other languages does your child know? (255 characters)
Include whether they Speak/Read/Write

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

* Were you made aware of academic expectations for your child?
☐ Yes
☐ No

* Today's Date:
mm-dd-yyyy

* Which language(s) are spoken with your child? (include relatives, grandparents, uncles, aunts, etc. - and caregivers) (255 characters)
Are these spoken: seldom/ sometimes/ often/ always

* Which language do you use most with your child? (255 characters)

* Which languages does your child use? (255 characters)
Are these spoken: seldom/ sometimes/ often/ always

* Will you require an interpreter/translator at Parent Teacher meetings?
☐ Yes
☐ No

* Were you made aware of overall school performance?
☐ Yes
☐ No

Agreements

For each of the agreements below, please read the terms, check the box to mark your acknowledgement, and type your name to confirm.

Parent/Guardian Signature for Home Language Survey
Home Language Survey

☐ * Yes, I agree

* Electronic signature Type your name

Parent/Guardian - Signatory must be 18 years of age or older



Appendix B

English Language Learner Program Student Background Information

Family Name _____ First Name _____ Age _____

Address _____ Phone _____

Country of Origin _____ Primary language _____

Years in the U.S. _____ Years of Schooling in the U.S. _____

Previous Education _____ Country _____

Other language(s) spoken by student _____

Other language(s) student can read/write _____

Mother's Name _____ Country _____ Language(s) spoken _____

Father's Name _____ Country _____ Language(s) spoken _____

Parent's Years of Education (estimated) _____ Country _____

Relatives attending School:

In the same school _____

Other schools in the district _____

Initial Language Proficiency Assessment: Date _____

IPT Oral score _____ IPT Reading score _____

IPT Writing score _____

English Proficiency Level _____

Factors that might affect student's progress _____



ELL teacher will place this form in student's portfolio. A copy also goes to the classroom teacher.



Appendix C

BLUE HILLS REGIONAL TECHNICAL SCHOOL

Parent Notification of Placement in ELL Program

Date

RE: Student Name

Parents/Guardians
Address

Dear Parent:

This letter is to inform you that upon review of your child's records, we have determined that your son/daughter is eligible to English Language Learner services at Blue Hills Regional Technical School. Your son/daughter will be enrolled in our English Language Education Program for the 2020-2021 school year.

This determination was based on the results using the Department of Education Language Assessment known as ACCESS, along with the ELE team recommendation based on your student's academic performance and other assessments. I am enclosing a copy of the most recent ACCESS scores for your child with this letter.

Blue Hills believes that following this recommendation will be in the best interest of your child's learning and academic experience. You have the right to refuse the ELL Program and can withdraw your child from the program at any time. Alternatively, you may choose to request a waiver to place your child in a bilingual or other alternate program, provided such a program is available in the district. Please seriously consider the consequences of your decision on your child's long-term educational success.

If you have any questions at all, please call Dr. Paul Bavuso, the English Language Learner (ELL) Director, at (781) 828-5800, extension 2690.

Thank you for your cooperation in this manner.

Sincerely,

Academic Director
ELL Director



BLUE HILLS REGIONAL TECHNICAL SCHOOL

Parent Notification of Continued Enrollment in ELL Program

Date

RE: Student Name

Parents
Address

Dear Parent:

This letter is to inform you that your son/daughter continues to demonstrate need as an English Language Learner. Your son/daughter will continue to be enrolled in our English Language Education Program for the 2020-2021 school year.

This determination was based on the results using the Department of Education Language Assessment known as ACCESS, along with the ELE team recommendation based on your student's academic performance and other assessments. I am enclosing a copy of the most recent ACCESS scores for your child with this letter.

Blue Hills believes that following this recommendation will be in the best interest of your child's learning and academic experience. You have the right to refuse the ELL Program and can withdraw your child from the program at any time. Alternatively, you may choose to request a waiver to place your child in a bilingual or other alternate program, provided such a program is available in the district. Please seriously consider the consequences of your decision on your child's long-term educational success.

If you have any questions at all, please call Dr. Paul Bavuso, the English Language Learner (ELL) Director, at (781) 828-5800, extension 2690.

Thank you for your prompt attention to this matter.

Sincerely,

Academic Director
ELL Director



Appendix D

BLUE HILLS REGIONAL TECHNICAL SCHOOL

Parent Request for Withdrawal from ELL Program

Blue Hills Regional Vocational Technical School
School Year 2020-2021
OPT-OUT FORM

Student Name: _____
Opt-out Date: _____
SASID: _____
School: _____

Home language: _____
Years in U.S. Schools: _____
DOB: _____
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 specialized ESL instruction. I understand that my decision to opt-out of specialized ESL instruction 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 the specialized ESL instruction provided by an ESL licensed teacher 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 Signature: _____

Date: _____

Academic Office



Appendix E

BLUE HILLS REGIONAL TECHNICAL SCHOOL

Information Regarding ELL Program Waivers*

Massachusetts law governing the education of English Language Learners (G.L.c. 71A) provides for waivers for individual students under certain conditions if the parent annually applies for the waiver by visiting the student's school and providing written informed consent.

For students under age 10, G.L. c. 71A allows waivers under the following conditions: (a) the student has been placed in an English language classroom for at least 30 days before the parent applies for the waiver; (b) documentation by school officials in no less than 250 words that the student's special and individual physical or psychological needs, separate from lack of English proficiency, makes an alternative course of educational study better suited to the student's overall educational development and rapid acquisition of English; (c) inclusion of such documentation in the student's permanent school record; and (d) authorizing signatures on the waiver application of both the school superintendent and the school principal.

For students age 10 and older, G.L. c. 71A allows waivers when 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 student's overall educational progress and rapid acquisition of English.



* Excerpted from “Massachusetts Department of Education Question and Answers regarding Chapter 71A: English Language Education in Public Schools.” August 2003



BLUE HILLS REGIONAL TECHNICAL SCHOOL
English Language Learner Program

ELL Program Waiver Request

Parent or Guardian Informed Consent Form*

I am knowingly and voluntarily requesting that my child receive a waiver from the requirements of G.L. c71A as amended (“Question 2”). 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.

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

Student’s name

Parent/Guardian’s signature

Parent/Guardian’s signature

Date

Date

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



BLUE HILLS REGIONAL TECHNICAL SCHOOL

Determination regarding ELL Program Waiver Request

A. Background Information

1. Name of student:	
2. Date of birth:	
3. Date student was placed in an English language classroom:	
4. Date parent(s) or legal guardian(s) visited school to apply for waiver (at least 30 calendar days after student was placed in an English language classroom):	

B. Determination Regarding Waiver Request

1. **Waiver request approved** (school officials must sign here and complete Attachment B). *It is our informed belief that an alternate course of educational study is better suited to the student's overall educational progress and rapid acquisition of English. The student will be placed in a transitional bilingual class or (describe other type of language support) on _____.*

School Superintendent (sign/date)

School principal (sign/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 the student's overall educational progress and rapid acquisition of English.

School Superintendent (sign/date)

School principal (sign/date)

C. Appeals Process (optional)

If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials?



BLUE HILLS REGIONAL TECHNICAL SCHOOL

English Language Learner Program

Documentation by School Officials Justifying Need for Waiver (Attachment B)

Instructions: School officials must provide documentation in no less than 250 words of the student's special and individual physical or psychological needs, separate from lack of English proficiency, that makes an alternative course of educational study better suited to the student's overall educational development and rapid acquisition of English. The documentation must be attached to the signed Program Waiver Application Form and a copy placed in the student's permanent school record.

.....



Appendix F

ENGLISH LANGUAGE LEARNER PROGRAM PROGRESS REPORT – GRADES 9-12

Grade: 9 10 11 12

Name: _____

Grade: _____

ESL Teacher: _____

Classroom Teacher: _____

KEY:

C- Consistently meets expectations

M- Meets expectations most of the time

S- Sometimes meets expectations

N- Not yet

The following outcomes are based on the English Language Proficiency Benchmarks and Outcomes for ELLs.

LISTENING

_____ Understands when engaged in sustained, interpersonal conversation

_____ Understands words and phrases of grade level academic content

_____ Understands inferential and abstract questions based on academic content

_____ Understands classroom discussions and other academic interactions that include basic and complex sentence structure

SPEAKING

_____ Rephrases ideas to express meaning

_____ Uses specific vocabulary of academic content

_____ Participates in classroom discussions and other academic interactions using basic and complex sentence structure

_____ Presents information using appropriate degree of formality for audience and setting

READING

_____ Uses context and text features (title, illustrations) to comprehend text

_____ Identifies main ideas and important facts in a text

_____ Supports opinions with evidence from the text

_____ Summarizes the information read or heard

WRITING

_____ Arranges events in sequential order when writing

_____ Writing includes a clear topic sentence, supporting details, and a conclusion

_____ Uses rules for conventions and spelling in the process of writing and editing



_____ Uses specific and varied vocabulary when writing

Signature ESL Teacher _____ Date: _____



Appendix G

ELL STUDENT RECLASSIFICATION GRADES 9-12

Student may be designated for reclassification as LEP when they meet all of the criteria for Level 5 on their ACCESS results. Report card grades and reading level also need to indicate that the student is capable of performing grade level work. Students at Level 4 on their ACCESS results may be reclassified if they meet the criteria for Level 5, have received a score of “Proficient” on their MCAS-ELA, and also have a written recommendation from both classroom teacher and ESL teacher. Students at Level 3 are not likely candidates for reclassification. Only in rare instances will they be considered for reclassification.

Student _____ School _____ Grade _____

Classroom teacher _____ Number of years in ELL program _____

Date _____

1. Is student at ACCESS Level 5 on most recent ACCESS assessment? ☐ YES ☐ NO

Has the student scored NI on MCAS tests? ☐ YES ☐ NO

Is student performing at or above grade level based on report card grades? ☐ YES ☐ NO

If YES is checked for all of the above, student may be reclassified as FLEP.

If NO on Question 1:

Is student at ACCESS Level 4 on most recent ACCESS assessment? ☐ YES ☐ NO

Has student scored “At or Above” or “Approaching” in all 4 ACCESS areas? ☐ YES ☐ NO

Has student scored at the “Proficient” level on the most recent MCAS-ELA? ☐ YES ☐ NO

Is student performing at or above grade level based on report card grades? ☐ YES ☐ NO

Has classroom teacher provided written recommendation? ☐ YES ☐ NO

Has ESL teacher provided written recommendation? ☐ YES ☐ NO

Please attach teacher recommendations.

If YES is checked for all of the above, student may be reclassified as FLEP.



☐ This student is being reclassified because there are learning issues other than second language interference. This student should be referred to the Instructional Support Team for evaluation.

ESL Teacher _____ Classroom Teacher _____

BLUE HILLS REGIONAL TECHNICAL SCHOOL

English Language Learner Student Reclassification Teacher Recommendation

To be completed by the student's classroom/ content area teacher and returned to ELL teacher. This form will accompany the Student Reclassification Documentation form for ELL students who have not achieved a proficiency Level 5 on their ACCESS, but are still considered ready to be reclassified.

Student's Name _____ Grade _____

Teacher's Name _____ Role _____

Date _____

- | | | |
|--|-----|----|
| 1. Is this student able to follow oral and written directions? | Yes | No |
| 2. Is this student able to communicate adequately with teachers and peers? | Yes | No |
| 3. Are this student's oral language skills adequate to participate effectively in classroom discussions? | Yes | No |
| 4. Does this student comprehend written material? | Yes | No |
| 5. Is this student able to discuss what he/she has read? | Yes | No |
| 6. Is this student able to express himself/herself effectively in writing? | Yes | No |

Additional comments:





Appendix H

BLUE HILLS REGIONAL TECHNICAL SCHOOL

English Language Learner Program Reclassification Form – Notice to Parents

DATE

To the parents/guardians of (student name),

This letter is to inform you that your child (student name), has met all of the requirements of the English Language Learner Program. This means that your child is proficient in English and can participate meaningfully in all aspects of the District's general education program without the use of adapted or simplified English materials. He/she will exit the program and will be fully integrated into the general education program for the (current or next school year).

This recommendation was made after careful review of (student name)'s English proficiency and content skills. Criteria reviewed include ACCESS for ELLS, MEPA and MELA-O assessments, MCAS, progress reports, report cards, and the recommendation of his/her teachers.

Your child will now be classified as a Formerly English Limited Proficient (FLEP) student. All FLEP students are monitored for a period of four years. If progress isn't maintained in the general education program, support will be provided so that a successful transition can occur. Should changes be recommended, you will be contacted in order to discuss methods of providing support for your child.

At this time, no action is necessary on your part. Your child's teachers will keep you apprised of your child's progress. Please encourage your child to attend help sessions and before and after school tutoring, if needed. If you would like a copy of your child's evaluation records, or have any questions, please contact me at 781-828-5800, ext. 2690, so we can further assist you.

Respectfully,

Paul Bavuso
Academic Director
ELL Program Director



Appendix I

BLUE HILLS REGIONAL TECHNICAL SCHOOL

English Language Learner Program Reclassification Form- Recommendation for Other Services

Date_____ Name of student _____ Grade_____

School_____ ESL Teacher_____

Total number of years in ELL Program_____

Reclassification of student initiated by:

Name _____ Position _____

Name _____ Position _____

Name _____ Position _____

Dear _____,

As a result of assessments completed by our staff, it is recommended that your son/daughter, _____, exit the ELL program. Based on these assessments and the recommendations of classroom teachers, specialists, and the ELL teacher, it is our professional opinion that he/she would benefit from other, more specialized instruction.

_____ will continue to be monitored for the next four years to ensure continued progress in the regular classroom. Although your child will no longer be part of the ELL program, assistance can be requested from the ELL teacher at any time when needed.

Please sign the form below acknowledging your child's exit from the ELL program.

Sincerely,

Please sign below and return this form to school



I understand that my son/daughter _____ will no longer be in the ELL program.

Parent/Guardian Signature _____ Date _____

BLUE HILLS REGIONAL TECHNICAL SCHOOL

Monitor Letter to Reclassified Student's Teacher

Date _____

Dear _____,

Your student, _____, has successfully exited the ELL program. As required by Massachusetts law governing the education of English language learners in public schools, the student will be monitored for two years to ensure satisfactory academic performance.

Please complete the attached FLEP Monitoring Form to inform of student progress in core subject areas. Please note any specific concerns or other comments that you may have regarding the student's performance in class.

Thank you for your input.

Sincerely,

ESL Teacher



BLUE HILLS REGIONAL TECHNICAL SCHOOL ENGLISH LANGUAGE LEARNER PROGRAM MONITORING FORM FOR RECLASSIFIED STUDENTS

Note: This form is made up of two portions. The first portion should be completed at the end of the end of the first grading period. The second portion should be completed at the end of the academic year. Original should be kept in the student's cumulative folder with copies to ESL Teacher and Principal.

Blue Hills Regional Vocational High School

School Year 2020-2021

MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

Federal law establishes a district's obligation to provide ELLs with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

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

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

ENGLISH	Test Scores						
	MCAS:		ACCESS:		OTHER:		
	Semester 1 <input type="checkbox"/>			Semester 2 <input type="checkbox"/>			
			RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English						
	Homework completion						
	Struggles with oral expression						
	Struggles with written expression						
	Classroom participation						
	Discipline issues that interfere with his or her progress						
Struggles with oral comprehension							
Struggles with reading comprehension							
MATH	Test Scores						
	MCAS:		OTHER:				
	Semester 1 <input type="checkbox"/>			Semester 2 <input type="checkbox"/>			
			RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English						
	Homework completion						
	Struggles with oral expression						
	Struggles with written expression						
	Classroom participation						



BLUE HILLS

REGIONAL TECHNICAL SCHOOL

SCIENCE	MCAS:	OTHER:				
		Semester 1	Semester 2			
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

SOCIAL STUDIES	Test Scores	OTHER:				
	MCAS:	Semester 1	Semester 2			
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	:					
	:					
	:					

Please, check the one that applies:

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- ☐ English language support
- ☐ After school tutoring
- ☐ Core academic tutoring
- ☐ Parent communication
- ☐ Summer school
- ☐ Other (Please, explain)

Date: _____

Team members: _____

Signatures: _____



Appendix J

Date

Re:

Dear Parent or Guardian,

Attached is a report of your child's English language proficiency scores from an assessment that was administered over the winter. The report details your child's English language skills in the area of listening, speaking, reading and writing, a comprehension score (listening and reading scores combined) and an overall score.

The assessment, called ACCESS for ELLs® – *Assessing Comprehension and Communication in English from State to State for English Language Learners*, is used throughout Massachusetts and in other states. This report identifies your child's language skills in both social and academic English. Social language is used to communicate for everyday purposes. Academic language is used to communicate in the content of language arts, mathematics, science and social studies.

Information on English language proficiency levels are also given at the bottom of the report. 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. More information about this assessment can be found at: www.wida.us.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact ESL teacher, Ms. Ana Peach or the ELL Director, Dr. Paul Bavuso at 508-828-5800 or via email at apeach@bluehills.org or pbavuso@bluehills.org.

Sincerely,

Paul Bavuso
Academic Director



BLUE HILLS

REGIONAL TECHNICAL SCHOOL




ACCESS for ELLs® English Language Proficiency Test Parent/Guardian Report – [Insert Year]

District:	Student:	
School:	State ID:	District ID:
Grade:	Birth Date:	

Report Purpose: This report gives information about your child's level of social and academic English language proficiency. Social language is used to communicate for everyday purposes. Academic language is used to communicate the content of language arts, mathematics, science, and social studies.

Student's English Language Proficiency Level

Test Section	1 – Entering	2 – Beginning	3 – Developing	4 – Expanding	5 – Bridging	6 – Reaching
Listening						
Speaking						
Reading 						
Writing						
Oral Language^A (Listening and Speaking)						
Literacy (Reading and Writing)						
Comprehension (Listening and Reading)						
Overall Score (Listening, Speaking, Reading and Writing)						
Proficiency Level	Description of English Language Proficiency Levels					

1 – Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Beginning	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test
Other Information	<p>Test Section Is Blank – If the student was absent for this Section of the test</p> <p>A – Oral Language = 50% Listening + 50% Speaking</p> <p>B – Literacy = 50% Reading + 50% Writing</p> <p>C – Comprehension Score = 70% Reading + 30% Listening - will be blank if student was absent for one or both of the Sections</p> <p>D – Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking - will be blank if student was absent for one or more of the Sections</p>

Blank Template for Drafting Strands of MPIs

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
D O M A I N: 						L e v e l 6 - R e a c h



BLUE HILLS

REGIONAL TECHNICAL SCHOOL

						h i n g
TOPIC-RELATED LANGUAGE:						