



English Language Education Procedure Manual 2020-2021

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Section I: Annual Assessment

All Limited English Proficient (LEP) students are assessed annually to measure proficiency in reading, writing, listening, and speaking English along with the progress they are making in learning English.

All newly enrolled students are required to complete a home language survey included in their registration packet distributed upon acceptance (1.1.) The English Language Education (ELE) Coordinator will review each incoming student's home language survey.

All students identified as LEP through SIMS data, the home language survey, admissions information provided by the family or sending district, teacher reports, or other data are administered the WIDA Screener Test and/or the WIDA ACCESS for ELs Test according to the DESE testing schedule to accurately assess proficiency in reading, writing, listening, and speaking.

Blackstone Valley Vocational School District will identify EL students by administering the WIDA Screener assessment to all students who have been identified as having English as a second language and whose results from a previous WIDA ACCESS for ELLs or WIDA ACCESS 2.0 assessment are not available or non-existent.

The WIDA Screener assessment is administered in August or the first month that the student is identified as being potentially Limited English Proficient; the WIDA ACCESS 2.0 test is administered in January / February; the assessments are administered by qualified staff who have participated fully in the training and qualification process.

All students are eligible for further identification through the Student Review Team referral process. (1.2)

All students participate in local and standardized assessments.

Documents:

1. Home Language Survey
2. Student Review Team Referral Form

Section II: MCAS Participation

All EL students participate in the grade-level determined administration of the MCAS exam as required and in accordance with DESE guidelines.

The sole exception applies to English Learners who are in their first year of enrollment in U.S. schools; according to Massachusetts Department of Elementary and Secondary Education, public schools have the option of reassessing first year English Learners in the English Language Arts and Reading tests. Results for first-year English Learners who do not participate will not be included in Blackstone Valley Vocational School District's MCAS results.

A Spanish-speaking tenth grade English Learner who has been enrolled in school in the continental United States for fewer than three years may choose to take the English / Spanish version of the grade 10 Mathematics test and Mathematics retest if the student can read and write in Spanish at or near grade-level. English / Spanish versions of the Mathematics test are available for grade 10 tests and retests only. The designated test administrator must be fluent in both English and Spanish.

EL (current and former) students will have access to dictionaries which provide word-to-word translations but not definitions.

Section III: Initial Identification

Blackstone Valley Vocational School District will identify EL students by requiring all newly enrolled students to complete a home language survey with follow up through the Office of the English Language Education (ELE) Coordinator.

Blackstone Valley Vocational School District will identify EL students by reviewing SIMS data for EL identified students who have been identified as having English as a second language who have not been given the WIDA ACCESS for ELs or WIDA ACCESS 2.0 Test.

Blackstone Valley Vocational School District will identify EL students by administering the WIDA Screener assessment to all students who have been identified as having English as a second language and whose results from a previous WIDA ACCESS for ELs or WIDA ACCESS 2.0 Test are not available or non-existent (3.1, 3.2, 3.3.)

Blackstone Valley Vocational School District will identify EL students by encouraging teachers to refer any student to the Student Review Team (SRT) who is having difficulty in any classes or appears to struggle with the English language.

Blackstone Valley Vocational School District will identify EL students by reviewing transcripts of incoming students for EL services with identification of any students enrolled in ESL classes with follow up from the Office of the ELE Coordinator.

Blackstone Valley Vocational School District will identify EL students through admissions notes from the Admissions Office regarding any parent who appears to have difficulty understanding English.

Blackstone Valley Vocational School District will identify EL students by sending home annual mailings to parents of students identified as potentially being in need of services regarding translation services or information regarding the ELE program (3.4, 3.5, 3.6.)

Blackstone Valley Vocational School District will adhere to the Provisional Placement Procedures established by DESE summer 2020 for students provisionally identified as potential English Learners during the Covid-19 remote learning phase of school operations.

Documents:

1. Introductory letter - English
2. Introductory letter – Spanish
3. Introductory letter – Portuguese
4. Initial or Annual Parental Notification – English
5. Initial or Annual Parental Notification – Spanish
6. Initial or Annual Parental Notification - Portuguese

Section IV: Waiver Procedures

Parents / Guardians may request a waiver of ESL services using the district's waiver forms. Parents will be informed of their right to apply for a waiver in an annual letter (3.4 – 3.6) mailed in August / September after the WIDA Screener is administered (4.1.) Included in that mailing will be information on the instructional programs for EL students in a language the parents / guardians understand (4.2,) and the program waiver informed consent form in a language the parents / guardians understand (4.3, 4.4, 4.5)

For the waiver request to be approved the parents / guardians must visit Blackstone Valley Vocational School District annually to meet with the ELE Coordinator, ESL instructor, and guidance counselor.

Upon receipt of the waiver request and meeting with parents / guardians to review required data the Blackstone Valley Vocational School District will approve or deny the waiver request consistent with DESE criteria.

For students with special individual needs the district will consider additional criteria as regulated by the DESE before approving or denying the waiver request.

Documents:

1. Annual introductory letter
2. Information on the Instructional Programs for EL Students
3. Program Waiver - English
4. Program Waiver – Spanish
5. Program Waiver - Portuguese

Section V: Program Placement and Structure

Blackstone Valley Vocational School District provides an English as a Second Language (ESL) course up to two blocks (42 minute blocks) per day for each grade level depending on a student's assessed proficiency level during both academic and vocational cycles. Groupings will be consistent with DESE recommendations.

Junior or Senior students who qualify for and secure employment through cooperative education (Co-Op) will still receive recommended language development on campus during vocational cycles; students will work with the Vocational Directors, ESL instructor, and the ELE Coordinator to schedule this coursework prior to beginning their co-op job.

A certified ESL instructor teaches this course. Instruction is based on the WIDA Standards for English Language Development, and all students enrolled in an ESL course are provided with content instruction that is based on the Massachusetts Curriculum Frameworks.

Instruction is provided using continuous assessment of the student's English proficiency to provide appropriate educational programs. (5.1)

The following guidelines will be used to plan instructional programs for LEP students; the guidelines address both English Language Development (ELD) and Sheltered English Immersion (SEI) content instruction.

English Language Development (ELD) or English as a Second Language (ESL) Instruction

ELD or ESL addresses listening, speaking, reading, and writing standards as contained in the *Massachusetts English Language Proficiency Benchmarks and Outcomes*. ESL instruction is designed specifically for LEP students. The ESL curriculum is based on the *Massachusetts English Language Proficiency Benchmarks and Outcomes*. Blackstone Valley Vocational School District promotes and supports the rapid acquisition of English language proficiency by LEP students; all LEP students receive ESL instruction in the amount most appropriate for their assessed proficiency level. ESL instruction is direct instruction in English to promote English language development.

Sheltered English Immersion (SEI)

SEI is designed to make content instruction, delivered in English, more comprehensible for LEP students. SEI is differentiated instruction that includes approaches, strategies, and methodology that makes the content understandable and promotes academic English language development.

Documents:

1. WIDA CAN DO Progress Report

Section VI: Program Exit & Readiness

Blackstone Valley Vocational School District will not re-designate a student from Limited English Proficient (LEP) to Formerly 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. This will be done according to the following process:

- The student performs at an overall score of 4.2 and a composite literacy score of 3.9 on the WIDA ACCESS 2.0 for ELLs Test
- Input is gathered from teachers using Form 5.1 WIDA CAN DO Progress Report and suggests student can perform at grade-level without language supports
- The student has passing grades in all classes unless the failures are related to non-ELL issues
- The student's progress and data is presented to a review team (the ELL Coordinator, ELL Teacher, Guidance Counselor, an academic teacher, and a vocational teacher)
- A Blackstone Valley Vocational School District English Language Reclassification Form will be completed (6.1)
- Once a student is reclassified as a FLEP student their progress will be monitored by the ESL instructor for two additional years or until graduation using the Monitoring Academic Progress of FLEP Students form (6.2)
- Parents will be notified using the Parent Notification for Exited LEP to FLEP Students form (6.3)

Once a student exits the ELE program Blackstone Valley Vocational School District will conduct and document a follow-up review of the student within the first month after the exit date. Periodic monitoring is conducted and documented with every progress report and report card cycle throughout the school year for a period of two years.

If a reclassified student fails to make academic progress, as measured by grades and assessments, during the first year after being classified as FLEP, and if the school-based team determines that this failure is due to lack of English proficiency, then the student will be re-designated LEP for purposes of the subsequent SIMS data collection. Only after at least three months of data gathering and observation will a FLEP student be considered for re-designation.

If after four years a FLEP student continues to be successful and performing at grade level, then the student will no longer be classified as FLEP and will no longer be on monitoring status.

Documents:

1. English Language Reclassification Form
2. Monitoring Academic Progress of FLEP Students Form
3. Parent Notification for Exited LEP to FLEP Students

Section VII: Parent Involvement

Blackstone Valley Vocational School District provides multiple opportunities for parents / guardians of EL students to be included in matters pertaining to their children's education and ELE programs.

Parents / guardians are notified of and invited to the annual Freshmen Picnic before the opening of school by multilingual staff in the language the Home Language Survey requests.

Parents / guardians will be invited to attend a yearly conference with the district's ESL instructor, guidance counselor, and ELE Coordinator regarding English language development and proficiency.

Parents / guardians of EL students will receive invitations and notifications from district parents' groups such as School Council or Parent Advisory Council in the language the Home Language Survey requests.

Parents / guardians will be offered translation services for Curriculum Nights held every fall, and translation services will be offered for all meetings, conferences, and any written progress reports or letters sent home.

Section VIII: Declining Entry to the ELE Program

Parents / guardians of students at Blackstone Valley Vocational School District may decline EL services. If a declination occurs, then Blackstone Valley Vocational School District will place the student in general education classes and document in the student's file through forms 4.2 and 4.3.

Blackstone Valley Vocational School District will continue to monitor the progress of the LEP students whose parents / guardians have opted out of the program through the Monitoring Academic Progress of Opt-Out Students form (8.1.)

If a student is not making academic progress a referral to the Student Review Team will be made and information will be collected from teachers regarding the use or need for a Curriculum Accommodation Plan or other supports available to address academic or language needs.

All students will be listed as LEP students on SIMS data regardless of their participation in an ELE program and will participate in WIDA ACCESS 2.0 assessments until they are no longer designated as an LEP student through the FLEP process discussed in sections prior.

Documents:

1. Monitoring Academic Progress of Opt-Out Students form

Section IX: Instructional Grouping

Blackstone Valley Vocational School District only groups EL students of different ages together in instructional settings if their levels of English proficiency are similar.

The district's grouping of students ensures that EL students receive effective content instruction at appropriate academic levels and that ESL instruction is provided at the appropriate proficiency level.

ESL instruction is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA English Language Development Standards.

Groupings of EL students for the purpose of ESL instruction are determined by proficiency levels; students in levels 1-3 may be grouped together as well as students in levels 3-5 may be grouped together; students in levels 1-2 will not be grouped with students in levels 4-5.

Section X: Parental Notification

During each school year a notice will be mailed to the parents / guardians of all LEP students found to need services as a result of the WIDA ACCESS 2.0 or WIDA Screener assessments (3.4 – 3.6, 4.1-4.5,) in a language they can understand, which will communicate:

- the reasons for identification of the student as LEP
- the student's level of English proficiency and the results of the assessment(s)
- the parent's / guardian's right to apply for a waiver or to decline enrollment in the ELL program

Parents / guardians of LEP students will receive report cards and progress reports in the same manner and frequency as other students in a language that is understandable to them.

Section XI: Equal Access to Academic Programs and Services

Blackstone Valley Vocational School District does not segregate EL students from their English-speaking peers, except where programmatically necessary, to implement English Language Education (ELE.)

Blackstone Valley Vocational School District ensures that EL students participate fully with their English-speaking peers and are provided support in non-core academic courses such as Physical Education. In addition, students will have the opportunity to receive support services, such as guidance and counseling, in a language that the student understands.

Blackstone Valley Vocational School District ensures that EL students are taught to the same academic standards and curriculum as other students, and provides the same opportunities to master standards as other students, including the opportunity to enter advanced classes, receive credit for work done, and have access to the full range of available programs. The district will use grade appropriate content objectives for LEP students based on district curriculum taught by qualified teachers.

The full range of academic opportunities and supports afforded to non-LEP students will be available to LEP students in a language they understand. These include special education services, Section 504 Accommodation Plans, Title I services, Career and Technical Education, and District Curriculum Accommodation Plan supports. The lack of English language proficiency alone is not a basis for finding a student eligible for special education.

Section XII: Equal Access to Non-Academic and Extracurricular Programs

Blackstone Valley Vocational School District provides appropriate support to EL students to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers, and information provided to students about extracurricular activities and school events is available to EL students in a language they understand.

As outlined in the student handbook, athletic and extracurricular materials are available for translation.

The ESL instructor will identify students in need of translated announcements, handouts, and other communications related to nonacademic programming and notify the Office of the ELE Coordinator for translations to be arranged.

Translation services will be provided in nonacademic or extracurricular settings for students who need translation services in order to participate.

Section XIII: Follow-Up Support

Blackstone Valley Vocational School District will actively monitor students who have exited the ELE program for four years and provide language support to those students if needed.

The ESL teacher will utilize the WIDA CAN DO Progress Report (5.1) and the Monitoring Academic Progress of FLEP Students (6.2) to monitor and assess progress. This may be done through a variety of methods including, but not limited to, communication with the content teachers, in-class observations, and meetings about the student's academic performance and English language development.

After evaluating the available student data, if the school-based team determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support, the team will remove the student's EL classification and change the student's language proficiency status in the next SIMS district report. The district will:

- remove the student's coding as LEP on the SIMS report to the Department of Elementary of Secondary Education. Typically, this decision will be made before the start of the following school year, in time for the October SIMS data collection;
- notify the parent/guardian of the change in the student's classification;
- update all school/district records; and
- design and implement a process for routinely monitoring the students' academic progress for two years.

The district will design a monitoring process that is based on the student's specific and unique learning needs. Such monitoring processes may include:

- regular, structured meetings between the ESL teacher and the students' sheltered content instruction teachers to discuss the student's academic progress and progress in developing English language proficiency;
- regular analysis of student work using the WIDA CAN DO Descriptors Progress Report;
- regular observations of student participation and performance; and / or
- conversations with parents about the student's academic performance and English language development.

If a former EL student fails to make academic progress after his or her EL classification has been removed, as measured by his or her grades and content area assessments, and if a school-based team familiar with the student determines that this failure is due to lack of English proficiency, the student will be re-classified as an ELL and the instructional programming for such a student will be redesigned consistent with this guidance.

Section XIV: Licensure Requirements

Blackstone Valley Vocational School District has one licensed ESL teacher assigned to teach ESL classes.

Every teacher or other educational staff member who teaches EL students holds an appropriate license or current waiver issued by the Massachusetts DESE.

Blackstone Valley Vocational School District has taken steps to ensure that each core academic teacher of at least one EL students participates in cohort training to obtain an SEI Teacher endorsement during the time designated for the educator's cohort or otherwise obtains an SEI Teacher endorsement through another pathway.

Blackstone Valley Vocational School District will follow DESE guidelines related to SEI Teacher endorsement for vocational instructors.

Blackstone Valley Vocational School District has taken steps to ensure that each administrator who supervises or evaluates such teachers obtained SEI Administrator endorsement.

The Academic Curriculum Coordinator, Vocational Directors, and the Director of Student Services oversee licensure as it relates to SEI endorsement.

Section XV: Professional Development Requirements

Blackstone Valley Vocational School District maintains documentation of making SEI cohort training available to core academic teachers of ELs and the building administrators who supervise such teachers and to collaborate with the DESE to facilitate the provision of the training and participation of district teachers and administrators in the training.

Blackstone Valley Vocational School District will follow DESE guidelines related to SEI Teacher endorsement for vocational instructors.

In addition, the ESL instructor and the ELE Coordinator will offer professional learning opportunities for all staff regarding the progress of LEP students in developing listening, speaking, reading, and writing skills in English, tiered vocabulary, using WIDA CAN DO descriptors, and/or other relevant ELE topics and skills. The ELE coordinator will maintain a log of training and professional learning activities offered to building staff.

Section XVI: Equitable Facilities

Blackstone Valley Vocational School District ensures that EL students are provided facilities, materials, and services comparable to those provided to the overall student population.

Section XVII: Program Evaluation

Blackstone Valley Vocational School District will annually assess the progress of its EL students through the administration of the WIDA ACCESS 2.0 test, local assessments, progress reports, and other relevant data.

An internal evaluation of the effectiveness of the ELE program in developing students' English language skills and increasing their ability to participate meaningfully in the educational program at Blackstone Valley Vocational School District will be done on an annual basis. Where the district documents that the program is not effective it will take steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.

Section XVIII: Records of ELL Students

Blackstone Valley Vocational School District maintains cumulative records of English Learners in the Office of the English Language Education Coordinator. A folder specific to EL documents is placed in the student's cumulative folder. These records include:

- home language survey
- results of assessments such as WIDA ACCESS, WIDA ACCESS 2.0, WIDA MODEL, WIDA Screener, MCAS, etc.
- copies of correspondence with parents / guardians
- progress reports and report cards
- evidence of follow-up monitoring when applicable
- documentation of waivers or opt-out requests
- individual learn plans if applicable
- translated materials
- other relevant documents and materials

The records are maintained by the ELE Coordinator while housed in the Office of Student Services.

Section XIX: Timeline of Activities for the ESL Program of Blackstone Valley Vocational School District
For Newly Admitted Students

- Spring / Summer: Collect home language surveys from all accepted students for ELL Coordinator review
- August / September: EL Cumulative Folders created for identified students
Parental notification based on home language survey results
WIDA Screener assessment administered as needed
Parental notification of assessment results, program placement, and waivers
Professional development offered to staff
- October – June: Professional development offered to staff
Order and administer WIDA ACCESS 2.0 Test
Annual parent conferences held
Parental notification of testing results and progress as needed
Reclassification meetings held as needed
Program Evaluation

For Previously Identified Students

- August / September: WIDA Screener assessment administered as needed
Parental notification of assessment results, program placement, and waivers
Annual mailing to parents
Professional development offered to staff
- October – June: Professional development offered to staff
Recertification / reclassification meetings held as needed
Order and administer WIDA ACCESS 2.0 Test
Parents / guardians mailed assessment results
Program Evaluation

Section XX: Translation Services

Blackstone Valley Vocational School District offers translation services for all of the communication needs of its departments and stakeholders. All documentation is available for translation in the home language, as well as translator services as needed for verbal communication over the phone or in person. Translation services are provided through available multilingual staff and/or a translation agency the district contracts with. All translation requests are made through the Office of the ELE Coordinator or the Main Office.