

English Learner Education

This informational binder, including forms in the appendix, provides guidance to the schools in preparing for the English Learner Education (ELE) population.

In June 2012, the Department of Secondary and Elementary Education (DESE) adopted new English language development standards and assessments: The World-class Instruction Design and Assessment (WIDA) English Language Development (ELD) standards and the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) assessment.

Additionally, DESE regulations now require public schools' core academic teachers of English Language Learners (ELL) and the building administrators (principal/assistant principals and supervisor/directors) who supervise or evaluate such teachers to earn an SEI Teacher Endorsement and SEI Administrator Endorsement, respectively. Incumbent core academic teachers and their supervisor/evaluator administrators are required to earn the SEI endorsement during the period extending from school year (SY) 2012-2013 through SY 2015-2016. There are several routes to qualify for the endorsement, one of which is a course/training provided by the DESE that replaced the Category Training which was available to teachers over the last several years. The course needed is the sheltered English Immersion (SEI) training.

More information about these activities and associated regulatory requirements may be found at the DESE website: www.doe.mass.edu/retell/.

General Law Chapter 71A

M.G.L. c.71A is applicable to the education of English language learners in the public schools in the Commonwealth. The law defines an English Learner as, "a child who does not speak English or whose native language is not English, and who is currently unable to perform ordinary work in English." The term "English learner" as used in c.71A, and the terms, "English language learner" (ELL) and "limited English proficient (LEP) student" as used in federal laws and prior interactions of c.71A (the Transitional Bilingual Education statute), are interchangeable.

Under M.G.L. c.71A with certain exceptions set out in the law, districts are required to provide Sheltered English Immersion (SEI) instruction to limited English proficient (LEP) students. Sheltered English Immersion may also be referred to as Sheltered English Instruction (SEI).

Sheltered English Immersion

In Sheltered English Immersion programs, districts must ensure the progress of ELL students in developing listening comprehension, speaking, reading, and writing in English, and in meeting academic standards by providing instruction in the two components of SEI. These components are 1) English as a Second Language/English Language Development, and 2) Sheltered content.

English as a Second Language (ESL) instruction is explicit, direct instruction about the English language intended to promote English language acquisition by ELL students and to help them develop academic language proficiency needed to successfully engage with grade level instruction in English.

Sheltered content instruction includes approaches, strategies and methodology to make the content of the lesson ore comprehensible for ELLs and to promote the development of academic language needed to successfully learn content area concepts and skills.

Districts must provide ELL students with sheltered content instruction that is aligned to the Massachusetts Curriculum Frameworks and that integrates components of the WIDA ELD standards frameworks.

English Language Learner Program Criteria

for Entry and Placement

1. All incoming students of the Westport Community Schools will be required to fill out our updated Home Language Survey (see appendix).
2. If the Home Language Survey shows a second language in the student's home life, the accepting staff member of the form will forward a copy of this paperwork to the ELL Department. Currently, the ELL Department contact person is: _____
3. The ELL Teacher(s) will make arrangements with the child's classroom teacher to administer the WIDA MODEL Assessment to the student in a timely manner.
4. Once the WIDA MODEL has been administered and corrected, a determination of eligibility will occur.
5. A formal letter (see appendix) will be sent home via the ELL Department contact person directly to the families' home, stating that their child is eligible for services.
6. If a family accepts services, there is nothing further that they need to do; if the family does not, however, accept services then the family would be responsible for putting said request on paper, and this paperwork should be filed in the student's cumulative folder for future reference. Families who chose to re-enact their rights to have testing and services available to their child would need to write another letter to the district allowing permission for testing.
7. The WIDA Model will give us scores in the following areas:

Listening, Speaking, Writing, Reading, and an Overall Composite Score
8. Determination of ELL services will be based upon the student's WIDA Model Scores. Other considerations will be: classroom observation, teacher/staff/SAC interviews, student interview, parent communication, and any benchmark or report card information.
9. Depending upon the score of the WIDA Model, the number of hours of service per week will be provided to the building administrator and classroom teacher. For example, if a Kindergarten student receives an overall composite score of 1.6, they are eligible for 5 hours a week of ELL services (these hours are a combined amount of time in and out of the classroom). If a sixth grade student scores a 5.2, they are eligible for 2 hours of services per week since their score dictates the amount of hours needed.
10. Placement of an ELL student into a classroom setting will depend on a few factors now, but once all teachers are trained, these students can be placed in any regular education classroom. That is, any ELL student should be placed into a classroom where the teacher has received the SEI Training through the state and is endorsed (though their certification) to teach ELL students. Again, after 2016, all teachers and administrators should be trained and any teacher will be able to accommodate the ELL students in their room.
11. An **ELL School Team Meeting** should take place after ACCESS scores are sent to schools (see appendix)

Yearly State Testing

and Exiting a Student from the ELL Program

Each October, the state will send information out to administrators asking that they order necessary materials to carry out the WIDA ACCESS Assessments for the upcoming months. ELL teachers should have up to date certification, through WIDA, to be able to carry out these assessments for the district. It is recommended that teachers re-certify through WIDA every two years. Once certification and ordering of necessary materials is complete, WIDA will mail materials to each school participating in the testing in early January. Testing must be completed by early February. The ELL teacher(s) will develop a Test Schedule to the district in order to assess all 4 domains; this usually takes 2 full mornings to complete (and K testing takes an entire morning *per* student).

The results of this WIDA ACCESS Assessment will be shared with the district in May, at which time planning for the upcoming school year can begin. Dependent upon their test scores on the ACCESS, a determination will be made regarding their continued need for ELL support, a slight decrease in hours of support, or justification to transition the student into a **monitor model**.

A child becomes labeled as a “Monitor” once their score on the ACCESS Assessment is between 5.5-6.0. Conversations with the current classroom teacher as well as the administrators and other staff are important as well. A child will be labeled as a monitor for a span of two years. During this time, the ELL teacher should periodically visit the child’s classroom and discuss with the classroom teacher how the student is progressing without any ELL services. There is a form that the classroom teacher will fill out twice a year (see appendix) and copies of this form as well as their report card should be submitted to the ELL Department as well as the child’s cumulative folder. Upon completion of two successful years on a monitoring model, the child will be fully exited from the ELL program. A final ELL Meeting on an existing student will take place (see appendix) within the building to include the ELL teacher, classroom teacher, principal, SAC, and other necessary staff. A formal exit letter will be generated and sent home to the family regarding the district’s determination of exiting the student. Families should return the bottom portion of the paperwork to acknowledge the receipt of this correspondence.



WESTPORT COMMUNITY SCHOOLS

English Language Learners School Team Meeting

Student Name:

Date:

Student's Grade/School Year:

Student's WIDA Level & ACCESS Score:

For the upcoming school year, please check all that apply:

_____ English as a Second Language (ESL) instruction 2.5 hours per **day** to a full day of direct instruction

_____ English as a Second Language (ESL) instruction 1-2 hours of direct ESL instruction per **day**

_____ English as a Second Language (ESL) instruction 2.5 hours of direct ESL instruction per week

_____ English as a Second Language (ESL) instruction 1-2 hours of direct ESL instruction per week

_____ Content Instruction: other hours as available outside of ESL instruction, delivered by a teacher qualified to teach LEP students (who have SEI endorsement) and licensed in the appropriate content area

_____ Specials/electives (ex. Physical education, art, music): same schedule as for other students in the grade level

_____ Other: _____

In attendance:

<u><i>Your Name & Title</i></u>	<u><i>Your Signature</i></u>

Please use reverse side of this form for notes



WESTPORT COMMUNITY SCHOOLS

English Language Learner Program: Exit Letter

Dear Parent/Guardian:

We would like to inform you about your child's scores from a state-wide assessment completed earlier this year. Your student received a score of _____ on the WIDA ACCESS Assessment. Based on your child's performance on the WIDA ACCESS Assessment, she/he is no longer considered a Limited English Proficient student.

Therefore, your child will no longer receive ELL services for the upcoming school year. The English as a Second Language (ESL) Teacher, **NAME?**, will continue to monitor your child's progress over the next two years before formally exiting the ELL program altogether.

Should you have any questions, please contact your **building principal**.

Sincerely,

Name of Individual Responsible for ELL Services

And their title—or maybe the principal???

Please sign and return the bottom portion of this letter. Thank you.

Student's Name: _____

I have read the above letter and understand my child will be monitored for progress over the next two years.

Parent/Guardian Signature: _____



WESTPORT COMMUNITY SCHOOLS

English Language Learners Program

Exiting a Student from ELL Services to Monitoring Model Meeting

Student Name:

Student's Grade/School Year:

Student's WIDA Level:

Date:

ACCESS Score:

<u><i>Your Name & Title</i></u>	<u><i>Your Signature</i></u>

Please use reverse side of this form for notes



WESTPORT COMMUNITY SCHOOLS

Office of the Superintendent

Office of English Language Learners

Student's Name:

DOB:

School:

Grade:

Parent's Names and Address:

School Year:

Dear Parent:

Westport Community Schools annually assesses the English Language proficiency of students in the English Language Learners (ELL) Program. This year, your child is receiving services as an ELL student because he was determined to be limited in English Language proficiency based on this assessment.

The district uses language proficiency tests, grades and observations of teachers to determine English Language proficiency. The WIDA measure of developing English Language yields five levels in Oral Language, Literacy, and an Overall Composite Proficiency Level. The results of the assessments for your child were as follows:

In Oral Language Proficiency: **Level**

In Literacy Proficiency: **Level**

Overall Composite Proficiency: **Level**

Westport Community Schools provides ELL (English Language Learner) services to students based on their stage of English Language proficiency. Your child is receiving one or more of the following English Language Learner services:

English Language Development

This instruction, often in an individual or small group setting, is to increase knowledge of oral language, reading and writing in English.

Sheltered English Immersion

This instruction occurs in a general classroom where students are taught in English and teachers use approaches to help limited English students.

Parents have a right to request a waiver for an alternative type of program or to decline enrollment in the ELL program. Enclosed with this notice, you are receiving a copy of our English Language Learner's Policy and Policy on Program Waivers, which explains these rights.

You will be notified annually about your child's enrollment in the ELL program and also when he/she is ready to exit from the program. That decision will be based upon local and state testing, grades and recommendation of teachers.

For further information about ELL policies, you may call your child's **principal or** _____
ELL Coordinator at 508-636-1140 x