



# **English Learners Policy and Procedures Manual**

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# 1. Initial Identification of ELs/FELs

## 1.1 Students who are new to CCSC

When new students are enrolled at CCSC, the Enrollment and Administrative Services Manager sends home an enrollment packet which includes a Home Language Survey (HLS) provided by the DESE (Appendix A). The receptionist receives the enrollment packets and creates files for each incoming student and makes a copy of the HLS and gives all HLS for newly enrolled students to the EL coordinator. The EL coordinator keeps these copies and the originals are stored in students' cumulative files. PowerSchool is also updated with students' HLS information.

The EL coordinator compiles a list of students to screen for EL services comprised of all students whose HLS include responses that refer to a language other than English. The EL Coordinator sends home the Parental Notification Regarding English Language Education (Appendix B), informing families of their rights regarding English language education. The EL coordinator checks EDWIN and any new student files that are available to see if they have already been classified as EL/FELs at their previous schools. The EL coordinator administers the DESE approved WIDA Screener to students who do not have WIDA ACCESS scores from the previous school year and students who were not reclassified as FELs. This testing is done either over the summer during Summer Academy or at the beginning of the school year. For students who were reclassified as FELs, this information is documented on a spreadsheet which is then used to monitor student progress.

The EL coordinator scores the WIDA Screener tests according to the WIDA rubrics and answer keys. In keeping with the most up to date guidance from the DESE, students who score an overall composite of 4.5 or higher *and* a composite literacy score of 4.5 or higher are ***NOT*** added to the EL caseload. Those who score below these benchmarks and are not meeting expectations for MCAS are added to the EL caseload and a letter is sent home to parents (Appendix C) in English and the language of the home if the family has requested translation, which explains the testing, the reason for the testing, the student's scores, CCSC recommended programming and parent's rights to request a waiver for alternative programming and to opt out of EL services. The EL Coordinator will also send families of ELs the Benchmark Guidelines, materials describing the benchmarks, and the English Learner Success Template (Appendix D), informing families of the DESE-developed benchmarks for attaining English proficiency.

All new students added to the EL caseload are accounted for appropriately in October SIMS.

## 1.2 Returning Students

The EL Coordinator sends home the Parental Notification Regarding English Language

Education (Appendix B), informing families of continuing ELs of their rights regarding English language education. Families of continuing ELs are also notified of their program placement and the services that they will receive, as well as the Benchmark Guidelines, materials describing the benchmarks, and the English Learner Success Template (Appendix D). The EL Coordinator also sends home letters to families of ELs who met exit criteria at the end of the previous school year, informing families that they will no longer be receiving EL services (Appendix E).

### **1.3 Waivers and Opt Outs**

#### **Waiver Requests**

If a parent requests a waiver for alternative programming, and in accordance with Section 5 of G.L. c. 71A, the EL coordinator calls the family to arrange for an in-person visit of the school during which the family is provided a full description in a language they can understand of the educational materials and program choices and opportunities available to the student. If a parent still wishes to apply for a waiver for alternative programming, the family will indicate so in writing (Appendix F) and the EL coordinator along with the appropriate principal, Dean of Curriculum and Instruction and the Head of School will consider the waiver with support of the Board in no more than 20 days since the receipt of the request. Families may appeal the school's decision and must apply in writing annually thereafter.

#### **Opt Out Requests**

If a parent chooses to opt out of EL services, the EL coordinator contacts the family and explains the services and support students would receive through EL services. The EL coordinator also explains the support a student will receive if the family chooses to "opt out". If the family chooses to opt out of programming, they must do so in writing (Appendix G). Families who have opted out of EL services will receive quarterly progress reports (Appendix H) and annual notice of their student's EL status and ACCESS scores. The EL coordinator will keep the written opt out request in the student's EL file, and the decision to opt-out will be revisited yearly. A new request to opt out must be submitted every year. The student will be placed in general education classrooms with SEI endorsed teachers, be monitored by the EL coordinator through content teacher progress reporting, and will take the annual ACCESS test.

When an opt-out student's academic and linguistic needs are not being met, the EL specialist and the student's content teachers discuss the student's challenges and needs either in a Grade Level Team meeting or at another scheduled time. The teachers discuss the appropriate supports that need to be put into place, such as the supports outlined in the resources and services available to assist ELs not making progress (Appendix I). The student's progress is then monitored through bi-weekly Grade Level Team meetings. If the student continues to not make progress, families will be contacted to discuss the best next steps and whether that might include revisiting the opt-out decision.

Students whose families have opted out of services are coded in SIMS as EL with a sub-category noting the family has opted out of services. Students whose families have opted out of services must achieve the same exit criteria as do other ELs in order to be re-classified.

#### **1.4 Students who are referred for EL services**

When students are not making academic progress, they are referred by teachers or Grade Level Teams (GLTs) to the Student Support Team (SST). The SST makes accommodation recommendations to teachers and Grade Level Teams as part of CCSC's tiered support system. In the event that these recommendations do not lead to student progress, AND the student's HLS indicates they are exposed to a language other than English, the SST will refer the student for EL screening to the EL coordinator. The EL coordinator will follow the screening protocol designated for new to the school students. Students who are added to the EL caseload after the October SIMS collection, will be designated as EL in subsequent SIMS collections. Students who are added to the EL caseload before the annual ACCESS testing window, will participate in ACCESS testing. Students who are added to the EL caseload after the ACCESS testing window will remain on the EL caseload until at least after the following ACCESS testing window.

## **2. Program Placement of ELs**

CCSC's EL program is a Sheltered English Instruction (SEI) model. EL students are placed in core content classes taught by SEI endorsed teachers using SEI practices and also participate in direct ESL instruction with a licensed EL specialist.

Students are grouped for ESL classes either by grade level or by language level (language levels are based on either WIDA Screener testing for new students or ACCESS scores for returning students) as follows:

- Language levels 3-5\*: two periods per week
- Language levels 1-3\*: one to two periods per day

\*The exception to this scheduling would be in the case that an EL student has a disability and in addition to ESL class, requires services specific to their disability. In this case, the student's participation in SEI classrooms would not be affected, and direct ESL instruction would be scheduled to accommodate all required services.

The EL specialists use research-based curricula as the base for direct ESL instruction focused on the development of academic English. For middle school, the National Geographic Inside curriculum is used. For high school, the National Geographic Edge curriculum is used. Both programs are supplemented with teacher-created materials including the use of DESE MCUs for ESL.

Additionally, the EL specialist may push-in to or co-teach content classes to provide

differentiated support for ELs. This support would be in addition to dedicated ESL instruction and SEI classroom participation.

## **2.1 Assessment of ELs**

All CCSC students identified as EL (including those students' whose parents/guardians have opted out of services) participate in the annual ACCESS test. Additionally, the WIDA MODEL is used as an interim assessment and ongoing formative assessments are given to monitor students' progress towards goals and objectives of the ESL curriculum.

## **2.2 Program Evaluation**

Every two years a team made up of the EL coordinator, the EL specialist, members of the administrative team, and content teachers will evaluate EL programming. Student data will be collected and analyzed to inform whether the program is accomplishing goals laid out by the DESE:

- ELs' growth in acquiring English
- The number of ELs attaining proficiency
- Academic achievement of ELs and former ELs as compared to never EL peers
- A fourth goal determined by the team based on analysis of data

If the program falls short of accomplishing goals, the team will determine action items that are monitored between evaluation cycles.

Additionally, the EL coordinator will use Castaneda's Three-Prong Test annually in developing and implementing programming to determine if the program meets federal and state requirements to ensure:

- The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy
- The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district
- The program succeeds when producing results indicating that students' language barriers are actually being overcome

## **3. Progress Monitoring of ELs and FELs**

### Active ELs

Progress reports based on individual student's language levels are filled out by the EL teacher each quarter. The progress reports utilize WIDA's can-do descriptors as a basis for describing progress towards leveled benchmarks (Appendix J).

### FELs and Opt Out ELs

Progress is monitored based on in-class performance with information provided by content teachers through the DESE provided FEL monitoring forms (Appendix H). Progress reporting occurs each semester for four years. If a student is not making progress in the general education classroom, the grade level team convenes a meeting with the EL specialist in order to determine

and initiate in-class supports and accommodations which are monitored. If progress is still not made, the team convenes again to consider placing the student back on the EL caseload.

#### All ELs, FELs and Opt Out ELs

In addition to progress reports, the EL coordinator maintains individual student data on quarterly grades in content areas, standardized tests and internal assessments taken by all students, as well as notes on any meetings called regarding EL students. The EL specialist also measures progress through regular formative and summative assessments including the WIDA MODEL.

#### ELs Not Meeting Benchmarks

Through the LOOK Act, ELs must meet English language proficiency benchmarks determined by the Department. These benchmarks put ELs on track to attaining English language proficiency within 6 years of entering a Massachusetts public school. When ACCESS scores are released, the EL coordinator uses the given benchmarks to determine which ELs are not making sufficient progress. The EL coordinator and/or EL specialist then gathers feedback from content teachers and the EL student/family to create an English Learner Success Plan (Appendix D). This plan will identify the areas for improvement and outline personalized goals for attaining English proficiency, and EL student progress will be monitored.

## **4. Reclassification of ELs**

Annually, the EL coordinator and EL specialist review student data to determine if they have achieved all components of CCSC's exit criteria or if they will remain on the EL caseload. EL students will only be considered for exit if they achieve:

- Overall ACCESS score of 4.2 and a composite literacy score of 3.9
- AND
- Passing grades of at least 70 in *all* content area classes
- AND
- Show progress on the STAR if available (annually administered reading test of all CCSC students)

ELs with disabilities must still meet the minimum score requirements for ACCESS. However, if their grades and STAR reading scores are below the criteria listed above, and it is determined that this is due to the nature of their disability and not due to a language barrier, the EL student with disabilities may be exited after consultation with the student's learning specialist and family.

If sufficient evidence of student's English language proficiency is suggested, they will be removed from the EL caseload. The EL coordinator will do the following to process the change in status:

- Remove the student's LEP coding in SIMS
- Notify the parent/guardian of the change
- Update school records and inform the CCSC staff
- Create a FEL file for progress monitoring

## Appendix A: Home Language Survey



## 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 \_\_\_\_\_ F  M  Non-Binary   
Gender

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) \_\_\_\_\_ / \_\_\_\_ / 20\_\_\_\_ 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? _____ 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	_____ / ____ / 2019 Today's Date: (mm/dd/yyyy)

Do you need this document translated? If yes, into what language: \_\_\_\_\_

- |                       |   |                              |
|-----------------------|---|------------------------------|
| Arabic                | <input type="checkbox"/> نعم            | جاء هذه اللغة                |
| Chinese (Traditional) | 你需要這份文件翻譯？                              | <input type="checkbox"/> 是的  |
| Haitian Creole        | Ou bezwen dokiman sa a tradui?          | <input type="checkbox"/> wi  |
| Spanish               | ¿Es necesario este documento traducido? | <input type="checkbox"/> Sí  |
| Portuguese            | Você precisa deste documento traduzido? | <input type="checkbox"/> Sim |
| Amharic               | ዚህ ሰነድ ለሌላ ቋንቋ ማስተርጎም ይገባል?             | <input type="checkbox"/> ቢ   |



## Appendix B: Parental Notification Regarding English Language Education

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### Community Charter School of Cambridge School Year 20XX-20XX 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 more 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: June Woo at 617-354-0047 ext. 334 or [jwoo@ccscambridge.org](mailto:jwoo@ccscambridge.org).

## Appendix C: Sample Parent Notification

Dear Parent(s)/Guardian(s):

At the start of the school year, your child was asked to take an English language assessment called the WIDA Screener. Your child was asked to take this assessment due to the fact that you indicated in your home language survey that a member of your family speaks a language other than English at home. Your child took these tests to determine if he/she is an English Learner (EL) and would therefore qualify for EL services from our school. The designation English Learner (EL) refers to a student's need for extra help with English language development in order to do class work at the same level as his/her peers.

Based on your child's score on the WIDA Screener, we have determined that **your child is an English Learner (EL) and will receive instructional support in language acquisition for the school year 2019– 2020**. See the enclosed report for the results of your child's assessment. See the following pages for a description of the EL program services he/she will receive.

In spring 2020, your child's EL status will be reevaluated based on his/her scores on the ACCESS assessment and his/her progress in his/her other academic classes. This assessment is given by the state of Massachusetts to all EL students in January to determine their English proficiency levels and to track their progress over the school years. The EL Specialist with input from your child's other teachers, will recommend either exiting your child from the EL program or maintaining their EL status for the following school year. See the following pages for more information concerning criteria the EL specialist uses for exiting students from the EL program and information regarding your parental rights.

The EL Specialist looks forward to working with you and your child this year. Please call or email with any questions or concerns you may have.

June Woo

EL Coordinator and Teacher

[jwoo@ccscambridge.org](mailto:jwoo@ccscambridge.org)

617-354-0047 ext. 334

### ***Parental Rights***

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 more 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.

**Please contact the EL Coordinator using the contact information below for further information on any of the following:**

***Waiver***

If you believe that your child should be placed in a program other than the SEI program described above, you have the right to request placement in an alternate ELE program:

**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).

***Opt Out***

You also have the right to opt out of the language program chosen for your child, and other programs for English Language Learners offered by the district. Federal and state laws require that the district provide your child with support so he or she can understand instruction taught in English and develop his or her English skills. This means that if you choose to opt out, your child’s teachers will support your child in the regular classroom. But if you opt out of language programs, your child will not receive specific English as a Second Language (ESL) instruction focused on language skills. Additionally, federal and state laws mandate that your child still participate in the annual ACCESS assessment annually until he/she has reached the scores described above under exit criteria. We think 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 language programs. This type of 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 opt out of language services for your child, **please contact the EL Coordinator.**

***English learner parent advisory council***

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.

**Description of EL program services:**

<p><u>Sheltered English Immersion Program:</u> a program that incorporates strategies to make content area instruction more comprehensible to ELs to promote language development. This type of instruction is based on students' language proficiency levels.</p>	<p><u>English as a Second Language (ESL) classes:</u> direct English language instruction focused on developing speaking, listening, reading, and writing skills in English</p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Mathematics</li> <li><input type="checkbox"/> ELA</li> <li><input type="checkbox"/> History</li> <li><input type="checkbox"/> Humanities</li> <li><input type="checkbox"/> Science</li> </ul>	<p>_____ times per week</p>

**Exit from EL program criteria:**

<p>When your child demonstrates proficiency in English, he or she will no longer be classified as an EL. Therefore, he or she will not be eligible for EL program services. Students who are no longer classified as ELs will be monitored by the school for four years to ensure they are succeeding academically. The EL specialist will provide language support and/or recommend re-entering the EL program if they struggle to meet grade-level academic expectations. Your child will continue to receive EL program services until he or she meets the following criteria:</p>		
<ul style="list-style-type: none"> <li><input type="checkbox"/> Obtains an Overall Composite score of at least 4.2 and a Combined Literacy score of 3.9 on state-mandated annual assessment ACCESS for ELLs</li> </ul>	<p>AND</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ability to perform ordinary classroom work in English as indicated by grades and progress reports</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates grade level reading or progress towards grade level reading on the annual CCSC reading assessment given to all CCSC students</li> </ul>

**Contact Information**

June Woo  
EL Coordinator and Teacher

*Attention Families: If your primary language is not English, you may request written information to be translated into your home language. Translated school policies are available on the school website. We update these translations as quickly as possible, but there may be delays while translations are in process. We apologize for any inconvenience.*

*Atansyon Fanmi yo: Si premye lang ou pa Angle, ou gen dwa mande pou enfòmasyon ekri yo tradwi nan lang ou pale lakay ou a. Tradiksyon règleman lekòl la disponib sou sit wèb lekòl la. Nou mete tradiksyon sa yo ajou kou sa posib, men gen dwa gen reta pantan tradiksyon yo ap fèt. Nou mande w padon pou nenpòt ki enkonvenyan sa ba ou.*

*Atención, Familias: Si su lengua principal no es el inglés, pueden solicitar que la información escrita sea traducida al idioma de su hogar. Las políticas de la escuela traducidas están disponibles en la página web de la escuela. Actualizamos estas traducciones lo más rápido posible, pero puede que haya retrasos mientras las traducciones están en proceso. Pedimos disculpas por cualquier inconveniente.*

*ቤተሰቦቹ ልብ በሉ፡ የእርስዎ የአፍ መፍቻ ቋንቋ እንግሊዘኛ ካልሆነ ፣የተጻፈውን መረጃ በየእርስዎ ቋንቋ እንዲተረጎምሎት መጠየቅ ይቻላል። የተተረጎሙ የትምህርት ቤት መመሪያዎች በትምህርት ቤቱ ድረ-ገጽ ላይ ይገኛሉ። እነዚህን ትርጉሞች በተቻለን ፍጥነት እናዘምናቸዋለን፣ነገር ግን የትርጉም ስራው በሂደት ላይ በሆነበት ወቅት መዘግየት ሊኖር ይችላል። ለማንኛውም ለተፈጠሩ ችግሮች ይቅርታ እንጠይቃለን።*

## Appendix D: Benchmarks and ELST

Dear Parent/Guardian(s),

As part of the Language Opportunity for Our Kids Act (LOOK Act), the Department of Elementary and Secondary Education develops benchmarks for attaining English language proficiency for English Learners (ELs). Each fall, the Department defines and disseminates to schools the English language proficiency benchmarks, or individual targets, for each student's annual progress toward English proficiency.

**Meeting benchmarks means that your child is on track to attain English proficiency within six years of entering a Massachusetts public school. Some ELs will attain English proficiency before year six, while others may take longer. Students are not required to become proficient within a specific period, but research indicates that ELs typically achieve proficiency in four to seven years. The Department determined six years to be a reasonable period for an EL to attain English proficiency.**

**Based on the student's current year ACCESS score, the Department determines a target for the following year that is the minimum score needed by the student to remain on track to attaining English proficiency (i.e., attaining a score of at least Level 4.2 on ACCESS) within six years.**

**Each year after the Department reports ACCESS scores, schools and districts will receive a *future progress target* and a *difficulty index* for the following school year for each student. If the student has taken the ACCESS test for at least two consecutive years, they will also receive a *growth percentile for ACCESS* (SGPA) and a *progress indicator* (expressed as “yes” if the student made progress or “no” if the student did not make progress).**

When a student does not meet their English proficiency benchmarks, the EL specialist will elicit feedback from content teachers and the student's family to create an English Learning Success Plan. You can find an example plan in this letter (Appendix A). The plan will outline the areas where the student needs improvement and identify the student's personalized goals for attaining English proficiency. The student's progress will then be monitored.

If your child is not meeting their English proficiency benchmarks, an EL specialist from the school will contact you to create an English Learner Success Plan.

For more information about the topics discussed in this notice, please contact: June Woo at 617-354-0047 ext. 334 or [jwoo@ccscambridge.org](mailto:jwoo@ccscambridge.org).

## English Learning Success Template

Student Information			
Name:	Age/Grade:	Home language:	Type of English learner
Assessment Tool	Domain	Language Proficiency Level (1-6)	Date of assessment
ACCESS	Speaking		
ACCESS	Listening		
ACCESS	Reading		
ACCESS	Writing		
ACCESS	Overall Composite		

ACCESS Growth		
Progress target:	Difficulty index:	Student growth percentile:

Content Grades		
Humanities	Math	Science

<b>Personal &amp; Cultural Factors</b>	<b>Academic Performance Factors</b>
<b>Oral Language &amp; Literacy Factors</b>	<b>Learning Environment Factors</b>

Table taken from © Confianza LLC

<b>Student’s learning strengths:</b>	<b>Areas for growth:</b>
--------------------------------------	--------------------------

<b>GOALS:</b>	<b>Instructional Strategy/Support</b>	<b>Success Indicator</b>	<b>Timeframe</b>
<b>Listening</b>			
<b>Reading</b>			
<b>Speaking</b>			
<b>Writing</b>			



## Appendix E: Reclassification - Exit Sample Letter

Dear Parent(s)/Guardian(s):

Last school year, your child was designated as an English Learner, or EL and received EL program services to support their acquisition of the English language in addition to their regular content area classes.

At the beginning of each school year, the EL Coordinator and the EL Specialist evaluate whether EL students should continue to receive EL program services or should be exited from the program. This determination is based on the previous school year's results from the ACCESS test which is an annual standardized test required by Massachusetts specifically for EL students that is designed to measure student progress towards fluency in academic English. Additionally taken into consideration are the previous school year's final grades and teacher comments in content area classes, results from standardized assessments including MCAS and annual reading assessments taken by all CCSC students.

Based on those results, **your child will be exited from the EL program and will no longer be classified EL or receive EL program services.** You and your child should be very proud of his/her accomplishments.

The EL Coordinator will continue to monitor your child's progress in his/her regular content area classes for four school years. If your child does not progress, the EL Specialist along with content area teachers will consider if the lack of progress is related to English language development and provide supports where necessary.

If you have any questions or concerns, please reach out to the EL coordinator using the contact information below.

June Woo

EL Coordinator and Teacher

425-218-2951

[jwoo@ccscambridge.org](mailto:jwoo@ccscambridge.org)

**Assessment Results:**

Student Information			
Name:		Grade:	FEL year:
Assessment Tool	Domain	Language Proficiency Level (1-6)	Date of assessment
ACCESS	Speaking		January 2020
ACCESS	Listening		January 2020
ACCESS	Reading		January 2020
ACCESS	Writing		January 2020
ACCESS	Overall Composite		January 2020

**Exit from EL program criteria:**

<p>When your child demonstrates proficiency in English, he or she will no longer be classified as an EL. Therefore, he or she will not be eligible for EL program services. Students who are no longer classified as ELs will be monitored by the school for four years to ensure they are succeeding academically. The EL specialist will provide language support and/or recommend re-entering the EL program if they struggle to meet grade-level academic expectations. Your child will continue to receive EL program services until he or she meets the following criteria:</p>		
<p>Obtains on the annual ACCESS test</p> <p>An Overall Composite score of at least 4.2</p> <p>AND</p> <p>A Composite Literacy score of at least 3.9</p>	<p>AND</p>	<p>Demonstrates ability to perform ordinary classroom work in English as indicated by grades and progress reports</p> <p>AND</p> <p>Demonstrates grade level reading or progress towards grade level reading on the annual reading assessment taken by all CCSC students</p>

## Appendix F: Waiver

Community Charter School of Cambridge  
2000-2000

<b>ENGLISH LEARNER EDUCATION PROGRAM TRANSFER REQUEST FOR PARENTS</b>
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This form is to be used by parent(s) or legal guardian(s) who are requesting a transfer of their child to an English language education program available in a different school. Parents are encouraged to contact the current school before completing this form to discuss their child's needs and learn about the benefits of the program that is available in the current school.

### Student Information

\_\_\_\_\_  
Last Name                      First Name                      Middle Name                      Date of Birth

Current School: \_\_\_\_\_ Current Grade: \_\_\_\_\_

Type of English language education program child is currently enrolled in (if known):

- Sheltered English Immersion
- Dual Language Education or Two-Way Immersion
- Transitional Bilingual Education
- Other: \_\_\_\_\_

### Transfer Request Information

I am requesting that my child be transferred to \_\_\_\_\_ [school name] and placed in the following English language education program [check program requested]:

- Sheltered English Immersion
- Dual Language Education or Two-Way Immersion
- Transitional Bilingual Education
- Other: \_\_\_\_\_

Parent/Legal Guardian Name: \_\_\_\_\_

Parent/Legal Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
month/day/year

Address: \_\_\_\_\_

Telephone Number(s): \_\_\_\_\_

**Please submit this request to the Head of School.**

## Appendix G: Opt Out

Community Charter School of Cambridge  
School Year 2000-2000  
OPT-OUT FORM

Student Name:	Home language:
Opt-out Date:	Years in U.S. Schools:
SASID:	DOB:
School: CCSC	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 Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix H: FEL/Opt Out Monitoring Form



### Quarterly Monitoring Form of FEL Students

FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require ESL support. In some cases, when concerns are present during FEL monitoring, the student may be reclassified as an EL and re-qualify for ESL services.

<b>Student Name</b>	
<b>SASID</b>	
<b>FEL Status</b>	

ABSENCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
<b>Absence</b>				
<b>Tardy</b>				

**Grades:**

	ELA	Math	History	Science
<b>Quarterly Grade</b>				
<b>Exam Grade</b>				

**English/Humanities:**

<b>Overall language progress</b>	RARELY	SELDOM	SOMETIMES	OFTEN	CONSISTENTLY
Completes homework					
Participates in class					
Communicates effectively in English					
Struggles with oral expression					
Struggles with written expression					
Struggles with listening comprehension					
Struggles with reading comprehension					
Discipline issues interfere with his/her progress					

**Overall assessment:**

**Action steps:**

**Social Studies:**

<b>Overall language progress</b>	RARELY	SELDOM	SOMETIMES	OFTEN	CONSISTENTLY
Completes homework					
Participates in class					
Communicates effectively in English					
Struggles with oral expression					
Struggles with written expression					
Struggles with listening comprehension					
Struggles with reading comprehension					
Discipline issues interfere with his/her progress					

**Overall assessment:**

**Action steps:**

**Math:**

<b>Overall language progress</b>	RARELY	SELDOM	SOMETIMES	OFTEN	CONSISTENTLY
Completes homework					
Participates in class					
Communicates effectively in English					



Struggles with oral expression	
Struggles with written expression	
Struggles with listening comprehension	
Struggles with reading comprehension	
Discipline issues interfere with his/her progress	

**Overall assessment:**

**Action steps:**

**Science:**

Overall language progress	RARELY	SELDOM	SOMETIMES	OFTEN	CONSISTENTLY
Completes homework					
Participates in class					
Communicates effectively in English					
Struggles with oral expression					
Struggles with written expression					
Struggles with listening comprehension					
Struggles with reading comprehension					
Discipline issues interfere with his/her progress					

**Overall assessment:**

**Action steps:**

**Additional comments:**

## **Appendix I: Resources and Services Available to Assist ELs Not Making Progress**

### **Physical**

- Preferential seating
- Frequent breaks
- Writing aids (slant board, pencil grips, etc.)
- Stress release activities (squeeze objects, motor breaks, etc.)
- Remove auditory distractions (use headphones, etc.)

### **Behavioral**

- Specific praise about efforts in speaking
- Positive behavior support plan (goal setting, positive reinforcement, point system, etc.)
- Adult mentor
- Alternative seating
- Counseling
- Alternative schedule/restructure demands
- Post classroom expectations in view of all students
- Arrange seating to prevent behavioral difficulties
- Develop student contracts or individual behavior improvement plans
- Utilize charts and graphs to monitor expectations
- Contact parents/facilitate parent support/strategies and communication
- Consult with school psychologist, guidance counselor, special needs staff
- Include movement breaks and energizers during instructional periods
- Incorporate stress-release activities

### **Instructional**

- Warm call and “wait time” or “think time” to encourage participation
- Patterned oral language in giving instructions
- Contextualize language - provide visuals, gestures, illustrations, realia, etc.
- Checks for understanding
- Think-Pair-Share; Think-Pair-Share-Squared; Think-Write-Pair-Share
- Manipulatives and other hands-on strategies
- Additional small group instruction
- Reading lab - practice with phonics and reading fluency with a reading specialist
- After School Learning Center - work with a teacher on classwork/homework
- Push-in support in content class
- Pre-teach vocabulary
- Build background knowledge
- Anticipation guides for pre-reading
- Picture walks for pre-reading
- Teacher read aloud
- Guided reading questions
- Use rubrics
- Sentence frames
- Word banks
- Models of good writing / end products

- Model revision
- Editing checklists
- Homework checks/homework help/targeted homework (quality vs. quantity)
- Work contracts
- Peer tutoring
- Cues for transitions
- Extra help sessions
- Provide multi-modal presentation of instruction and materials
- Arrange partner or small group instruction
- Repeat or re-teach concepts with a different approach
- Utilize alternative assessments: oral, multiple choice, computer-based, read aloud, except reading tests
- Incorporate incentives and reward systems, including student graphing of own progress
- Provide preferential seating/flexible seating arrangements
- Frequent progress monitoring and feedback to student on progress
- Utilize peer buddy systems for study groups or homework check-ins
- Provide strategies to parents to support homework completion
- Allow extended time for those tests that determine a student's knowledge and mastery of content, but not fluency in the subject area
- Provide a scribe when needed to assess student knowledge
- Use cooperative learning strategies
- Provide video observation guides
- Use KWL charts (know-wonder-learned)
- Provide structured note-taking
- Summer school

### **Organizational**

- Break down tasks into explicit chunks
- Visual aids
- Teach students to use graphic organizers
- Study guides/structured notes
- Use checklists, teacher check-ins, calendars and project organizers to break down long-term assignments
- Planner checks
- Instruct students in study skills, note-taking; model these skills during instruction
- Break down tasks into manageable steps
- Utilize homework logs and journals for homework follow-up

### **Technological**

- Instructional software
- Calculator
- Word processor
- Listening center/audio recording of books



## Appendix J: EL Progress Report



<b>Key</b> + Mastered / Not Mastered
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### Community Charter School of Cambridge English Learner Progress Report

<b>Student Name:</b>		<b>Grade:</b>		<b>School:</b>	CCSC
<b>Advisor:</b>		<b>EL Support Staff:</b>		<b>School year:</b>	2019-20
<b>Overall Level:</b>		<b>Listening/Speaking:</b>		<b>Reading:</b>	

Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Listening/Speaking
1 Entering					Follows one-step directions
					Begins to communicate basic needs/uses social greetings
					Points to stated pictures and word/names objects, people, pictures
					Participates in discussions and activities
2 Beginning					Follows two-step oral directions
					Uses speaking to extend meaning across content and social discussions
					Asks or answers "wh-" questions
3 Developing					Follows multi-step oral directions
					Uses simple sentences
					Discusses books/texts with a partner/group
4 Expanding					States opinion
					Understands and applies new vocabulary in social and academic discussions
					Gives speeches and oral reports
					Compares and contrasts from oral information
5 Bridging					Identifies cause and effect from oral information
					Analyzes and applies oral information
					Expresses and defends points of view
					Draw conclusions or infers from oral information
					Speaks fluently and independently in English
Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Reading
1 Entering					Identifies concepts about print and text features
					Previews reading and uses contextual support
					Reads simple text that has already been experienced orally
2 Beginning					Makes text-to-self connections
					Reads and understands phrases and simple sentences
3 Developing					Identifies story elements (beginning, middle, end)
					Sequences pictures, events, and processes
					Uses context clues to determine meaning of words
					Reads paragraphs or chunks of text
					Makes predictions based on illustrated text
					Self-corrects when reading
4 Expanding					Retells story events in sequence
					Draws conclusions, citing evidence from text
					Summarizes ideas or themes
					Makes inferences based on text
5 Bridging					Uses a variety of resources for research
					Infers from explicit and implicit text
					Uses academic vocabulary
					Uses multiple meaning words appropriately
					Analyzes literary elements
Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Writing
1 Entering					Produces symbols or words to convey messages
					Copies print onto graphic organizer
					Writes single words or short phrases
2 Beginning					Completes pattern sentences
					Writes simple sentences
3 Developing					Completes graphic organizers/forms with personal information
					Writes short paragraphs
4 Expanding					Uses basic transitions
					Creates multiple-paragraph essays
5 Bridging					Edits and revises own writing
					Summarizes information from graphic or notes
					Paraphrases or summarizes text
					Produces research reports using multiple sources
					Authors multiple forms of writing

