

# Sutton Public Schools

## ELE Program Procedures

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### Registration

1. When parents arrive to register their child for school (PreK-12), they are required to complete a **Home Language Survey** (HLS) in addition to any other forms required by the school. To better provide for the parents and students, this form is also available in the parent's native language.
  - a. Links for translated HLS [here](#).
  - b. [Translation Request Form](#) should also be included in all new student registration packets
2. ALL HLS forms, regardless of the languages listed (even if only English) will be copied for District English Language Education (ELE) Teacher.
3. If any language other than English appears on the HLS, the ELE teacher will notify the classroom teacher and **schedule testing**. At the beginning of the school year, this testing must take place within 30 days of the start of school. If the student arrives during the school year, testing must take place within two weeks of arrival.
4. The ELE teacher will keep a locked file of copies of all HLS forms for the entire district.

**Translations & Interpreters:** In addition to the Translation Request Form, the HLS form is also the location where a student's parents will indicate if they wish to have all written communication from the school translated and/or if they wish to have an interpreter present at all parent-teacher conferences.

If the parent requests a translation or interpreter, the principal, ELE teacher, and Special Education office will coordinate to provide these services. All ELE program information is available in many languages offered online from DESE. Report cards comments, newsletters, and any other non-confidential generic communication may be translated through an online service such as Google Translate. Any official documentation, such as Special Education forms and IEPs, must be translated by qualified organization such as [Community Interpreter Services](#).

# Sutton ELE Program Procedures & Guidelines

## Initial Assessment & Identification

1. Upon receipt of the HLS, the ELE teacher will compile a list of students requiring assessment. If, based on discussions with the classroom teacher and for valid reasons, the ELE teacher decides not to assess the student, ELE teacher will keep a record of this reasoning with the student's Home Language Survey within the ELE files.
  - a. An example reason to not test the student would be if the parent misunderstood the form, or if the language is only occasionally spoken by secondary caregivers.
2. ELE teacher will coordinate with classroom teacher to find the best time to schedule an initial classroom observation as well as assessment.
  - a. Classroom Observation can take place before or after assessment and will ideally observe the student's interactions with both peers and teachers during a whole-class and/or small group lesson.
  - b. The appropriate assessment will be administered by the District ELE teacher as follows:

Test	Domains Assessed	Score Threshold for Non-EL
<b>Pre-LAS</b>	Listening Speaking (Pre-K)	Age 4: Total score >77 Age 5+: Total score >82
<b>W-APT Kindergarten</b>	Listening Speaking (First Semester K)	Oral proficiency raw score ≥29
<b>WIDA MODEL Kindergarten</b>	Listening Speaking (First Semester K)	Oral proficiency ≥5 in both Listening & Speaking
<b>W-APT Kindergarten</b>	All Four (Second Semester K)	Oral proficiency raw score ≥29 Reading raw score ≥14 Writing raw score ≥17
<b>WIDA MODEL Kindergarten</b>	All Four (Second Semester K)	Overall composite proficiency >5 <b>and</b> Composite literacy proficiency >4
<b>WIDA MODEL W-APT WIDA Screener</b>	All Four	Overall composite proficiency >5 <b>and</b> Composite literacy proficiency >4

# Sutton ELE Program Procedures & Guidelines

## Classification

1. Following assessment, the **parents must be notified of results if the student is identified English Learner (EL)**. A letter will be sent home in English as well as the native language of the home (if requested by the parent in the HLS or Translation Request Form). The parent is informed of their choice to either accept or refuse EL services.
  - a. If a parent refuses services, the child will be marked “**Opt-Out**” in SIMS by the District ELE Coordinator. The parent must sign a document acknowledging their decision to refuse services, and agree to annual English proficiency testing through ACCESS (see [Annual Assessment](#)).
2. Any student classified EL **must** be placed in a classroom with a teacher with the SEI Endorsement, regardless of whether or not the parents have declined services. This is in order for the student to learn to the best of his or her ability. If there is no teacher with the SEI Endorsement available at this grade level, the student may be placed in a classroom with a teacher who has not yet earned his or her endorsement, though the teacher must attain this endorsement within one calendar year from the day the student is assigned to his or her classroom. A student may be placed in a classroom with a non-SEI endorsed teacher only once during his or her academic career as an EL.
3. Special Procedures for **Kindergarten and Pre-K** students:
  - a. Kindergarten students can be screened using a WIDA assessment only as early as March of the year they are to begin kindergarten. Any earlier and a PreK assessment must be used.
  - b. Students must be tested again once they are in kindergarten. If a student is identified in PreK and then does not qualify in kindergarten, the student will not be considered EL and will only be monitored for a period of four years. If a student is not identified in PreK and is then identified in kindergarten, the student will receive services through until the end of second grade, then if he/she tests out is then monitored for a period of four years.

**Note:** The District ELE Teacher will discuss the results of any assessment with the classroom teacher and any other service providers prior to assessment. Other assessments, such as DIBELS or MAP testing, will be considered in this decision. If there are mitigating factors such as Title I reading services and/or any potential learning diagnoses, the teachers will work together to reach a unanimous decision on how to best serve the student.

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## Scheduling

District ELE teacher will discuss scheduling needs with classroom teacher and any other service provider in order to best support the student. **Students of lower English Language Proficiency will receive proportionally more ESL lessons.**

Student Proficiency Level	Recommended Periods of Instruction (per DESE)
Foundational (Levels 1-3)	At least two periods per day of direct ESL instruction
Transitional (Levels 3-5)	At least one period per day of direct ESL instruction

Note: "Period" of instruction is not less than 45 minutes

**Note for Kindergarten Students:** The student must receive lessons within the **least restrictive environment**. For Transitional Kindergarten students, it may make the most sense for the District ELE Teacher to push into the regular Kindergarten classroom for a portion of the lessons.

**Note:** ESL Lessons is a time dedicated to its own ESL curriculum. While tutoring and push-in services may be a component of a successful ELE program, there must still be time devoted to study of the English language and skills associated with learning and mastering a new language.

## Annual Assessment

### ACCESS for ELLs

In January and February of each year, all ELs and Opt-Outs within the district will take part in Assessing Comprehension and Communication in English State-to-State (ACCESS for ELLs 2.0). The District ELE teacher will coordinate testing with teachers and other service providers so that students are not required to take any other assessments (ex. MAP) on a day when they must take the ACCESS test. The District ELE teacher will submit a copy of the ACCESS testing schedule to the District ELE Coordinator and all building principals prior to beginning the testing process.

### WIDA MODEL

In the fall and/or spring of each school year, the ELE teacher will conduct WIDA Measure of Developing English Language (MODEL) testing to gauge student growth over the course of the school year. This testing will occur over the course of 2-3 class periods.

# Sutton ELE Program Procedures & Guidelines

## Communication of Scores

ACCESS scores are released at the end of May each year and scores are communicated as follows by the District ELE Teacher:

- One original is sent home to the parent or guardian with a guide to interpreting results in the parent's native language
- One original is filed in the student's ELE folder, maintained by the District ELE teacher
- One copy is submitted to each classroom teacher or any other service providers
- One copy is placed in the student's cumulative folder along with ELE Progress Reports and an "At-A-Glance ELE Info Sheet"
  - This form will include ACCESS scores, MODEL scores, and a brief description of the student's language skills and background info. This form is essential for classroom teachers to view at the start of each school year

## Reclassification & Monitoring

### Reclassification

1. After ACCESS scores are received in May of each year, the ELE teacher will schedule meetings with all classroom teachers and service providers to make decisions regarding reclassification of students
2. In order to exit the ELE program, an EL must achieve EITHER:
  - Level 4.5 composite score AND Level 3.9 composite literacy score, plus other relevant evidence (MCAS, passing all classes, etc.)
3. If classroom teachers and District ELE teacher agree, each will write a recommendation report and file in both student's cumulative folder and ELE folder
4. ELE teacher notifies parents that the student is now a Former English Learner (FEL) and parents sign notification form in agreement

### Monitoring of FELs

- All Former English Learners (FELs) will be monitored quarterly by District ELE teacher through written reports from all content teachers for 4 consecutive years
- District ELE teacher will meet in person with 1st year FELs 2x annually to check progress
- Students continue to be monitored through written reports for a period of four years after reclassification

# Sutton ELE Program Procedures & Guidelines

## Roles & Responsibilities of Staff Members

### Building Principal

- Inform staff and administration of procedures, roles and various responsibilities.
- Email a copy of all school-to-parent communication to District ELE teacher in advance so that school communication to parents may be translated using online tool (upon request of parent)
  - Official documents must be translated by a qualified service, arranged through Special Education Office

### Guidance Department & Office Staff

- Keep translated copies of all essential forms on file
- Include a [Translation Request Form](#) in all new student registration packets
- Forward all Home Language Surveys to District ELE Teacher upon registration of new students

### Special Education Office

- Keep translated copies of all essential forms on file, found [here](#)
- Forward all Home Language Surveys to District ELE Teacher upon registration of new PreK students
- After receiving list from District ELE Teacher of EL Students With Disabilities (ELSWD) who require translation of IEPs and related materials, submit materials to interpreting service for appropriate translation
  - If the parent has requested translation, all written communication from the school must be translated into the parent's native language. For any official or legal documents, this must be completed by an appropriate service.
  - If the parent has requested an interpreter present at meetings, the Special Education Office will arrange for an interpreter at IEP meetings through an appropriate service.
- ELE Teacher must be included in all IEP team meetings and decisions

# Sutton ELE Program Procedures & Guidelines

## District ELE Teacher

### New & Newly Identified Students

- Review all Home Language Surveys of incoming students in order to determine:
  - Potential ELs who may require screening
  - Not-native English speaking families who have requested written translation of school documents or interpreters present at meetings
- Coordinate with classroom teacher in order to:
  - Determine whether or not initial EL screening should occur
  - Discuss additional factors which may interfere with screening results
  - Arrange scheduling of ESL lessons
- Complete all initial screening of PreK-12 possible EL students
- Notify parents if student is identified EL and inform parent of options (to accept or refuse services) and of proposed schedule of services

### **Current ELs**

- Coordinate with classroom teacher in order to:
  - Discuss student's strengths and weaknesses so as to provide language supports in the general classroom and ensure student success
  - Arrange joint parent-teacher conferences
  - Review DIBELs and MAP testing results, MCAS if applicable
  - Schedule regular meetings and check-ins in order to ideally arrange for overlap of similar units
- Maintain roster and files of all current and former EL students following state-mandated guidelines
- Schedule ESL lessons in accordance with state recommendations and guidelines
- Deliver a dedicated, content-rich ESL curriculum teaching grade-level skills and standards
- Complete ACCESS testing annually
  - Receive and inventory materials, schedule and administer tests
  - Package and ship return documents to test company
  - Receive score results in May, send home to parents with native-language guide to interpreting results, copy for student's cumulative folder and make copies for all current teachers, compile results to show significant gains in order to make decisions on reclassification
- Complete regular progress reports using WIDA Can-Do Descriptors and the Massachusetts recommended ELE Progress Report Rubric

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## Former Students

- Meet with classroom teachers to discuss reclassification criteria and determine when to reclassify based on ACCESS, MCAS, and District-Determined Measures
- Request quarterly written report from all Core Academic Teachers of FELs monitoring progress for a period of four years post-reclassification
- Meet with First Year FELs in person in order to check in and monitor transition
- If at any time a student is struggling to the point that CATs and District ELE teacher believe the struggle is due to language, a meeting will take place between ELE teacher, coordinator, CATs, parents, and administration to decide if and how to reclassify student as an EL.

## Other

- Attend all IEP meetings for current ELs and Former ELs
- Prepare and deliver workshop for staff to earn 15 PDPs in ESL/SEI for relicensure (as needed)
- Share data and discuss with teachers currently earning SEI endorsement

## District ELE Coordinator

- Liaise with District ELE teacher, district administrators and state officials in order to:
  - Ensure program compliance
  - Meet Professional Development needs of all staff regarding ESL PDPs and SEI Endorsements
- Collaborate with District ELE teacher at monthly department meetings in order to:
  - Determine student progress and reclassification criteria
  - Facilitate program and curriculum development
  - Place materials order for ACCESS testing
  - Maintain all SIMS data for current and former ELs
- Oversee Coordinated Program Review (CPR) of ELE Department



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## Classroom Teacher

- Coordinate with ELE teacher in order to:
  - Determine whether or not initial EL screening should occur
  - Discuss additional factors which may interfere with screening results
  - Arrange scheduling of ESL lessons
  - Discuss student's language strengths and weaknesses so as to provide language supports in the general classroom and ensure student success
  - Notify ELE teacher of parent-teacher conference times and, whenever possible, conduct joint conferences
  - Discuss progress after receiving latest ACCESS scores and determine whether or not to reclassify
  - Review DIBELs and MAP testing results
- View student's ELE data within cumulative folder to be aware of student's proficiency
- Earn SEI endorsement (If not already completed)
- Scaffold classroom instruction appropriately for the student's needs
- Fill out quarterly written reports (Google Form) monitoring FEL student progress
- Translate classroom communication through online translation tool upon parent request. Any official forms require translation through a qualified service, arranged through Special Education Office.

## Additional Notes

### SEI Endorsement and PDPs

Any Core Academic Teacher (CAT) who has been assigned an EL student since the 2014-2015 school year is required to earn the Sheltered English Immersion (SEI) Endorsement. This is accomplished through completing the SEI Endorsement course offered by the state or a state-approved vendor. After completing the course, the teacher is then able to apply for the endorsement through the ELAR website.

All teachers not required to earn the endorsement must earn 15 PDPs each time they renew their teaching license. This can be completed through online courses, face-to-face courses through state-approved vendors, or in-district workshops.

