Montachusett Regional Vocational Technical School

English Language Education (ELE) Program
"Procedures & Forms"

~Handbook for Parents and Families of EL Students~

Approved by the Department of Elementary & Secondary Education
2.21.2020

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Mission and Goals

School's Mission: Every student will graduate from Montachusett Regional Vocational Technical School with the skills, knowledge, and abilities to be a productive and effective member of an ever-changing society.

ELE Mission Statement: The mission of the Montachusett Regional Vocational Technical School program for English Language Learners is to enable students of diverse language backgrounds to develop the linguistic, cognitive, cultural, and self-concept skills necessary for success in college and career. Our goal is to provide a culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote language acquisition, bilingualism, biliteracy and lifelong learning. Monty Tech will ensure that English language learners receive rigorous curriculum standards and achieve high levels of academic success.

Goals for the English Language Education Program

- Goal 1: English Learners (EL) students will develop listening, speaking, reading, and writing competency in English as outlined in the WIDA (World Class Instructional Design and Assessment) Standards and will be measured by ACCESS for ELLs 2.0 assessment.
- Goal 2: EL students will demonstrate proficiency according to state and benchmarks as measured by state assessments and curriculum-based assessments.
- Goal 3: EL students will develop and apply academic language as measured by curriculum-based assessments.
- Goal 4: The district will provide meaningful communication with EL families in order to increase parent involvement in the school community.
- Goal 5. The district will provide meaningful professional development that includes cultural awareness and instructional methods that align with best practices for English Language Learners.

English Language Education Policy:
English Language Fluency and Literacy

The Montachusett Regional Vocational Technical School District will provide suitable instructional programs for all identified English language learners in accordance with the requirements of state and federal statutes and the Department of Elementary and Secondary Education regulations and guidance.

The District will comply with all Department of Elementary and Secondary Education English language fluency and literacy requirements for teachers who teach English language learners, including providing required professional development opportunities that support teacher licensure.

The District will identify students for placement in Sheltered English Immersion (SEI) classrooms using a variety of evaluation tools including, but not limited to: home language surveys, observations, intake assessments, recommendations of parents, teachers and other persons, and results from the annual ACCESS for English Language Learners assessment.

Montachusett Regional Vocational Technical School District shall provide additional information as required by the Massachusetts Department of Elementary and Secondary Education to comply with the No Child Left Behind Act.

LEGAL REFS.:

20 U.S.C. 3001 et seq. (language instruction for limited English proficient and immigrant students contained in Title III of the No Child Left Behind Act of 2001)

42 U.S.C. 2000d (Title VI of the Civil Rights Act of 1964)

M.G.L. c. 71A, § 4 (English Language Education)

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Original Adoption: 2006
Revision Date: April 2013

English Language Education Program:
Student Identification & Program Placement

Initial Identification Procedures for ELs & FELs

Enrollment with Guidance

- Immediately following acceptance to Monty Tech, all students are required to complete the Home Language Survey (HLS). The Guidance Department mails home the HLS with the Enrollment Form. The parent/guardian or student (if over 18) fills out the HLS and returns it to the Guidance Department. If requested, a translated copy of the HLS is available. These requests are sent directly to the EL Coordinator and parents are provided a translated form.

- Upon receipt of these forms, the Administrative Assistant for Guidance & Admissions reviews all HLSs for potential EL and FEL students. For students who indicate that a language other than English is spoken at home, copies of their records are referred to the ELE Coordinator for an immediate review. Also, copies of the EL and FEL student files and testing materials are forwarded immediately to the EL Coordinator's office in order to determine placement. The assigned guidance counselor is also given a copy of the HLS in preparation for scheduling meetings with the EL Coordinator. HLSs are filed in the student's cumulative folder as a resource for educators.

- If the student/family needs help completing the Home Language Form, the Guidance Department will forward these requests to the EL Coordinator's Office. If translation is needed, the EL Coordinator, or designee, contacts the family to help complete the form. The EL Coordinator will seek out fluent/native speaking administrators to communicate with families, whenever possible. If a returned form requires clarification of written responses, the EL Coordinator, or designee, contacts the family to clarify any remaining questions or written responses on the completed form. The HLS is never used to report citizenship status or to predetermine ELE services.

- If needed, the EL Department has copies of the HLS in 3 additional languages: Spanish, Hindu, and Chinese. If needed, the DESE provides additional translations.

Review the Home Language Survey & Identification of Potential EL & FEL Students

- HLS: For students who indicate that a language other than English is spoken at home, their records are referred to the ELE Coordinator for an immediate review of all educational records.

- The ELE Coordinator works with the ESL Team (Assessment Coordinator and the ESL teacher) to review the HLS and all educational records to determine whether a student should be classified as an EL or a former EL student, if appropriate.

English Language Proficiency (ELP) Screening

- Students whose HLS indicates that a language other than English is spoken at home will be screened for English language proficiency.

- We will administer the WIDA language proficiency screening test when the answer to any question on the HLS is a language other than English with the following *limited exceptions*:
  - students who were previously classified as ELs and were then reclassified as FELs in their former districts;
  - students who transferred from another district within Massachusetts or another WIDA state and who did not qualify as ELs on the English proficiency screening test administered in their former districts; and
  - students who transferred from another district within Massachusetts or another WIDA state with ACCESS results from the **last calendar year.**

  * Any of these students may be reassessed if deemed necessary by the ESL Team.

- To accurately measure the student's English language proficiency, students with a disability will be provided the appropriate accommodations documented in the student's IEP.

- Results of the language screening assessment will be used to determine whether the student **is** or **is not** an EL. Any student who is administered the WIDA screener and scores an overall proficiency level of 4.0 or below **and** a literacy (reading/writing) proficiency level of 4.0 or below is considered to be an EL and is eligible for ELE services. **Only students who have achieved a 4.5 composite proficiency level as well as a 4.5 literacy level are deemed English proficient.**

  During intake, a student can be identified as:
  1. English learner (EL)

  2. Former EL (FEL), if the sending district had already made that determination and student history supports the decision. If there are questions about the FEL designation, the district can re-assess and redesignate the student as an EL if evidence supports that decision, or

  3. Non-EL, if the student meets the required proficiency level.

- The ELE Coordinator works with the Assessment Coordinator, the ESL teacher and the assigned guidance counselor to determine placement based upon a variety of assessments: Edwin's Student Profile Report (MA state testing history), ACCESS Testing, and Monty Tech's Placement testing (Stanford 10 Reading assessment, writing prompt, and a local math assessment), MCAS (if available), etc.

- Additional criteria to determine placement includes SIMS data, U.S. schooling, EL completed courses, report cards, length of time in the U.S., age, the student's overall educational history, transcripts, IEPs and/or other special education documentation, as well as information gained in speaking to the parent about the child's educational history and use of language in and out of school.

Identification & Scheduling of Courses
- Once the student is identified as an EL, the ELE Coordinator works directly with the ESL teacher and the assigned guidance counselor to create schedules for all EL and former EL students in order to

ensure access to the ESL teacher for ESL courses, access to content teachers who have completed the SEI Endorsement, and access to additional ESL teacher support during English, math, science, social studies, and/or vocational programs, as needed. In order to support a successful transition to Monty Tech, all EL and FEL placements must take place prior to the start of the new school year, if possible.

- All EL students are placed into an ESL class with the ESL licensed teacher. These classes include learners from various native-language groups but are assigned according to their English fluency levels (1-5).

- During the 2019-2020 school year, students will be provided an additional ESL support class - ESL Lab. This course will be offered in addition to the required ESL course. Students must be recommended based upon English proficiency needs, by the ESL teacher. This new course will provide additional ESL support in order to help attain English proficiency. Once English learners acquire a good working knowledge of English are able to do regular school work in English, and achieve a proficiency rating on the Access for ELLs, they will no longer be classified as English Learners. Schedule changes will be made, as needed.

- Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment (for example, student arrives with a valid IEP) or at some point during the school year based on progress monitoring. Language development programming and special education programming are not mutually exclusive and all ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for ELE programming if they are identified as ELs.

Parent Communication

- The ELE Coordinator will, at least annually, provide parents of ELs with a notification that must be sent by mail **no later than 10 days from enrollment of the student in the school district**. This notification will include:
    o a description of the purpose, method, and the content of the available ELE programs in the district;
    o information regarding parents' right to choose an ELE program among those offered by the district;
    o information regarding parents' rights to request a new language acquisition program in accordance with the law;
    o information about available conferences or meetings for parents to learn about the ELE programs offered in the school district;
    o information regarding parents' rights to visit an ELE program in the school district;
    o information regarding the parents' right to withdraw a student from a language acquisition program.
- To communicate placement, the ELE Coordinator will provide parents of ELs identified for participation or participating in an ELE program with a notification **within the first 30 days of the school year**. This notification will include:
    - the reasons for the identification of their child as an EL and the need for the child's placement in an ELE program;
    - the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is, or will be, participating, will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the district's ELE program, including the expected rate of transition from such program into mainstream classrooms, and the expected rate of graduation from high school (including the four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for students in such a program) if funds are used for children in high schools;
- in the case of a child with a disability, how the district's ELE program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance:
  - detailing the right that parents have to have their child immediately removed from their ELE program upon their request;
  - detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

The District will provide both notifications in a language that the parent can understand, to the extent practicable.

Opting Out

- If parents choose to opt out of EL direct language instruction, parents will need to complete the Opt-Out Form, annually. The EL students are still considered ELs, and they are identified as "Limited English Proficient" (LEP) on SIMS Data Element DOE025 in all SIMS reports. These students are also included in the ACCESS for ELL testing cycle, annually. The district will provide instructional support to ensure all ELs have access to the curriculum and be provided the same opportunities to master the same academic standards and curriculum as their native English speaking peers. If needed, the ESL teacher and the content teachers will collaborate to identify areas to provide support and/or additional content instruction, if needed.

- The ESL teacher and the EL Coordinator closely monitor all former EL students including those who "opt-out" of the EL program and record progress on the following form: "Monitoring Academic Progress of Opt-Out Students."

Former EL Students

- With regard to former EL students, the ESL Team (ELE Coordinator, Assessment Coordinator, ESL teacher) and the assigned guidance counselor work together to create schedules that ensure access to content teachers who have completed the SEI Endorsement. If available, the student may receive

additional ESL support during English, math, science, social studies and vocational programs, if needed.

- The ESL Team monitors all Former ELs for a period of 4 years. Quarterly, the ESL teacher will complete the "Monitoring Academic Progress for Former EL Students" form to ensure that students are making adequate progress in academics. The ESL Team meets quarterly, as needed. If student progress declines, the ESL Coordinator and the ESL teacher develop a plan to communicate with the content teachers and parents, if needed. If no progress is made, the ESL Team will meet to determine a more individualized plan, and/or potential reclassification, if needed.

English Language Education Program:
Annual English Language Proficiency Assessment

ACCESS Participation Requirements for LEP Students

ELs must be assessed annually using the ACCESS for ELLs 2.0 test until such time as their assessments and other relevant data indicate English language proficiency. Districts must continue to assess ALL ELs, even those who have opted out of ELE services, under ELE 8.

Districts are required to assess the reading, writing, speaking, and listening skills of ELs using the ACCESS for ELLs 2.0 test. 95 percent or more of ELs must participate in the ACCESS for ELLs 2.0 test in order to be in compliance with ELE 1. The ACCESS for ELLs 2.0 test are administered by staff members who have participated in training and who have passed a certification test in the relevant subtest(s) of the assessment *http://www.doe.mass.edu/mcas/access/*.

English Language Education Program:
State Assessments

MCAS Participation Requirements for ELL Students

ELL students must participate in MCAS tests scheduled for their grades regardless of the program and services they are receiving or the amount of time they have been in the United States.

- Federal guidelines allow ELs the option of taking the MCAS English Language Arts test in their first year of enrollment in U.S. public schools. **ALL** ELs are to participate in the MCAS Mathematics and Science and Technology/Engineering tests scheduled for their grades.

- At least 95 percent or more of ELs must participate in the MCAS tests

- Any student who *currently is* or *has been* an EL may have access to an approved bilingual dictionary on MCAS test. Bilingual dictionaries and glossaries permitted for this purpose are limited to those that provide word-to-word translations (but not definitions).

- ELs fully participate in statewide MCAS assessments, with or without accommodations that are consistent with the State's policies for allowable accommodations for ELs; appropriate for addressing a student's language needs for each assessment administered; generally consistent with accommodations provided to students during instruction and/or practice; identified by school professionals familiar with the language needs and learning characteristics of the student; and administered in accordance with allowable test administration procedures.

- For more information about EL participation requirements and additional MCAS accommodations available for ELs, see *http://www.doe.mass.edu/mcas/accessibility/*

Accommodations for ELL Students

Dictionaries

ELL students, including students who have been identified as ELL in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS test:
- ELA – authorized word-to-word dictionary
- Mathematics – authorized word-to-word dictionary and glossary
- Science and Technology/Engineering – authorized word-to-word and glossary

ELL Students with Disabilities

ELL students with disabilities must participate in MCAS by taking either the MCAS test(s), with or without accommodations OR MCAS Alternate Assessment (MCAS-Alt). The ELL student's Individualized Education Program (IEP) Team or 504 team must determine how the student will participate in MCAS testing and must document this information in the student's IEP or 504 plans.

English Language Education Program:
Exit & Readiness

Exit Criteria

Criteria: Students can exit the EL program when he/she is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials.

Demonstrating English Proficiency: Students must score a composite proficiency score of 4.2 as well as a 3.9 literacy level on the ACCESS 2.0 testing to be deemed English proficient.

ESL Annual Team Review: The ESL Team will first review the ACCESS for ELLs 2.0 results and then other relevant data to determine whether a student should still be classified as an EL or should be reclassified as a FEL and exited from the EL program. We will evaluate and consider a range of other evidence of the student's performance, including a review of the following measurements:

- Student performance on MCAS content area tests,
- Student's scores on locally-administered reading and other academic assessments (such as Stanford 10, Common Assessments,
- Student's scores on locally-administered diagnostic language assessments,
- Student's academic grades,
- Written observations and recommendations documented by classroom teachers,
- Parental observations and consultation,
- WIDA Performance Definitions and the CAN DO Descriptors, etc.

Final Steps: When students have demonstrated criteria for reclassification, Monty Tech will
- remove the EL classification and change the student's language proficiency status in the next SIMS district report.
- remove the student's coding as LEP on the SIMS report to the Department (i.e., SIMS: DOE025 – record 00 under "LEP"). Typically, this decision will be made before the start of the following school year, in time for the October SIMS data collection.
- notify the parents/guardians in writing of the change in the students classification.
- update all school/district records; and
- design and implement a process for routinely monitoring the students' academic progress for four years.

Additional Requirements:
- ELs and Former ELs will be provided an opportunity to attend additional after school academic and enrichment programs that are provided to all students.
- All former ELs will be monitored for **four** years. Documentation of the review of each student's progress will be maintained in the student's cumulative records. Reviews will be completed each term. Additional support will be provided as necessary. The ESL Team will determine additional support needed for academic assistance, as needed.

English Language Education Program:
Parent Involvement

Description of Outreach to Families of EL Students

Primary Languages Spoken by EL Students SY19/20: Spanish is the main language spoken by EL families in this District. Currently, there are 15 EL students enrolled at Monty Tech and these families speak the following languages: Spanish, Swahili (Kenya), French Creole (Haiti), and Oromo/Amharic (Ethiopia). Former EL students included approximately 36 students this year from all over the world. English Language Education Program materials are available in the home languages of our students, if needed. Since Spanish is our most requested language for translation, many schoolwide documents are made available in Spanish including term progress reports and report cards, student handbooks, and the Program of Studies, etc (see list of Translated Documents chart below).

Schoolwide Translated Documents Details
- Progress Reports/Report Cards: Parents/guardians receive progress reports and report cards denoting student progress at the same time as English speaking students. Progress reports will be translated in the parents' preferred language (identified on the Home Language Survey). Spanish is the main language spoken by EL families in this District. For families who speak low-incidence languages, the District will provide contact information for help with interpretation.

- Student Handbooks are available to view on our website in English and Spanish for parents/guardians to read so they may fully understand the school's policies and procedures. It is the identical Student Handbook that the English-speaking students receive. For families who speak other languages, we can provide a translator, if available, or invite family members or friends who can help translate for the families.

EL Program Translated Documents Details

- Parent Notification Forms: All parents of EL students receive the Annual Parent Notification Form regarding their student's status in the EL program for the upcoming school year (new student, continue in program, exit program). This form explains the reasons for their child's placement, and that the parents have a right to opt-out of the EL Program.

- ACCESS for ELLs 2.0 Results: Parents/Guardians receive annual reports of ACCESS testing results in their primary/home language and as well in English.

- EL Student Goals: The ESL Team will review the ACCESS testing results and student performance and students who do not meet proficiency benchmarks are identified and personal goals are established for attaining proficiency by the end of term 1. The ESL teacher will work directly with the student to develop a personalized goal that is focused on an area in need of improvement. These written goals will be shared with parents, annually, in order to provide them with an opportunity to provide feedback. Throughout the school year, the ESL Team will assess and track the progress of these ELs who did not meet benchmarks. Each semester, parents will be provided

with a written update of student progress toward attaining these goals.

- ELE Parent Feedback Surveys: Montachusett Regional Vocational Technical School annually mails out surveys in their primary/home language and in English. This survey provides feedback as to ELA curriculum, instruction, and placement; math curriculum, instruction, and placement; school notices & communications; student participation in afterschool activities and clubs; students satisfaction with social & academic programs; and effectiveness of the ELL program.

Translated Documents (Schoolwide)

Document	Languages	Date Translated
Admissions Application and Instructions	English, Spanish	Jan. 2020, reviewed annually
Program of Studies	English, Spanish	Jan. 2020, reviewed annually
Student Handbook	English, Spanish	Jan. 2020, reviewed annually
Family Educational Rights and Privacy Act (FERPA)	English, Spanish	Jan. 2020, reviewed annually
Request for Emergency Contact Information	English, Spanish	Jan. 2020, reviewed annually
Bullying Policy	English, Spanish	Jan. 2020, reviewed annually
Free/Reduced Lunch Application	English, Spanish	Jan. 2020, reviewed annually
Driver's Education Classes	English, Spanish	Jan. 2020, reviewed annually
Individualized Education Programs (IEPs)	English, Spanish	Jan. 2020, reviewed annually
MCAS Results for ELs & Parent Letter	English, Spanish, et al (DESE)	Fall 2019, reviewed annually
Progress Reports/Report Cards (Comments)	English, Spanish	Jan. 2020, reviewed annually
DESE's Annual School and District Report Card Parent Letter	English, Spanish, et al (DESE)	Jan. 2020, reviewed annually
Title I Parent Handbook	English, Spanish	February 2020, in process

Translated Documents – ELE Program

Document	Languages	Date Translated
Home Language Survey	English, Spanish, et al (DESE)	Jan. 2020, reviewed annually
English Language Education (ELE) Program Handbook for Parents & Families	English, Spanish	Jan. 2020, reviewed annually
ACCESS for ELLs 2.0 Notification Letter of Upcoming Testing for EL Students	English, Spanish	Jan. 2020, reviewed annually
ACCESS for ELLS 2.0 Results & Parent Letter Accompanying Results	English, Spanish, et al (WIDA)	June 2019, reviewed annually
Parent Notification Form for EL Program Placement	English, Spanish, et al (DESE)	Sept. 2019, reviewed annually
EL Student Goal Form	English, Spanish	Oct. 2019, reviewed annually
EL Student Goal Parent Letter	English, Spanish	Oct. 2019, reviewed annually
Parent Notification Regarding English Language Education (WIDA Screener)	English, Spanish, et al (WIDA)	Aug. 2019, reviewed annually
Parent Notification of WIDA Screener Results	English, Spanish, et al (WIDA)	Aug. 2019, reviewed annually
Opt-Out Forms for EL Program	English, Spanish, et al (DESE)	Aug. 2019, reviewed annually
After School Tutoring Form	English, Spanish	Aug. 2019, reviewed annually
EL Annual Parent Surveys	English, Spanish	May 2019, reviewed annually

School-wide Events: Parents and guardians are invited to Parents' Night held every fall. All teachers are available to meet with parents to discuss the progress of their child and to answer questions. Parents of all students are also invited to Grade 9 Parent Orientation, Freshman Acceptance Night, Open House Night, and Career Awareness night to learn more about Monty Tech academic and vocational programs as well as the admissions process.

English Language Education Program:
Parent Involvement

Procedure for Staff Requests for Interpreter/Translator

The Montachusett Regional Vocational Technical School's ELE Department provides opportunities for staff to request interpreters/translators for parents whose preferred language is not English. Staff members can make these requests through the EL Director's Office and/or the Main Office. Staff members who typically provide this support include the Assistant Principal, Assessment Coordinator, and the Main Office Secretary.

For the 2019-2020 school year, providing the materials noted above in both Spanish and English ensures that 100% of Monty Tech students receive materials that are accessible. There are currently 15 students enrolled at Monty Tech whose home language is not English. For those students whose home language may be Swahili, Haitian Creole, Oromo/Amharic, Hmong, Portuguese, Chinese (simplified and traditional), Vietnamese, Hindi, Lao, or Polish, school staff will contact local churches, hospitals, and local community service agencies in order to find a translator for any language not spoken by staff at Monty Tech.

In addition, any information posted on our school's website can be translated into more than 15 languages. The school principal also provided parents and students with Connect Ed robocalls regarding all school events in English and Spanish.

English Language Education Program:
Declining Entry to a Program

The District's OPT-OUT Policy

Monty Tech provides parents and students information about the option to Opt Out of services provided in the EL program annually, during the parent notification process each fall. During the summer of 2019, parents of students who are identified as potential EL students will be provided additional information about the testing process as well as opt out options. Parents of ELs can also contact the district to have their child "opt out" of English learner education programs. Monty Tech informs the parent of the services the child would receive in the district's English learner education programs, as well as the type of support that would be provided to the student if the parent decides to "opt out."

If a parent of an EL decides to "opt out" of a language program, they must do so annually. Monty Tech places the student in an English language mainstream classroom with an SEI-endorsed teacher and we keep the "opt out" notice in the student's file.

Monty Tech provides instructional support to ensure all ELs, including those whose parent(s) have chosen to "opt out" of English learner education programs, have access to the curriculum and be provided the same opportunities to master the same academic standards and curriculum frameworks as their native English speaking peers.

Monty Tech will classify these students as "ELs" on district reports, annually assess their language proficiency with the ACCESS for ELLs 2.0, notify parents of their child's participation in such assessments, and any additional relevant assessment results. As a result, students who have "opted out" will not receive separate English as a Second Language (ESL) instruction focused on language development. Monty Tech will actively monitor the student's progress to ensure that the student's English language and academic needs resulting from lack of English proficiency are met.

Monty Tech will provide equitable access to the curriculum and English language development to an EL whose parent has chosen to "opt out", in a variety of ways. The student will be assigned to English language mainstream classrooms with SEI endorsed teachers.

If needed, students will have access to additional literacy and language support through reading specialists qualified to teach ELs, or establish structured opportunities for the students' content area teachers to plan content area instruction in collaboration with a licensed ESL teacher.

Monty Tech keeps a record of academic progress, yearly ACCESS for ELLs 2.0, academic transcripts, as well as any documented changes in the student's EL classification. EL students not in enrolled in ESL courses (opted-out) are administered the Access for ELLs, annually, and the results are sent to the parents, in their home language, if applicable. If there is a change in performance, the ESL Team meets to review the student's progress for potential reclassification. The ESL Team meets until the assessment data indicates the language level is sufficient to be identified as a former EL student.

English Language Education Program:
Curriculum & Instruction

Parent Notification Procedures

Annual Parent Notification of ELE Placement: Upon identification of a student as ELL, a notification is mailed to the parents and/or guardians, in the primary/home language as well as in English.   This parent notification is an annual requirement, and should be sent not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be carried out within 2 weeks of the child being placed in the program. The notification will include

- the reasons for identification of the student as ELL;
- the child's level of English proficiency;
- program placement and/or the method of instruction used in the program;
- how the program will meet the educational strengths and needs of the student;
- how the program will specifically help the child learn English;
- the exit requirements;
- the parents' right to decline to enroll their child in the program; and
- parent communications written in the primary/home language as well as in English

Reclassification: Upon reclassification of EL students, a notification is mailed to the parents and/or guardians, in the primary/home language as well as in English.   This parent notification should be sent no later than 30 days from the beginning of the school year.

Academic Progress: Parents/guardians receive progress reports and report cards denoting their child's progress at the same time as English speaking students. Each term all students receive a progress report – at mid-cycle – four times per year. Report cards are mailed home to all students four times per year (at the end of each term). Additionally, we provide report cards and progress reports with comments translated in the home language for ELL students. For families who speak other languages that are not available for translation, the district will provide resources for help with interpretation.

Access Scores:
Parents/Guardians also receive annual ACCESS testing results with a letter of explanation attached in English and in their native language, as needed.

Parent Information: Meetings & Conferences Provided by the District

Welcome Freshman Night (June)

Parent Orientation Night (August)

Back to School Night (September)

Parents' Night: Title I Informational Meeting (November)

Open House: Parent Meeting for Title I (March)

Google Classroom – online access

Parent Notifications

Tutoring Notices (morning/afternoon) – (August)

After School Extra Help Sessions (August)

School Report Card (December)

Term Progress Reports (quarterly)

Term Report Cards (quarterly)

MCAS Math Simulation Performance Results Letter (March)

Math Support Letters (on-going)

Parent Survey / Student Survey (May)

Website Support

Tutoring Notices / Extra Help Sessions

ELE Courses (Program of Studies)

X2 Parent Portal (directions and access)

Late Bus Schedule (3-4pm extra help)

School Calendar and Scheduled Events

Welcome Back Night (Resources)

Connect-Ed Calls (documents attached to emails)

Summer Assignments

Student Handbooks

Chromebook Information

English Language Education Program:
Program Evaluation Procedures

Description of Implementation Practices

The District places ELL students in "Sheltered English Immersion" (SEI) classrooms with an ESL teacher whenever possible. The District does not have more than 20 ELL students; therefore, a bilingual program is not required. ELL students receive ESL/ELD instruction and sheltered content instruction as described by G.L.c.71A. The District provides ELL students with content instruction and ESL/ELD instruction that is aligned and anchored in the 2011 Massachusetts Curriculum Frameworks and the WIDA English Language Development Standards. The District uses assessment data to plan and implement educational programs for students at different instructional levels.

ELL Program Evaluation Procedures

The effectiveness of Montachusett Regional Vocational Technical School's ELL program is evaluated annually. The evaluation considers all aspects of the ELL program, including effectiveness of policies and involvement of parent/guardians. The following primary questions guide program evaluation:

- Has the ELL program been effective (i.e. student performance, English proficiency)?

- What are the strengths and challenges of the program?

- How should the program be change/refined? Are these program changes effective?

Collection of Information: Monty Tech provides Placement Testing for all incoming students. In addition, when EL students are identified, they take the WIDA Placement Test.

The ESL Team meets to review the placement testing of all prospective EL students. As a team, they evaluate all information available in the student records to determine proper placement/scheduling, staffing needs, and professional development.

Additionally, a program evaluation survey is distributed to all families of ELL students. The survey is made available in multiple languages, as needed.

A student performance analysis is conducted of the MCAS and ACCESS testing to evaluate the progress of selected programming and professional development in order to meet the needs of students.

Data Analysis: The data is analyzed by the ESL Team. The data analysis by this team determines possible modifications to the program (i.e. curriculum, instruction, and/or assessments).

Communication of Results: As necessary and appropriate, the results of the analysis are shared with ELL staff, classroom teachers, principals, district administrators, parents, and other stakeholders to determine necessary and important changes that should be made to the ELL program to better survey its students.

Montachusett Regional Vocational Techncial School

Home Language Survey (HLS)

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 ☐ Gender
Country of Birth	Date of Birth (mm/dd/yyyy)	Date first enrolled in ANY U.S. school (mm/dd/yyyy)	

School Information

/ /20 Start Date in New School (mm/dd/yyyy)	Name of Former School and Town	Current Grade

Questions for Parents/Guardians

What is the primary language used in the home, regardless of the language spoken by the student? _____	Which language(s) are spoken with your child? (include relatives -grandparents, uncles, aunts,etc. - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
What language did your child first understand and speak? _____	Which language do you use most with your child? _____
How many years has the student been in U.S. Schools? (not including pre-kindergarten) _____	Which languages does your child use? (circle one) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
Will you require written information from school in your native language? Y ☐ N ☐ If yes, what language? _____	Will you require an interpreter/translator at Parent-Teacher meetings? Y ☐ N ☐ If yes, what language? _____
Parent/Guardian Signature: X	____/____/20____ Today's Date: (mm/dd/yyyy)

Reviewed 4.2.19

Montachusett Regional Vocational Technical Schools
School Year: _____
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: **Noemi Robertson, Assessment Coordinator or Christina Favreau, EL Director** at 978-345-9200, extension 5202. You may also obtain additional information about ELE programs offered by the district at a meeting or conference during our annual Back to School Nights on September -----, from 6-8pm.

School Year 2019-2020
Initial/Annual Parental Notification[1] of
ENGLISH LANGUAGE EDUCATION (ELE) PROGRAM PLACEMENT

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information			
First Name _____ Middle Name _____		Last Name _____	
Current School Name _____ Grade _____		Start Date in ELE Program _____	
Assessment Tool	**Domain**	**Results**	**Date of Assessment**
	☐ S ☐ L ☐ R ☐ W		
	☐ S ☐ L ☐ R ☐ W		
	☐ S ☐ L ☐ R ☐ W		
	☐ S ☐ L ☐ R ☐ W		
Continuing English Learner Students and/or Transfer Students		**Results**	**Date of Assessment**
Speaking (ACCESS for ELLs test)			
Listening (ACCESS for ELLs test)			
Reading (ACCESS for ELLs test)):			
Writing (ACCESS for ELLs test)			
English Language Proficiency Level based on language assessment data:			
☐ L1 - Entering		☐ L4 - Expanding	
☐ L2 - Beginning		☐ L5 - Bridging	
☐ L3 - Developing		☐ L6 - Reaching	

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[1] *Note to districts:* This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.

ELE Program Types:

Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English langauge arts (ELA), social studies, and/or science.

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).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

☐ **Enrolled in an ELE Program:** The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE Programs in the District	Proposed Student Placement	
☐	☐	Sheltered English Immersion (SEI)
☐	☐	Dual Language Education (DLE) or Two-Way Immersion (TWI)
☐	☐	Transitional Bilingual Education (TBE)
☐	☐	Other Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

☐ **General Education** – Your child was <u>not</u> found to be an English learner and therefore does <u>not</u> need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child's teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills. 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 ELE programs. ESL 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 decline placement of your child in or withdraw your child from an ELE program, please inform district staff (Noemi Robertson, extension 5201).

SECTION II - Exit Criteria

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

Your child will continue to receive ELE program services until he or she meets the following criteria:

☐ Earned a qualifying score[2] on ACCESS for ELLs	AND	☐ Demonstrated ability to perform ordinary classroom work in English, as indicated by: *(include information about other relevant data)*

Final classification:

 ☐ The student met the criteria. He or she is no longer considered an English learner. The student's academic performance will be monitored for four years.

 ☐ The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.

Comments:

School district staff is available to speak or meet with you about your child's placement and the school's ELE programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

_____

Christina A. Favreau
Director of Academic Programs, Title I & ELE Coordinator
Montachusett Regional Vocational Technical School
1050 Westminster St.
Fitchburg, MA 01420-4696
Telephone: 978-345-9200, ext. 5241

_____

[2] *Please see http://www.doe.mass.edu/ell/guidance/guidance.pdf for more information about exit requirements.*

Montachusett Regional Vocational Technical School

School Year _____

OPT-OUT FORM

Student Name:	
DOB:	Current Grade:
SASID:	Home Language:
Years in U.S. Schools:	Opt-out Date:

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:

- As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
- 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.
- The school district will report my child to *Student Management Information System* (SIMS) as an English Learner (EL) until my child attains English proficiency.
- 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.
- 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.
- The school district will continue to inform me of my child's progress in attaining English proficiency.
- I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ Date: _____

Montachusett Regional Vocational School District

EL Goals: English Learning Success Template

Montachusett Regional Vocational School District strives to assist every English learner (EL) in attaining English proficiency.[1] The district monitors the progress that ELs are making in meeting English proficiency benchmarks. For ELs who are not meeting English proficiency benchmarks, the district will:

- Identify areas in which the EL needs improvement;
- Establish personalized goals for the EL to attain English proficiency;
- Assess and track the progress of the EL in the identified areas in need of improvement;
- Obtain and incorporate input from the parents or legal guardian of the EL; and
- Review resources and services available to assist the EL.

In reviewing resources and services to assist ELs, our district may take the following steps:

- Evaluate strategies for improving instructional practices and routines for ELs;
- Provide additional support to teachers of ELs, including professional development and coaching;
- Examine the adequacy of the curriculum and materials available to teachers of ELs;
- Obtain supplemental materials designed to assist ELs who are struggling with attaining English proficiency;
- Establish language support teams that may include English as a second language (ESL) teachers, content teachers, school administrators, guidance counselors, and other relevant personnel.
- Support structured collaborative opportunities for teachers of ELs (ESL teachers and content teachers) to review student performance data regularly.
- Review resources provided by the Department of Elementary and Secondary Education at http://www.doe.mass.edu/ell/

In addition to the specific steps above, our district may also consider the following:

- Successful approaches taken by schools to assist ELs and ways to adopt them;
- Development or improvement of the plan for addressing the instructional and social emotional learning needs of ELs;
- Examination of opportunities for increased family engagement, including taking additional steps to create an inclusive environment.

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[1] English learner is a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.

Montachusett Regional Vocational Technical School

ELL STUDENT GOAL FORM

Use this form to document the student's English proficiency goal. This form should be completed within 60 days of the start of school year or student's date of enrollment and must be **updated annually**.

Student Name: _____ **School Year**: _____ **Grade**: _____

ESL Teacher: _____ **Date**: _____ **Semester** (circle): Fall or Spring

Directions: Develop at least 1 goal using the DESE's benchmarks for English language proficiency.   Provide parents and students with semester progress on this goal.

English Proficiency Goal
Goal Progress
Measurement used to determine progress

Benchmarks for Making Progress toward English Language Proficiency

The Language Opportunity for Our Kids Act (LOOK Act) provides for greater flexibility in English learner education (ELE) programs, greater focus on individual English learner (EL) success, and better support for the academic achievement of ELs. It also requires that the Department of Elementary and Secondary Education (the Department) develop benchmarks for attaining English language proficiency for ELs. The Department will define and disseminate to districts each fall the English language proficiency benchmarks, or individual targets, for each student's annual progress toward English proficiency.

Meeting benchmarks means that an EL 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.

Calculating Benchmarks

Based on a 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. For students taking the Alternate ACCESS, the Department will determine progress toward proficiency by comparing the prior year's results and the current year's results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

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). For more information on future progress targets and difficulty indices, refer to Section III of the Guidelines for the Use of Benchmarks toward Attaining English Proficiency (the Benchmark Guidelines).

District Requirements:

The LOOK Act establishes the following requirements for districts:

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks;
- Establish a process for the district to:
  - ➢ Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
  - ➢ Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
  - ➢ Review resources and services available to assist ELs in the identified areas in need of improvement; and

➢ Incorporate input from the parents or legal guardian[2] of the identified EL[3].

English Learning Success Template

The Department developed an English Learning Success Template (ELST) to assist districts in helping ELs receive the planning and support they need to make progress. The template identifies the steps that schools and districts can take to help students meet their goals and benchmarks.

Methods for Establishing EL Personalized Goals

In order to establish goals for success, districts should review the available data on a EL's performance, and identify areas of improvement. By involving various stakeholders, including students, parents, and staff, districts can implement successful strategies for improvement. Further, by consulting with other districts during network meetings, districts can gather additional strategies for helping ELs succeed. In addition, there are many resources available with helpful information for working with ELs included in the Benchmark Guidelines.

Parent Notification

Districts must adopt procedures to identify ELs who do not meet English proficiency benchmarks and establish a process that incorporates input from the parents of the identified ELs. The LOOK Act requires districts to provide parents of ELs with the Benchmark Guidelines, materials describing the benchmarks, and the ELST. The Department will make the Benchmark Guidelines and the ELST available in languages most commonly spoken in Massachusetts and will post them on the Department's English Learner Resources webpage to assist districts with this effort. Districts must begin parent notification at the beginning of each school year or upon enrollment of the child in an ELE program if the enrollment is not concurrent with the beginning of the school year.

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[2] The term "parent" means "parent or legal guardian" throughout this document.
3 G.L. c. 71A, § 11.

Montachusett Regional Vocational Technical School

Montachusett Reg. Vocational Technical School
1050 Westminster Street
Fitchburg, Massachusetts 01420-4696

978-345-9200 (Fitchburg Calling Area)
978-632-8889 (Gardner Calling Area)

Date:

Parent or Guardian,

This past winter, English Language Learner (ELL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of Massachusetts, and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions please feel free to contact me.

Respectfully,

Noemi Robertson,
Assessment Coordinator

WIDA

ACCESS for ELLs 2.0
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band
Listening	4.0	368
Speaking	2.2	320
Reading	3.4	356
Writing	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

*Overall score is calculated only when all four domains have been assessed. NA: Not available

Domain	Proficiency Level	Students at this level generally can...
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information • Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events • Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened • Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives • Describe processes and procedures with some details • Give opinions with reasons in a few short sentences

Montachusett Regional Vocational Technical School
School Year
Monitoring Academic Progress of Former EL Students

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

Student Name: **Home language:**

Date Reclassified: **Years in U.S. Schools:**

SASID: **DOB:**

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

	Test Scores Academic Achievement Test:			OTHER:			
E N G L I S H		Term 1	Term 2	Term 3	Term 4		
			RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English						
	Homework completion						
	Struggles with oral expression						
	Struggles with written expression						
	Classroom participation						
	Discipline issues that interfere with progress						
	Struggles with listening comprehension						
	Struggles with reading comprehension						

Reviewed 11.19.19

	Test Scores					
	Academic Achievement Test:		OTHER:			
	Term 1	Term 2	Term 3	Term 4		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
M	Communicates effectively in English					
A	Homework completion					
T	Struggles with oral expression					
H	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

	Test Scores					
	Academic Achievement Test:		OTHER:			
	Term 1€	Term 2€	Term 3 €	Term 4€		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
S	Communicates effectively in English					
C	Homework completion					
I	Struggles with oral expression					
E	Struggles with written expression					
N	Classroom participation					
C	Discipline issues that interfere with progress					
E	Struggles with oral comprehension					
	Struggles with reading comprehension					

Reviewed 11.19.19

	Test Scores					
S	**Academic Achievement Test:**			**OTHER:**		
O						
C	Term 1	Term 2	Term 3	Term 4		
I		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
A	Communicates effectively in English					
L	Homework completion					
	Struggles with oral expression					
S	Struggles with written expression					
T	Classroom participation					
U	Discipline issues that interfere with progress					
D	Struggles with oral comprehension					
I	Struggles with reading comprehension					
E						
S						

Please, check the one that applies:

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

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

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

    Action Steps (check all that apply)
    _____ **Reclassify EL status**   ____ **After school tutoring is recommended**

    _____ **ESL Lab recommended**   ____ **Parent communication**

    _____ **Summer School**   ____ **Other (explain)**

Date: _____ Team members: _____

Signatures: _____

Reviewed 11.19.19

English Language Education Program: *Parent Feedback*

Annual Parent Survey

Please fill out one sheet for EACH of your children. You may include additional comments on the reverse side.

	Very well	Fairly well	Not very well	Poor
1) How well do you feel you understand the program placement of your child to help him/her learn English and the content area curriculum?				
2) How well do you feel you understand the program placement of your child to help him/her learn math and the content area curriculum?				

How satisfied are you with…	Very Satisfied	Mostly Satisfied	Not very Satisfied	Not Satisfied	N/A
3)…receiving notices from Monty Tech in your native language?					
4) …being able to communicate with Monty Tech and all of your student's teachers?					
5) …your student's ability to participate in activities after school?					
6) …your student's satisfaction with the academic aspects of school?					
7) … your student's satisfaction with the social aspects of school?					
8) … the amount and type of English language instruction that your student receives each week?					
9)… your student's ability to express his/her educational needs to his/her teacher(s)?					
10)… your student's performance in school this year?					
What are some of the questions/concerns you have about your student's education or experiences at school?					

11. **Would you be interested in joining a Parent Advisory meeting***?   Yes_____ No _____*

Thank you for taking the time to respond to this survey. Your input is greatly appreciated.