

North Brookfield Public Schools

Procedures for Identifying English Language Learners

The term "English learner," when used with respect to an individual, means an individual—

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Registration: All student enrollments within the North Brookfield Public Schools are handled through Registration. The central office for each school on campus acts as the registrar. The office staff supports entering families in the completion of the school enrollment process. District forms are provided in English or in other translated languages, as needed, to include Spanish, Russian, and more. Often a family who is a non-English speaking will be accompanied by an English speaking person during the enrollment process. The Registrar can guide families on accessing language assistance and/or can also pursue district translation services as needed at the time of registration. Administration of the Home Language Survey (HLS) As part of the district enrollment process the HLS is provided to the parents of all new students enrolling in Pre-K through 12th grade. Upon return and review of the HLS information, the Registrar alerts the building principal, and the Director of Student Services of the placement of a new English Learner (EL).

Record Keeping: The Student Service Office maintains a copy of the HLS and establishes a progress monitoring folder for each EL student in the district that is reviewed and updated

Pursuant to:

603 CMR 14.00: Education of English Learners Regulations

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annually. These records may include, but are not limited to, entry/exit information, ACCESS and MCAS scores, screening test documents, reports and progress reports, documentation of monitoring for FELs and opt-out students and documentation of conferences and written communication with the parent. In addition, the HLS is filed in the student's cumulative folder as a resource for educators.

State Guidance on Identification Procedures:

- Step 1: Establish procedures in accordance with the Department guidelines to identify students who may be ELs and FELs.
- Step 2: Administer a home language survey (HLS) to all newly enrolling students.
- Step 3: Screen the English proficiency of a student when the answer to any of the questions on the HLS is a language other than English
- Step 4: Determine whether the student is an EL using screening test results and make an initial placement decision.
- Step 5: Notify parents and/or legal guardians of screening test results and initial placement decision.
- Step 6: Code the student determined to be an EL in all future SIMS reports submitted to the Department.

Screen for English Language Proficiency:

Every newly enrolled student for whom a HLS indicates a language other than English is spoken at home must be screened for English language proficiency. Similarly if a newly enrolled student transferred from another district within Massachusetts or from another WIDA state, it is possible that he or she participated in the annual language proficiency assessment (ACCESS for ELLs®). If so, and if the district is able to obtain ACCESS results of the test that was administered within the last calendar year, instead of retesting the student, district staff can use ACCESS for ELLs® results in the student's records to determine his or her English language proficiency. The English language proficiency screening shall take place and parents will be notified of the results in their preferred language no later than 30 days after the beginning of the school year and within two weeks if the student enrolls in the school district during the school year. The school district will keep a record of the parents' preferred language for future communications as well.

Determine EL or Non-EL Status & Make Initial Placement Decisions The North Brookfield Schools use the results of one of the state required language screening assessments, namely WIDA Screener, or W-APT, to interpret the scores to determine whether the student is or is not an EL. The WIDA Screener, or W-APT is to be administered by licensed professionals who are well trained to collect student language data and to accurately interpret the results.

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Interpretation of the screening assessment scores and subsequent decision about whether a student is an EL should be made by the district Student Services Director or a designee appointed by the Student Services Director.

Placement and Progress Monitoring of Active ELs:

The North Brookfield Public Schools will place identified EL students in an English language program. The type of program to which an EL is assigned, as well as the scheduling of the student within it must be based on the student's needs. An assessment screener will produce initial English proficiency information about a student. A more detailed profile may be developed after the district reviews the student's previous academic records and monitors his/her progress. The program must incorporate flexibility to make adjustments in service delivery based on the additional data that will be gathered following the initial placement. 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 an EL.

Annual Summative Assessment:

ACCESS for ELLs® Federal and state laws require that ELs be assessed annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making learning English. ACCESS for ELLs® is based on the WIDA English Language Development standards and administered once annually in January-February. It is a standards-based, criterion-referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains (listening, speaking, reading, and writing). The scores produced by ACCESS for ELLs® will identify which proficiency level an EL has achieved at the time of the assessment (mid-year) in each of the single domains of speaking, listening, reading, and writing and the composite areas of literacy, oral language, and overall proficiency.

Formative Assessments:

Formative assessment practices are an integral component of progress monitoring. Formative assessments are practices that teachers employ to consistently monitor students' progress toward objectives and goals. A district should use a contingent formative assessment that is an

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ongoing instructional decision-making process. Formative assessments can provide teachers with data to drive planning and differentiation of teaching.

Reclassification and Monitoring of ELs:

The North Brookfield Public Schools require the annual assessment of ELs' language proficiency and academic achievement to determine whether such students are able to do regular school work in English, and to remove the English learner classification once ELs demonstrate the ability to do regular school work in English (G.L. c.71A § 4, 7). The process of removing a student's EL classification is also known as "reclassification". Exit from EL status is a high-stakes decision because a premature exit may place a student who still has linguistic needs at risk of academic failure, while unnecessary prolongation of EL status can limit educational opportunities, lower teacher expectations, and demoralize students. ACCESS for ELLs® is the state's language proficiency assessment, and the results of the assessment must be considered when making language classification decisions. School-based teams must also consider other relevant data to determine whether students can perform ordinary classroom work in English, and whether or not such students' EL classification should be removed. It is a violation of EEOA when districts do not exit EL students from a language acquisition program after they have acquired English proficiency.

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English Language Education Resources Instruction, Curriculum and Assessment

<http://www.doe.mass.edu/ell/curriculum.html>

<http://www.doe.mass.edu/ell/resources.html>

<http://www.doe.mass.edu/mcas/access/>

<http://www.doe.mass.edu/mcas/parents/>

<http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies>

http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html

https://www.wida.us/standards/CAN_DOs/#keyuses

http://ell.stanford.edu/sites/default/files/VennDiagram_practices_v11%208-30-13%20color.pdf

http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html

Family Engagement

http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf

<http://www.colorincolorado.org/>

Professional Development and Training

<http://www.doe.mass.edu/ell/wida.html>

<http://www.doe.mass.edu/ell/profdev.html>

<http://www.doe.mass.edu/retell/>

<http://www.doe.mass.edu/retell/courses.html>

<http://www.doe.mass.edu/ell/cpr/>

http://www.doe.mass.edu/ell/guidance_laws.html

<http://www.doe.mass.edu/ell/refugeeimmigrant.html>

<http://www.doe.mass.edu/ell/titleIII.html>

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