Framingham Public Schools

Bilingual Education Program Handbook

Framingham Public Schools Mission Statement

The mission of Framingham Public Schools, a system that understands and values our diversity, is to educate each student to learn and live productively as a critically thinking, responsible citizen in a multicultural, democratic society by providing academically challenging instructional programs taught by a highly-qualified and diverse staff and supported by comprehensive services in partnership with our entire community.

<u>ADMINISTRATION</u>

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Superintendent

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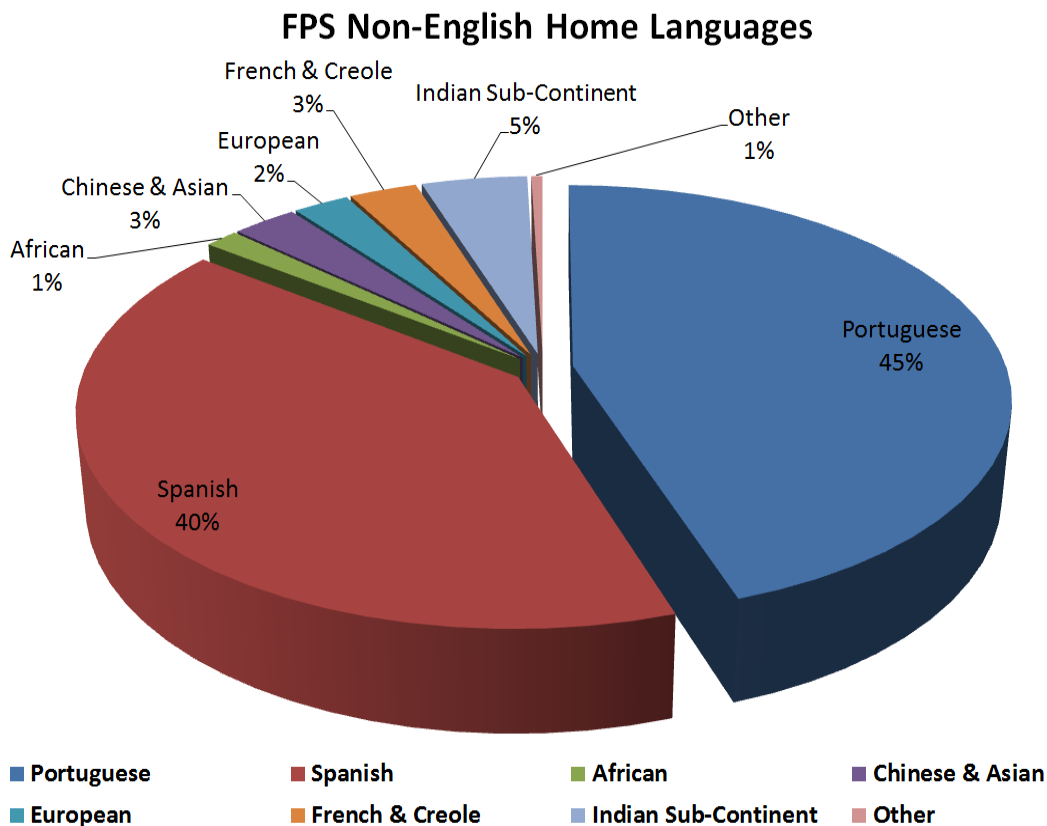
Revised: August 2018

2018-2019

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Welcome to Framingham Public Schools!

The Framingham Public School System has a diverse student population and currently services students from a variety of countries, including Brazil, China, Haiti, India, Pakistan, Portugal, Russia, Vietnam, and several Spanish-speaking countries. The district is committed to offering the highest quality of educational services to all students, including English language learners. Through research-based programs and exemplary instruction, Framingham administers language programs with the goal of developing English language proficiency and achieving state content-area standards, while simultaneously valuing students' native languages and cultural backgrounds. There are over 70 languages being represented in this district where over 40% of the total number of students speak a language in addition to English. Approximately 23% of our total district population is identified as English learners and are enrolled in any of our Bilingual Education programs.

FPS Non-English Home Languages

French & Creole 3%
Indian Sub-Continent 5%
European 2%
Chinese & Asian 3%
African 1%
Other 1%
Portuguese 45%
Spanish 40%

■ Portuguese ■ Spanish ■ African ■ Chinese & Asian
■ European ■ French & Creole ■ Indian Sub-Continent ■ Other

as of July 2017

2018-2019

Guiding Principles

The Bilingual Education Department is committed to:

❖ Effective programs have equitable access and are based on both standards and current research.

❖ Effective instruction meets the needs of culturally and linguistically diverse students.

❖ Effective on-going family involvement is integral to student success.

❖ Effective professional development improves teaching through the integration of language and content.

Educational Philosophy

1. Students' home, school, and community experiences influence their language development.
2. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
3. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
4. Students learn language and culture through meaningful use and interaction.
5. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
6. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

(adapted from WIDA's Guiding Principles of Language Development)

Introduction: General Background-Chapter 71A

Federal and state law requires proper identification and annual language proficiency assessment of students whose first language is not English, or who struggle to complete ordinary classroom work in English (**G.L. c. 71A; Title III of the No Child Left Behind Act - NCLB**). The law also requires that students identified as ELLs (also referred to as "students with limited English proficiency," or "LEP students" in federal laws and guidance, and "English learner" in state law) are provided with opportunities to receive instruction that is appropriate for their individual language proficiency level, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement alongside their native English speaking peers. In Massachusetts this means that, with limited exceptions, districts are required to provide ELLs sheltered English immersion (SEI) instruction until they are proficient in English. SEI consists of both sheltered content area instruction and English as a Second Language (ESL) instruction. Once proficient in English, ELLs are to be exited from language programs (**G.L. c. 71A § 4**) and monitored for a period of two years.

In 2012, the Massachusetts Board of Elementary and Secondary Education adopted new regulations and launched an initiative to improve the academic achievement of ELLs and close the proficiency gaps between ELLs and their English proficient peers. Three major components of the **Rethinking Equity and Teaching for English Language Learners (RETELL)** initiative are designed to strengthen teaching and learning for ELLs:

- required professional development about sheltering content instruction and promoting language development for ELLs (the SEI Endorsement and related courses for teachers and administrators)
- a new set of English language development standards (the World-class Instructional Design and Assessment English Language Development Transitional Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners 3 standards – or WIDA ELD standards
- a new annual language proficiency assessment, Assessing Comprehension and Communication in English State to State for ELLs (ACCESS for ELLs).

The following pages represent a working handbook for Bilingual Education in Framingham Public Schools. It is organized by the natural process a person follows from enrollment to exit. Each chapter includes the key information and details from regulations to Framingham procedures that inform how we educate English language learners in our district. As a truly "working" document, from time to time we will add, modify, and in cases, create new required forms, descriptions, and procedures per best practice and per our vision of meeting mandated obligations. These pages provide an infrastructure to assure equity and access for all students to meet or exceed all expectations.

Definition of Terms

Definition of an English Learner:

1. student who was not born in the United States and whose native tongue is a language other than English and who is incapable of performing ordinary classwork in English
and/or
2. a student who was born in the United States of non-English-speaking parents and who is incapable of performing ordinary class work in English.

Bilingual Education Department Definition of Terms

Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELLs®)	A secure, large-scale English language proficiency assessment administered annually to Kindergarten through 12th graders who have been identified as English learners (ELs). to monitor progress in acquiring academic English.
Curriculum	As referred to in this guidance, the term *curriculum* includes key instructional processes such as determining learners' needs in relationship to standards, establishing learning outcomes to address students' needs, designing and implementing learning experiences to help students achieve these outcomes, and the evaluation of learning experiences and student learning resulting from these processes[1].
English Learner (EL)	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 (G.L. c. 71A § 2 (d)). The federal definition adds "whose difficulties in speaking, reading, writing or understanding the English language may deny the student the ability to meet state proficiency level on state assessments…or the opportunity to participate fully in society." (No Child Left Behind Act, Title IX, § 9101 (25)). *Also known as English Learner* or *Limited English Proficient (LEP) student (No Child Left Behind) and English learner (G.L.c. 71A).*
Ever EL	A student who has been an English learner. Such students include active ELs and also students who have already been reclassified.
Former English Learner (FEL)	A student who was identified as an English learner (EL, a.k.a. limited English proficient, or LEP) at some time in the prior two years but who no longer meets the State's definition of English learner.
High-Incidence	Program usually having more than 20 ELLs in one language group enrolled in

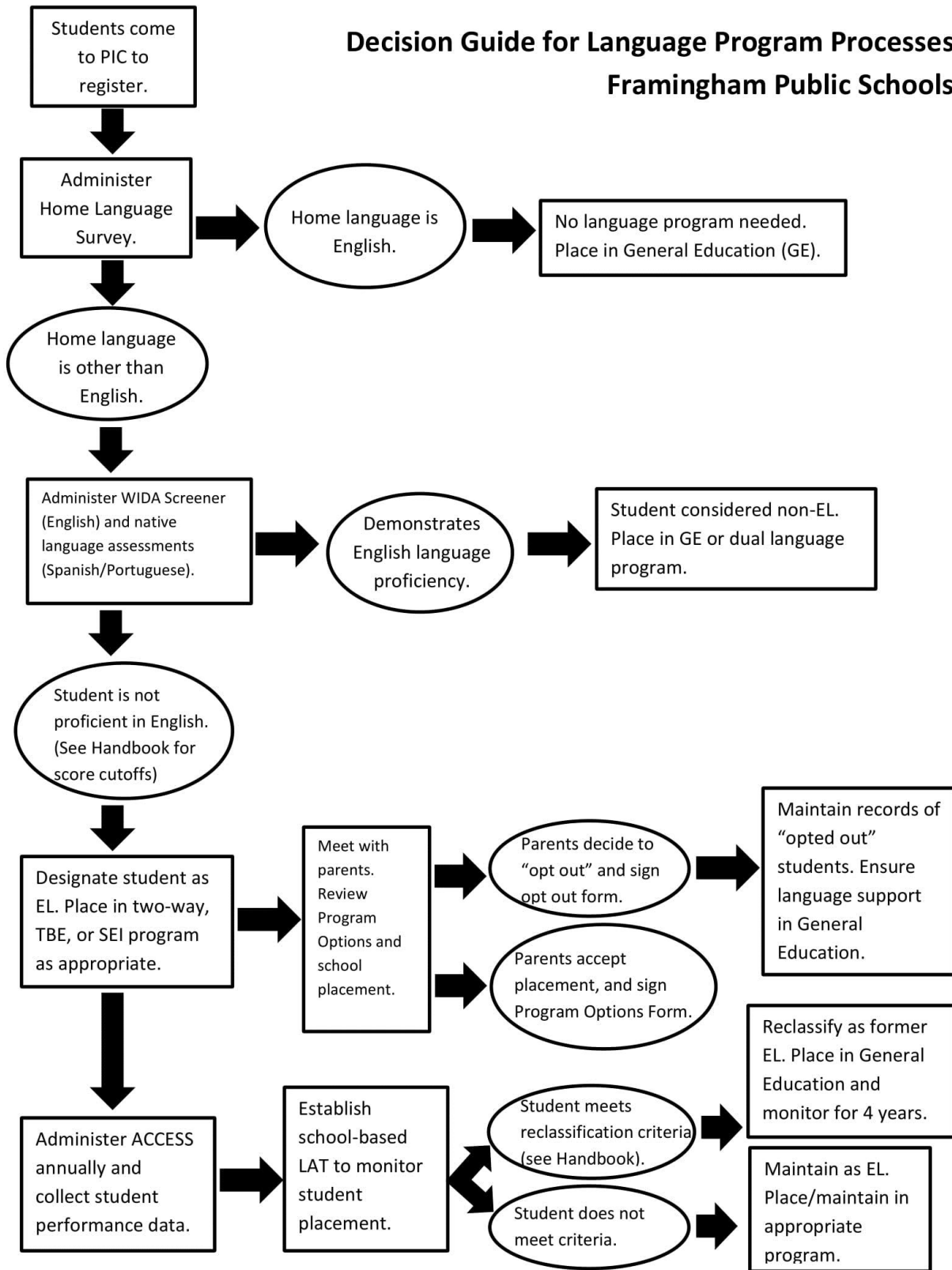|	a school district or schools
Low-Incidence	Fewer than 20 ELLs in one language group
Native /Home Language of the learner (NL) or (L1)	First, native or home language of the learner
Additional Language (L2)	Additional language of the learner
Never EL	A student who has never been identified as an English learner. Such students include native speakers of English with no other language experience as well as students who have been screened for English proficiency using an objective measure, and have been determined to be English proficient upon initial screening. Such students have not needed and have not received English language support services.
Newcomer Programs	Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).
Reclassification, re-designation, or exiting	The process of changing an English Learners' language status after he or she has demonstrated the ability to perform ordinary classroom work in English (G.L.c.71A § 4).
Rethinking Equity and Teaching for English Language Learners (RETELL)	A multi-faceted state-wide initiative launched by the Massachusetts Board of Elementary and Secondary Education in 2012 to strengthen teaching and learning of English learners in Massachusetts. A core component of RETELL was the adoption of standards, inclusive of subject matter knowledge and skills, which incumbent educators of ELs and prospective educators must meet to earn a credential referred to as an *SEI endorsement*. As of July 1, 2016, a core academic teacher who is assigned to teach an EL must have an SEI Endorsement or must obtain one within a year of the assignment. Similarly, no principal/assistant principal, or supervisor/director can supervise or evaluate a core academic teacher of an EL unless the administrator

	holds an SEI Administrator Endorsement or will obtain one within one year of the start of the supervision or evaluation. 603 CMR 7.15(9)(b); 603 CMR 14.07(3) and (4). Other components of the RETEL initiative included the adoption of WIDA standards and assessments.
Sheltered English Immersion (SEI)	"Sheltered English immersion'' means an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English.
Transitional Bilingual Education	The goal of Transitional Bilingual Education (TBE) is for ELs to be able to achieve long-term academic success through English-medium instruction in general education classrooms. TBE programs are considered subtractive bilingual programs because instruction in the home language is phased out and the focus of instruction is over time all in English. Although the home language is used for instructional purposes, the transitional nature of the program does not actively support the further development of the students' home language. TBE programs can be initiated at any level, including middle and high school.
Two-Way Immersion (TWI)	A Two Way Immersion (TWI) program is a dual language education model designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and English Learners (ELs) from a single language background. TWI programs are considered additive bilingual programs because all students develop and maintain their home language while adding a second language to their repertoire. They receive the same core curriculum as all students in the state and instruction is provided through two languages throughout the program. From a program design perspective, TWI programs must begin in the early grades

	(PreK–K) and may continue through the secondary level.
Waiver of Requirement for SEI (Waive into TBE)	A waiver, applied for by a parent, that, if granted by authorized administrator, exempts a student from participation in sheltered English immersion for one of the reasons set forth G.L. c. 71, §5, in favor of another ELE program. As of Sept. 1st, 2018, waivers are not required in MA as a result of the signing of the LOOK ACT (Nov. 2017) into law.
WIDA English Language Development (ELD) Standards	An English language proficiency standards framework developed by the WIDA consortium and composed of five standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.
WIDA	A multi-state consortium which aims to advance academic language development and academic achievement of linguistically diverse students through high quality standards, assessments, research, and professional development for educators.

[1] **Richards, J. (2001) Curriculum Development in Language Teaching. Cambridge University Press.**
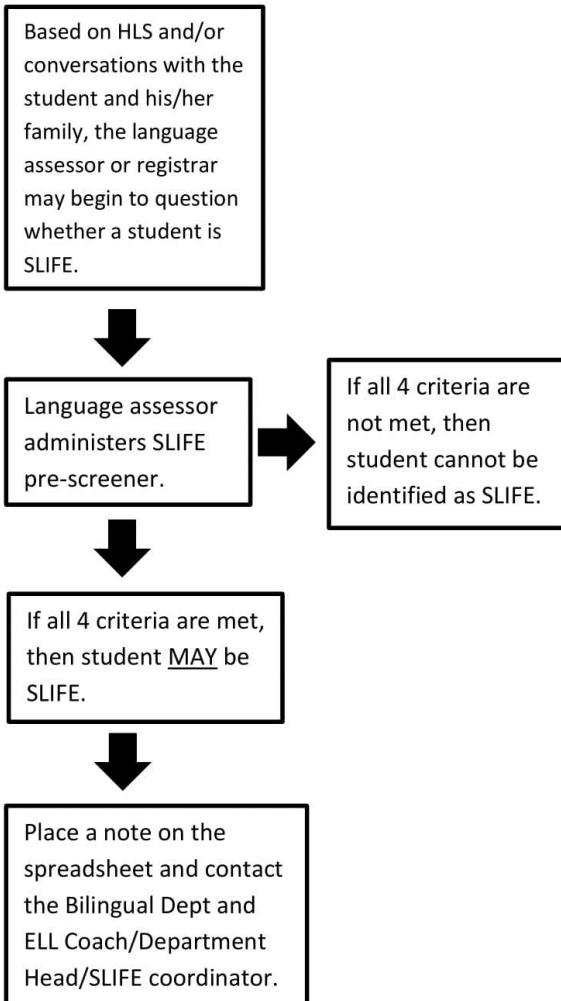
Decision Guide for Language Program Processes
Framingham Public Schools

Students come to PIC to register.

↓

Administer Home Language Survey. → Home language is English. → No language program needed. Place in General Education (GE).

↓

Home language is other than English.

↓

Administer WIDA Screener (English) and native language assessments (Spanish/Portuguese). → Demonstrates English language proficiency. → Student considered non-EL. Place in GE or dual language program.

↓

Student is not proficient in English. (See Handbook for score cutoffs)

↓

Designate student as EL. Place in two-way, TBE, or SEI program as appropriate. → Meet with parents. Review Program Options and school placement. → Parents decide to "opt out" and sign opt out form. → Maintain records of "opted out" students. Ensure language support in General Education.

Parents accept placement, and sign Program Options Form.

↓

Administer ACCESS annually and collect student performance data. → Establish school-based LAT to monitor student placement. → Student meets reclassification criteria (see Handbook). → Reclassify as former EL. Place in General Education and monitor for 4 years.

Student does not meet criteria. → Maintain as EL. Place/maintain in appropriate program.
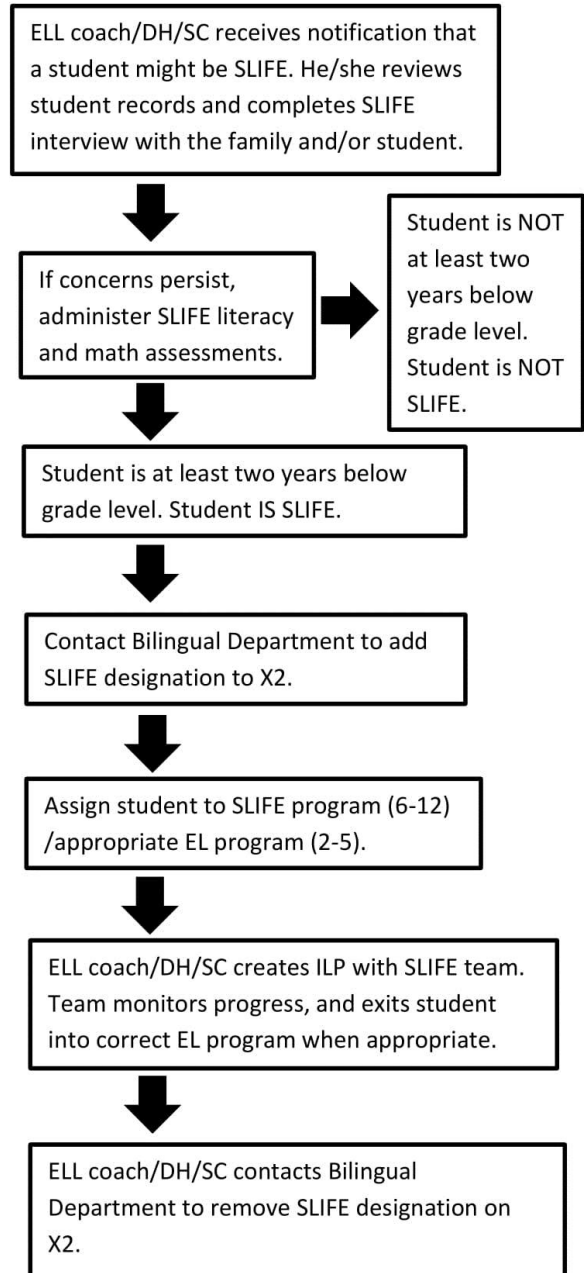
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SLIFE Program Decision Guide
Framingham Public Schools

*Student must meet the criteria for being an EL before SLIFE determination can be made.

At PIC:

Based on HLS and/or conversations with the student and his/her family, the language assessor or registrar may begin to question whether a student is SLIFE.

↓

Language assessor administers SLIFE pre-screener. → If all 4 criteria are not met, then student cannot be identified as SLIFE.

↓

If all 4 criteria are met, then student MAY be SLIFE.

↓

Place a note on the spreadsheet and contact the Bilingual Dept and ELL Coach/Department Head/SLIFE coordinator.

At the school:

ELL coach/DH/SC receives notification that a student might be SLIFE. He/she reviews student records and completes SLIFE interview with the family and/or student.

↓

If concerns persist, administer SLIFE literacy and math assessments. → Student is NOT at least two years below grade level. Student is NOT SLIFE.

↓

Student is at least two years below grade level. Student IS SLIFE.

↓

Contact Bilingual Department to add SLIFE designation to X2.

↓

Assign student to SLIFE program (6-12) /appropriate EL program (2-5).

↓

ELL coach/DH/SC creates ILP with SLIFE team. Team monitors progress, and exits student into correct EL program when appropriate.

↓

ELL coach/DH/SC contacts Bilingual Department to remove SLIFE designation on X2.

Initial Identification and Program Entry Criteria

*D*ESE ELE 3: *Initial Identification* - **"The district uses qualified staff and appropriate procedures and assessments to identify students who are English learners…"**
Authority: Title VI; EEOA; G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; G.L c. 76, § 5; 603 CMR 26.03

<u>INITIAL IDENTIFICATION OF ENGLISH LEARNERS</u>

<u>Registration</u>

The Parent Information and Intake Center, located at the Fuller School, will refer all students whose first language is other than English to the Bilingual Education Department. English Learners (ELs) must be identified at time of enrollment.

<u>Home Language Survey</u>

During the registration process, parents/guardians must fill out a Home Language Survey, as per federal and state (DESE) policy. The Home Language Survey is presented to Framingham parents at the Parent Information Center (PIC), by trained personnel, and is completed by ALL parents at the time of registration and enrollment into the Framingham Public Schools.   It is available in English and the other major languages spoken in the district – specifically, Spanish and Portuguese. An interpreter may be available for other low-incidence languages through the Bilingual Education Department's protocol and policy on translation and interpretation services. The HLS is also online on the district PIC website.   Both PIC (Parent Information Center) and Bilingual Department staff speak English and at least one of the major languages of the district and all are specifically trained to assist parents throughout the enrollment process.   **If a language other than English is used in the home, FPS is required to assess the child in English to determine an initial proficiency level in speaking, listening, reading and writing in English.**

<u>Initial Placement of English Learners</u>

After the home language survey has been completed and the student has been registered and initially identified as a student speaking a language other than English, he/she will be assessed for appropriate placement in an English language learner program. As of August 2013, the W-APT is being used for initial identification to reflect changes in the state level with the adoption of the 2012 WIDA-ELD (English Language Development Standards) for students in grades levels K-12 and the Pre-LAS/Pre-LAS Observational Tool in pre-K for initial identification of students in the BlOCKs Program. The W-APT assists the language assessment team in making programmatic placement decisions for students.**T**he W-APT **(WIDA-ACCESS Placement Test**) is the initial screening tool that is used to measure **the English language proficiency of students who have recently arrived to the US or in a particular district**. At grade K and first semester of grade 1, the W-APT is used as the language assessment tool; the WIDA Screener, both the paper and/or online version is used for second semester of grade 1 until grade 12. These screening tools are used to determine whether a child is eligible for English language instructional services.   Test items are written from indicators of WIDA's five

English Language Proficiency (ELP) standards: **Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies.**

Students who have already been in an ELE program and reclassified in that particular district do not need to be screened again for English language proficiency. Also, any student who transfers in from another WIDA state or a district within Massachusetts and has participated in the annual ACCESS for ELLs test during the last calendar year can be placed according the the results of the language proficiency ACCESS test.

Additionally, students speaking either Spanish or Portuguese, the two largest speaking populations in the district, are assessed in their native language using the LAS-Language Assessment Scales screening tool in Spanish and a locally generated assessment tool in Portuguese. The results of these assessments support teachers and coaches to create and implement educational learning plans for each student in the ELE programs.

Initial Identification Assessments, administered by language assessment specialists

Grade(s)	Assessment Screening Tool	Assessment Screening Tool	
	English	Spanish	Portuguese (local version)
Pre-K -age 3	Pre-LAS-Observational	Observation	Observation
Pre-K-age 4-5	Pre-LAS	Pre-LAS Oral	Local administered Oral Assessment
Kindergarten to Sem. 1 of grade 1	W-APT- Listening-Speaking (pre-literacy during Sem. 2)	Pre-LAS Oral (Pre-literacy if they are 5 yrs or older)	Local assessment Oral (Pre-literacy if they are 5 yrs or older)
1	WIDA Screener Listening-Speaking Reading -Writing	LAS Links L/S, R/W	Local assessment L/S, R/W
2-3	WIDA Screener Listening-Speaking Reading -Writing	LAS Links R/W	Local assessment, RW
4-5	WIDA Screener Listening-Speaking Reading -Writing	LAS Links R/W	Local assessment, RW
6-8	WIDA Screener Listening-Speaking Reading -Writing	LAS Links R/W	Local assessment, RW

9-12	WIDA Screener Listening-Speaking Reading -Writing	LAS Links R/W	Local assessment, RW

<u>Meeting with parents</u>

Language assessment specialists meet with parents and explain the results, either in the native language (Spanish/Portuguese) or in English, and discuss program options and recommendations for placement. The parent advocate and language assessment specialist are able to gather information on the educational background of the students. Parents have the opportunity to ask clarifying questions about each of the programs for ELs offered in the Framingham Public Schools at the various grade levels and also have the option of opting out of any language services if it is their wish. Parents wishing to opt-out of any ELE programs and decline ELD services are required to meet with the Director and/or Assistant Director of Bilingual Education, to review placement information and assessment results.

Parents are given information brochures on our programs in English and in their native language along with contact information. Additional educational history is gathered along with pertinent information on each student. Results of assessment data is recorded on the District Data form, with copies of forms and assessments placed in the student's green/cumulative folder if identified as EL. The original assessments are kept in the Bilingual office student folder if students are identified as ELs and in the students' cumulative folders if they are assigned to the general education program.

Levels of English Language Proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

6 - Reaching	→ specialized or technical language reflective of the content area at grade level → a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level → oral or written communication in English comparable to proficient English peers
5 - Bridging	→ specialized or technical language of the content areas → a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports → oral or written language approaching comparability to that of English proficient peers when presented with grade-level material
4 - Expanding	→ specific and some technical language of the content areas → a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs → oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support
3 - Developing	→ general and some specific language of the content areas → expanded sentences in oral interaction or written paragraphs → oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support
2 - Emerging	→ general language related to the content areas → phrases or short sentences → oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support
1 - Entering	→ pictorial or graphic representation of the language of the content areas → words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support → oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statement with sensory, graphic or interactive support

From WIDA ELD Standards-Framework

ELE Program Recommendations

All preK students identified as EL and needing language supports will be placed in the SEI program at the Juniper Hill BLOCKs PreSchool Program

Table 1: Initial Identification of ELs in preschools

TEST	AGE	DOMAINS ASSESSED	Not EL
Pre-LAS Observational Assessment	Age 3	Oral and Early Literacy	Total score of 3 or 4
Pre-LAS	Age 4-5	Listening; Speaking	Total score higher than 77 (4 years old) Total score higher than 82 (5-6 years old)

Table 2: Initial Identification of ELs in Kindergarten

TEST	Kindergarten	DOMAINS ASSESSED	Not EL
W-APT Kindergarten	First semester	Listening; Speaking	Oral proficiency raw score 29 or higher
W-APT Kindergarten	Second semester	Listening; Speaking; Reading; Writing	Oral proficiency raw score 29 or higher Reading raw score 14 or higher Writing raw score: 17 or higher

K Language Assignments

Language Proficiency	W-APT Score	Portuguese	Spanish	Low-incidence
		Program Models		
LOW	1-10 EL	**TBE SEI *TWP EL	SEI *TWS EL	SEI Beginners with native language support
MID	11-13 EL	SEI *TWP EL	SEI *TWS EL	SEI
HIGH	14-18-EL 19-23-EL 24-28-EL	SEI *TWP EL	SEI *TWS EL	SEI
EXP- not EL	29-30-not EL	General Education	General Education	General Education

NOTE:
*Two-Way Bilingual- choice program and requires commitment letter; program placement based on meeting eligibility criteria. TW Portuguese program is only at grade K and 1 starting in 2018. Grades will be added each additional year.
**TBE- no longer requires a parent request

The following procedures are also in place for students who were previously identified as SEI in a pre-K program:

1. Upon entering kindergarten, all students, whose HLS denotes a language in addition to English, must be re-screened using the WAPT- screener.
2. If screening results exceed the cutoff score of 29 for identification as an EL in K, student will be considered a **NON-EL,** but must be monitored for four full school years from the time of Kindergarten screening. If any student continues to struggle within the monitoring period, and it is determined through the school-based team process that student requires additional language support, student must be reclassified as an EL and appropriate instruction programming must be designed consistent with student's language goals.

Grades 1-12 Assignments

Language Program Models

ELP LEVEL	Portuguese	Spanish	Low-incidence
	Program Models		
1-Entering	*TW EL **TBE	*TW EL **TBE	SEI with native language support when possible
2- Emerging	*TW EL **TBE	*TW EL **TBE	SEI with native language support when possible
3-Developing 4- Expanding	*TW EL SEI	*TW EL SEI	SEI
5- Bridging and literacy level below 4	SEI	*TW EL SEI	SEI
5- Bridging and Literacy level higher than 4	General Education	General Education	General Education
6- Reaching- not EL	General Education	General Education	General Education

NOTE:
*Two-Way Bilingual- choice program and requires commitment letter; program placement based on meeting eligibility criteria. **TW Portuguese program is only at grade K and 1 starting in 2018.** Grades will be added each additional year.
**TBE- no longer requires a parent request

Record Maintenance

The following data is maintained in the Bilingual Education office on the X2 database in the Service field as required by the state laws for students who are identified as ELs, including students whose parents have declined services :

- Bilingual entry and exit dates
- Monitoring entry and exit (4 year span)
- DOE021: LEP Students in their first year in U.S. schools
- DOE024: First (Native) Language
- DOE025: Student is/is not an English Learner
- DOE026: Program Options if ELs (SEI, TWI, TBE, Opt-out)
- DOE028: SEAL of Biliteracy
- DOE041: Student is SLIFE/not SLIFE--entry and exit

The staff in the Bilingual office maintains all data pertinent to the ELs/FELs in Framingham as required by state laws. Bilingual folders containing all pertinent information to students' history in our dept. is kept current on a daily basis. Any changes to students' programs, reclassification, exit from school has to be communicated to our office, via the appropriate paperwork

Placement of New Students from Other Countries

Program placement and school choice may at times be very complicated matters. In a handful of special cases every year parents, teachers and administration come together to consider the best options for individual students who do not present at registration with typical educational backgrounds. These children range in age from K-12 and are in atypical need from interrupted or discontinued formal education to severe trauma and in some instances no education as immigrants from a country that does not provide access to children with special needs.

Framingham has established general frameworks as a district for grade span placement and the Bilingual Education department has created a matrix of information and assessments to be gathered and discussed as a language assessment team within the first 30 days of school. Initial decisions are fluid until there is an opportunity to get to know the student and determine the best long term course of action for his/her educational career in the Framingham Public Schools.

"Grade and Age Equivalent"

Framingham Public Schools

Typical age for grade level enrollment and expected advancement – Not reflective of students with Individualized Education Plans.

Grade	K*	1	2	3	4	5	6	7	8	9	10	11	12
Age	5	6	7	8	9	10	11	12	13	14	15	16	17

* For kindergarten students: student must be 5 years old by August 31 of the enrollment year.

Maximum Age** for enrollment into structured grade levels – Not reflective of students with Individualized Education Plans.

Grade Span	ES grades K-5	MS grade 6-8	HS grades 9-12
Maximum Age	12	15	19

** Maximum age is for enrollment into the highest grade level within the span. Case by case exceptions may be made.

NOTE: **School Year Calendar** in the United States is from September to June. If the student has a different school calendar in his or her country, enrollment in the Framingham Public Schools will be into the last completed grade. Promotion to the next grade level will occur at the end of the US school year.

NOTE: All placement decisions are subject to review and revision at the building level after a 30 day preliminary period, through the school based - assessment team.

Opt-Out –Procedures

DESE ELE 8: Declining Entry / Opt-Out -

District must provide English language support – e.g. district may put child with a SEI Endorsed teacher…offer "English language support"… Authority: Title VI; EEOA; G.L. c. 71, §38Q1/2

At time of the initial identification and registration process, parents of ELs may notify the language assessment specialist of their wish to have their child 'opt-out' of a SEI program, after a recommendation is made to enroll in a language program (SEI, TW and/or TW). All efforts are made to encourage parents to allow their child/ren to participate in a language program for a period of time before they make a final decision to decline any direct ESL services. If parents decide to opt-out at time of registration, the following points are reinforced with parents:

- Obligation of Framingham Public School to provide their child with meaningful access to an educational program of study
- Continuous monitoring of their child's progress in English to ensure that academic and English language needs are being met
- Annual assessment of ACCESS for ELLs
- Parent notification letters as long as child is not yet 'proficient' or reached the 'bridging' level on the English Proficiency continuum.

The Bilingual Education Department actively monitors progress, gathers information throughout the school year, and shares relevant details with parents, staff and administration to best provide all appropriate supports to assure academic success. Any Opt-Out status student is reported as an English Learner in the SIMS data base and is assessed annually with the ACCESS for ELLs standardized test for acquisition of English language proficiency. Progress report to parents is communicated through the regular report card process **_and_** through personalized monitoring, especially if there is concern for the student's academic performance. The Bilingual Education Department continues monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Teachers are informed that opt-out students are assigned to their classroom through the use of an icon in the internal X-2 student database **_and_** are sent a letter from the Bilingual Education Department identifying those students and offering support through

coaching sessions to the teacher in professional development or best practices if desired.

When and if the school-based assessment team determines through monitoring that a student who has "opted-out" is not progressing, "the district must without delay ensure that the student's academic and language needs are being addressed". If the student is not making progress, school support staff/administrators /ELL coach and/or ESL teacher immediately informs the parent and requests a meeting to determine a course of action to assure progress. The meeting and course of action are handled on a case-by-case basis and are tailored to the specific needs of the student.

Program Placement and Design

DESE ELE 5: Program Placement - assigned based on initial assessment and proficiency determination
Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7 The essential purpose of ALL Bilingual Education programs is to assist English language learners in acquiring English as rapidly as possible to provide full access to successfully compete in an English only educational environment.

Recommended guidelines of ESL instruction:

Table 3: Recommended periods of ESL instruction for ELs based on ACCESS for ELLs® results (full-day Kindergarten through grade 12).

ACCESS for ELs Overall (Composite) Score	Recommended Periods of ESL Instruction
Foundational (WIDA Level 1, Level 2 and Level 3)	**At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher**
Transitional (WIDA Level 3, Level 4, Level 5.5)	**At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher**

Please note: By the time a student reaches a proficiency level 5.0 or greater in both reading and writing and Level 6.0 in speaking and listening, he or she should no longer be classified as an EL and will follow the monitoring process for an additional 4 years.

At the K-5 grade levels, ESL instruction is delivered in a pull-out and/or collaborative-push-in model. For pull-out instruction, students are grouped by both grade level and proficiency level. (e.g. WIDA 1-2 K, WIDA 2-3 grade 1, etc.) In some cases, grouping may be with students from different grade levels, but within specified bands (e.g. WIDA 2-3 K-1, WIDA 3- 2-3, or WIDA 2- 4-5) and such grouping is always specific to English proficiency level.

The district recommends this linked schedule for ESL service at K-5.

District Language Programs

Once students' initial assessment data is reviewed and shared with parents, the following language program options are in place for students identified as English Learners:

1. **SEI – (Sheltered English Instruction)** – Involves 2 prongs:

    A**. SCI** – Sheltered content classes taught by qualified and SEI trained teachers

 **SEI Endorsement by July 2016* Sheltered content classes are taught in English by licensed teachers who are certified in the grade level or the discrete content area taught.

AND

    B**. ESL** – Direct, specific instruction in language acquisition = English Language Development (ELD) or English as a Second Language (ESL) by a Certified ESL teacher [see DESE ELE 14] **–**

    ESL/ELD Curriculum must be aligned to the WIDA-ELD standards [see DESE ELE 5]

**Core academic teachers must possess an ESL license or hold the SEI Endorsement to be qualified as teachers of ELs (for more information, see Appendix). This applies throughout levels 1 through 5.

Two-Way Bilingual Education

In addition to Sheltered English Immersion (SEI), EL students may be eligible to participate in Framingham's Two-Way Bilingual Education program.

Two-Way Bilingual Education is a model in which students develop language proficiency in two languages by receiving instruction in English and a partner language (Spanish or Portuguese) in a classroom that is comprised of approximately half native English speakers and half native partner language speakers. Content curricula are taught in both the partner language and English to the integrated group of students.

School	BARBIERI		BROPHY		POTTER ROAD	
Grade	Instruction in Spanish	Instruction in English	Instruction in Spanish	Instruction in English	Instruction in Portuguese	Instruction in English
K	80%	20%	80%	20%	80%	20%
1	80%	20%	70%	30%	70%	30%
2	70%	30%	60%	40%	60%	40%
3	50%	50%	50%	50%	50%	50%
4	50%	50%	50%	50%	50%	50%
5	50%	50%	50%	50%	50%	50%

The Two-Way Spanish (Barbieri) program continues at Walsh Middle School where students study Spanish language arts and social studies in Spanish and all other content areas in English. At Framingham High School,

Two-Way students continue developing Spanish proficiency through advanced courses in Spanish language and literature.

Transitional Bilingual Education (TBE)
TBE relies on a transfer of academic skills, gradual and persistent, from the student's native language into English. Instruction in the native language allows students to master content curricula at the same rate as their English dominant peers while they build sufficient skills in English to transition into learning in an English-only environment. In Framingham, TBE programs are available for students whose native language is Spanish or Portuguese. Academic content is taught in Spanish or in Portuguese by certified TBE teachers for the appropriate grade level or content area and English language instruction is provided by certified ESL teachers.

Opt-out
Both federal and state law allow parents of EL students to elect to notify the district that they wish to have their child opt-out of all of the EL programs or services described above.   Once a child has been initially identified, as required, regardless of EL status of the student, a parent may choose to place the child in a general education classroom that is not specifically designed for English language acquisition. The child will continue to be monitored by the Bilingual Education Office and will continue to be reported as EL to the Massachusetts Department of Elementary and Secondary Education until the child meets the exit criterion described below.

DREAM - SLIFE
The Differentiated Rigorous English & Academic Achievement Modules Program (DREAM) is for Students with Limited or Interrupted Formal Education (SLIFE). "SLIFE students are English learners who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances" (DeCapua & Marshall, 2010). Literacy and numeracy skills are reinforced by trained teachers while students learn English and progress to grade-level content. Once students have met reclassification criteria, they then transition into the TBE or SEI program that best meets their needs. Please refer to the FPS SLIFE Guidance Document for more specifics.

Reclassification Guidelines

ELE 6 Program Exit and Readiness Authority: Title VI; EEOA; G.L. c. 71A, § 4

Under state and federal law, English language learners must be taught the same academic standards and be provided the same opportunities to master such standards as other students (G.L. c. 71A § 7; Equal Educational Opportunities Act, 20 USC § 1703(f); Title III of NCLB § 3102). The law also requires that instruction provided to ELLs is meaningful and appropriate for their individual English language proficiency level. **(Transitional Guidance on Identification, Placement, and Reclassification of English Language Learners. August, 2016)**

The following steps are recommended for evaluating the educational needs of ELLs and making placement and reclassification decisions to ensure they are provided with equal educational opportunities. "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 (particularly at the secondary level) can limit educational opportunities, lower teacher expectations, and demoralize students (see Linquanti, 2001; Callahan, 2009; Robinson, 2011).(DESE Guidance 2016)"

Framingham Public Schools will re-designate a student from EL to FEL (Former English Learner) when the student is deemed English proficient and can participate meaningfully in all aspects of the general education program without the use of adapted or simplified English materials. Once FEL status is determined the child's name is added to the monitoring list for immediate follow-up and parental notification is made.

Exit from EL Status
Framingham Public Schools will re-designate a student from EL to former English learner (FEL) when the student is deemed English proficient and can participate meaningfully in all aspects of the general education program without the use of adapted or simplified English materials. Deciding whether an EL student can participate in English only classes without support is determined by multiple measures, <u>including but not limited to the following</u>:

1. ACCESS results (Assessing Comprehension and Communication in English State-to-State). Score of 4.2+ overall AND 3.9+ literacy.
2. Classroom grades and local assessments –
    a.   academic performance at grade level in the content areas of instruction
    b.   results of local grade appropriate standardized assessments e.g. DRA, MAP
3. MCAS score in ELA – a state standardized achievement test in English language arts. Score of EE/ME.
4. Teacher observation – professional observation and input from the classroom teacher relating to academic performance and readiness to master content in English.
5. Framingham Public School's criteria for grade advancement – as established by the local School Committee.

Table 4: Transitional language classification recommendations based on ACCESS for ELLs® results (except EL students in Kindergarten). (DESE Guidance, August 2017)

ACCESS for ELLs® Overall (or Composite) Score	Language Classification Recommendations
Level 1 – *Entering* Level 2 – *Emerging* Level 3 – *Developing*	Students performing at Levels 1–3 in all or some language domains as measured by the ACCESS for ELLs® require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.
Level 4 – *Expanding*	Students performing at Level 4 in all or some language domains as measured by the ACCESS for ELLs® typically require continued language and instructional support to access content area instruction delivered in English. Student at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.
Level 5 – *Bridging*	Students performing at Level 5 in all language domains as measured by ACCESS for ELLs® may have acquired enough English language skills to be considered English proficient. These students who demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on *Other Relevant Data* (described below) should no longer be classified as ELs. Complex and varied language demands on ELs in late elementary, middle, and high school may necessitate the decision to maintain the EL classification of a student who scores at or above level 5 in all language domains. Should the student remain in the program, s/he must still be provided services appropriate for his/her English proficiency in each domain.
Level 6 – *Reaching*	By the time a student reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening, he or she should no longer be classified as EL. Students who achieve these levels of proficiency as measured by the ACCESS for ELLs® can reasonably be considered to have achieved English language proficiency comparable to that of their English- proficient peers and can be expected to perform ordinary class work in English without specialized language supports.

Deciding whether an EL can participate in general education classes is determined by multiple measures.

Type of Assessment	Composite /Overall Proficiency Level	Literacy (Reading and Writing) Proficiency Level	Proficiency Level
ACCESS for ELLs 2.0	**4.2+ overall**	**3.9+ literacy**	
MCAS ELA grades 3-8			Level 3-Approached Expectations
MCAS MATH-grades 3-8			Level 3-Approached Expectations
MCAS ELA-grade 10			NI or above
MCAS Math-grade 10			NI or above
MCAS Science grades 3-11			NI or above

Additional Criteria to be considered:

School-based teams must review ACCESS results and 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 language acquisition programs. They should evaluate and consider a range of other evidence of the student's performance, including a review of:

- Student's scores on locally-administered reading and other academic assessments as appropriate to grade and levels. (BAS, MAP etc.), writing samples, all should indicate that students are reading and writing on grade level or above.
- Observations, recommendations and feedback given by the student's classroom teachers indicating that the student is able to access grade level content without additional support from the ESL teacher must considered.
- Student must demonstrate that he/she is able to perform ordinary classwork in English. As student should have a minimum overall average of C (70%) in Math, Science, English and Social Studies on his/her most recent report card for middle and high school students and "Meeting or Exceeding" in all core content subjects at the elementary level.
- Parental observations and consultation (ie. parent conference or meeting invite)
- New WIDA Performance Definitions which describe the criteria used to define performance at each WIDA proficiency level, and the CAN DO Descriptors, which provide examples of realistic expectations of ELLs for each of the four language domains and five levels of English language proficiency, student performance on other MCAS content area tests.

Additionally, student must meet 1 of the 2 criteria below:
_____1. Student has demonstrated that he/she can function without support in his/her academic classes.

_____2. Student has demonstrated she he/she is reading and writing at or above grade level and can successfully access all other grade level content.

Academics and Extracurricular Activities

Authority: Title VI; EEOA; G.L. c. 71, § 38Q1/2; 603 CMR 28.03(3)(a); c. 71A, § 7; c. 76, § 5; 603 CMR 26.03; 603 CMR 26.07(8)

DESE ELE 11: Equitable Access - Academic Programs and Services:

Requires a process for translation or means of communication of information in notices in a language understandable to child/parent.

The involvement of families in the education of their children is critical to academic success. Communication with families is key to helping them get involved in the education process. Therefore, the Framingham Public Schools must provide accurate and timely translations to families whose first language is not English. In response to this need, a system was created to improve the timeliness and accuracy of translations sent out through the schools. More information on the district's Translations and Interpreters' Protocol can be found at http://www.framingham.k12.ma.us/bilingual_translations.cfm

Framingham Public School adheres to these general practices in assuring access to academic programs:
- Guidance counseling available in the student's native language
- Access to programs for gifted and talented: Gifted and Talented (SAGE) program
- Not segregated except where programmatically necessary (e.g. ESL/TBE class)
- Integrated for all special classes (K-8)
- Same academic standards and curriculum – Earn credit at same quality rate (Honors/CPI) (high school)
- Access to AP and Vocational/Technical Ed. courses (high school)

DESE ELE 12: Non-academic: also requires a process for translation or means of communication of information in notices in a language understandable to child/parent.

- Support to access extra-curricular activities
- Sports teams, school sponsored dances, proms, school based *clubs*;
- 21st Century, mentoring programs, and BEST programs

ELs are not exempted from participating in any non-academic activities and may participate as needed or interested.

Annual Assessments

Authority: NCLB, Title I and Title III; G.L. c. 71A, § 7; 603 CMR 14.02 Authority: NCLB, Title I, Title VI; G.L. c. 69, § 1I; c. 71A, § 7

DESE ELE 1 and ELE 2: Annual Assessments - District must <u>assess progress annually</u> for all students identified as English Learners in SIMS data. The district annually assesses the English proficiency of all ELs. The **ACCESS for ELLs** 2.0 is administered to ELLs annually in grades K-12 by ACCESS for ELLs certified staff.

Framingham annually assesses the English proficiency of all ELL students, in grades K-12 with the ACCESS for ELLs 2.0 standardized exam. ELs, including opt-out students, must be assessed annually using the **ACCESS forELLs** test until such time as their assessments and other relevant data indicate English language proficiency. The ACCESS for ELLs test is administered by staff members who have participated in training and who have passed a certification test in the relevant subtests of the assessment at www. wida.us . More information is found on the DESE website. http://www.doe.mass.edu/mcas/access/.   More information on the summative ACCESS 2.0 is found on the www.wida.us site. https://www.wida.us/assessment/ACCESS20.aspx#about

(dates will be added once finalized by DESE)

2019 ACCESS for ELLs Test Important Dates (including the Alternate ACCESS for ELLs)	Start Date	End Date
Test Materials Ordering Available in AMS (LEAs)		
WIDA AMS Test Setup Available		
Districts Receive Test Materials (On)		
Test Window		
Additional Test Material Window in AMS		
Deadline for Shipping Completed Test Material to DRC		

MCAS Administration

Authority: NCLB, Title I, Title VI; G.L. c. 69, § 1I; c. 71A, § 7

ELs participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exams as required and in accordance with Department guidelines. Schedule for 2018-2019 MA MCAS assessments.

Federal guidelines allow ELs the option in their first year of enrollment in U.S. public schools of taking the MCAS English Language Arts test. <u>All</u> ELs are to participate in the MCAS Mathematics and Science and Technology/Engineering tests scheduled for their grades. Any student who *currently is* or *has been* an EL may have access to an approved bilingual dictionary on MCAS tests. Bilingual dictionaries and glossaries permitted for this purpose are limited to those that provide word-to-word translations (but not definitions). For more information about ELL participation requirements and MCAS accommodations available for ELLs, see http://www.doe.mass.edu/mcas/accessibility/

MCAS Accommodations for English Learners

English learners may be provided any of the following accommodations when the need has been determined by educators familiar with the student, and with the approval of the principal (or designee). For additional information on the next generation of MCAS, please visit: http://www.doe.mass.edu/

Table 7. MCAS Accommodations for Students Who Are English Learners (ELs)

Accommodations for English Learners http://www.doe.mass.edu/
Extended time (up to the end of a school day) to complete a test session.
General Administration Directions **Clarified and/or Read Aloud** in Student's Native Language, if native language speaker is available
Scribe or Speech-to-Text (i.e., Responses dictated in English only) for MCAS Mathematics assessments
Approved **Bilingual Word-to-Word Dictionary** (i.e., English/Native Language). List is available at www.doe.mass.edu/mcas/testadmin/lep_bilingual_dictionary.pdf.
Paper-based edition of MCAS assessments, if an English learner recently entered the school with little or no prior experience or familiarity with technology.

Test scores of all mandated assessments must be placed in student records

Overview of DESE Testing Requirements for English Learners (ELs)

A. Definition of an EL Student

An EL student is defined by the Massachusetts Department of Elementary and Secondary Education as "a student whose first language is a language other than English and who is unable to perform ordinary classroom work in English."

When a student meets the criteria, he or she is considered an English language learner regardless of whether the student's parent or guardian has declined a program of language support or services. ELL students are required to participate in statewide tests according to the guidelines provided in this document.

When reporting enrollment information to the Student Information Management System (SIMS), districts must report a student's limited English proficiency (LEP) status and remove the LEP designation when a student is no longer identified as an ELL. Enrollment information is reported to SIMS throughout the year.

B. Assigning Testing Spaces for EL Students

The principal or designee is responsible for assigning appropriate testing spaces for students. Generally, this means testing students in their regular classrooms. However, the principal has the authority to schedule EL students in appropriate groups and in testing spaces other than classrooms, as long as all requirements for testing conditions are met as set forth in the Principal's Administration Manuals for MCAS and ACCESS for ELs.

High School English/Spanish Tests

Grade 10 Spanish-speaking ELL students who have been enrolled in U.S. schools for fewer than three years may choose to take the English/Spanish edition of the grade 10 Mathematics test if they can read and write in Spanish at or near grade level. English/Spanish editions of the Mathematics test are available for the grade 10 Mathematics test and high school Mathematics retests only. Students who are eligible for an English/Spanish MCAS test take the test during the same time period in which the English edition of the test is administered. The designated test administrator must be fluent in both English and Spanish.

Foreign Exchange Students

Foreign exchange students who are coded as #11 under "Reason for Enrollment" in SIMS are not required to participate in MCAS tests.

B. MCAS Participation Requirements for EL Students with Disabilities

EL students with disabilities must participate in MCAS by taking either MCAS test(s) with or without accommodations OR MCAS Alternate Assessment (MCAS-Alt).

The EL 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 plan. Additional information is available in the Requirements for the Participation of Students with Disabilities in

MCAS (August 2018 Update), which is posted on the Department's website at
www.doe.mass.edu/mcas/participation/sped.doc.

C. Use of Bilingual Word-to-Word Dictionaries and Glossaries by ELL Students on MCAS Tests

Any EL student, including students who have been identified as an ever EL in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS tests: **ELA**—authorized word-word to word dictionary (if available) **Mathematics**—authorized word-to-word dictionary and glossary (if available)

Science and Technology/Engineering (MCAS)—authorized word-to-word dictionary and glossary (if available)

Dictionary use for MCAS tests is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are strictly prohibited. Electronic dictionaries are not allowed.

Note: The use of bilingual word-to-word dictionaries and glossaries is prohibited on all ACCESS tests.

A list of authorized bilingual dictionaries and glossaries, updated in 2017, is available on the Department's website at www.doe.mass.edu/mcas/participation/?section=ell. To discuss the approval of a word-to-word dictionary not included in the list, please call 781-338-3625.

D. Reporting MCAS Results for EL Students

Results for EL students are reported with those of other students, and separately in the EL, Formerly EL and Ever EL subgroups. The one exception is the reporting of results for first-year EL students.

 E. High School Competency Determination (CD)

All Massachusetts students, including English learners, are required to meet the CD standard in English language arts (ELA), mathematics, and science and technology/engineering (STE).

To earn a CD, students must either earn a scaled score of at least 240 on both the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 240 on one of the high school STE tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering. In addition to passing MCAS tests, students must meet all local graduation requirements.

Students eligible to take the English/Spanish edition of the MCAS grade 10 Mathematics test may meet the CD requirement in Mathematics through this test but must also pass ELA and STE tests in English. Since the CD requirement may present a challenge for ELL students who have recently enrolled in a U.S. school, some ELL students may need to continue their education beyond grade 12 in order to attain the requisite knowledge and skills in ELA, mathematics, and STE. After grade 12, students who still need to pass one or more of the required MCAS tests may take the MCAS retest(s) at the school in which they were last enrolled. Some students may also be eligible for an MCAS performance appeal.

Parent Communication

Authority: NCLB, Title III, Part C, Sec. 3302(a), (c); G.L. c. 71A, § 7; 603 CMR 14.02
DESE ELE 10: Parent Notification - Sent upon initial placement and annually thereafter until child is designated FEL for 4 years without reversion to an ELE program for services or support.

Framingham Public Schools is a Title III (more than 100 ELL students) district and as such, it MUST inform parent(s) of:

(a) the reasons for identifying child as limited English proficient (e.g. assessment scores);

(b) the child's English proficiency level;

(c) program placement: describe program and method of instruction;

(d) how the program will meet the educational strengths and needs of the student;

(e) how the program will specifically help the child learn English;

(f) the specific exit requirements;

(g) the parent's right to apply for a waiver [see DESE ELE 4]; and

(g) the parent's right to decline entry / opt-out [see DESE ELE 8]

Any such notice MUST be in a language understandable to the parent and a copy is placed in the student record folder (see DESE ELE 18)

- o   Available/Translated into the major languages of the district
- o   A system for oral interpretation for low-incidence languages

NOTE: Guidance says: information should be sent with the notice as to where to call for oral interpretation.

For Title III districts notice must be sent no later than 30 days after the beginning of the school year

Report Cards and Progress Reports:

are to be sent in the same manner and with the same frequency as general education reporting.

are to "the maximum extent possible, written in a language understandable to the parent."

Translation and Interpreting Services:

Framingham Public Schools provides accurate and timely translations to families whose first language is not English. The district wide translations' office is in place to provide translations/interpreting services exclusively for parents to facilitate communication and involvement. Written translations are done only from English into Spanish and Portuguese.

The Translation Office's mission is to provide effective translation and interpreting services to families whose primary language is not English in order to ensure access to all aspects of their children's education.

The Translation Office coordinates:

1. Interpreting services for all available languages, including American Sign Language (ASL)
2. Written translation services for the district's two major languages: Portuguese and Spanish
3. Oral translations of documents for other languages

FPS Translation Office Family Brochure

Parent Involvement

Authority: Title VI; EEOA

DESE ELE 7: Parent Involvement - The district develops ways to include parents or guardians of EL students in matters pertaining to their children's education. –

Parent involvement may be through the development of a parent advisory council on English language education, through membership on a school-based council, or through other means determined by the district. Framingham provides multiple opportunities and a variety of methods for parent-teacher communication.

Framingham--overview of general parent outreach and involvement:

Report Cards are translated – A committee of teachers created the new ELD K-5 report card, aligned to the new WIDA ELD standards. The report card is translated and has been uploaded in X-2.

The new **Common-Core standards based report card** for all students in K-5 has also been translated and uploaded in X-2.

Criteria indicators for grading for both report cards are in the plans of being translated and eventually uploaded in X-2.

Invitations to Parents' Night – Always translated and distributed in English, Spanish and Portuguese.

Interpreters are available – There is a clearly established protocol to schedule an interpreter for individual or building meetings. For B-PAC meetings interpreters are made available through the Bilingual Office. Through Special Education the process is different and interested parties should contact that office for interpreters for TEAM meetings or evaluation reports.

The district has a means to call the home – **Connect Ed messages** routinely are translated.

Parents help evaluate programs – With the new B-PAC parent input is solicited and suggestions and recommendations from parents are all given consideration both at the building level and the central/district-wide level. A **Bilingual PAC advisory committee** and Bilingual Outreach Coordinator is in place for the 2018-2019 school year that works with the Bilingual Education office and B-PAC to collaborate on planning parent outreach for all parents of ELs in the Bilingual Education Programs.

Monitoring Process

DESE ELE 13: Follow-up Support / FEL Monitoring
Authority: Title VI; EEOA; NCLB, Title III

District must <u>actively monitor</u> students after being reclassified as FELs for <u>4 years</u>. FEL monitoring forms required to be in student record **[ELE 18]** District must provide <u>language support services if needed</u>.

All students reclassified as FELs are monitored for four (4) years. Each student is added to a monitoring list and are identified through the district database (X2) to assure staff/teachers/administrators have up-to-date information. Monitoring forms for input from relevant and appropriate staff are distributed twice annually or as needed for follow up. Forms are completed by appropriate staff and submitted to the Bilingual office for review. If there is an indication that additional intervention or more frequent follow-up communication is needed, then the monitoring will occur more frequently pursuant to such requests. An educational learning plan is completed and assigned to an ELL coach who will follow up with the teacher/school administration/guidance staff etc. A copy of the learning plan is kept in the student's cumulative folder if K-5 or with the guidance counselor if 6-12. Copies of the monitoring form are placed in the students' folders.

Student Records and Program Evaluation

DESE ELE 18: Student Records
Authority: Title VI; EEOA; G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04

Upon initial identification of LEP/ELL status, a **green** folder is generated in the Bilingual office that is inserted in the student's cumulative folder sent to the school:

Framingham Bilingual Education records in cumulative green student folder include:

1. **Home Language survey**
2. **Initial placement notice**
3. **Copy of Initial assessment of proficiency level**
4. **Annual notice to parent on progress, placement, proficiency**
5. **Student record copies of ACCESS for ELLs and MCAS**
6. **Report cards and progress reports on ESL**
7. **ISSPs (Individual student success plans) 220 or below/NI on MCAS**
8. **Follow up monitoring form for Opt-out /or FEL**
9. **Waiver form if in TBE**

10. **Commitment Letter, if Two-Way**
11. **Opt-out form if declined services**
12. **Information of previous school experiences**
13. **SLIFE Pre-Screener**

Program Evaluation

DESE ELE 17: Program Evaluation

Authority: Title VI; EEOA

Framingham conducts periodic evaluations of the effectiveness of its ELE program in developing students' English language skills, through systematic, explicit, and sustained development of ESL and increasing their ability to participate meaningfully in the general educational program.

Framingham ELE programs also comply with federal and state laws and regulations. Through MADESE Compliance and Monitoring process, the *three-prong test* established by the United States Court of Appeals for the Fifth Circuit in *Castañeda v. Pickard*[1] ([Appendix K & L](#)), which the U.S. Department of Justice and the U.S. Department of Education's Office for Civil Rights also use to determine ELE program compliance under the federal EEOA and Title VI laws respectively[2] is implemented in Framingham's program's evaluation. *The Castañeda test* sets forth the following analytical framework that districts are expected to consider in developing, implementing, and evaluating their EL program and activities:

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

Framingham also evaluates its Bilingual language programs through student performance and progress in English language development and academic progress that is consistent with the MAs targets that show ELs' progress in three areas:

- **ELs' growth in acquiring English:** Student Growth Percentiles for ACCESS (SGPAs) are calculated for each EL who took ACCESS for ELLs® for two successive years and were compared with the growth-to-proficiency target for students at that proficiency level who had attended a Massachusetts school for one through five (or more) years.

- **The number of ELs in the district who attained English proficiency:** District attainment targets are based on the statewide percentage of students who attained a score of Level 5 on ACCESS, based on the number of years in a Massachusetts school. Districts must have also met a 95% participation rate on ACCESS for ELLs® in order to meet this target number.

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[1] 464 F2d 989 (5th Cir. 1981)

[2] See *Dear Colleague Letter* (footnote 1).

- **Academic achievement of ELs and former ELs as compared to their never-EL peers or Cumulative PPI**: The PPI incorporates MCAS scores in English Language Arts (ELA), Mathematics, and Science and Technology/Engineering (STE); growth in ELA and Math; graduation rates; and dropout rates, calculated over the past four years. Cumulative PPI is weighted to give greater emphasis to the results of more recent years.

(DESE Guidance, August 2017)

Framingham– general overview of Bilingual Education Program Evaluation

The Bilingual Education Program office evaluates its programs on a regular and on-going basis through the engagement of teachers in collaborative PLCs, regular meetings with building administration and central office administration, and input from the Bilingual PAC. Programs are also evaluated through constant review, analysis and dissemination of assessment results (ACCESS for ELLs, MCAS, DRA, MAP and other local assessments) as well as other relevant data (attendance, mobility and graduation rates, incidence of identification for special education services, etc.). In addition, meetings, discussion and collaboration between and among other central administrators in curriculum, student support, Special Education, and business operations, and school plant management, all contribute to continual program review and evaluation. Changes to best address the needs of our ELL population are made mindfully as soon as identified by a group or individual. The pages of this handbook are updated to reflect the latest program policies and procedures. A general program evaluation is completed annually and a status report presentation is provided to the Office of Educational Operations, Townwide Parent groups and Framingham's school committee each year.
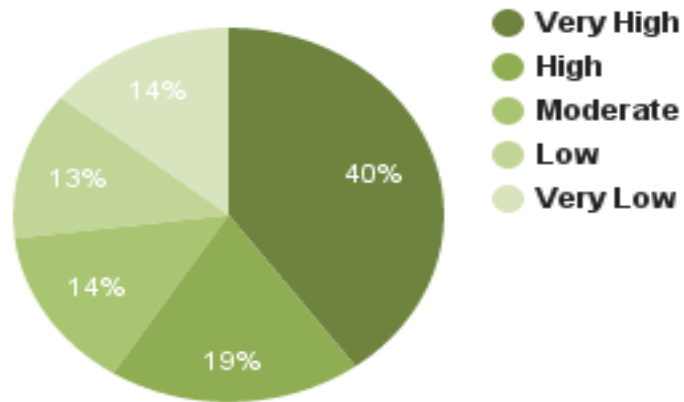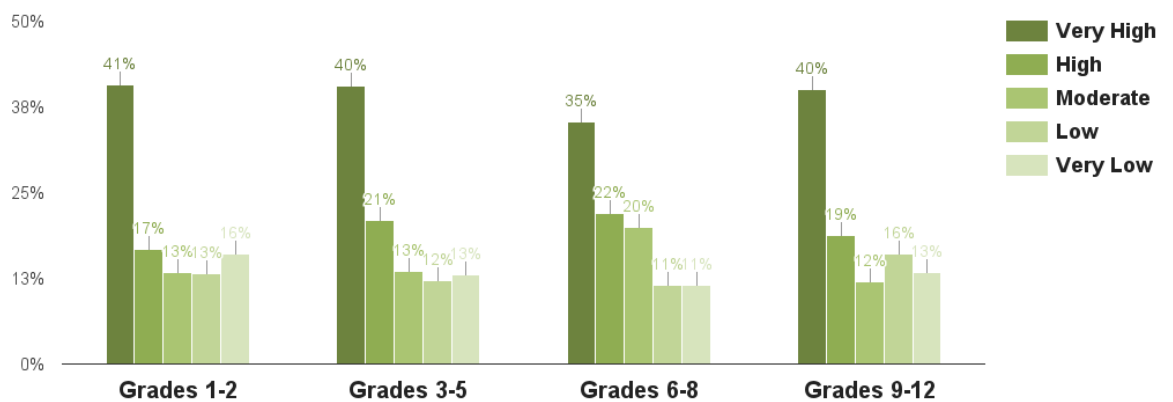
District Target and District Performance
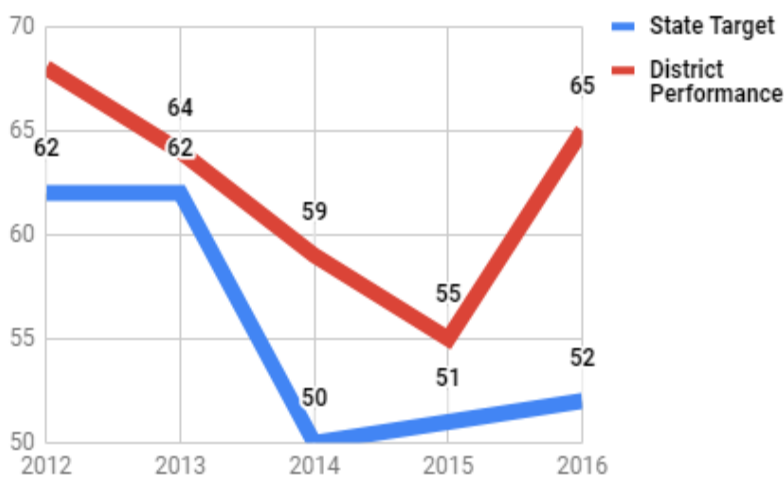
Data is not available for 2017 and 2018 as DESE is revising English Language Proficiency benchmarks, as a result of the LOOK ACT of 2017.

ACCESS 2016 SGPA

FPS English Learners

Very High — 40%
High — 19%
Moderate — 14%
Low — 13%
Very Low — 14%

ACCESS 2016 SGP by Grade Clusters

	Grades 1-2	Grades 3-5	Grades 6-8	Grades 9-12
Very High	41%	40%	35%	40%
High	17%	21%	22%	19%
Moderate	13%	13%	20%	12%
Low	13%	12%	11%	16%
Very Low	16%	13%	11%	13%

Program Professional Educator Licensure

DESE ELE 14: Licensure Requirements

Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(qq); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3)

As per MA law, teachers working in the Framingham Public School district who teach ELs will have:

Early Childhood and Elementary Levels:

- **ESL, ELL** license or approved waiver at the preK-8 or preK-9 level for ESL instruction (instruction focused primarily on learning English rather than subject matter content). For instruction in a particular content area, a teacher licensed in that subject area should be used in conjunction with the ESL teacher, or the ESL teacher may take the appropriate MTEL test(s) and attain the needed educator license for the content area to be taught; or
- **TBE license** or approved waiver in any language and in Early Childhood or Elementary license, as appropriate for grade served, and documentation maintained at the local level of timely participation in SEI cohort training to earn the SEI Teacher endorsement; or
- **Early Childhood or Elementary license** or an approved waiver, as appropriate for the grade served, and documentation of timely participation in **SEI cohort training to earn the SEI Teacher endorsement.**

Middle and Secondary Levels:

- ESL, ELL license or approved waiver at the preK-8, preK-9, or 5-12 level, for ESL instruction (instruction focused primarily on learning English rather than subject matter content). For instruction in a particular content area, a teacher licensed in that subject area should provide instruction in conjunction with the ESL teacher, or the ESL teacher may take the appropriate MTEL test(s) and attain the needed educator license for the content area to be taught; or
- **TBE license** or approved waiver in any language and subject matter license, and documentation maintained at the local level of timely participation in **SEI cohort training to earn the SEI Teacher endorsement.** The language of the TBE license need not be the primary language of the students; or
- **Subject matter license** or approved waiver and documentation maintained at the local level of timely participation in **SEI cohort training to earn the SEI Teacher endorsement**

Professional Development

DESE ELE 15: Professional Development Requirement
Authority: NCLB, Title III

The state's top priority in K-12 education is to improve outcomes for all students and ensure that all public high school students graduate college and career ready. ELLs are the state's fastest growing group of students, and, as a group, experiences the largest proficiency gap when compared to their native English speaking peers. In order to strengthen instruction and better support the academic achievement of ELLs, the state Board of Elementary and Secondary adopted new regulations in June 2012. These new regulations, which include a requirement that all incumbent core academic teachers of ELLs earn a Sheltered English Immersion (SEI) Teacher Endorsement by July 1, 2016, are at the centerpiece of the Department's Rethinking Equity and Teaching for English Language Learners (RETELL) initiative to transform the teaching and learning of ELLs across the Commonwealth.

Overarching goals of SEI Endorsement courses:

1. To help teachers effectively carry out their responsibility for the teaching and learning of ELLs as well as to understand the social and cultural issues that contribute to and impact the schooling of ELLs.

2. To expand teachers' knowledge of how language functions within academic content teaching and learning, and how children and adolescents acquire English as a second language.

3. To provide teachers practical research-based protocols, methods, and strategies to integrate subject area content, language, and literacy development-per the expectations of the Massachusetts English Language *Development World Class Instructional Design and Assessment (WIDA)* standards-and thus to support ELL students' success with the 2011 *Massachusetts Curriculum Frameworks for English Language Arts and Literacy and Mathematics* and other Massachusetts content standards.
    http://www.doe.mass.edu/retell/

As a TITLE III district, high-quality professional development to classroom teachers (including no-core teachers), principals, administrators, and other school or community-based organizational personnel, must be:

(A) designed to improve the instruction and assessment of limited English proficient children;
(B) designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;
(C) based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the   subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and
(D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

Extending the Learning: The courses below are some of the offerings by DESE to support teachers in the field and available to all FPS educators:

- **EEC104**: Data-Driven Instruction for English Language Learners (ELLs)
- **EEC105**: Teaching Academic Language to Improve Content Area Instruction for English Language Learners (ELLs) in the Elementary Grades
- **EEC106**: Teaching Academic Language to Improve Content Area Instruction for ELLs (For Middle/High School Math and Science Teachers)
- **EEC107**: Teaching Academic Language to Improve Content Area Instruction for ELLs (for Middle/High School Humanities and Literacy/ELA Teachers)
- **EEC108**: Understanding academic language to improve content area instruction for ELLs (differentiated by content area)
- **EEC109**: Academic Conversations in Classrooms with English Language Learners
- **EEC110**: Academic English for English Learners in Math and Science
- **EEC111**: Engaging Culturally and Linguistically Diverse Students & Families in Secondary Schools
- **EEC112**: Promoting Language Development and Content Area Learning for Specific ELL Subgroups
- **EEC113**: Using Technology to Support ELLs in SEI and ESL/ELD Classrooms
- **EEC115**: Collaborating through Coaching: Six Standards of Effective Pedagogy in SEI Literacy and Mathematics Instruction
- **EEC116**: Differentiation & Academic Language
- **EEC117**: Analyzing ELL Data for Content and Language Development (for all Educators)
- **EEC118**: Evaluation and Leadership for ELL Equity (for Leaders/Administrators)
- **EEC119**: Strong Home-School Connection for ELLs (for all Educators)
- **EEC120**: ELL Teacher Leadership and Collaboration Strategies (for ELL and Content Teacher Teams)
- **EEC121**: Engaging Culturally and Linguistically Diverse Students and Families in Elementary Schools
- **EEC122**: Introduction to English Language Development Standards in Massachusetts
- **EEC123**: Early English Language Development (E-ELD) for PK-K Teachers
- **EEC124**: Planning for Cultural and Linguistic Variability with Universal Design for Learning - A Facilitated Self-paced Course

Framingham Public Schools maintains an active professional development plan with multiple and varied opportunities for all staff all year long. Professional development opportunities for staff, in addition to SEI courses, accessed through the Framingham Professional Development and CANVAS site, include:

- WIDA 101 training—in and out of district
- ESL curriculum revision, development and alignment to current standards for K-5; 6-8; 9-12
- Academic Conversations courses
- ACCESS for ELL certification and re-certification
- ESL MTEL study group and online course
- Teaching Diverse Learners
- SEI Endorsement Courses (Teachers and Administrators)
- Bringing Race, Culture, Language and Identify to the Forefront
- Servicing ELs with or without disabilities
- Cheryl Urow and the Bridge
- Vertical alignment of TWI units at K-5

EL Referral Process

Framingham Public School follows a consistent protocol for referring students to the Special Education Department. This includes English Learners. A few years ago, a multi-disciplinary team came together on a volunteer basis after school to focus on developing in-depth profiles of a typically developing ELL student, an ELL student who clearly had a disability, and an ambiguous student. The result of this project was the Red Flag Discussion Guide. The Guide helps to ensure multiple key sources of information are reviewed and considered when staff is working to support struggling ELL students. When multiple indicators are positive on Red Flag Discussion Guide, it is likely that the student needs close monitoring, specialized intervention, and/or evaluation. The Red Flag guides teachers to conduct more individualized interventions prior to SPED identification. The Red Flag guide is now known as the EL Action Guide, interventions for students at grades K-5 and 6-12.

Appendix A Program Forms

The following section contains the Bilingual Education's program forms from initial enrollment to FEL monitoring. These forms are revised on a continuous basis and are updated in this handbook on a regular basis.

Green Folder Checklist

Home Language Survey- English, Spanish, Portuguese

Program Option-English, Spanish, Portuguese

Opt-Out- Trilingual

FPS Elementary Action Guide

FPS Secondary Action Guide

Reclassification Form K-11--in X2

Student Program Transfer Form

Student Program Transfer Form Procedures

Monitoring Form--- online

TW Commitment K-5 Letter- English, Spanish

TW Commitment 6-12 Letter- English, Spanish

Program Brochure- English, Spanish, Portuguese

Program Brochure -Two Way- English, Spanish