



Office of Multilingual Education

Handbook of ELE Policies

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.

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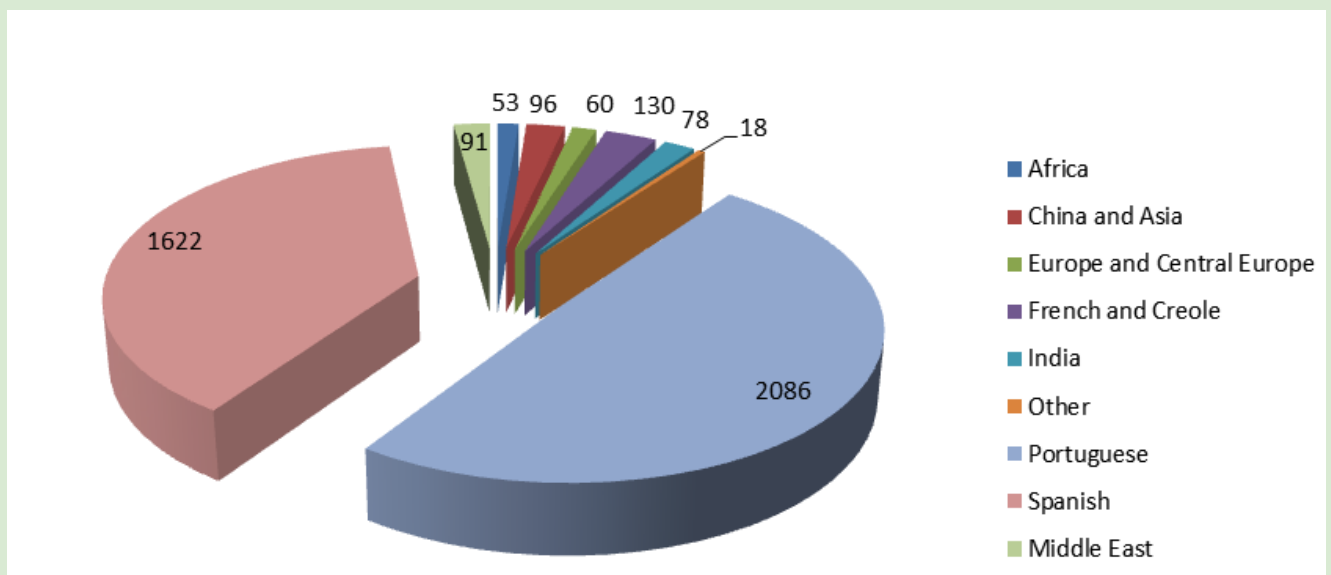
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Welcome to Framingham Public Schools!

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 Learners. Through research-based programs and exemplary instruction, Framingham administers dual 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 72 languages being represented in this district where over 44% of the total number of students speak a language in addition to English. Approximately 26% of our total district population is identified as English learners and are enrolled in any of our Multilingual Education programs.

Home Languages Other Than English in FPS All Students, December 2020



Guiding Principles

The Office of Multilingual Education (OME) 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.

WIDA Guiding Principles of Language Development (2019)

The Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are interrelated processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.

8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.

9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning. 10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.

From the 2020 WIDA English Language Development Standards: [WIDA ELD Standards Framework 2020](#)

Mission Statement:

The Multilingual Education Department offers research-based programs and exemplary instruction for multilingual learners in the Framingham Public Schools. FPS has a diverse student population and currently instructs students from over 70 countries who speak approximately 72 languages.

We are committed to offering the highest quality of educational experiences to all students through language development programs in English, Spanish and Portuguese that foster grade-level social and academic language proficiency and mastery of state content-area standards, while simultaneously building on and celebrating students' cultural, linguistic and educational backgrounds, practices, and experiences.

[Introduction: General Background-Chapter 71A](#)

Federal

- [Programs for English Language Learners \(U.S. Office for Civil Rights\)](#)
- [Title III - Language Instruction for Limited English Proficient & Immigrant Students \(U.S. Department of Education\)](#)
- [Office of Special Education Programs \(U.S. Department of Education\)](#)

State

- [M.G.L. Ch. 71a: English Language Education in Public Schools](#)
- [M.G.L. Ch. 71b: Children with Special Needs](#)
- [Chapter 138 of the Acts of 2017: An Act Relative to Language Opportunity for Our Kids \("LOOK Act"\)](#)
- [December 19, 2018 Board Presentation on the Look Act](#)

State Regulations

- [603 CMR 14.00: Education of English Learners Regulations](#)
- [603 CMR 28.00: Special Education](#)
- [603 CMR 31.00: Massachusetts Certificate of Mastery & State Seal of Biliteracy](#)

*The following pages represent a working handbook for the **Office of Multilingual Education Programs** in the Framingham Public Schools. It is organized by the natural process a student follows from enrollment to exit. Each chapter includes the key information and details from regulations to Framingham procedures that inform how we educate English 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.

Office of Multilingual Education 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 <i>curriculum</i> 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].
Dual Language Programs	A dual-language program is a program designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and English learners (ELs) who are native speakers of Portuguese or Spanish. Students in dual language programs develop and maintain their home language while adding a second language to their repertoire.
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)). <i>Also known as English Learner or Limited English Proficient (LEP) student (No Child Left Behind) and English learner (G.L.c. 71A).</i>

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 four years but who no longer meets the State’s definition of English learner. FEL students are required to be monitored for four years following their exit from an EL program.
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	A multi-faceted state-wide initiative launched by the Massachusetts

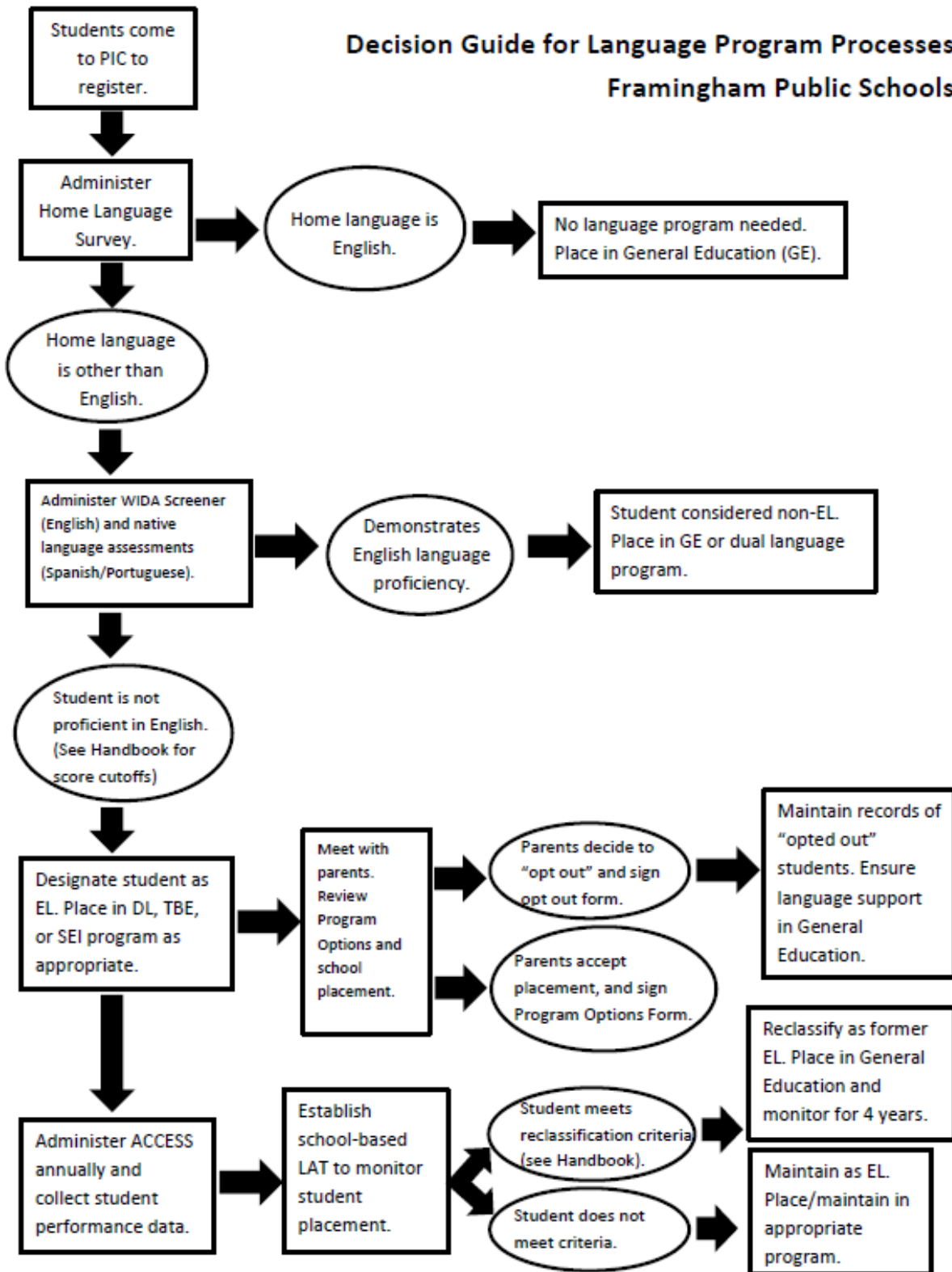
<p>Teaching for English Language Learners (RETELL)</p>	<p>Board of Elementary and Secondary Education in 2012 to strengthen teaching and learning of English learners in Massachusetts. A core component of RETELL was the adoption of standards, inclusive of subject matter knowledge and skills, which incumbent educators of ELs and prospective educators must meet to earn a credential referred to as an <i>SEI endorsement</i>. 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 RETELL initiative included the adoption of WIDA standards and assessments.</p>
<p>Sheltered English Immersion (SEI)</p>	<p>“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.</p>
<p>Transitional Bilingual Education</p>	<p>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 over time is 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.</p>
<p>Two-Way Immersion (TWI)</p>	<p>A Two Way Immersion (TWI) program is a dual language education model designed to promote bilingualism and biliteracy, cross-cultural</p>

	<p>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.</p>
<p>WIDA English Language Development (ELD) Standards</p>	<p>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.</p>
<p>WIDA</p>	<p>A multi-state consortium that aims to advance academic language development and academic achievement of linguistically diverse students through high-quality standards, assessments, research, and professional development for educators.</p>

[1] Richards, J. (2001) *Curriculum Development in Language Teaching*. Cambridge University Press.

Decision Guide for Language Program Processes

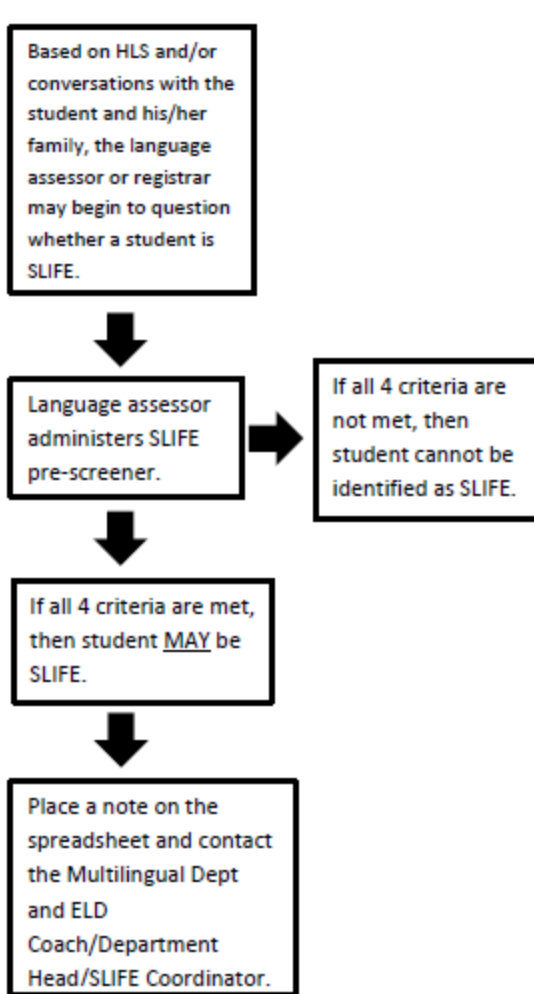
Decision Guide for Language Program Processes Framingham Public Schools



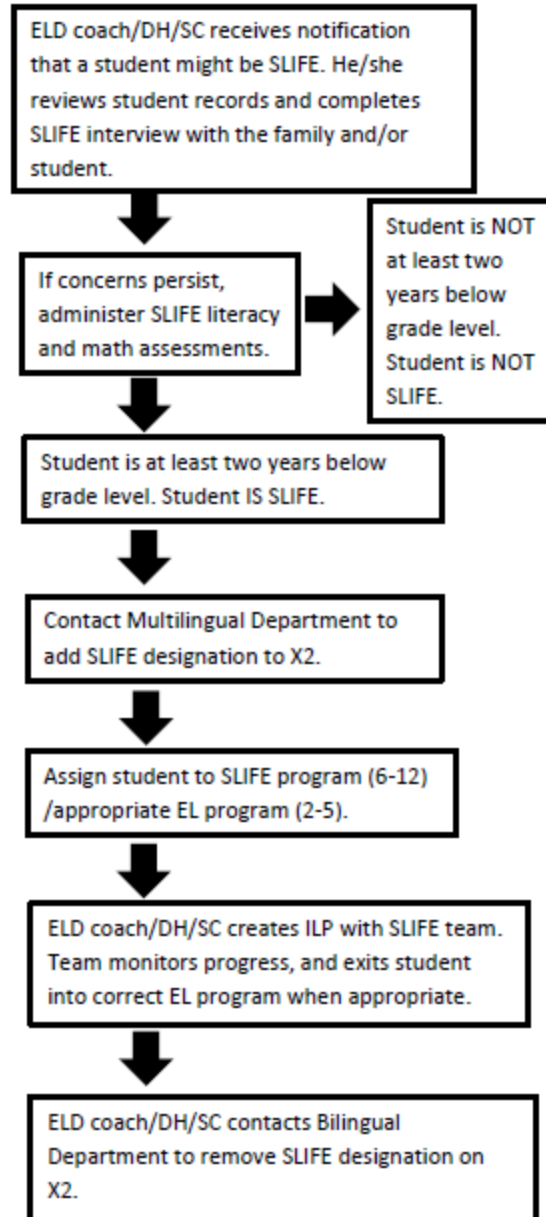
SLIFE Program Decision Guide Framingham Public Schools

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

At PIC:



At the school:



Initial Identification and Program Entry Criteria

DESE 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

INITIAL IDENTIFICATION OF ENGLISH LEARNERS

Registration

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

Home Language Survey

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 Office of Multilingual Education’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 Office of Multilingual Education 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.**

Initial Placement of English Learners

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. The assessment tools used for initial identification follow the WIDA-ELD (English Language Development) Standards, assist the language assessment team in making programmatic decisions, and vary according to the student’s age and grade. In preschool, the Pre-LAS 2000 and Pre-LAS Observational Tool are used for initial identification of students in the BLOCKS Program. The W-APT (WIDA-ACCESS Placement Test) is the initial screening tool that is used to measure the English language proficiency of students entering K until the first semester of grade 1. The WIDA Screener, both the paper and/or online version, is used for students in the 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 for Language Arts, Language for Mathematics, Language for Science, and Language for 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 to the results of the language proficiency ACCESS test.

Additionally, students speaking either Spanish or Portuguese, the two largest non-English 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 programmatic placement and give coaches and teachers a more well-rounded view of what students can do in their native language to build from when developing their English proficiency.

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/Pre-S-age 4-5	Pre-LAS	Pre-LAS Oral	Local administered Oral Assessment
Kindergarten to 1st semester 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

Meeting with the Family

Language assessment specialists meet with the family members, parents, and/or guardians and explain the results, either in the native language (Spanish/Portuguese) or in English, and discuss program options and recommendations for placement. The PIC Registrar and the Language Assessment Liaison are able to gather information on the educational background of the students. Families 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 ESL instruction are required to meet with the Director and/or Assistant Director of Multilingual Education, to review placement information and assessment results. They then sign a form indicating they will opt out their child.

Families are given informational 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 are 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 Multilingual 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	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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	<ul style="list-style-type: none"> → 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 pre-K students identified as EL and needing language supports will be placed in the SEI program at Juniper Hill BLOCKS PreSchool Program

Table 1: Initial Identification of ELs in preschools

<i>TEST</i>	<i>AGE</i>	<i>DOMAINS ASSESSED</i>	<i>Not EL</i>
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

<i>TEST</i>	<i>Kindergarten</i>	<i>DOMAINS ASSESSED</i>	<i>Not EL</i>
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	SEI Beginners SEI *DLP EL	SEI Beginners SEI *DLS EL	SEI Beginners SEI *DL EL
MID	11-13 EL	SEI *DLP EL	SEI *DLS EL	SEI *DL EL
HIGH	14-18-EL 19-23-EL 24-28-EL	SEI *DLP EL	SEI *DLS EL	SEI *DL EL
EXP- not EL	29-30-not EL	General Education *DL non-EL	General Education *DL non-EL	General Education *DL non-EL

NOTE:

***Dual Language programs-** choice program and requires commitment letter; program placement based on lottery process.

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, the 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 the student requires additional language support, the student must be reclassified as an EL and appropriate instruction programming must be designed consistent with the student’s language goals.

Grades 1-12 Assignments

Language Program Models***

ELP LEVEL	Portuguese	Spanish	Low-incidence
	Program Models		
1-Entering	*DLP EL **TBE (grades 3-12)	*DLS EL **TBE (grades 3-12)	*DL EL SEI with native language support when possible
2- Emerging			
3-Developing 4- Expanding	*DLP EL SEI	*DLS EL SEI	*DL EL SEI
5- Bridging literacy level below 4			
5- Bridging Literacy level higher than 4 -not EL	General Education *DLP non-EL	General Education *DLS non-EL	General Education *DL non-EL
6- Reaching - not EL			

NOTE:

***Dual Language Programs** choice program and requires commitment letter; *program placement based on space, maintaining program balance, and student meeting language targets in grades 2 and beyond.*

****TBE-** no longer requires a parent request

*****SEI** is the default program and any student, regardless of language proficiency (ELP 1-4) ability, can be assigned to SEI.

Record Maintenance

The following data is maintained in the Office of Multilingual Education 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 (FEL) dates
- FEL Monitoring Years 1-4
- 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 dates

The staff in the Office of Multilingual Education maintains all data pertinent to the ELs/FELs in Framingham as required by state and federal laws. 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. We have also begun the process of scanning files into our X2 Aspen database.

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 may have interrupted or discontinued formal education, severe trauma, and/or in some instances no educational experience.

Framingham has established general frameworks for grade span placement and the Office of Multilingual Education 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.

Typical age for grade level enrollment and expected advancement

Grade	K*	1	2	3	4	5	6	7	8	9-12**
Age Range	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14+

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

**High school grade placement is based on a transcript review completed at the high school. Students with no high school credits are assigned to grade 9.

The school year calendar in Framingham is from late August to June. If the student has a different school calendar in his/her country, enrollment in the Framingham Public Schools **will be into the grade that corresponds with his/her age** per the above chart.

Maximum Age for enrollment

	Elementary- grade 5	Middle school- grade 8	HS- grades 9-12
Maximum Age	10- turning 11 years old*	13-turning 14 years old**	21

*Students who are 11 and will turn 12 before the following school year begins will be placed in 6th grade. Lower grades will be assigned so that students will not turn 12 in elementary school.

**For students with no high school credits who are 14 and have turned/will turn 15 before the following school year begins, the following grade level will be assigned using the high school calendar:

- 1st semester- 9th grade, regardless of prior grade placement
- 2nd semester- 8th grade, regardless of prior grade placement

Older students will be placed at the high school and may be retained if they do not meet promotion requirements.

Most grade placement decisions will be final, but may be subject to review at the building level within 30 days if additional information is received or concerns arise. This should be a collaborative process.

To initiate a grade change within a school:

- A School-Based Assessment Team meeting should be held with the family, teachers, and staff
 - Does the student have a 504 plan? Please invite a rep from Health and Wellness
 - Does the student have an IEP? Please invite a rep from SPED
 - Is the student an ELL (including opt-outs) or FEL? Please invite a rep from Bilingual
 - Is the student part of the gifted and talented program? Please invite a rep from SAGE
- If the team decides a grade change is appropriate the principal should email PIC and appropriate departments (Health and Wellness, SPED, Bilingual, and/or SAGE)
- PIC will update the grade in X2
- The school may change the child's schedule and should place the meeting notes in the cume folder

Grade changes that would move students between schools are not allowed except in exceptional circumstances.

Placement decisions will be made by the Office of Multilingual Education at the time of registration weighing all available information and adhering closely to age guidelines. The Office of Multilingual Education will communicate with schools when students with more difficult placements arise.

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 the time of the initial identification and registration process, parents/guardians of ELs may notify the Language Assessment Liaison of their wish to have their child ‘opt-out’ of an ELE program, after a recommendation is made to enroll in a language program (SEI, DL, and/or TBE). All efforts are made to encourage parents/guardians 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/guardians decide to opt-out at the time of registration, the following points are reinforced with parents:

- The obligation of Framingham Public School is 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 the child is not yet ‘proficient’ or reached the ‘bridging’ level on the English Proficiency continuum.

The Office of Multilingual Education actively monitors progress, gathers information throughout the school year, and shares relevant details with parents, staff, and administration to best provide all appropriate support to assure academic success. Any Opt-Out status student is reported as an English Learner in the SIMS database and is assessed annually with the ACCESS for ELLs standardized test for the 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 a concern for the student’s academic performance. The Office of Multilingual Education 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 OME 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, the 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 Multilingual 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).

<i>ACCESS for ELs Overall (Composite) Score</i>	<i>Recommended Periods of ESL Instruction</i>
<i><u>Foundational</u> (WIDA Level 1, Level 2 and Level 3)</i>	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
<i><u>Transitional</u> (WIDA Level 3, Level 4, Level 5.5)</i>	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 4.2 overall and 3.9 in literacy, he or she is eligible to FEL based on the SBLAT process. If exited, they will be monitored for 4 years.

At the K-5 grade levels, ESL instruction is delivered in a pull-out and/or collaborative co-teaching 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, the groupings 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:

ELE Programs	Schools	Foundational	Transitional	Instructional Model
SEI	ALL	2 blocks of 45 min each	45 minutes	stand-alone and/or co-teaching
Dual Language Spanish/Portuguese	Barbieri	1 45 minute block	1 45 min. block	co-teaching
	Brophy	1 45 minute block	1 45 min. block	co-teaching
	Potter Road	1 45 minute block	1 45 minute block	co-teaching
	Wilson	1 45 minute block	1 45 minute block	co-teaching
TBE Spanish/Portuguese	Brophy	1 45 minute block	1 45 minute block	co-teaching
	Wilson	1 45 minute block	1 45 minute block	co-teaching

More information on enrollment and assessment data is found on the [DESE ELL Dashboard](#).

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 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.**

Dual Language Bilingual Education

In addition to Sheltered English Immersion (SEI), EL students may be eligible to participate in Framingham’s Dual Language Bilingual Education programs. Information on DL programs can be found on the [FPS/OME website](#).

DL 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 composed of approximately ⅓ of native English speakers, ⅓ bilingual students and ⅓ native Portuguese and Spanish speakers. Content curricula are taught in both the partner language and English to the integrated group of students.

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

5	50%	50%	50%	50%	50%	50%	50%	50%
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The Dual Language 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, Dual Language 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. These programs will be eliminated at the elementary level as dual language grows each year. TBE is available in middle and high school.

Opt-out

Both federal and state law allows 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 Office of Multilingual Education 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.

SLIFE

The SLIFE program in grades 6-12 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.

Program Exit and Readiness 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.

The following steps are recommended for evaluating the educational needs of ELs 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, including but not limited to the following:

1. *ACCESS results (Assessing Comprehension and Communication in English State-to-State).
Score of 4.2+ and a composite literacy score of 3.9 on ACCESS for ELLs may have acquired enough English language skills to be reclassified. Students may be reclassified as former English learners (FELs) if they are able to demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed below.
2. Classroom grades and local assessments –
academic performance at grade level in the content areas of instruction
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.

*Complex and varied language demands on ELs in late elementary, middle and high school may necessitate the decision to maintain the EL classification of some students. If a student remains in the program, the student must still receive services and support appropriate for the student’s ELP level in each domain.

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 indicate that the student is able to access grade level content without additional support from the ESL teacher.
- Students must demonstrate that he/she is able to perform ordinary classwork in English. A 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)
- 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 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. Families can find more information on the [district's Translations and Interpreters' Process](#) on the OME website as well as a list of [resources](#) available for review by all staff/educators.

Framingham Public School adheres to these general practices in assuring access to **academic** programs:

- Guidance counseling available in the student's native language when possible
- 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*;
- Any after school programs and enrichment clubs

ELs are not prohibited 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 assess progress annually 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 ELs, 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 for ELLs** 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. [ACCESS for ELLs - Massachusetts Comprehensive Assessment System](#). More information on the summative ACCESS 2.0 is found on the www.wida.us site.

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. A schedule of upcoming MCAS assessment can be found on the [DESE website](#).

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. All 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). More information about ELL participation requirements and MCAS accommodations available for ELLs, is found [here](#).

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/>

[MCAS Accommodations for Students Who Are English Learners \(ELs\)](#)

Accommodations for English Learners
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). Complete list is available here. Biology Glossary in Portuguese/English
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-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 2020, is available on the Department's website. 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 the 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](#)

Communication with our families:

MULTILINGUAL CONNECTION

ENGLISH

- ★ Programs for English Learners
- ★ Remote learning
- ★ Technology help
- ★ School lunch
- ★ Other questions

Call:
Claudia Diaz 508-561-3873
Or any number listed here

PORTUGUÊS

- ★ Programas para aprendizes de inglês
- ★ Aprendizagem remota
- ★ Ajuda com tecnologia
- ★ Merenda escolar
- ★ Outras dúvidas

Ligue para:
Virgínia Bertelli 508-561-3231
Adriane Reed 508-561-3340

ESPAÑOL

- ★ Programas para aprendices de inglés
- ★ Aprendizaje remoto
- ★ Tecnología
- ★ Almuerzo escolar
- ★ Otras preguntas

Llame a:
Claudia Díaz 508-561-3873
Ivonne Anzola 508-561-3558

Office of Multilingual Education | Framingham Public Schools

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. The Office of Multilingual Education has a dedicated office to effectively communicate with our multilingual families.

The Mission of the [OME Family and Community Engagement](#) office is to:

Promote a welcoming environment to our Multilingual families in order to build a strong relationship between schools and families, to ensure every student reaches educational success. Families play an integral role in their child’s learning, that is why the Multilingual Family Engagement Office is committed to supporting parents of English Language Learners in matters pertaining to their children’s education and providing access to school-related events and activities. Our goal is to ensure that multilingual families are informed, involved and empowered.

Framingham--overview of general family outreach and involvement:

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

The 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 BPAC meetings interpreters are made available through the Multilingual Office. For 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. Schools also have the option of contacting parents via the **Over the Phone Interpretation System**, designed to support low-incidence family communication when interpreters in that language are not readily available. All school leaders have access to their own individual codes.

Home visits program-Since 2016, Title III has sponsored and OME has overseen the Home Visits program following the [Parent Teacher Home Visits](#) relationship-building home visits model. Teachers and staff are trained and paid to visit families at their home or another non-school location to get to build relationships in the best interest of their children’s educational success. This opportunity is completely voluntary on the part of staff and families.

Parents help evaluate programs – With the BPAC, 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 Multilingual Family Engagement Coordinator works with the Multilingual Education office and BPAC to collaborate on planning parent outreach for all parents of ELs in the Multilingual Education Programs.

Monitoring Process

DESE ELE 13: Follow-up Support / FEL Monitoring

Authority: Title VI; EEOA; NCLB, Title III

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

All students reclassified as FELs are monitored for four 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 to solicit input from relevant and appropriate staff are distributed annually or as needed for follow up. Forms are completed by appropriate staff and

submitted to the Multilingual 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 ELD 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 Multilingual Office that is inserted in the student's cumulative folder sent to the school:

Framingham Multilingual 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 ELs 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. Commitment Letter, if DLBE
10. Opt-out form if declined ESL instruction and services
11. Information of previous school experiences
12. 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 MA DESE 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 respectively² is implemented in Framingham's program 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 Multilingual 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, as defined in the [Guide to Understanding the Title III Reporting Elements for English Learners in Massachusetts](#).

1. English learners (ELs) making progress toward English proficiency (Reporting Element 1)
2. ELs attaining English language proficiency (Reporting Element 2)
3. ELs exiting EL status based on attainment of proficiency (Reporting Element 3)
4. Former ELs meeting challenging academic standards (Reporting Element 4)

¹ 464 F2d 989 (5th Cir. 1981)

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

5. ELs who have not attained English proficiency within six years of initial classification (Reporting Element 5)

These Reporting Elements are reported annually by Massachusetts in accordance with Title III of the federal Every Student Succeeds Act (ESSA) and the Massachusetts Language Opportunity for Our Kids (LOOK) Act. The five Reporting Elements have replaced the reporting of the three Annual Measurable Achievement Objectives (AMAOs) previously required by the federal No Child Left Behind Act.

Framingham – general overview of the Multilingual Education Program Evaluation

The Office of Multilingual Education 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, ESL Writing Assessment and other District 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 the Superintendent, the Office of Teaching and Learning, Bilingual and Dual Language PAC Parent groups and Framingham’s School Committee as requested.

ASSESSMENT: ACCESS for ELLs

[ACCESS 2020 Results and Targets](#)

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**

Framingham Public School has a partnership with the department of MA DESE to hire [Visiting Teachers from Spain with the J1 Visa program](#). MA DESE is one of the many approved sponsors participating in this program and only sponsors exchange visitors from countries with which it has a

Memorandum of Understanding (MOU). Additionally, FPS partners with the [Cordell Hull Foundation for International Education](#) in sponsoring J1 teachers from Brazil. Teachers may extend their stay from three to five years and teach in K-12 dual language, world language, special education and specialist classrooms.

Endorsements

Sheltered English Instruction (SEI) for teachers and administrators

English learners are an important focus of the MADESE Proficiency Gap Task Force. Closing the proficiency gap depends on teachers having the skill and knowledge necessary to instruct ELs. SEI is an approach to teaching academic content in English to ELs. To better serve these students, core academic teachers, vocational teachers and those administrators who supervise and evaluate core academic teachers are required to obtain an SEI teacher or SEI endorsement.

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/retel>

Bilingual Endorsement for teachers and administrators

On November 22, 2017, Governor Baker signed into law the Language Opportunity for Our Kids Act (LOOK Act). The new law, among other things, aims to provide districts with more flexibility as to the language acquisition programs they choose to meet the needs of English Learners (ELs), while maintaining accountability for timely and effective English language acquisition. The law directed the Board of Elementary and Secondary Education to establish licensure endorsements for various language acquisition program types (i.e. dual language programs, TBE programs) in order to improve the teaching and learning of EL

The District's FAQ on the Bilingual Endorsement has been made available to all bilingual teachers and administrators.

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. ELs 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 ELs, 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.

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
- Dual Language PD
- 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 Identity to the Forefront
- Servicing ELs with or without disabilities
- Cheryl Urow and the Bridge
- Vertical alignment of TWI units at K-5
- [PROPELL Grant](#)

EL Referral Process

Framingham Public School follows a consistent protocol for referring students to the Office of Special Education. 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 the 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 Multilingual Learner SBLAT-meeting Action Guide, with interventions for students at [grades K-5](#) and [6-12](#). These accompany the school based language assessment process.

Appendix A Program Forms

The following section contains the Multilingual 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 Options- [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

FEL and Opt-Out Monitoring Form- online google form

[ELSP template](#)

ELSP Monitoring form-online google form

DL Commitment K-5 Letter- [English/Spanish/Portuguese](#)

DL Commitment 6-12 Letter- [English/Spanish](#)

Program Brochure- [English](#), [Spanish](#), [Portuguese](#)

Program Brochure- Dual Language Programs- [English](#), [Spanish](#), [Portuguese](#)

[New Multilingual Department Program Transition form](#)