

New Bedford Public Schools

English Learner Education Handbook





The English Learner Education (ELE) Department extends its appreciation to all 2019-2020 ESL teachers and ESL Instructional Coaches who worked to develop and update the protocols, procedures and ELE programs outlined in this handbook. Their dedication to providing the best instruction for the English Learner students at the New Bedford Public Schools is greatly appreciated.





The New Bedford Public School's English Learner Education Department is committed to align and adhere to NBPS Strategic Plan and Goals.

- 1. High Quality Instruction***
- 2. Student Support Systems***
- 3. Community Engagement***
- 4. Team Excellence***
- 5. Public Pride and Confidence***

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INTRODUCTION

Access to education is a right of all children in the U.S., including those who are English Learner¹ students (ELs). Federal civil rights laws (Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974), require school districts to take appropriate steps to address language barriers that prevent ELs from participating in their education. State and federal guidance interprets these provisions to require schools to provide sufficient language and academic support to assist ELs to become proficient in English and meet academic standards in a timely manner. In addition, federal education laws such as the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2016 (ESSA), address specific requirements for supporting ELs (DESE, 2019).

In view of 2017 changes in the law under the LOOK Act², the New Bedford Public Schools (NBPS) has issued this handbook to assist school personnel to sustain successful English Learner Education (ELE) programs that support ELs to learn English, access rigorous academic content, and meet challenging expectations for college and career success. NBPS is committed to addressing the linguistic and educational needs of ELs by identifying EL students and developing programs (e.g., Newcomer, SLIFE and Long-Term) that recognize and value students' diverse ethnic and cultural backgrounds and experiences. This document is designed as a reference for district and school personnel working with EL students.

This document also reflects research-based effective practices which are aligned with English language proficiency state standards. The content of the ELE handbook represents a compilation of information, examples and resources for the use of faculty and staff working with EL students. We will continuously update this handbook to provide further clarity and information to district and school personnel as needed. It includes resources from Massachusetts Department of Elementary and Secondary Education (DESE), the World Class Instructional Design and Assessment (WIDA), and best research-based practices in the field of language acquisition. In addition, this handbook contains procedures, policies and resources designed specifically for the NBPS. It provides information on initial screening, student identification, student placement, notifications to parents, program structure, the Whole Child Support Team initiative, reclassification of ELs, parental involvement, educational translation/interpretation services, and more.

If you find an error or feel this handbook needs to be updated to reflect new or additional information, please email the Office of Educational Access & Pathways at PRAB-Room 141 swalmsley@newbedfordschools.org.

¹ "English Learner" is officially defined as "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" (MGL T.7.71.A.2).

² In 2017, a 15-year-old law governing how ELs are taught in Massachusetts schools was replaced by the Look Act, which gives districts more flexibility to create programs for ELs. The Look Act does not require districts to change their instructional strategies. Rather, it allows them to create more programs like Dual Language Education or Seal of Bilingualism to recognize high school graduates who master two or more languages (DESE, 2018).

EL STUDENTS INITIAL IDENTIFICATION & PLACEMENT

When parents/guardians come to the NBPS Family Registration Center (FRC) for school enrollment, the **Home Language Survey (HLS)** is given to families of **ALL** students entering the NBPS as part of the registration packet. The primary purpose of the survey is to find out whether a student has been *exposed* to a language other than English at home. If a language other than English is indicated in any of the questions under the heading questions for parents/guardians, a copy of the HLS is given to the Center for Initial Screening and Assessment (CISA) Specialist and/or ESL teacher for review. An English language proficiency screening test is then scheduled.

The CISA Specialist or ESL teacher performs one of the following student assessments: Pre-IPT (PK 3 and 4-year-old) for initial identification of students in Preschool, MODEL (Kindergarten) and WIDA Screener (Grades 1-12) for initial identification of ELs. If a newly enrolled student transferred from another district or another WIDA state and the district is able to obtain ACCESS results from a test administered within the preceding calendar year, the district can use these results instead of retesting the student.

Once it is determined that the student is an English Learner (EL), the student is referred to the Educational Access & Pathways office. The CISA or EL Specialist inputs the student's information into the district's ASPEN (X2) data system. The district codes the student as an EL in all future SIMS reports submitted to DESE. A copy of the HLS is kept in the student's cumulative folder as well as in the student's ELE white envelope and the Educational Access & Pathways office. The FRC staff is responsible for creating each EL student's white envelope and the initial supporting documents within it. Within each school building, ESL teachers maintain relevant records of forms and testing scores during the time an EL student is in the program.



English Language Screening Assessment

The purposes of the language screening are to:

- Determine possible placement in the Sheltered English Immersion (SEI) Program.
- Determine what additional ESL instructional support services are appropriate in order for students to be successful with academic language in all content areas.
- Create an EL Student Success Plan for the student and an appropriate placement.
- Discuss instructional needs with teachers who will work with EL students.

Note: Preschool students are only administered the Listening and Speaking components. Kindergarten students are only administered the Listening and Speaking components at the beginning of the school year. A Kindergarten student who enrolls in the district after March 31st or a Kindergarten student that the teacher is concerned at any time, will take all four components of the test: Listening, Speaking, Reading, and Writing.

Once a student has been assessed, and it has been determined that he/she is an English Learner, a proficiency level (see [WIDA performance levels](#)) is assigned to that student based on the results.

Screening Assessment Results

TEST	AGE	DOMAINS ASSESSED	<u>Not EL</u>
Pre-IPT Oral	Age 3 and 4	Listening; Speaking	Score at Level D or E (on a scale of A-E)
WIDA MODEL	K-First Semester	Listening; Speaking	Oral proficiency level 5 in both
WIDA MODEL	K-Second Semester	Listening; Speaking; Reading; Writing	Overall composite higher than 5 and composite literacy higher than 4
WIDA Screener	Grades 1-12	Listening; Speaking; Reading; Writing	Overall composite score of 4.0 or higher and composite literacy score of 4.0 or higher

WIDA Performance Levels 1-6 Definitions

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

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-questions, choice or yes/no questions, or statements with visual, 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 statements with sensory, graphic or interactive support
2 Beginning	<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 visual and graphic 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
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 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
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
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

NOTIFICATIONS TO PARENTS/GUARDIANS

Parent Notification Letter

ALL Previously Identified EL Students

All parents/guardians who have children in any English Learner Education (ELE) Program are to be notified by the ELE office on a yearly basis of their child's continued participation in ELE programs as well as their proficiency level based on ACCESS test results or WIDA Screener/ MODEL English language screening tests. The Parent Notification letter must be sent within 30 calendar days from the start of the school year. The ELE staff generate and send the yearly notifications. The Parent Notification letter must be written in the primary language of the parent/guardian. The ELE office staff is responsible for having the letter translated. A hard copy is sent to the ESL teacher, who is responsible for placing the copy in the EL student's cumulative folder.

New EL Student After October 1st

When a student has been identified as a candidate for EL instructional services after October 1st, a Parent Notification letter must be sent to the parent/guardian by the ELE office within two weeks. The letter is to inform the parent/guardian about the identification of the student, the school program, assessment results, and contact information for any questions. A hard copy is sent to the ESL teacher, who is responsible for placing it in the EL student's cumulative folder.

Opt-out Requests

Occasionally, the Parent Notification letter will prompt parents/guardians to call the ELE office, ESL Content Instructional Leader, or the school principal/ESL teacher to request that the child not receive ESL instructional services. The decision to opt-out **must** be voluntary and informed, and not be the product of district practices or influence, nor the result of inadequate or inaccurate information, nor of inadequate district resources. In such opt-out cases, the Executive Director of Educational Access and Pathways, ESL Curriculum, Data, and Assessment Manager, ESL Content Instructional Leader, school principal, or ESL teacher must inform the parent of the ESL instructional services the student would receive in the district's EL program. **An Opt-out form needs to be completed, signed, and returned every school year.** A copy is sent to the ELE office and the original form is maintained in the student's EL white envelope.

By law, if a parent/guardian decides to "opt-out" of the SEI program, the district is required to place the student with an SEI-endorsed teacher and maintain appropriate documentation that the EL student is receiving instructional support to access the curriculum and has opportunities to master the academic standards. In practice, schools will provide the necessary support and actively monitor the student's progress so as to meet the student's English language and academic needs. Schools may also provide additional literacy and language support through reading specialists qualified to teach EL students. Alternatively, they may establish structured opportunities for the student's Content Area Teacher (CAT) to plan instruction in

collaboration with a licensed ESL teacher. Schools are also required to annually monitor and assess the language proficiency of opt-out students using the state-mandated assessment, ACCESS.

RECLASSIFICATION FOR EL STUDENTS

Reclassification refers to exiting an EL student from the NBPS district's SEI program, which results in the student's reclassification from EL status to Former English Learner (FEL) status.

The Executive Director of Educational Access and Pathways, the ESL Curriculum, Data, and Assessment Manager and/or the ESL Content Instructional Leader are responsible for coordinating the reclassification process. The reclassification will be scheduled within the school calendar year. The recommendations of the school-based reclassification team (ESL teacher, SEI teacher, student support staff, TLS, school administrator, and/or counselor) will determine if a student no longer needs ESL instructional services. The final determination for exiting an EL student from the program is based on a student's English language proficiency and academic performance.

The school principal, Executive Director of Educational Access and Pathways, the ESL Curriculum, Data and Assessment Manager or ESL Instructional Leader, ESL teacher(s), and/or SEI teacher(s) with written feedback from the team, meet to discuss the student's data in order to make a final decision. That final decision is presented to the ELE office for the Executive Director for approval. Students designated as EL students in Preschool and Kindergarten will continue to be designated as EL students until they complete grade 1 (at a minimum), in order to gather enough literacy skills data to support a reclassification decision.

Language Classification Recommendations Based on ACCESS-

Students with an overall score of 1.0-3.4 on the ACCESS require significant support to access content area instruction delivered in English. Such students should remain classified as EL students.

Students with an overall score of 3.5-4.1 on the ACCESS require continued language and instructional support to access content area instruction delivered in English. Such students should remain classified as EL students.

Students with **overall score of 4.2** or higher and a composite **literacy score of 3.9** or higher on ACCESS may have acquired enough English language skills to be reclassified by the school-based team. Such students may be reclassified as FEL students 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 on Other Relevant Data (described below) as EL students.

Complex and varied language demands on EL students 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 ESL instructional services and supports appropriate for the student's English proficiency level in each domain.

The following relevant data will assist in making this decision:

- language proficiency assessment (ACCESS) scores in listening, speaking, reading, and writing
- student's scores on locally administered reading and other academic assessments or district measures
- student's scores on locally administered diagnostic language assessments
- student's academic grades
- written observations and recommendations documented by the student's teachers
- *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 EL students for each of the four language domains and five levels of English language proficiency
- performance on MCAS content-area tests, unless the student did not participate in MCAS ELA testing because he or she:
 - is a student in grade Kindergarten through Second
 - is a first-year EL student and was not required to participate
 - participated instead in the MCAS-Alt.

It is important to determine the level of support, if any, needed by the student during instruction in other content areas, and whether scores of Warning/Failing on MCAS mathematics and science and technology/engineering tests are the result of English language proficiency-based considerations. If the student's MCAS results provide evidence to contradict the instructional or classification decisions made earlier based on the student's ACCESS for EL student test results and other district data, the decision will require additional input from ESL teachers and general education teachers familiar with the student.

Once an EL student's state assessments and district assessments indicate the student is proficient in English and able to work independently, a decision is made to reclassify the EL student as a FEL. The ELE office enters the exit date into ASPEN and sends an Exit Letter home to the parents/guardians. The ESL teacher then places a copy of the letter in the student's cumulative folder and white envelope.

For the subsequent four academic years, the ESL teacher in collaboration with CAT teachers, the Executive Director of Educational Access & Pathways, the Curriculum, Data and Assessment Manager, the ESL Content Instructional Leader, and the school principal will continue to monitor the student's progress on a regular basis with the classroom teacher(s). This will take place during report card progress time at each grade level.

Former English Learner Monitoring Process

- no more ACCESS
- regular and structured meetings between ESL teacher(s) and the student's CAT teachers to discuss the student's academic progress and English language proficiency
- regular analysis of student work using the WIDA Can-Do Descriptors and Performance Definitions
- regular observations of the student's participation and performance
- conversations with parents or guardians about student's academic performance and English language development
- assigning reclassified students to SEI-endorsed teachers licensed in the appropriate content areas (this will enhance the likelihood of continued growth in English language proficiency and content learning)
- providing additional opportunities for the student to participate in small group instruction as well as after school and during the summer
- designing and providing additional individualized learning support and opportunities to check on academic progress

If a FEL student fails to make academic progress after his or her EL classification has been removed (as measured by his or her grades and content-area assessments), and if a school-based reclassification team familiar with the student determines in a team meeting that this failure is due to lack of English proficiency, the student must be re-classified as an EL. During this meeting staff members will complete the "re-entry" form and submit it to the ELE Office for review and approval. ASPEN is updated and the student will be scheduled ESL instructional services again.



Section II

Programs, Supplemental Services & Activities



ENGLISH LEARNER EDUCATION PROGRAMS

Sheltered English Immersion Program

All 26 schools within NBPS have SEI programs. The SEI programs in grades K-12 consist of two components: Sheltered Content Instruction and English as a Second Language (ESL) Instruction.

SEI Program Components

Sheltered Content Instruction

Sheltered content instruction includes strategies to make the content of lessons comprehensible, and to promote the development of academic language needed to successfully master content standards. It is taught by qualified CAT teacher and based on district-level content area curriculum aligned to the Massachusetts Curriculum Frameworks that integrates components of the WIDA ELD Standards. Entering, Emerging and some Developing students (ACCESS Levels 1, 2 and low 3- Foundational) will find this instruction more challenging than students at the Transitional levels of English proficiency (ACCESS Levels high 3, 4, and 5). Therefore, districts can group Foundational EL students together and provide additional support during sheltered content instruction (sheltered content instruction delivered by an ESL teacher with an appropriate content area license, or co-teaching between an ESL teacher and a sheltered CAT).

English as a Second Language (ESL) Instruction

The goal of ESL instruction is to advance English language development and to promote academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained language instruction and prepares students for general education by focusing on academic language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a necessary component of any program serving EL students (See Appendix B).

EL Student Placement-

When a student is enrolled and has been identified as an EL, the CISA specialist places the student in the SEI program. Based on the HLS and the results of an assessment screener, the CISA produces initial English proficiency information about the student. Then, each school develops a more detailed profile after reviewing the students' previous academic records. The student's schedule is created to incorporate ESL instruction. According to the proficiency level of the EL student, each school adjusts in service delivery based on the additional data gathered following the initial placement.

Parents of EL students may submit a request to the district for the placement or transfer of their child into a specific ELE program available in the district as long as the program is appropriate for ESL instruction, with its own dedicated time and curriculum.

Program Effectiveness-

NBPS uses the Castañeda's Three-Pronged test to determine the effectiveness of a program that serves English Learner students, in this case the SEI and the DLE programs. This test was created in 1981 after the ruling in the *Castañeda v. Pickard* case. It determines whether schools are appropriately addressing the needs of EL students in accordance with the Equal Educational Opportunities Act.

Castañeda's Three-Pronged Test

- **Sound Theory:** 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.
- **Effective Implementation:** The program and practices used by the district are reasonably calculated to effectively implement the educational theory adopted by the district.
- **Student Growth:** The program succeeds in producing results, indicating that students' language barriers are actually being overcome.

Instructional Support Staff-

NBPS has identified a number of instructional and support staff appropriate to implement the district's SEI program (e.g., CAT and ESL qualified teachers, ESL paraprofessionals, and others). Educators who teach EL students must hold an appropriate license or current waiver issued by DESE. The NBPS district is required to take steps to ensure that core academic teachers of one or more EL students and Principals/Assistant Principals/Content Instructional Leaders (CIL) who supervise or evaluate such teachers, obtain their SEI endorsement (603 CMR 14.07). Annually, the district offers SEI Endorsement Courses and an ESL Academies program to support teachers to complete their licensure requirements.

SEI Program Time-

New Bedford Public Schools SEI & Dual Language Education (DLE) Programs serving EL students (G.L. c. 71A, § 1). The purpose of ESL instruction is to promote and support the rapid and effective acquisition of English language proficiency by EL students. Thus, EL students must receive ESL instruction consistent with their needs.

All NBPS students are placed with a CAT with an SEI Endorsement, SEI certification, or ESL certification. In addition, EL students at all schools receive ESL instruction. Based on the number of EL students and their schedules, each school would have the flexibility to choose the appropriate method of ESL instruction (pull-out, push-in, hybrid, content-based ESL, etc.). Whatever the method is, the ESL instructional focus should be evidenced by documentation such as lesson plans or ESL curriculum.

NBPS should consider the following guidelines in determining the allocated time for the ESL instruction. Kindergarten students who receive a score of *low* or *mid* should be considered at *Foundational* level.

ACCESS 2.0 Overall Score	Recommended Periods of ESL Instruction
<u>Foundational</u> Level 1.0-Level 2.4 on ACCESS	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. These EL students require significant support to access content area instruction delivered in English.
<u>Transitional</u> Level 2.5 and higher on ACCESS	At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher. These students require continued language and instructional support to access content areas. EL students at this proficiency level must still remain in the program.
***Note	*** Districts may determine whether to group EL students WIDA Level 3 (ACCESS 2.0 overall scores 2.5-3.4) at either the Foundational or Transitional levels depending on student needs.
<u>Bridging</u> Level 4.2-Level 5.0 on ACCESS	These students who demonstrate the ability to perform ordinary class work in English should no longer be classified as EL students. However, based on recommendations made by the EL school-based team, some students should remain in the program and maintain the EL classification.
<u>Reaching</u> Level 6 on ACCESS	Students at Level 6 on ACCESS should no longer be classified as EL students. Their progress must be monitored for four years after their EL classification is removed.

Curriculum and Supplemental Materials-

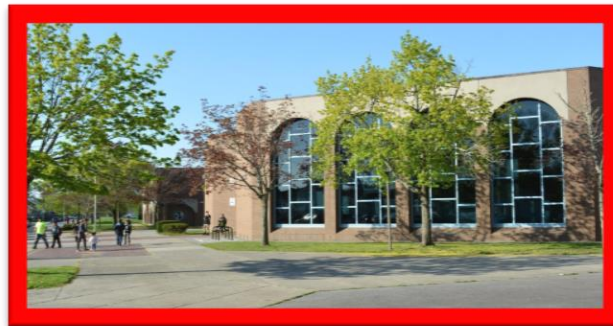
Regardless of the ESL method of instruction (pull-out, push-in, hybrid, content-based ESL, etc.) NBPS provides sheltered content instruction and ESL instruction to EL students. Content and ESL instruction are aligned to the Massachusetts Curriculum Frameworks, which integrates components of the WIDA English Language Development Standards.

The NBPS has developed its own ESL curriculum maps, curriculum units, materials, and lessons that guide ESL instruction. NBPS has also identified supplemental instructional equipment and curriculum materials. The materials and resources are available to each school, such as specialized books and equipment to implement the program(s). NBPS has purchased ESL textbooks and/or modified course books for other core academic subjects.

Dual Language Education Program

Program Description-

The NBPS prides itself in providing exceptional services for its students. As a result, a committee was created to research DLE programs. This committee attended information sessions related to language acquisition and made site visits of DLE programs in Massachusetts and Rhode Island. After research and guidance from the Multi-state Association of Bilingual Education (MABE), NBPS launched a Dual Language Education program in the school year 2018-2019. This district program, located at the Alfred J. Gomes Elementary School, has seen a growth in interest throughout the city.



Why Dual Language Education?

The DLE is an educational program in which students learn academic content in two languages. As a result, they become bilingual and biliterate. Students in the program receive ongoing support and academic instruction to gain proficiency in both Spanish and English. The goals of the program (also referred to as the ABC's of DLE) are:

- Academic achievement
- Bilingualism and biliteracy
- Cultural competency

Dual Language Education



New Bedford Public Schools

Dual Language Education Program Benefits-

There are many benefits of a DLE program for students. A major benefit is fluency in two languages in all domains of language: speaking, reading, writing, and listening. Students will carry this valuable skill with them for their entire lives.

Another benefit is cognitive development. The brains of Dual Language Learners (DLLs) are always active, getting intense exercise from the constant switching between two language systems. For this reason, it is often easier for DLLs to develop critical thinking skills, problem solving skills, and adaptability. In addition, bilingual students gain social benefits including multicultural competence. Bilingual students develop a positive sense of self as well as positive cross-cultural attitudes and behaviors. While in the program, students are exposed to and gain an appreciation for other cultures. Additionally, they have the opportunity to develop and nurture relationships with peers and teachers and form long-lasting bonds with people from cultures and communities outside of their own. Finally, participation in this program prepares students for the outside world, including career opportunities afforded by their bilingual communication skills.

Why Spanish?

Spanish, the second-most spoken language in the world today, it is the official language in 20 countries around the world. In addition, after English, Spanish is the second-most spoken language in the United States, as well as the second-most spoken language in NBPS (27.5%). Thus, fluency in Spanish and English opens the door for career opportunities locally, throughout the U.S., and abroad.

Dual Language Education (DLE) Program Model-

In the DLE program at NBPS, students learn in English and Spanish every day using the Two- Way model of instruction. This model of instruction is 50:50 - 50 percent of instruction is in English and 50 percent is in Spanish. During the entire school year from Monday through Friday, there is a complete separation of the two languages. One teacher speaks English only, while the other teacher speaks Spanish only. This model of instruction ensures fidelity to the program and to the languages of instruction.

Instruction is delivered one language at a time so the children can master the language without relying on translation. In the DLE program model, two teachers share two classes; the students switch classes to attend both classrooms. EL students receive ESL instruction and all DLE students participate in art, music, physical education, health, library, and computer classes.

Entry into the DLE Program-

Parents/guardians register their children for kindergarten at the FRC. At that time, families receive information about the DLE program. Parents who express interest in the program schedule a screening to determine the student's proficiency in English and Spanish. In addition, parents fill out a bilingual continuum and are encouraged to attend a parent information session at Gomes Elementary School.

Every school year, 50 seats are available for new students in kindergarten. All students' names are entered into a lottery and 50 are chosen to be part of the DLE Kindergarten group. The lottery is held



publicly and parents are notified of the results either by mail or by phone. All other students are placed on a waiting list.

Curriculum Materials and Assessments-

The DLE program utilizes MyView, a comprehensive Reading and Language Arts series curriculum for language instruction in both languages. The iReady curriculum is used for Math instruction. Students are assessed regularly in both languages in order to show progress, plan for instruction and inform parents. Additionally, writing samples are collected in both languages.

These features are put into place to ensure the academic success of each child in both languages as well as provide a longitudinal picture of student learning. Supplemental equipment and materials are provided in order for students to be successful in the academic setting. Teachers follow the district-wide ESL curriculum for EL students.

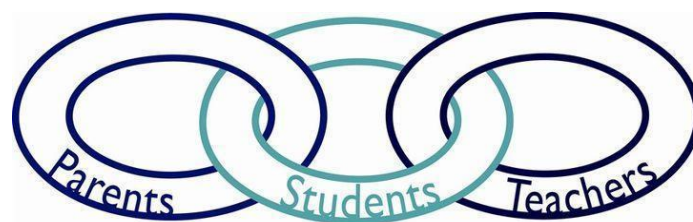
Parental Involvement-

Parents and families play a very important role and have a significant impact on student success. Children thrive when they feel supported by parents, families, caregivers, and educators. It is beneficial to all when an active parent-school partnership is nurtured with the understanding that participation and attendance are essential.

DLE classroom teachers are in constant contact with families through a variety of means such as phone calls, emails, letters, flyers, and apps. Teachers keep parents informed on daily activities and situations at school as well as special events. Communication in the parents' language plays a vital role in building a community of support for multilingual children.

Once a child enters the DLE program, it is in the best interest of the student to remain in the program. All students in the DLE program stay together from Kindergarten to grade 5 (for a total of six years). In order for this to happen, family commitment is required. Early removal from the program can result in the loss of the second language.

It is helpful for parents and families who do not speak the target language to support their children's language growth by providing them with recorded forms of media to listen to and follow along with. Parents and families can also be the "audience" for children to practice their language skills. It is important to show children support and praise for becoming bilingual and biliterate. NBPS is honored to provide this exceptional educational opportunity to our students, the first of its kind in the city.



ADDITIONAL PROGRAM MODELS

Newcomer Program

Description of the Program-

Newcomer programs are designed for recent immigrants and sometimes non-immigrants who have little or no English proficiency. These programs are designed to meet newcomer students' needs for one-two years before they enter general education classrooms. DESE defines the newcomer as "EL students who have recently immigrated, and who are at the earliest level of English proficiency, such as Levels 1 and 2" (DESE, 2019).

NBPS population included newcomers in secondary level that have unique language and academic needs; and newcomers in elementary that are Level 1 or 2 of English language proficiency. Typically, newcomer students in secondary are at the same literacy and math level with their age peers, and are new to the American school setting. The programs' primary goals are to help students develop linguistic survival skills and start adapting to the new culture. Newcomer programs offer an opportunity for students to have their linguistic, social, and cultural needs met. In addition, the Newcomer program accelerates the English language learning of EL students and provides immediate access to content instruction in SEI content classes.

Newcomer Students Identification Criteria-

- English is not the primary language at home (Home Language Survey)
- Aged 8 to 21 years old
- Came to the U. S. after Grade K or born in the U.S. but English is not the primary language at home and sometimes they did not attend PK
- Have been consistently attending school in their country of origin
- Function at or close to levels with their age peers in math and literacy
- Have complete educational transcripts available
- Good attendance records from prior schools
- English language screening score of Level 1 or 2

Newcomer Students Placement-

The FRC in collaboration with the CISA and the ELE Office, places EL students into the Newcomer programs. At the elementary level, EL students who live in the Hayden McFadden and Lincoln districts attend that schools' Newcomer programs. In addition, at the elementary level EL students who live in other districts across New Bedford may be placed in the Newcomer programs at Jacobs. At the middle school level, EL Newcomer students are placed at Roosevelt Middle School or their neighborhood schools. At the high school level, the ESL department makes determinations about student placements. EL students may be placed in a Newcomer program for one to two semesters of accelerated English language development.

Instructional Pedagogy-

Instruction is designed to familiarize newcomer students with American culture and schooling. Sheltered English instruction in math, science, and social studies are taught in addition

to language instruction by an ESL teacher or a dual certified (ESL & content) teacher who provides instruction in English language development.

Newcomer Program Models-

NBPS district has several Newcomer models that are currently being implemented at Hayden McFadden, Jacobs, and Lincoln Elementary Schools, Roosevelt Middle School, and at the New Bedford High School. While each Newcomer model is different in terms of implementation, all are within the SEI program and were developed to provide early, explicit and intensive English language instruction to students who have been in the country for less than a year or who have been with little to no exposure to English.

- **Hayden McFadden Elementary School**

Hayden McFadden newcomer students are placed into an inclusive model classroom with ESL teachers, who provide any needed scaffolding and focus on individual students' language development goals. Hayden McFadden currently has five self-contained Newcomer classes for grades K to 4. Newcomer classes are taught by dually certified ESL/Content teachers.

The Newcomer model at Hayden McFadden provides a self-contained separate classroom exclusively for newcomer students. This allows teachers to accommodate the specific academic, linguistic, and social-emotional needs of these particular students. Newcomer students integrate with other general education students for special classes, lunch, and recess. Individual students begin integrating for one or more academic content areas as soon as they demonstrate increasing English development and greater understanding of grade-level content in English. Students also receive 90 minutes of direct ESL instructional services from their classroom teacher (who is certified to teach both ESL and content).

- **Jacobs Elementary School**

Jacobs Elementary School defines its model as a program that was developed to provide early, explicit and intensive English language instruction to students who primarily speak a language other than English at home. Students are placed into an inclusive model classroom with a dual-licensed teacher (ESL and General Education), who provides any needed scaffolding and focuses on individual students' language development goals.

Currently there are five K-4 self-contained Newcomer classes at Jacobs. Classes are taught by ESL and content-certified teachers. One ELE paraprofessional assists in the kindergarten Newcomer class. The Newcomer model at Jacobs is also an Inclusion Model, which means that sometimes Newcomer classes are populated by newcomers and higher level EL students. The ratios per classroom differ (15-18 students per teacher). Teachers differentiate instruction for all students. Newcomers receive 90 minutes a day of ESL instruction with an additional period of 50 minutes a day dedicated solely to Newcomers.

- **Lincoln Elementary School**

Lincoln newcomer students are placed into an inclusive model classroom with ESL teachers, who provide any needed scaffolding and focus on individual students' language development goals. Lincoln currently has one self-contained Newcomer class for Kindergarten.

The goal is to eventually have one for each grade. Newcomer classes are taught by dually certified ESL/Content teachers.

The Newcomer model at Lincoln provides a self-contained separate classroom exclusively for newcomer students. This allows the K teacher to accommodate the specific academic, linguistic, and social-emotional needs of these particular students. Newcomer students integrate with other general education students for special classes, lunch, and recess. Students also receive 90 minutes of direct ESL instructional services from their classroom teacher (who is certified to teach both ESL and content).

At all three elementary schools the transition from the Newcomer classroom into a general education classroom is considered on an individual basis based on data including observations, assessments and student's portfolios created by teachers. Some areas also considered include ACCESS scores, MCAS scores, length of time in the U.S, and social language required to interact with peers. Students' transitions are revised and discussed by a school-based team of teachers, specialists and administrators.

- **Roosevelt Middle School Newcomer Model**

The NBPS Middle School Newcomer model is currently being hosted at Roosevelt Middle School; however, Newcomers are also attending the other two middle schools (Keith Middle School and Normandin Middle School). Like the elementary programs, the Newcomer model is within the SEI program. It was developed to provide explicit and intensive English language instruction to students who are new to the country or who have been in the country for a year or less. The program is designed for students 11 to 14 years old.

Newcomer students are taught by ESL-certified teachers and receive at least 90 minutes of direct ESL instruction per day. The periods in ESL classes are included in their daily schedules. For the remaining periods of the day, Newcomers are placed in SEI content classes with SEI-endorsed teachers and Unified Arts classes. Currently there are three Newcomer classes at Roosevelt; one per grade (grades 6, 7, and 8). These include not only Newcomers but also EL students at Language proficiency Levels of 1-2. Therefore, teachers differentiate instruction for newcomers, Level 1 and 2.

New Bedford High School Newcomer Model

The NBHS Newcomer program of studies includes English language development for two class periods (104 minutes) each day. They also take history, science, and math with a content teacher who holds an SEI Endorsement. They receive sheltered content classes for 52 minutes each. In addition, students take general electives such as physical education and arts classes.

Newcomer Students Exit Criteria-

Newcomer Programs must annually assess EL students' language proficiency and academic achievement to determine whether such students are able to do regular schoolwork in English, and to include the EL student in regular content area classrooms once EL Newcomer student demonstrate the ability to do regular schoolwork in English. Exit from Newcomer EL status is a high-stakes decision because a premature exit may place a student who still has critical linguistic needs at risk of academic failure, while unnecessary prolongation of EL Newcomer

status (particularly at the secondary level) has consequences as well since it can limit educational opportunities, lower teacher expectations, and demoralize students. School-based teams must also consider other relevant data to determine whether students can perform ordinary classroom work in English, and whether or not such students should exit the Newcomer program.

Student transition from the Newcomer classroom into ESL classes in the SEI program is considered on a case-by-case basis. A school-based team reviews the following criteria to determine readiness to transition from the Newcomer program classes:

Student has reached at least an overall score of **2.4 and 2.0 in literacy on ACCESS**

- Student's scores on locally-administered reading and other academic assessments, or other district measures
- Student scores on locally administered formative language assessments following curriculum-based assessment
- Student's academic record and ESL Newcomer teacher input
- Student's progress with English language proficiency based on MODEL (Measure of Developing English Language) for English language proficiency.

Students with Limited and/or Interrupted Formal Education (SLIFE)

SLIFE Program Description-

The NBPS district SLIFE program was designed to support students identified as having a history of limited or interrupted formal education experiences. These students are new to the American learning style and typically experienced limited schooling opportunities in their countries of origin. Most have limited reading and writing in their native language(s), are below grade level in most academic skills, lack of concepts, content knowledge and critical thinking skills.

SLIFE students participate in SEI classes which allows teachers to provide content to English Learner students in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. They have the triple challenge of learning English and becoming proficient in a prescribed body of knowledge and skills, while simultaneously preparing for high stakes testing. SLIFE students have limited time to accomplish all of this successfully in order to graduate with their peers from secondary schools (DeCapua, Smathers & Tang, 2009).

- **New Bedford High School SLIFE Program Model**

Students attend seven classes per day, five of which are core subjects. The core subjects are taught by teachers with SEI Endorsement with a curriculum designed to integrate the secondary subject content in lessons that are extensively differentiated and scaffolded so students can access the content. Students are instructed by the SLIFE team of teachers following the structure of the Mutually Adaptive Learning Paradigm (MALP), which bridges students' former ways of learning and "transitions the students to print - not just by teaching and rehearsing the basics of literacy but by making strong connections between oral transmission and the written word" (DeCapua & Marshall, 2017, p.130). Students rotate within the teachers

every 52 minutes, with the exception of English language development, which is taught for 104 minutes.

- **Middle School SLIFE Program Model**

SLIFE students placed at Roosevelt Middle School currently receive six class periods per day. Each of these class periods consist of 56-minute blocks of formal instruction. The courses are composed of Foundations of Literacy and Foundations of Math. The ESL block is taught by an ESL teacher who provides students with exposure to social and academic language. During the Foundations of Literacy course, students receive explicit instruction in the core elements of literacy, which include phonemic awareness, phonics, grammar, reading fluency, and reading comprehension.

In the Foundations of Mathematics course, students receive explicit instruction in foundational mathematical skills, which they may not have previously acquired due to missed formal education or learning gaps. Math and literacy are integrated classes using science and social studies themes. In terms of unified arts classes, SLIFE students participate in two classes per semester, which can include physical education, art, music, chorus, band, humanities, health, or Spanish.

SLIFE Program Services-

Both secondary schools have a Family Engagement Specialist (FES) who works as a liaison between school and home. The specialist's role is to create a partnership between families, students, and school staff. The FES provides information on resources, families can access in order to be active participants in the successful education and well-being of their children in the community. As a bilingual speaking staff member, the FES serves as a bridge of communication between SLIFE teachers and families. The FES supports the SLIFE students and their families during the entering process, translating when necessary and in some cases providing students with a tour of the building before the first day of classes. In addition, the FES manages the school pantry, providing students with clothing, food and school supplies when necessary.

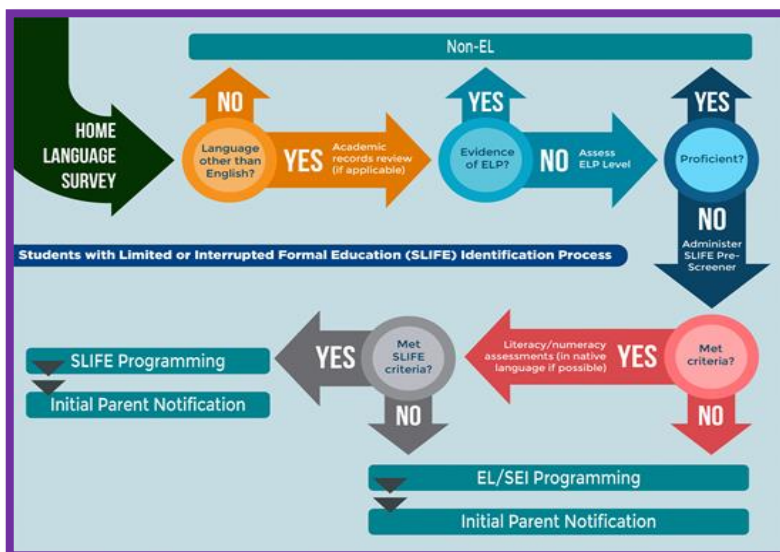
Another service provided at NBHS is the established partnership with the New Bedford Immigrants Assistance Center (IAC). The role of this IAC staff member is to support SLIFE students with advice on personal/family-related situations such as housing, health care, immigration and, on many occasions, legal support. When necessary, students are referred to other community entities to ensure that they get the necessary support to stay in school and graduate.

All SLIFE students receive opportunities to participate in enrichment programs. At the high school level, students are invited to participate in after-school programs, summer school, and Saturday portfolio for proficiency. SLIFE students also participate in content-area classes (English Language Development, Math, Science, and Civics) and social-emotional support. The summer program typically runs for four weeks. Students participate in content classes, but also have the opportunity to participate in art, physical education, gardening, computers, and drama classes. The summer program includes field trips to colleges, museums, local zoos, and hiking trails.

Saturday portfolio provides SLIFE students with the opportunity to work on a portfolio to demonstrate competency in the areas of English, Math and Science. Students who have not been able to pass the state test MCAS, enroll in it and receive guidance from content teachers in order to complete their portfolios. Both the after-school and summer program also offer transportation, meals, and counseling.

At Roosevelt Middle School, an after-school program titled “Boost” was developed to assist both EL and SLIFE students. The program takes place Monday through Thursday from 2:45 to 3:45 PM and is led by an ESL teacher. The program is geared toward providing language development and academic support for EL and SLIFE students. Participating students receive support with both phonics and reading instruction. These students also participate of the summer program offered at the secondary level.

Registration and Identification of SLIFE Students-



Adopted from "Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance" (DESE, 2019)³

When a new student registers at the FRC, the CISA specialist reviews the HLS with a language other than English on it to provide an English language screening test. If there is no evidence of English language proficiency, the CISA specialist will revise each student’s educational history. If there are interruptions in the student’s education, or if the student’s education is limited, a SLIFE Pre-Screener is completed. Both, the language screening assessment and the SLIFE Pre-Screener is sent for review to the ELE Office. The CISA also conducts an interview to the student and/or the parent through interpretation or translation by trained bilingual staff if necessary.

³ DESE updated SLIFE Guidance Document outlines recommended practices for identification of SLIFE students <http://www.doe.mass.edu/ele/sliffe/> (DESE, 2019)

This intake helps the educator to glean important schooling and personal information not provided during the regular registration process. The new student also participates in a literacy and numeracy assessments. The literacy assessment provides information on students' reading fluency, comprehension and decoding strategies as well as writing skills. The math assessment provides information on students' numeracy skills including basic math concepts, pre-algebra and geometry.

The CISA provides the family with assessment results and placement determination at the time of the enrollment. Then, results of the assessments and interviews are forwarded to the SLIFE Lead Teacher at Roosevelt Middle School or to the ESL Content Instructional Leader and the Registrar at NBHS. Placement determinations can be immediately made based on the literacy and numeracy assessments already administered in the students' home language.

Placement Protocols-

Once a student's cumulative records arrive at the corresponding school, the placement process starts, following the school's internal protocols. At the high school level, the NBHS Registrar meets with the ESL Content Instructional Leader to determine placement within the program. At the middle school level, the school guidance counselor provides a schedule and classroom(s) placement to the student. SLIFE student's placement is based on the information provided on:

1. Students' last grade
2. Student's last year of attendance
3. Student's age
4. WIDA Screener Assessment results

Reclassification of SLIFE Students-

SLIFE students are eligible to exit the program once the student, using the English language:

- Can follow school rules and routines
- Can follow classroom rules and routines in all content and elective classes
- Demonstrates regular and consistent attendance
- Reaches an overall score of at least an **overall score of 2.4 and 2.0 in literacy on ACCESS**
- Can perform most academic tasks with scaffolds, supports, and accommodations
- Demonstrates steady progress toward foundational and grade level content standards

The SLIFE team (SEI/ESL teachers and ESL CIL) regularly monitor their progress and annually (May or June) review student records for the above criteria to identify possible candidates to transition out of SLIFE status. Once a student is recommended to exit and the SLIFE school-based team is making instructional and programmatic decision for the student, the ESL CIL communicates with parents and with guidance counselors to ensure schedules change for the following school year. If SLIFE students are not showing enough progress after Tier interventions, the student(s) are recommended to the Whole Child Support Team (WCST) for a Student Success Plan (SSP). After a year in the SLIFE program the student is unable to reach the exiting criteria successfully, he/she stay in the program for another year. Second-year SLIFE

students are recommended for a Student Success Plan review at the beginning of the school year by the WCST.

At the High School - Grouping Based on Literacy Level

- **Emerging Literacy / Numeracy Level**
 - US equivalent grades K – 2
 - Students who have little or no school experience
- **Developing Literacy / Numeracy Level**
 - US equivalent grades 3 – 5
 - Students who have foundational literacy skills
- **Advanced Literacy / Numeracy Level**
 - US equivalent grade 6+
 - Students who complete primary school, but did not continue studies at the middle school level; or students who demonstrate a gap in their schooling during middle school years

Emerging (US grade equivalent K-2)	Developing (3-5)	Advanced (6+)

SLIFE Curriculum and Supplemental Materials-

- **High School**

The curriculum has been designed and developed by ESL teachers with support from MABE and MATSOL consultants. These units are intended to deliver systematic, explicit, and sustained English language development and literacy in the context of the Massachusetts Curriculum Frameworks. The purpose of the units is to help SLIFE students to bridge their prior learning experiences to the new paradigm of instruction in order to develop the literacy, language, background knowledge, and foundational skills necessary for academic success in all SEI content areas and within the classroom once exited from the program.

Teachers develop curriculum units to connect to all content areas in conjunction with the five English Language Development WIDA standards – Social and Instructional Language, Language of Language Arts, Language of Math, Language of Science and the Language of Social Studies. Using curriculum units district-wide ensures that all SLIFE students in New Bedford have access to high-quality English language instruction informed by the expectations from DESE, WIDA and current research related to SLIFE. Each curriculum unit focuses on two or three Key Uses of Academic Language. These unit-level Focus Language Goals were created through an analysis of the linguistic features associated with social and instructional language and language across all content areas. It is expected that ESL teachers will adapt these units to meet the specific needs of their students, with a focus on students’ prior schooling, literacy levels, and English language proficiency.

- **Middle School**

The SLIFE program at Roosevelt Middle School is developing curriculum units and lessons aligned with WIDA standards and integrated with Massachusetts Curriculum Frameworks. Supplemental materials for both the Foundations of Literacy and Foundations of Mathematics courses are used (textbooks and workbooks) as are a variety of math manipulatives. The SLIFE program utilizes a hands-on, pragmatic approach. This approach includes lessons and skills applied across all academic domains and are used in real-life circumstances. The use of visuals and manipulatives is essential in the formal instruction of our SLIFE students and well as the use of technology.

SLIFE Course Descriptions-

High School	
<u>English Language Development</u>	This course focuses on the development of basic language skills needed in the classroom and in day-to-day situations. It is focused on listening and speaking tasks necessary to satisfy routine classroom and social demands as well as limited work requirements. Topics include the alphabet, numbers, phonemes, polysemous words, and topic vocabulary.
<u>Science/Health Foundations</u>	This course focuses on the development of foundational skills and academic language of Science through scaffolded grade-level thematic units and labs based on the scientific process concepts of Life and Physical Science Standards. This course also introduces health content vocabulary in topics such as goal setting, self-esteem, growth and development, and human anatomy.
<u>Mathematics Foundations</u>	This course focuses on the academic language skills necessary for success in the math classroom, building on prior math skills. Topics instructed are number sense: fractions, decimals, and percentages; units of measurement: American standard and the metric system, perimeter, area, and volume; data and statistics: surveys, interpreting and creating graphs/charts; geometry: 2D and 3D geometric figures, area and volume; introduction to algebra: variables, equations, and substituting.
<u>Foundations of Social Studies</u>	This course focuses on the development of foundational academic language and skills of Social Studies. Thematic units include Early American History, U.S. Government, and Geography Standards. Students become familiar with North American geography, history, government, voting, and the rights and responsibilities of citizens.

Middle School

<u>Foundations of Literacy</u>	During the Foundations of Literacy course, students receive explicit instruction in the core elements of Literacy, which includes phonemic awareness, phonics, grammar, reading fluency and reading comprehension.
<u>Foundations of Math</u>	Students receive explicit instruction in foundational math skills.

Long-Term EL Program

Long-Term Student Definition-

According to the National Education Association, “Long-Term English Learner (LTEL)” students are those identified EL students who have been enrolled in U.S. schools for six years or more, are stalled in progressing toward English proficiency, and without having adequate English skills, struggle academically. Many LTEL students tend to be non-engaged and passive in schools; some may attend school inconsistently. They tend to be below grade-level in reading, writing and math, and do not meet expectations on standardized tests.

LTEL students often lack academic discourse and grammar in their primary language, being limited to social conversations. Even though they have social fluency in English, they lack academic language proficiency for their grade level. They are often isolated from mainstream students and need effective interventions Tier 2 and 3 that will allow them to catch up in reading and writing. Most struggle in all content areas that require literacy, which transfers into hardship in achieving overall academic success.

Description of the Program-

The LTEL program⁴ is located in each of the three middle schools: Roosevelt, Keith and Normandin. This project-based program provides interventions Tier 2 and Tier 3 to EL students who have not yet reached the required ESL benchmarks according to the ACCESS tests. The goal of the program is to urgently accelerate LTEL students’ progress toward attaining English proficiency and closing academic gaps. Students are taught by ESL teachers whose sole focus is instructing LTEL students and provide ESL interventions Tier 2 and 3. The model is based on an eight-week cycle providing direct instruction to LTEL students. All LTEL students will remain in their ESL and content-area classes throughout the cycle. LTEL students are given a pre- and post-assessment; at the end of the eight-week cycle, a progress report is provided by the LTEL ESL teacher.

Long-Term Student Identification-

LTEL students are EL students who have attended the U.S. schools for six or more years and have not obtained the required ACCESS scores to exit the SEI program: 4.2 overall, and 3.9

⁴ The LTEL program is a NBPS district initiative established in 2019-2020 to support EL students with six years or more in the SEI program.

combined Literacy (Reading and Writing). LTEL students in general have not made the ESL benchmarks; have not scored Meeting Expectations (500+) on MCAS ELA; and have a high level of difficulty index on ACCESS test results.

Long-Term ESL Teacher Schedule-

- Weekly common planning time with ESL teachers
- Weekly common planning time with ELA teachers
- Middle School PLC time with district team and/or MATSOL consultant
- Schedule based on Long-Term EL students' needs (Tier 2 or Tier 3 ESL interventions)

Instruction Pedagogy-

Most LTEL students need assistance to improve their vocabulary knowledge, reading, and writing skills. EL students must be able to comprehend, speak, read, and write more advanced content classes and show strong understanding on tests that require advanced English skills (Calderón & Minaya-Rowe, 2011). This LTEL project-based program consists of an eight-week cycle of individualized, intensive Tier 2 and Tier 3 ESL interventions/ESL instruction to support students in three main areas:

- Academic development (Based on WIDA's 3 Dimensions of Academic Language), Language domains (Reading and Writing), and areas of improvement and metacognitive skills on their learning.
- Social-emotional growth (Academic strengths, ownership and pride in their learning, and emotional intelligence).
- Test-taking skills (Test anxiety, technical aspects, and strategies for ACCESS and MCAS).

These LTEL students participate in research-based interventions, in small groups, and their progress is monitored. Instruction⁵ for LTEL students include significant coverage of the key elements of reading such as phonemic awareness, phonics, fluency, texts comprehension and vocabulary. Students also receive instruction in writing strategies that include summarization, collaborative writing, the use of rubrics and graphic organizers, revising, editing, and proofreading. Cooperative learning is implemented to lower anxiety and to create a positive classroom climate. In addition, the program aims to include activities that are culturally relevant, reinforcing college and career-readiness, and oriented to promote students' engagement in their own learning, academic success and social-emotional growth.

SUPPLEMENTAL SERVICES & ACTIVITIES

EL Tutoring

Program Description-

The NBPS district offers EL tutoring after school, on Saturdays, and over the summer to all EL students. The after-school and Saturday programs are run during the school year, while the summer program is offered in July-August. These programs are developed to supplement

⁵ Regardless of the type of program, LTEL students' success depends on quality of instruction (Calderón & Minaya-Rowe, 2011).

additional hours of support with English language development, academic support, and enrichment activities.

- **After School & Saturday EL Tutoring**

These school-based programs are offered to all EL students and their families. For the most part, EL students stay at school from 1 to 2 hours per day to participate in project-based lessons and activities. Saturday programs offer tutoring, childcare, ESOL for parents, parenting classes, meals, and enrichment activities for the whole family.

- **Summer EL Tutoring**

Summer tutoring is offered every school year to all EL students in the district. Students attend by grade levels: elementary (PK-5) and secondary (6-11). Students attend between three-five weeks, for four-five days per week, for three-five hours per day. EL students enrolled in the summer program are placed based on their English proficiency level and academic needs.

- **English Learner Enrichment Programs**

Enrichment is offered for high school students from January-June, three days per week, for two-three hours. Students must attend a minimum of 30 hours per subject in order to obtain a full credit in a failing subject and recover absences. Students attending who have not failed a class may earn a half credit toward an elective.

Incentives for Participation-

EL SENIORS	EL STUDENTS	SLIFE STUDENTS
<p>EL seniors who need to complete academic requirements for graduation in June can obtain credits, recover absences, and prepare for MCAS.</p> <p>The program offers credit recovery in the areas of SEI Algebra 1/ Geometry, World History/U.S. History, SEI Environmental Science/ Biology/Physics, ESL, Art, Physical Education.</p> <p>Seniors enrolled in the evening program can participate in the afternoon program until 6 p.m., then continue with evening classes.</p> <p>Participating in this program gives seniors the opportunity to appeal MCAS.</p>	<p>EL students participating in the after-school program will have the opportunity to:</p> <ul style="list-style-type: none"> ● Recover failing classes (from the previous year) ● Obtain missing credits in the areas of SEI Algebra 1/ Geometry, World History/U.S. History, SEI Environmental Science/Biology/Physics, ESL, Art, Physical Education, and Computers. ● Recover absences ● Prepare for MCAS tests ● Extra language support 	<p>SLIFE students participating in the after-school program will have the opportunity to:</p> <ul style="list-style-type: none"> ● Receive extra language support ● Prepare for the MCAS test (9th grade Science, 10th grade Math and Science) ● Obtain a half credit in an elective class such as art or Physical Education ● Receive computer instruction ● Recover absences

PARENTAL INVOLVEMENT

EL Parents Advisory Council (ELPAC)⁶



Description of the Program-

The NBPS district SEI Program, through the efforts of district/school administrators, CAT teachers, ESL teachers, the Family Registration Center staff, school-based Family Engagement specialists, Wraparound coordinators, parents, and other community stakeholders, encourage families to become involved in their children's schooling.

Schools that are established an ELPAC annually notify parents of EL students of the opportunity to participate in the ELPAC. NBPS district administrators assist ELPAC in their operations and activities without charge. FES are available to translate/interpret and to act as liaisons between parents and schools. The EL Parent Advisory Council (ELPAC) and the ELE Leadership Committee advise the district as to their perspectives on the district-wide SEI & DLE program implementation with recommendations for adjustments in process, protocols, and procedures. The schools hold ELPAC meetings throughout the year in the language of the ELPAC members. FES within schools keep parents informed of ELPAC meetings and help to enhance the home-school-community connection. They recruit parent volunteers, coordinate parent workshops, send out flyers, make phone calls, and conduct surveys. They understand the importance of providing a warm, welcoming and positive experience for all families visiting the NBPS.

⁶ Any district that serves 100 or more ELs or in which ELs comprise at least 5% of the student population, must establish an ELPAC. Any school designated as underperforming or chronically underperforming that operates an ELE program, must also establish an ELPAC. 603 CMR 14.09.

Section III

Monitoring Progress of ELs



EL STUDENT ASSESSMENTS

The Massachusetts Department of Elementary and Secondary Education (DESE) and the federal government require a variety of assessments be administered to EL students. The NBPS district may also utilize additional assessment instruments as tools to identification, placement and monitoring progress of EL students' in English language development and academic achievement:

ACCESS- stands for Assessing Comprehension and Communication in English State-to-State for English Learners. It is a large-scale test that addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing English Learners. These standards incorporate a set of model performance indicators that describe the expectations educators have of EL students at four different grade level clusters and in five different content areas. The ACCESS test is administered once annually in January-February. Testing results are released in May/June and provided to parents/guardians.

MCAS- the Massachusetts Comprehensive Assessment System is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the program must test all public-school students in Massachusetts, including students with disabilities and English Learner students; measure performance based on the Massachusetts Curriculum Framework learning standards; report on the performance of individual students, schools, and districts. As required by the Education Reform Law, students must pass the grade 10 tests in English Language Arts (ELA), Mathematics and one of the four high school Science and Technology Engineering tests as one condition of eligibility for a high school diploma. In addition, the MCAS test is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of all students being proficient in Reading and Math.

Pre IPT- the IDEA Proficiency Test, best known by the acronym IPT, measures the English language proficiency of Early Childhood students. The tests are designed for the purposes of initial identification, program placement, and progress monitoring in school. In the New Bedford Public Schools, it is used as an initial screening tool for 3 and 4-year-old students.

PreLAS- the PreLAS test measures the Spanish language proficiency and pre-literacy skills of learners in Early Childhood. In New Bedford Public Schools, it is used as an initial Spanish language screening tool for kindergarten students entering into the Dual Language Education program.

WIDA SCREENER- is aligned with the WIDA English Language Development Standards. The WIDA Screener is an English language proficiency assessment currently given to all incoming NBPS students in grades 1-12 who may be considered EL students. The WIDA Screener is available in two formats – online and paper. It assists educators with placement decisions for EL students. It is a flexible assessment that can be administered at any time during the school year. This is the primary assessment used in decisions regarding placement in ELE programs.

MODEL- the WIDA MODEL (Measure of Developing English Language) is a series of English proficiency assessments for grades K-12. MODEL can be used as an identification/placement assessment for newly enrolled EL students or as an interim progress monitoring assessment. All incoming kindergarten students at NBPS are given the oral component (Listening and Speaking) of this test to determine if they are EL students.

BVAT- the Bilingual Verbal Ability Test is a specialized assessment instrument for measuring bilingual verbal ability, the unique combination of cognitive/academic language abilities possessed by bilingual individuals. It also provides a measure of English or other languages' dominance. In NBPS, it is used as an additional measure before referring an EL student to a Special Education evaluation.

PROFICIENCY BENCHMARKS FOR EL STUDENTS

Benchmarks for Making Progress-

The benchmarks for attaining English language proficiency for EL students are developed by DESE. Meeting benchmarks means that an EL student is on track to attain English proficiency within six years of entering a Massachusetts public school. Some EL students will attain English proficiency before year six, while others may take longer. Students are not required to become proficient within a specific period, but research indicates that EL students typically achieve proficiency in four to seven years. DESE determined six years to be a reasonable period for an EL to attain English proficiency.

DESE will annually determine the English language proficiency benchmarks for individual EL students and provide them to each district every fall. The NBPS district is required to:

- Adopt procedures to identify EL students who do not meet English proficiency benchmarks;
- Establish a process for the district to:
 - Identify the areas in which identified EL students need improvement and establish personalized goals for attaining English proficiency;
 - Assess and track the progress of EL students who did not meet benchmarks in the identified areas in need of improvement;
 - Review resources and services available to assist EL students in the identified areas in need of improvement; and
 - Incorporate input from the parents or legal guardian of the identified EL.

Calculating Benchmarks-

Based on a student's current year [ACCESS](#) score, DESE determines a target for the following year that is the minimum score needed by the student to remain on track to attaining English proficiency (i.e., attaining a score of at least Level 4.2 on ACCESS) within six years. For students taking the [Alternate ACCESS](#), the Department will determine progress toward proficiency by comparing the prior year's results and the current year's results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

Each year after DESE reports ACCESS scores, schools and districts will receive a **future progress target** and a **difficulty index** for the following school year for each student. If the student has taken the ACCESS test for at least two consecutive years, they will also receive a **growth percentile** (SGPA) and a **progress indicator** (expressed as “yes” if the student made progress or “no” if the student did not make progress). DESE will not provide future progress targets for students in grade 12 since it is anticipated that they will no longer be enrolled the following year.

Future Progress Target- represents the minimum ACCESS proficiency level score needed on next year’s ACCESS test to remain on track to reach English proficiency within a total of six years in a MA school. Future progress targets are reported as a proficiency level, ranging from Levels 1.0 to 4.2.

Difficulty Index- shows an estimate of how difficult it will be to reach next year’s target, relative to the student’s current proficiency level. The difficulty index ranges from 1–99, with one being the lowest difficulty and 99 the highest (i.e., most difficult to achieve the target). Students with difficulty indices *greater than 60 have a high difficulty index*.

Educators should use the difficulty index as an indicator of which students may need additional instructional assistance in order to succeed. For example, a student who has been in an ELE program for three years, but has a comparatively low ACCESS proficiency score (e.g., Level 1.5), would have a more difficult time meeting future targets and would therefore receive a high difficulty index e.g., 75). A student with a higher proficiency level after the same number of years in a program (e.g., Level 3.7) would likely receive a lower difficulty index (e.g., 35). Higher difficulty indices signal that a student may require additional resources and hours per week in a language program to accelerate their language level and meet their target.

Student Growth Percentile- indicates the amount of progress made by a student on the ACCESS test from one year to the next, relative to other EL grade-level students who earned similar ACCESS scores the prior year. The SGPA is a number from 1-99, with 40-59 representing *average* growth. SGPA allows each student a nearly equal opportunity with other EL student in their grade level to demonstrate their progress in learning English.

Progress Indicator- either “Yes” or “No,” shows whether the student has met last year’s future progress target in the current year. If the student’s current ACCESS proficiency level score is equal to or greater than their future target from the previous year, then the student is considered to have made progress. For example:

- A student with a future target of 2.8 will “make progress” if his or her next ACCESS overall score is Level 3.0;
- A student with a future target of 3.2 will not “make progress” if his or her next ACCESS overall score is Level 3.0.

Students in different ELE programs or with different levels or types of supports may demonstrate different rates of progress in attaining English language proficiency. For example, students in DLE programs may show different rates of acquiring English in the early years of their program than in later years of their program.

WHOLE CHILD SUPPORT TEAM PROCESS

In February 12, 2020 a team of school principals (elementary, middle, and high) and central office district-wide administrators revised, reorganized, and linked, the two different school teams (SEI-PCR and BBST). The two teams were merged and consolidated into one called “Whole Child Support Team” (WCST) team. Through NBPS, the scope of work expanded and made inclusive to every EL student including general education and/or FEL students and Special Education students. Assessment has also been changed to allow team members to systematically factor in up to date non-academic information, and critically reflect on it before making decisions. The Whole Child Support school-based team in each school will ensure that EL students be provided with equal opportunities to access support systems for learning.

WCST Process-

First, each school needs to establish a WCST school-based team (e.g. CAT, ESL, and/or Special Education teachers, School Administrator, Reading Specialist, Instructional Coach, Adjustment Counselor, Family Engagement Specialist). They review students’ needs and educational outcomes based on Massachusetts state tests data results and non-academic student information. Second, each WCST school-based team is required to analyze the EL state assessment (ACCESS and MCAS) results, EL benchmarks, and other relevant non-academic qualitative data of individual students such as: formative assessments, Individualized Educational Plan (IEP), cultural, linguistic, and family literacy backgrounds, social-emotional and trauma, attendance, and student’s observations to monitor the EL students’ progress in learning English.

Third, the WCST school-based team meets and works collaboratively to identify EL students that do not show a significant growth or do not meet state benchmarks (e.g. **difficulty index greater than 60**). The team defines strategies for interventions and educational supports needed to assist EL students in gaining English proficiency and improving academic achievement. Fourth, individuals who know and work with the student will revisit periodically each EL case study every 4-6 weeks to monitor their individual progress.

- *Tier 1 instruction* is delivered as whole group instruction in the regular education classroom.
- *Tier 2 instruction* is delivered in a small group setting. This instruction is considered a second dose of the concepts given in Tier 1 instruction. ESL & Content Teachers and others provide interventions without referring the EL student for a special education evaluation.
- *Tier 3 instruction* is delivered to a small group or individual students who are believed to need an intensive intervention. Schools match the intervention with the needs on each language domain. All schools monitor the EL student’s progress and adjust interventions when necessary.

If the EL student shows gains through progress monitoring and has improved on the specific skill, the Tier 2 intervention stops. However, if a student continues to show no gains during the Tier 2 intervention, the WCST then discusses possible alternatives, which could include a Tier 3 referral to Special Education if it is determined that the student has received an adequate opportunity to succeed.



During that monitoring period, skillful CAT and ESL teachers will use a variety of SEI teaching strategies to shelter academic content and to develop English language that facilitate the improvement of that student's educational attainment. Other school support staff will assist with social-emotional student's needs and work with the student's parents/family as partners. Finally, EL students who do not achieve proficiency within the 4-6 weeks will not be punished in any way, rather an EL Student Success Plan (SSP) will be completed by the people working with the student. This plan will address EL students' individual challenges such as major disruptions in their family lives, stress, poverty, economic hardship, war, domestic violence, abuse, immigration, health, lack of literacy, to name few.

Every year, the SSP will be in place for students that do not meet benchmarks (e.g. **difficulty index greater than 60**) or until the student become proficient (DESE, 2018). This plan provides schools with information to be used ensuring that the student receives supports necessary to make better progress toward academic achievement and English language proficiency. Based on the number of EL students in each building and their performance, the WCST school-based team would meet every week or biweekly to continue working with school administrators to monitor 4-6 weeks interventions for EL students. This team's practice is a way to catch EL students early, before they are too far off track and at risk of becoming LTEL students (DESE, 2019).

Reference Guide-

Establish the WHOLE CHILD SUPPORT School-Based Team

1. *Establish a school-based team, with one Lead Facilitator, and 4-5 team members (2-3 members that will always be present from week to week).*
 - **Lead Facilitator** (Administrator preferred; e.g. School Principal, AP, MEQ, CIL)
 - **Team Members:**
 - **Other Administrators**

- *TLS: ESL, SPED, ELA or Math Instructional Coach*
- **Wraparound and/or Adjustment Counselor**
- *Content Area Teacher: Will change from meeting to meeting*
- *ESL Teacher: Will rotate from week to week*
- **Parent Support Specialist (Family Engagement)**
- **Special Education Teacher (If applicable)**
- **Guidance Counselor (If applicable)**

2. *Establish a set weekly time for the WHOLE CHILD SUPPORT Team Meetings to occur (i.e. Wednesday mornings, 9:00-11:00 AM).*



Concerns (academic, linguistic, behavioral, social emotional) observed by referral source

Referring teacher/school staff contacts parent/guardian informing about the referral to the WHOLE CHILD SUPPORT Team

3. *Refer to the “Script to Inform Parents/Guardians” (see attachment 1) to explain the WHOLE CHILD SUPPORT Team process to families.*



**Student referred to the WHOLE CHILD SUPPORT Team
Referral form, academic performance/behavior observations and supporting data are submitted**

4. *In order to refer a student for an Initial WHOLE CHILD SUPPORT Team Meeting:*
- *Referral Source or referring teacher/school staff emails the Lead Facilitator, indicating the initial concerns/data of the student being referred and the type of referral (academic, SEL-Behavior/FHW, linguistic, or a combination of multiple).*
 - *Lead Facilitator schedules the Initial Meeting via Outlook, inviting all necessary team members.*
 - *Referral Source or referring teacher/school staff begins completing “Initial Team Meeting Pre-Work” (see further details below).*



**Review data using WHOLE CHILD SUPPORT Protocol
Review DCAP monitoring form
Develop a Student Success Plan to be implemented for 4-6 weeks**

**School-based team will conduct observations both individually and in small groups
Conduct student interview (if applicable)**

Consult with teachers and support staff

5. *Initial Meeting is held with the school-based team (please note: all pre-work outlined in the referral process must be completed prior to the Initial Team Meeting)*

○ **Meeting Norms:**

- *A timer will be used during all meetings (30-40 minutes)*
- *All invited members should arrive on time with their laptops*
- *All pre-work & paperwork will be provided in the WHOLE CHILD SUPPORT Folder before the start of the meeting*
- *Completed pre-work and paperwork will be brought to the WHOLE CHILD SUPPORT Team meeting*

○ **Meeting Agenda:**

- *(5 min) Classroom Teacher/ESL Teacher presents student being referred*
- *(5 min) Classroom Teacher/ESL Teacher gives a brief overview of the following:*
 - *Data*
 - *Interventions currently in place*
- *(15 min) Team determines Student Success Plan (SSP)*
- *(5 min) Lead Facilitator wraps-up meeting and team reviews next steps*
- *Lead Facilitator records team notes using the WHOLE CHILD SUPPORT Notes Template & tracks progress using the WHOLE CHILD SUPPORT Flow Chart throughout meeting*



The WHOLE CHILD SUPPORT team monitoring (communication with parents/guardian and agency liaison/providers)

6. *Interventions outlined in the Initial Meeting are put into place, and all assigned staff:*

- *Progress Monitor and Track Data*
- *Contact necessary supports*
- *Update parent/guardian*



Update the Student Success Plan

7. *Follow-up Meeting is held with the school-based team (please note: all pre-work outlined in the Initial Meeting must be completed prior to the Follow-Up Meeting)*

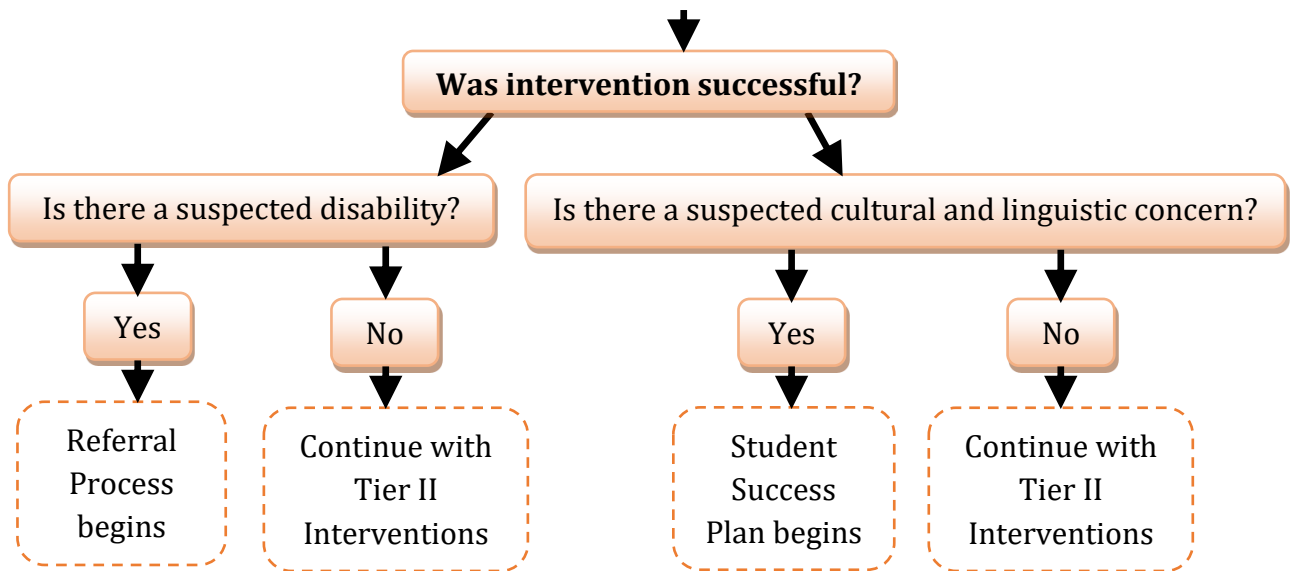
○ **Meeting Norms:**

- *A timer will be used during all meetings (20-30 minutes)*
- *All invited members should arrive on time with their laptops*
- *All completed necessary paperwork and intervention documents will be brought to the follow-up WHOLE CHILD SUPPORT Team meeting*

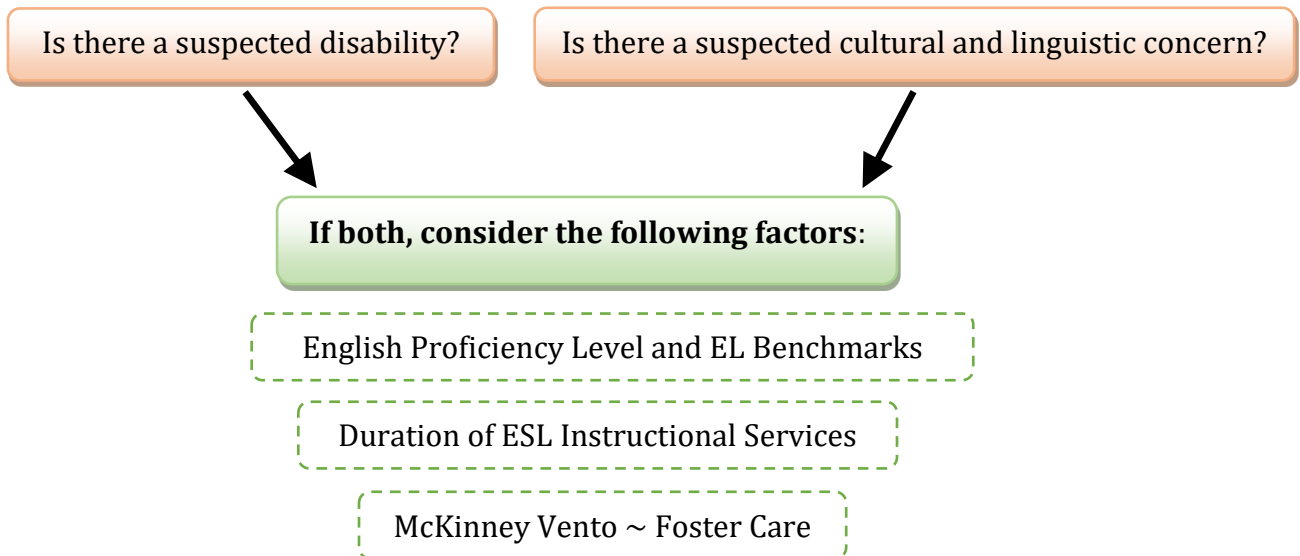
○ **Meeting Agenda:**

- *(5 min) Classroom Teacher/ESL Teacher shares out any academic updates/new information on the student*

- (5 min) Classroom Teacher/ESL Teacher gives a brief overview of the following:
 - Initial meeting intervention(s) progress data
 - New intervention(s) put in place since initial meeting with progress data
- (8 min) Team determines:
 - Interventions that will continue/new interventions to be put in place
- (5 min) Lead Facilitator refers team to Flow Chart to determine which pathway for next steps
- Lead Facilitator records team notes using the *WHOLE CHILD SUPPORT Notes Template* & tracks progress using the *WHOLE CHILD SUPPORT Flow Chart* throughout meeting



BOTH
Consider the following criteria



Cultural & Linguistic Background

Number of Years in the Country

Number of Years in Massachusetts

Attendance

ASPEN Membership

NOTE: If the EL student qualifies for an IEP, both an SSP and IEP need to be implemented and monitored. Goals should be aligned to meet student needs. If a student is not an EL and qualifies for an IEP, only the IEP needs to be implemented and monitored.



ELE PROGRAM EVALUATION

The NBPS district conducts periodic evaluations of its ELE program at least every two years to determine whether the program is efficient in developing students' English language skills and increasing their ability to participate meaningfully in the district's general educational program. To determine whether the ELE program complies with relevant laws, a federal court, in *Castañeda v. Pickard*, set forth the following analytical framework that districts are expected to consider in developing, implementing, and evaluating their own program and activities.

The Castañeda's Three-Pronged Test-

1. *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.*

Each district must define the educational approach(es) it will use to meet the academic and language needs of its EL population by providing EL students with systematic, explicit, and sustained English language development and meaningful participation in the district's SEI program after students are identified. The SEI program shall consist of two components:

Sheltered Content Instruction-

Sheltered content instruction includes approaches, strategies and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. Sheltered content instruction must be taught by qualified CAT teachers. It must be based on district-level content area curriculum that is aligned to the Massachusetts Curriculum Frameworks and that integrates components of the WIDA ELD Standards. Entering, Emerging and some of the Developing students (ACCESS Levels 1, 2 and low 3-Foundational) will find this instruction more challenging than students at the Transitional levels of English proficiency (ACCESS Levels high 3, 4, and 5). Therefore, districts can group Foundational students together and provide additional support during sheltered content instruction (e.g., sheltered content instruction delivered by an ESL teacher with an appropriate content area license and SEI endorsement, or co-teaching between an ESL teacher and a sheltered content area teacher).

English as a Second Language (ESL) Instruction-

The goal of ESL instruction is to advance English language development and to promote academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a necessary component of any program serving EL students. Districts have the flexibility to choose the appropriate setting for ESL instruction (pull-out, push-in, self-contained, or hybrid). No matter what the method is, the ESL instructional focus should be evidenced by documentation such as lesson plans or ESL curriculum.

2. The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.

Instructional and Support Staff-

Districts should identify the number of instructional staff appropriate to implement the district's ELE program (e.g., qualified teachers). Educators who teach EL students must hold an appropriate license or current waiver issued by DESE. Districts are also required to take steps to ensure that core academic teachers of one or more EL students and school administrators who supervise or evaluate such teachers obtain their SEI endorsement (603 CMR 14.07).

ESL and Content Curriculum-

Regardless of the ESL method of instruction (e.g. pull-out, push-in, content-based ESL, co-teaching, etc.) districts must provide EL students with sheltered content instruction and ESL

instruction that is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD Standards. Whether it is district-developed or purchased, an ESL curriculum that addresses the English language needs of the EL population at all levels is integral to an effective ELE program in which EL students become English proficient at a rapid pace.

Instructional Equipment and Materials-

Districts must also identify and make available the materials and resources such as specialized books and equipment to implement the district's ELE programs (SEI and DLE). For instance, districts may choose to purchase ESL textbooks and/or modified course books for other core academic subjects. However, districts should note that purchased ESL textbooks cannot be a substitute for the ESL curriculum. Instructional materials provided to EL students should be equivalent to the ones provided to the other students in the district.

Instructional Space-

Districts are required to educate EL students in appropriate facilities comparable in all respects to the facilities provided to non-EL students.

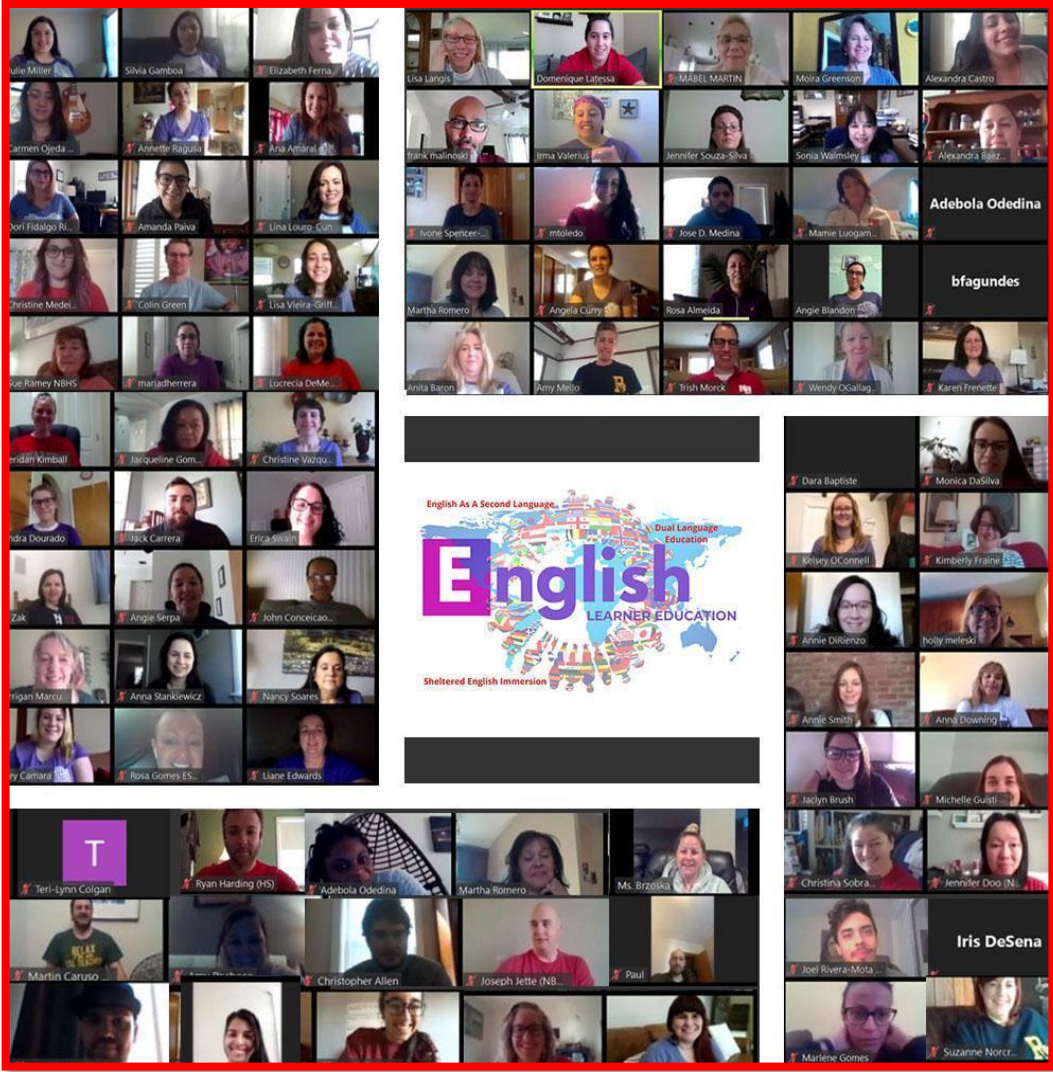
3. The program succeeds when producing results indicating that students' Language barriers are actually being overcome.

For the districts' programs (SEI and DLE) to be considered successful, the performance data of current EL students, FEL students, and "ever" EL student should demonstrate EL student's participation in the standard instructional program. Every district in MA is expected to conduct periodic evaluations. If this evaluation demonstrates that the program is not effective, it must take steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.

Student performance such as progress in English language development and academic progress should be consistent with DESE's targets each year. If the district's program does not indicate adequate progress, the district is required to modify the program because of challenges identified in the district's program evaluation or DESE's recommendations (e.g. increasing ESL instructional time, improving sheltered content instruction, providing PD, increasing the time dedicated to collaboration between ESL teachers and CAT teachers, etc.).

Section IV

Remote Learning for ELs



REMOTE LEARNING FOR EL STUDENTS

(Adopted from "Guidance to Plan and Provide Remote Learning for English Learners" DESE, 2020)

Guidance

While remote learning offers positive opportunities, student engagement may be challenged by the lack of in-person interaction that EL students may need to increase their English language. Educators should take into consideration the specific and unique language needs of all EL students based on their English language proficiency levels. Teaching remotely, and monitoring EL students' experiences together will be particularly important as teachers' individual and shared expertise and ideas can make the difference for EL students accessing remote learning activities, materials, and assessments. The following strategies⁷ could be used:

Collaboration between Content Area and ESL Teachers-

Content Area Teacher (CAT) meet virtually with the ESL teacher with regular frequency (i.e. at least once a week) to co-plan mini-lessons to best support EL students.

- When CAT and ESL teachers plan their lessons together, content and ESL teachers can review and prioritize the lesson-level [language objectives](#) that EL students will need to support the content objectives at home.
- ESL teachers can develop their lessons around themes that support EL students' academic language, conceptual development and comprehension.
- Working with CAT teachers, ESL teachers can set objectives that are connected and consistent.
- Teachers can use videos or other virtual resources to link to the main lessons of grade-level curriculum. Some modifications to provide EL students access to the general curricula can include:
 - creating materials to complete assignments,
 - generating visuals to accompany lessons, and
 - adding other virtual platforms that support [accessibility and accommodations](#) for EL students.

DESE Tools Supporting Co-Planning-

- The [Interactive Collaboration Tool Guide](#) and [embedded video](#) on unpacking academic language from content assessments and expectations. This video focuses on unit level assessment, but the same process can be applied to lesson level assessments. This is one way to identify the core language inherent in demonstrating achievement and determining priority language for instruction, unit-level focus language goals or lesson-level language objectives.
- The [Collaboration Tool](#) supports teachers to discuss planning remote learning for ELs, how students are performing, what their needs are and next steps in planning for them.

⁷ DESE has recommended strategies listed below to help teachers continue providing ESL services and keeping EL students engaged while learning remotely (DESE, 2020).

ESL Instruction is Still a Required Component of All ELE Programs⁸-

Educators need to consider student data privacy and security. Please verify with your School Administrators and Technology team that websites and online services used for remote learning are compliant with federal laws (COPPA, FERPA, and PPRA). Educators also need to revisit their lessons to ensure that the remote learning used is actually producing results indicating that EL students' language barriers are being overcome, and based on that, make appropriate adjustments to ESL supports if necessary.

Educators' Resources-

Below are some ideas for ESL instructional services remotely:

ELEMENTARY LEVEL	SECONDARY LEVEL
<p>ESL teachers create a Learning Choice Menu for students for each week of remote learning. These activities are differentiated within the options or among different options. The four domains of language should be represented within the activities. A few examples:</p> <ul style="list-style-type: none">• Listening: Students can listen to e-books or videos suggested by their teachers and complete the related work provided.• Reading: Students can read books suggested by their teachers and complete the related work provided by their teachers.• Speaking: Students can record their ideas using appropriate technology and talk with the ESL teacher on the phone, etc.• Writing: Students can type in a virtually shared document, such as a Google doc, write and read it aloud to the ESL teacher or a family member, etc.	<p>ESL Teachers create virtual classrooms for each stand-alone ESL Class. The four domains of language should be represented within the activities. A few examples:</p> <ul style="list-style-type: none">• Listening: Students can listen to e-books, videos or podcasts suggested by their teachers and complete the related work provided.• Reading: Students can read books and articles from sources such as Newsela suggested by their teachers and complete the related work provided.• Speaking: Students can record their speaking using appropriate technology, talk with the ESL teacher on the phone or online, etc.• Writing: Students type in a virtually shared document or virtual classroom.

Amplify English Learners' Voices-

The more teachers can get EL students speaking, writing, and communicating, the better. One way to do this is by setting up times to talk to the EL on the phone. Another way is through digital creation and storytelling activities. Many digital storytelling tools empower EL students to share their work with others, creating opportunities for authentic language acquisition. Jeff Knutson (2018) made some recommendations to amplify EL students' voices:

⁸ Educators should note that additional planning may be needed for EL students in the Dual Language Education program.

- Focus on what EL students have, not what they lack. Look for multimedia-rich digital tools that help students create their own content as a way to communicate and think beyond translations.
- Use technology as a scaffold toward more person-to-person communication by giving EL students space to record themselves, listen back, and re-record before sharing with others. Then, provide them opportunities to work with partners or in small groups. Find something that suits your students' ages, language abilities, and interests.
- Give EL students an authentic audience for their work by having supportive classmates, peers, friends or family provide EL students experience with authentic, meaningful communication in the world.

Other ways for EL students to connect online, both in real-time or electronic forums:

- Setting up groups and group folders shared virtually for student collaboration within your classes for peer feedback, calls, or written support.
- Using features of electronic video-conferencing platforms for whole group and small group discussion or feedback.
- Record questions and learning needs from EL students by video and provide support back to students based on their input. Create ranges of time for doing this and recording responses. Reach out to EL students needing more support, as needed.

Chunk Content Instruction into Smaller Pieces for English Learner Students-

Teachers should avoid frequently assigning long text passages or even long videos to EL students. Chunking instruction, the act of intentionally pacing instruction to deliver one idea at a time or one step at a time, is a strategy that can significantly improve learning for EL students by making content manageable for them. In a remote learning experience, it is especially important to add visuals to represent ideas and provide online interactions by allowing EL students to discuss ideas to process the information learned. More information on chunking for EL students and the specific technology that may be used for EL students to help them process the information they have been given, instead of just going onto the next concept, can be found [here](#).

Remain Flexible with Pacing-

Individual learning styles, particularly when it comes to pace and particularly for EL students, will be evident in remote learning. Consider these strategies for all students:

- Have all work for the week posted by the start of the week and due at the end of the week (or even over the weekend).
- Be consistent in the schedule, expectations and communication with EL students to support families.
- Try working with “windows of time” instead of specific due dates for some assignments.
- Be prepared to differentiate due dates for students who struggle with the rigor or style of remote learning or just need more time due to their English language needs.



Use Online Tools and Applications to Link to Content Area Lessons. ESL Teachers will Focus on Linking Vocabulary and Comprehension Skills-

Look for EL-friendly [online supports that have](#) variable language functions. Lots of online tools have built-in features to support differentiated instruction for EL students. From basic translation to drawing tools, there are many technologies that can support EL-centered learning⁹.

Activities to Support Remote Learning Not Reliant on Technology-

There are a number of ways educators can engage students in learning at home:

- **Journals:** Teachers give students specific instructions on how to keep a journal of things they observe daily. Students can write or draw pictures depending on their English language proficiency level. Teachers encourage students who can write in their native language to write in their language.
- **Double Entry Journals:** Teachers ask students to read a book on a given topic. In one column, students write what they know about the topic before they start reading the book. In the other column, they write what they learned.
- **Reading Logs:** Teachers ask students to read books that interest them and then write a report. Then teachers make specific assignments as reading activities that align with the expectations outlined in the [standards](#) for the grade level. Students could have flexibility writing in English, writing in their own language, creating posters or diagrams etc.
- **Role Play:** Teachers ask students to set up specific role play scenarios in their home. They can invite siblings and even parents to be part of the role play (while ensuring that this is optional and families have a choice as to whether they participate, especially if using videoconferencing). Students “explain the experience” and what they learned, what worked and did not work.
- **Turn on the Subtitles:** Teachers recommend a television program that is appropriate for their students’ age and learning level. Teachers ask students to watch the program with closed captioning. Students will hear the words, see the people speaking, and see the text all at the same time. Ask students to “record” what they heard and discuss with their teachers.
- **Learning Packets:** Some districts may have designed learning packets that can be mailed home, completed by the students and reviewed or discussed with the teachers. Based upon the review of the completed packets or discussion with students, teachers tailor future learning opportunities to their students’ needs.

⁹ For more information about developing remote learning opportunities for students, please see the links below:

Remote Learning Guide: Administrators

<http://www.doe.mass.edu/covid19/administrators/content/index.html>

Remote Learning Guide: Teachers and Support Personnel

<http://www.doe.mass.edu/covid19/teachers/content/index.html>

Remote Learning Guide: Students and Families

<http://www.doe.mass.edu/covid19/students-families/content/index.html>

Additional Tools and Resources for EL Students¹⁰-

WIDA RESOURCES	WIDA Guiding Principles	TARGETED GR. LEVEL	DESCRIPTION
Adobe Spark	WIDA Guiding Principle 2	3-12	Adobe Spark can differentiate speaking tasks for EL students. It is a video-making program that allows students to communicate their thinking by stitching images, texts, and voice-recordings together into a professional video.
Learning Language Every Day: Activities for Families	WIDA Early Years	2-7	The WIDA Early Years team has developed two free activity books, available in English and Spanish, that support conversations with young children about their families and environments. We know that children learn language by listening to those around them and then using their language skills to respond. The activities in these booklets allow for conversations with children about their family, what they like to play, how they feel, what sounds they hear around them at home or in the community, and the weather. The booklets may be downloaded for printing and sharing.
Aprendiendo lenguaje todos los días: Actividades para familias	WIDA Early Years	2-7	The WIDA Early Years team has developed two free activity books, available in Spanish, that support conversations with young children about their families and environments.
Bloom 21	WIDA Guiding Principle 7	K-12	EL students use technology to create a product that represents their ideas and learning.
Book Creator	WIDA Guiding Principle 2	3-12	A presentation to teach students how to create books.
Buncee	WIDA Guiding Principles 1 & 2	K-12	Buncee is a cloud-based graphics program to help EL students engage with content, cultivate critical thinking, and use language for authentic purposes.
Canva	WIDA Guiding Principle 2	9-12	Canva is a drawing tool that EL students can use to design and create visuals for a better understanding.
CommonLit	WIDA Guiding Principle 5	3-12	Leveled text with different question sets to foster close reading of the text. It can be translated in several languages.
Edpuzzle	WIDA Guiding Principle 5	K-12	Provides EL students self-paced learning with interactive video lessons. Teachers can embed comprehension questions on YouTube videos and create different assign different questions for the same video to particular students.

¹⁰ *Disclaimer: Some apps collect a certain amount of user data. It is imperative that you check with your IT department before using apps that require student accounts.

Flipgrid	WIDA Guiding Principle 1	K-12	Flipgrid is 100% free for all educators, learners, and families. Engage and empower every voice in your classroom or at home by recording and sharing short, awesome videos together!
Google Drawing	WIDA Guiding Principle 2	3-12	EL students can use Google Drawings to synthesize information and create from their understanding.
Google Expeditions	WIDA Guiding Principle 3	5-12	Provides excellent visual to EL students by bringing abstract concepts to life-allowing teachers to guide students through collections of 360° scenes and 3D objects, pointing out interesting sites and artifacts along the way.
Google Meet	WIDA Guiding Principle 4	3-12	Students can use chat functions and screen sharing features to enhance their learning experience and build community.
Google Sites	WIDA Guiding Principle 2	9-12	Google sites available in many languages.
Google Translate	WIDA Guiding Principle 1	K-12	Besides translating a text, Google Translate's Snap feature instantly translates an image using a camera. The Talk feature enables users to have live bilingual conversations. It also translates an entire webpage.
Padlet	WIDA Guiding Principle 8	3-12	Teachers can have students post responses to prompts that require students to reflect on the content and the process they are learning. Students can also respond to each other's comments to promote critical thinking and create a sense of community. It is also available in 29 languages.
Microsoft Immersive Reader	WIDA Guiding Principle 1.	K-12	Students can hear the text read aloud, use a picture dictionary, to look up words, and translate part of or the entire text into multiple languages in Word, OneNote, PowerPoint, and on several creation apps such as Buncee and Flipgrid.
Reading Comprehension Questions	Reading	K-5	Reading comprehension question prompt students to focus on story elements and details regarding the plot presented in the book they are reading. Questions and directions are provided in six different languages.
Piktochart	WIDA Guiding Principle 2	6-12	Piktochart can develop EL students' engagement with content, cultivate critical thinking, and promote the authentic use of language.
Podcast	WIDA Guiding Principle 10	3-12	Students can use recording programs on their smart devices to record interviews of individuals in their communities who can share about a particular topic. These recordings can be edited and turned into a podcast which can be shared with the virtual school community.

ReadWorks	WIDA Guiding Principle 5&6	K-12	EL students can be assigned to different leveled text with question sets and at times, audio recordings.
Screencastify	WIDA Guiding Principle 9	K-12	Students can create a series of slides to present their work using Google Slides. Students can use any language they feel appropriate to narrate their slides with Screencastify. Teachers can also use this program to narrate their lessons or provide feedback.
Seesaw	WIDA Guiding Principle 8	3-12	Teachers can use Seesaw as a digital portfolio to showcase their engagement during virtual learning. Students can write their reflections, annotate a photo, attach documents, and record video responses. These all serve as ways to stimulate metacognitive thinking about language, cultures, the content, and the process of learning. Seesaw can be shared with families so they can also participate in their child's learning.
Within	WIDA Guiding Principle 3	5-12	Provides virtual reality tours without the need for special glasses.
ABCya! English	English Language Skills	PreK-6	Educational games for grades PK-6 that will keep kids engaged and having fun. Topics include math, reading, typing, just-for-fun logic games.
CommonLit	Reading	3-12	A collection of reading passages in all literary and nonfiction genres for grades 3–12. Reading passages are available in Spanish.
Duolingo	English Language Skills	K-12	Free language acquisition tool that is extremely similar to Rosetta Stone.
ELL BrainPOP	English Language Skills	K-12	BrainPOP's English language instruction site for EL students of all ages. The curriculum is comprised of short, animated movies as well as games, quizzes and interactive features. Users practice the four principle language skills: listening, speaking, reading and writing.
English Media Lab	English Language Skills	1-8	Offers free English Exercises Online and ESL Interactive Learning opportunities.
EPIC	English and Spanish Language Skills	K-12	This is a great digital library. Teachers can assign books and videos right in the app for each student so they can differentiate the readings. Teacher will be notified when the student has completed it.
EPuzzle	English Language Skills or Content	K-12	Teachers can make videos interactive. They can create videos and also modify videos, make interactive activities in videos.

Fun English Games for Kids	English Language Skills	K-5	Students can practice their English language skills while playing online games.
Games to Learn English	English Language Skills	K-5	Students can practice their English language skills while playing online games.
International Children's Library	Reading	K-12	Online library with literature from around the world and in multiple languages.
KQED	English Language Skills	K-12	Lots of other digital-creation mediums can offer fun language-building practice, from video production to podcasting and digital design. Find something that suits your students' ages, language abilities, and interests.
National Geographic Kids	English Language Skills	K-8	A children's magazine that provides reading, games, videos and more
National Geographic Young Explorer	English Language Skills	K-8	Scientific articles students can read and listen.
No Red Ink	English Language Skills	3-12	Free writing and grammar activities
PBS Kids	English Language Skills	K-5	Educational games and videos from Curious George, Wild Kratts and other PBS KIDS shows!
PBS Learning	English Language Skills	K-5	Free teaching resources including videos, lesson plans, and games aligned to state and national standards.
Quill	Grammar and Writing	K-12	Provides free writing and grammar activities for elementary, middle, and high school students.
Quizlet	Vocabulary	K-12	Vocabulary practice with online flashcards and games. Teachers can create study sets.
Reading IQ	English Language Skills	PreK-5	Reading IQ is a complete digital library that students can access at any time. With thousands of books to choose from, students will be continuously engaged. Schools can set up free access to this website and share the redeem code with families so that they have access for free.
ReadWorks	English Language Skills	K-12	Remote learning resources for educators and families. ReadWorks platform and materials are completely free.
Rosetta Stone	English Language Skills	K-12	Language acquisition tool free for three months.
Starfall	English Language Skills	K-3	Starfall is an educational alternative for special education, homeschooling, and ELD, EL students, and ESL. It is widely used in schools that serve children with special needs and learning difficulties.

Unite for Literacy	Reading	K-5	Online library with children's books. Offers read aloud in other languages with English words (have Spanish, Portuguese and Vietnamese).
ABC Mouse	Content Instruction	2-5	Learning games & videos for reading, math, science, and more. Schools can setup free access to this website and share the redeem code with families so that they have access for free.
Adventure Academy	Content Instruction	2-5	Learning games & videos for reading, math, science, and more. Schools can setup free access to this website and share the redeem code with families so that they have access for free.
Duolingo	Languages	K-12	Free language acquisition tool that is similar to Rosetta Stone.
Khan Academy	Content instruction	K-12	Offers a variety of content area courses for different grades.
Khan Academy En Español	Content instruction	K-12	Khan Academy's repository of video resources in Spanish.
Learn Chinese for Kids	Languages	K-6	Lessons and activities to use with students enrolled in Mandarin Dual Language Immersion programs
Migrant Literacy Net	Spanish Language Skills	1-12	Resources are provided in Spanish from grades 1-8. There are math, reading, writing, WIDA, and study skill lessons provided. Teachers can create a free account.
Mango Languages	Languages	7-12	ESL/World Languages. Learn and practice basic English and other languages.
Mystery Science	Content Instruction	K-5	Mystery Science offers open-and-go lessons that inspire kids to love science. The hook, visuals, and activity have all been prepared for you.
NEWSELA	Content Instruction	K-12	Across subjects and solutions, great content can make all the difference for EL students. Lessons for ELA, Social Studies and Science.
NY Times ELL	Content instruction	7-12	Articles, content, and resources for EL students.
Panda Tree	Languages	K-12	Panda Tree materials are available to teachers and parents at no cost. Multiple languages are available, including Spanish and Mandarin.
SERP Institute Word Gen	Content instruction	4-8	A site full of daily and weekly academic vocabulary and skill development exercises focused on increasing overall literacy skills.
Tween Tribune	Content instruction	K-12	A collection of nonfiction articles and current events for kids, grades K-12.
Tween Tribune Español	Content instruction	K-12	A collection of nonfiction articles and current events in Spanish for kids in grades K-12.

Section V

Forms





New Bedford Public Schools
New Bedford, MA

Home Language Survey

Massachusetts Department of Elementary and Secondary Education regulations require that *all* schools determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your child. Please help us meet this important requirement by answering the following questions. Thank you for your assistance.

Student Information

First Name _____ Middle Name _____ Last Name _____ Gender F M
 Country of Birth _____ Date of Birth (mm/dd/yyyy) _____ Date first enrolled in ANY U.S. school (mm/dd/yyyy) _____

School Information

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

Questions for Parents/Guardians

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



**ENGLISH LEARNER EDUCATION PROGRAM
RECLASSIFICATION & FEL MONITORING FORM**

Directions: This form (green color) has five sections. The first section should be completed when student is exited. The second, third, fourth, and fifth sections should be completed at the end of the following four academic years after exiting. Original should be kept in the student's CUM and should be kept in the student's EL Envelope after year 4th of Monitoring (Updated 5/15/2020)

Student Last Name, First Name: _____ **Grade:** _____ **DOB:** _____

School _____ **Reclassification Date:** _____ **by:** School-Based Team CISA (FWC) Other

MCAS 2.0 Scores <small>(Numbers-i.e. 440, 470, 500, etc.)</small>			ACCESS 2.0 Scores <small>(Numbers and decimals-i.e. 3.0; 2.1)</small>		Report Card/Class Work <small>(Excellent, Good or Poor)</small>			Recommendation <small>(Yes or No)</small>		Other Data <small>(SSP, District Assessments)</small>
ELA	MATH	SCIENCE	EPL Overall	Literacy	Grades	Attendance	Participation/HW	ESL Teacher	ELA Teacher	

Comments/Interventions/Recommendations:

Signatures:
ESL Teacher: _____ Administrator: _____ EL Director: _____ Other: _____

Year 1 Monitoring Review Date: _____ **School:** _____ **Grade:** _____

MCAS 2.0 Scores <small>(Numbers-i.e. 440, 470, 500, etc.)</small>			ACCESS 2.0 Scores <small>(Numbers and decimals-i.e. 3.0; 2.1)</small>		Report Card/Class Work <small>(Excellent, Good or Poor)</small>			Recommendation <small>(Yes or No)</small>		Other Data <small>(SSP, District Assessments)</small>
ELA	MATH	SCIENCE	EPL Overall	Literacy	Grades	Attendance	Participation/HW	ESL Teacher	ELA Teacher	

Comments/Interventions/Recommendations:

Signatures:
ESL Teacher: _____ Administrator: _____ EL Director: _____ Other: _____



**NEW BEDFORD PUBLIC SCHOOLS
ENGLISH LEARNER EDUCATION
Monitoring Academic Progress of FEL Students**

Directions: This form is for Content Area Teachers to complete every year for 4 consecutive years after students are exited from the SEI Program. In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for ESL instruction. Original should be signed and kept in the student's CUME.

Student Name: _____ **DOB:** _____
School: _____ **SASID:** _____
Monitoring Year: M1 M2 M3 M4 **Monitoring Date:** _____

ATTENDANCE / TARDY DATA					
	Term 1	Term 2	Term 3	Term 4	TOTAL
# of Missing School Days					
Tardy					

ENGLISH	Test Scores	OTHER:				
	MCAS:	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>	
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with listening comprehension					
	Struggles with reading comprehension					

RE-ENTRY ENGLISH LEARNER STATUS

Student's Name: _____ **Re-Entry Date:** _____

School: _____ **Current Grade:** _____

Exit Date: _____ **EPL:** _____ **Grade (when EL was exited):** _____

FEL Monitoring Completed before Re-entered: M1 M2 M3 M4

Comments (include data used to determine reclassification from FEL to EL):

Recommendations for ESL Instruction and/or Content Areas Instruction:

WCST School-based Team Members Signatures:

_____ ESL Teacher	_____ CAT Teacher
_____ Principal	_____ ELE Director
_____ (Other Members)	_____ ()
_____ ()	_____ ()



New Bedford Public Schools
OPT-OUT FORM
 School Year _____

Student Name: _____ Home language: _____
 Opt-out Date: _____ Years in U.S. Schools: _____
 SASID: _____ DOB: _____
 School: _____ Grade: _____

As required by federal law, my child has taken an English language proficiency test (ACCESS, WIDA Screener or WIDA MODEL). My child has been tested in reading, writing, speaking and listening and the test scores indicate that my child is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline specialized ESL instruction. I understand that my decision to opt-out of specialized ESL instruction will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of the specialized ESL instruction provided by an ESL licensed teacher does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI content classes taught by an SEI endorsed content teacher.
3. The school district will report my child to *Student Management Information System* (SIMS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the District EL Executive Director in writing @ 455 County Street, New Bedford, MA 02740. Room #141 (Educational Access & Pathways Office).

Parent/Guardian Signature: _____ Date: _____

Comments: _____

Meeting with: _____ Position/Role: _____

Updated 10.5.2020



New Bedford Public Schools
MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS
 School Year _____

Federal law establishes a district's obligation to provide ELs with meaningful access to the educational program. When a parent declines participation in a formal ESL instruction, the district must continue 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.

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

ATTENDANCE / TARDY DATA					
	Term 1	Term 2	Term 3	Term 4	TOTAL
# of Missing School Days					
Tardy					

ENGLISH	Test Scores – ACCESS:					
	MCAS:		OTHER:			
	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term 4 <input type="checkbox"/>		
	RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS	
Communicates effectively in English						
Homework completion						
Struggles with oral expression						
Struggles with written expression						
Classroom participation						
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						



NEW BEDFORD PUBLIC SCHOOLS
ENGLISH LEARNER EDUCATION
455 County Street
New Bedford, MA 02740
(508) 997-4511 Ext 3333

Checklist for Initial Identification of SLIFE Students

Student's Name _____ DOB: _____

School _____ Grade: _____ EPL: _____

Test Administrator's Name: _____

Language Screening Test: _____ Date of Initial Identification: _____

1. English is not the primary language of the home.
2. Is aged 8 to 21 years.
3. Came to the U.S. after Grade 2.
4. Upon enrollment, has had at least two years less schooling than peers.
5. Was previously identified as an ELL and exited the United States for six months or more.
6. Functions at least two years below expected grade level in reading.
7. Functions at least two years below expected grade level in math.
8. Lack of complete educational records.
9. Parent/guardian reports student has missed schooling.
10. Poor attendance records from prior schools.

Additional Comments:

9.12.15

Source: "Meeting the Needs of Students with Limited or Interrupted Schooling" © 2009 by the University of Michigan



NEW BEDFORD PUBLIC SCHOOLS
ENGLISH LEARNER EDUCATION
455 County Street
New Bedford, MA 02740
(508) 997-4511 Ext 3333

STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE)

STUDENT INTERVIEW QUESTIONNAIRE

Last Name: _____ Name: _____

Date of Birth: _____

School: _____ Grade: _____

Date of interview : _____ Location of interview:

Interviewer's name: _____ Title: _____

Interpreter's name: _____

In what language is this interview being conducted in?

Note to interviewer:

**Questions should be read aloud to student using the appropriate translation of the SLIFE questionnaire or with an interpreter present if the translation is not available in the student's primary language.*

**Please print in English clearly and legibly.*

**Review student folder to complete information not gathered during interview.*



NEW BEDFORD PUBLIC SCHOOLS
ENGLISH LEARNER EDUCATION
455 County Street
New Bedford, MA 02740
(508) 997-4511 Ext 3333

STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION (SLIFE)
PARENT INTERVIEW QUESTIONNAIRE

Parent Last Name: _____ Parent Name: _____ Student Last

Name: _____ Student Name: _____

Student Date of Birth: _____ School: _____ Grade: _____

Date of interview : _____ Location of interview: _____

Interviewer's name: _____ Title: _____

Interpreter's name: _____

In what language is this interview being conducted in? _____

Note to interviewer:

**Questions should be read aloud to student using the appropriate translation of the SLIFE Questionnaire or with an interpreter present if the translation is not available in the parent's primary language.*

**Please print in English clearly and legibly.*

**Make a follow-up phone call to the parent to complete information not gathered during interview.*



**INTERSCHOOL ENGLISH LEARNER EDUCATION PROGRAM
TRANSFER REQUEST FOR PARENTS**

This form is to be used by parent(s) or legal guardian(s) who are requesting a transfer of their child to an English Learner Education program available in a different school within the district. Parents are encouraged to contact the school before completing this form to discuss their child’s needs and learn about the benefits of the different programs that may be available in the district.

Student Information

Last Name First Name Middle Name Date of Birth

Current School: _____ Current Grade: _____

Check of English Learner Education program child is currently enrolled in (if known):

- Sheltered English Immersion
- Dual Language Education

Transfer Request Information

I am requesting that my child be transferred to _____ [school name] and placed in the following English Learner Education program [check program requested]:

- Sheltered English Immersion
- Dual Language Education

Parent/Legal Guardian Name: _____

Parent/Legal Guardian Signature: _____ Date: _____
month/day/year

Address: _____

Telephone Number(s): _____

Email: _____

Please submit this request to the Office of Educational Access and Pathways @ 455 County St. New Bedford, MA 02740 PRAB- Room 141 or swalmsley@newbedfordschools.org

NEW BEDFORD PUBLIC SCHOOLS

WHOLE CHILD SUPPORT
Student Referral Form



Date:	Referring Teacher:
-------	--------------------

STUDENT INFORMATION

Student Name:	DOB:	Age:	Grade:
----------------------	-------------	-------------	---------------

Has the student been retained? <input type="checkbox"/> No <input type="checkbox"/> Yes, in grade: _____	Student's Primary Language:
---	--

ESL Student? <input type="checkbox"/> No <input type="checkbox"/> Yes, level: _____	Attended Preschool? <input type="checkbox"/> No <input type="checkbox"/> Yes, location: _____
--	--

Does the student receive Special Education services?

No

Yes:

- List current services/minutes:

Reason for referral (check all that applies):

Academic

Behavioral

Social-Emotional

Linguistic

Describe reason(s) for referral:

Student's Strengths (talents, academic, social, self-esteem, motor, etc.):

Attendance History

Grade	# of days absent	# of days tardy	# of days dismissed early

WHOLE CHILD SUPPORT

Student Success Plan



Last Name:	First Name:	Grade:	DOB:
Team Members Present:		Parent Contact Information (Name/Phone Number):	
Initial Team Meeting Date:		Follow-Up Team Meeting Date(s):	

Intervention Action Plan:

"Interventions/Strategies" and "Assigned Team Member(s)" are to be completed at the Initial Whole Child Support Meeting. "Progress" and "Evidence of Progress" are to be completed by the Assigned Team Member, prior to/at the Follow-Up Whole Child Support Meeting.

Goal:

Interventions/Strategies:	Assigned Team Member(s): <i>(Please indicate which team member is responsible for implementing and tracking progress of Intervention/Strategy.)</i>	Progress: <i>(Y or N)</i>	Evidence of Progress: <i>(Please reference specific frequency of implementation and progress monitoring data to explain progress made.)</i>
1.			
2.			
3.			
4.			

**New Bedford Public Schools
ELE Program Folder Checklist**

STUDENT NAME: _____ SASID: _____ DOB: _____

SCHOOL YEAR	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
GRADE					
SCHOOL					
STUDENT SCHEDULE (ESL Teacher Initials)					
✓ HOME LANGUAGE SURVEY					
✓ INITIAL LANGUAGE SCREENING					
✓ ACCESS SCORES					
✓ OPT-OUT FORM (IF APPLICABLE)					
✓ EXIT FORM (IF APPLICABLE)					
MCAS SCORES					
PREVIOUS SCHOOL EXPERIENCE					
REPORT CARD(S)					
ESL PROGRESS REPORT(S)					
PARENT NOTIFICATION LETTER					
FOLLOW-UP MONITORING (IF APPLICABLE)					
END OF THE YEAR TEAM MEETING DECISIONS (Date)					
EL STUDENT SUCCESS PLAN (YES/NO)					

Note: NBPS may keep some documents above electronically or in students' cumulative folders.

Updated 1.28.19

Appendix A

Glossary of Terms and Acronyms-

Students	EL	English Learner
	ELSWD	English Learners with Disabilities
	FEL	Former English Learner
	LTEL	Long Term English Learner
	SLIFE	Students with Limited or Interrupted Formal Education
Programs & Instruction	DLE	Dual Language Education
	ELE	English Learner Education
	ESL	English as a Second Language
	L1	First (Native) Language
	L2	Second (Target) Language
	SEI	Sheltered English Immersion
	RETELL	Rethinking Equity and Teaching for English Language Learners
Standards	CCSS	Common Core State Standards
	WIDA	World-class Instructional Design and Assessment
Assessments	ACCESS	Assessing Comprehension and Communication in English State-to-State for English Learners
	WIDA Screener	WIDA-ACCESS Placement Test
	MODEL	Measure of Developing English Language
	Pre-LAS	Pre-Language Assessment Scales
	Pre-IPT	Pre-Idea Proficiency Test
Organizations	DESE	Department of Elementary and Secondary Education
	MABE	Multistate Association of Bilingual Education
	MATSOL	Massachusetts Association of Teachers of Speakers of Other Languages
	OLA	Office of Language Acquisition
	TESOL	Teachers of English to Speakers of Others
	SEA	State Educational Agency
Other	DART	District Analysis and Review Tool
	ELD	English Language Development
	ELPAC	English Learner Parent Advisory Council
	SCI	Sheltered Content Instruction
	TFM	Tiered Focused Monitoring

Updated 8.20.2021

Appendix B

High-Quality ESL Instruction¹¹



1. **Asset-based and Culturally Sustaining:** Districts, Schools and Classrooms providing ESL instruction recognize and incorporate culture through activating student voice and choice, making cultural connections regularly, collaborating with families often, building strong relationships with students, and recognizing their strengths daily.



2. **Language Driven:** Language components such as forms and features are explicitly taught in conjunction with content in an effort to strengthen skills and success in all content area classrooms. ESL is not taught in isolation, separate from a content basis.



3. **Standards-based, Rigorous, and Integrated:** ESL instruction works at high academic levels. It is not watered-down content. Lessons for ESL instruction should be rigorous, based on current state standards, and should incorporate higher order questioning and discussion. ESL instruction should include specifically taught and practiced metacognitive and metalinguistic strategies.



4. **Designed for Extended Language Interactions, Dialogue, and Collaboration:** Student to student and student to teacher discourse is ample, prolonged, based on big ideas and incorporating multiple entry points and modalities for discussion. This means explicit planning and consistent implementation is required.



5. **Balanced, Focused on Both Meaning and Form:** Language is taught for a variety of contexts and content areas with the purpose of the language being shared with students. A spectrum of language functions and features are taught within rich, contextualized, and meaningful circumstances.



6. **Planned and Dynamic:** Lessons and units are carefully planned and structured to build upon knowledge and gradually allow student autonomy. Plans are flexible and there is room for adjustment and modifications based on student performance over time.



7. **Differentiated and Scaffolded:** ESL instruction is strategically planned to connect prior learning and build background. Students are engaged with multiple representations and connections to support new learning. Students can express new learning in a variety of ways. Scaffolds are put in place for the specific students and areas needed but are eventually taken away.



8. **Grounded on Effective Assessment Practices:** The success and progress of students in the target language and content area needs to be monitored in a variety of ways and at multiple points throughout the academic year. There should be multiple forms of assessment and language output should be regularly monitored through speaking and writing samples.

¹¹ Adapted by the ELE department of New Bedford Public Schools from the "Next Generation ESL Curriculum & Instructional Support Initiative: Features of High Quality ESL Instruction" document shared by the Massachusetts Department of Elementary and Secondary Education (2021).

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