

Blackstone Millville Regional School District

English Language Education

Where everyone is welcome and belongs

Onde todos são bem-vindos e pertencem

Donde todos son bienvenidos y pertenecen

حيث الجميع مرحب بهم وينتمون

જ્યાં દરેકનું સ્વાગત અને સંબંધ છે

जहां हर किसी का स्वागत है और संबंधित है

每個人都受到歡迎和歸屬

Туди, де всі раді і належать

kote tout moun akeyi ak fè pati

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1. Introduction

In Blackstone and Millville, we have a growing diverse student population and are currently servicing students from varied linguistic backgrounds. The number of English Learners and Former English learners in the District is approximately 3% of the total student population. While these students represent a small percentage of the overall student enrollment, these students enrich each school with cultural and linguistic diversity and are welcomed members of our school community.

We have students from 16 different countries and currently 9 languages spoken by close to 70 English Learners/Formal English Learners. Some of the languages currently represented in Blackstone Millville Regional School District include: Portuguese, Spanish, Arabic, Mandarin, Ukrainian, Swahili, Hindi, Wolof, and Gujarati.

The Blackstone Millville Regional School District stands by our philosophy that **“ALL means ALL”**. The District ensures equitable access and success for all students within an inclusive school community. We are committed to collaboration with families, educators as well as colleagues to provide the supports and services that meet the unique needs of our English Language Learners.

Every student of the Blackstone Millville Regional School District has a right to an education. We are committed to creating and sustaining an inclusive, collaborative school culture where instructional practices help support all students in participating and accessing a rigorous curriculum and learning opportunities.

All our work is grounded in our District's Blueprint 2.0. We strive to be a district **‘where everyone is welcome and belongs’**.

Massachusetts state law specifies that “no person shall be excluded from or discriminate against in admission to a public school of any town, or in obtaining the advantages, privileges and courses of student of such public school on account of race, color, sex, gender identify, religion, natural origin or sexual orientation.” G.L c. 76. The District’s enrollment policies and practices do not discriminate against English Learners. See also Attorney General Advisory: Equal Access to Public Education for All Students Irrespective of Immigration Status and DESE’s Welcoming Newcomer and Refugee Students & Families Memorandum (March 8, 2022)

BLACKSTONE-MILLVILLE REGIONAL SCHOOL DISTRICT

Where everyone is welcome and belongs.

Blueprint 2022-2025

THE CHARGER WAY



Every Blackstone-Millville Regional School District student is prepared and empowered to be a responsible and productive citizen in a diverse and competitive world.



Chargers spell suCC**ess with 5 C's:**



Character

Citizenship

Collaboration

Communication

Critical Thinking

OUR PROMISE



WHEN we focus on the what, the how, the whole child, and the community,
THEN we will develop students of **character** who can **communicate, collaborate, and think critically** and are responsible and productive citizens in a diverse and competitive world.

OUR GOALS

Curriculum

Leverage high-quality, rigorous, and equitable curricula, assessments, and educator professional development to ensure that all students are able to meet the expectations/demands of the MA Curriculum Frameworks and Portrait of a Graduate.

Instruction

Engage and support all students by providing equitable access to purposeful and relevant learning that allows them to demonstrate their growth in multiple ways.

The Whole Child

With the support of faculty, families, and community members, and our commitment to creating a welcoming and inclusive environment where everyone belongs, all students will be equipped with developmentally appropriate social emotional skills and empowered to use those skills to persevere so they may learn at their optimum ability.

The Community

Cultivate a shared responsibility for all students' growth by strengthening partnerships across the Blackstone and Millville communities, seeking feedback from stakeholders, and encouraging active engagement between home, school, and community.

The English Learner Education (ELE) program in the Blackstone Millville Regional School District is grounded in our District Blueprint 2.0. English Language Learner (ELL) program is designed to engage our ELs in accessing and acquiring the social and academic language and skills to prepare and empower them to be responsible and productive citizens in a diverse and competitive world. BMRSD believes:

- All means ALL
- Language acquisition is developmental and acquired in stages
- Rate of acquisition is unique to individuals and is influenced by multiple factors
- Use of the first language in the home facilitates second and additional language acquisition
- First language literacy development can facilitate English language literacy development
- ELs need to develop both social and academic language
- Vocabulary development and the teaching of strategies for learning new vocabulary are critical components of literacy instruction
- Cultural and linguistic diversity enriches the lives of the entire school community

Our ELE program goals are to:

- Support the acquisition of communication skills and the development academic language proficiency
- Support students to become proficient in the four language domains of listening, speaking, reading, and writing
- Provide research-based strategies and instructional practices that are designed to meet the unique needs of ELs
- Educate ELs to meet the same challenging academic content and achievement that all children are expected to meet
- Assist successful participation in classroom learning situations and other school activities while maintaining a positive attitude toward self, school, and community
- Promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.
- Collaborate with the school community to increase the sensitivity of staff to the unique educational needs of EL students and their families
- Facilitate opportunities for parents of EL students to develop home-school partnerships and encourage involvement in their child's education

Who are our English Learners?

An “English learner” means a child who does not speak English or whose native language is not English, and who is currently not able to perform ordinary classwork in English. (MGL-71A) For more information on the laws governing English Learners, visit <https://www.doe.mass.edu/ele/guidance/default.html>

Across Blackstone Millville's four schools; Millville Elementary School, AFM/JFK Elementary School, FWH Middle School and BMR High School containing grades PreK – 12, we have 2.5 certified English as a Second Language (ESL) teachers. Additionally, we have SEI Endorsed building teachers and administrators in all of our schools and Planning, Teaching and Learning Coaches that support our work.

In accordance with the requirements of the Federal government and the state of Massachusetts, the Blackstone Millville Regional School District (BMRSD) provides an English learner program which is designed to meet the needs of students whose native language is other than English. The purpose of the program is to accelerate English language literacy so that second language learners will be successful in all academic endeavors, while at the same time valuing the social and cultural knowledge English learners bring to school. BMRSD practices a sheltered English immersion (SEI) model in each of our schools; in other words, we teach our students primarily using the English language.

Guidance documents provided by the Department of Elementary and Secondary Education will be used for reference when making decisions for EL student programming.

- a. Sheltered English Immersion (SEI):
<https://www.doe.mass.edu/ele/resources/id-assess-place-reclass.html>
- b. Students with Limited or Interrupted Formal Education (SLIFE):
<https://www.doe.mass.edu/ele/sliffe/default.html>

2. Registration, Identification, Screening, and Translation Services

Initial Identification of English Language Learners

When new students register at the Blackstone Millville Regional School District, through the Family Resource Center, families are provided with a Home Language Survey included as part of the student registration packet. The Home Language Survey (HLS) is available in all of the languages currently spoken by students in the Blackstone Millville Regional School District. If a language is not available, the Office of Learner Support Services will obtain the appropriate document for the language requested. The District uses the home language survey provided by the Department of Elementary and Secondary Education for all students enrolling in the District. The Office of Learner Support Services is responsible for providing the translations for any language that may not be readily available on the DESE site or in the District's current translated Home Language Surveys. In addition to the current languages listed on DESE's site, the District does have the additional Home Language Surveys in the languages of: Ukrainian and Laos.

The Home Language Survey is administered in the home language of the newly enrolling student/family and is forwarded to the Office of Learner Support Services to determine whether or not a student will be screened for English language proficiency. If any of the following questions below are answered indicating a language other than English, the district is required by law (**Title VI; EEOA: 20 U.S.C. 1703(f); M.G.L. c. 76, s. 5; 603 CMR 26.02(2)**) to screen the student to determine whether or not they will be offered English language development (ELD) instruction:

1. What is the primary language used in the home, regardless of the languages spoken by the student?
2. Which languages are spoken with your child?
3. What language did your child first understand and speak?
4. Which language do you use most often with your child; and
5. Which language(s) does your child use?
6. Will you require written information from school in your native language?
7. Will you require an interpreter at parent-teacher conferences?

The Blackstone Millville Regional School District screens every newly enrolled student whose Home Language Survey indicates that there is a language other than English spoken at home with the following limited exceptions:

- students who were previously classified as ELs and were then reclassified as FELs in their former districts;
- students who transferred from another district within Massachusetts or another WIDA state and who did not qualify as ELs on the English proficiency screening test administered in their former districts; and
- students who transferred from another district within Massachusetts or another WIDA state with ACCESS for ELLs 2.0 results from the **last calendar school year**.
 - less than an Overall score of 4.2 and a Literacy score of 3.9 = EL
 - greater than an Overall score of 4.2 and a Literacy score of 3.9 = FEL Year 1

All students identified as needing to be screened for language proficiency based on the HLS and as described in the EL and FEL Student Identification Process above will be assessed within 10 days of enrollment to determine whether they are designated as either an English Learner (EL) or a Fluent English speaker. The information/results will identify the student's levels of English proficiency across all four language domains (speaking, listening, reading, and writing) to inform appropriate designation, programming, and placement.

The District uses qualified staff including ESL teachers and PTL ESL Coach, appropriate procedures, and state required assessment to identify students who are ELs and to assess their level of English proficiency in reading, writing, speaking, and listening, as appropriate for their grade. All test administrators are trained in the administration and interpretation of the state-approved standard screening instruments: WIDA Screener, and the Pre-IPT Oral language proficiency screenings and assessments. The Blackstone Millville Regional School District uses the following research-driven screeners to make the appropriate student placement determinations.

The District uses the WIDA screeners including:

- On-line WIDA Screener
- Pre-LAS Observational Tool
- Pre-LAS
- WIDA Screener for Kindergarten
- The District administers Kindergarten students only the Speaking and Listening components of the Kindergarten, WIDA Screener for Kindergarten at the start of the year or as students enroll during the year.

The District adheres to eligibility scores as identified by DESE.

TEST	AGE	DOMAINS ASSESSED	Not EL
Pre-IPT Oral	Age 3	Listening; Speaking	Score at Level C or higher (on a scale of A-E)
Pre-IPT Oral	Age 4	Listening; Speaking	Score at Level D or higher (on a scale of A-E)
Pre-IPT Oral	Age 5	Listening; Speaking	Score at Level E (on a scale of A-E)
preLAS Observational Assessment	Age 3-3.5 years old	Oral Language and Early Literacy	60 or higher (Oral Language 41 and Early Literacy 19)
preLAS Observational Assessment	Age 3.6-3.11 years old	Oral Language and Early Literacy	69 or higher (Oral Language 45 and Early Literacy 24)
preLAS	Age 3-5	Listening; Speaking	Total score higher than 77 (3-4 years old) Total score higher than 82 (5-6 years old)

Initial Identification of ELs in Kindergarten

TEST	Kindergarten	DOMAINS ASSESSED	Not EL
WIDA Screener for Kindergarten	First Semester	Listening; Speaking	Listening – at least Level 5; AND Speaking – at least Level 5
WIDA Screener for Kindergarten	Second Semester	Listening; Speaking; Reading; Writing	Listening – at least Level 5; AND Speaking – at least Level 5; AND Reading and Writing – at least Level 5 in one domain and at least Level 4 in the other

Initial Identification of ELs in grades 1-12

GRADE	DOMAINS ASSESSED	Not EL
1-12	All four	overall composite proficiency level 4.5 or higher and composite literacy proficiency level 4.5 or higher

The results of these initial screenings will be recorded on the district's language proficiency test results document, explained to the parent/guardian and/or student, entered in the district's Student Information System (SIS) by the Student Services Office: Aspen X2 and filed in the student's EL cumulative folder.

*The District reviews all ELE records obtained from the previous District upon student enrollment and honors EL, FEL or other status.

When a student enrolls in the Blackstone Millville Regional School District the Home Language Survey is administered by trained staff. The Home Language Survey assists in the determination of identifying students as potential ELs/FELs and to determine if the student has had exposure to a language other than English that may have impacted their English language development.

A record review is conducted by trained staff including an EL teacher, PTL EL Coach, and Director. All available records and documents are reviewed with a focus on academic and English language proficiency. If newly enrolled students transfer from another district within Massachusetts or a state within the WIDA consortium, they may have participated in the annual proficiency assessment, ACCESS for ELLs. The District through the Department of Student Services attempts to obtain these records (if not provided) by contacting the previous district, reaching out directly via phone and email as well as accessing the DRC (Data Recognition Corporation) portal through WIDA. If the test was administered within the last calendar year, district staff can use the results in addition to the student academic records to determine English Language proficiency. Members of the EL Team (Lead Coach, ESL Teachers) also reach out to the former school/district to attempt to connect with the former EL teacher and/or ESL Department.

The Student Services Office inputs and reviews all student data including DOE 24 First (Native) Language, OOE 25 Limited English Proficiency, DOE 26 ELL Program Status to ensure accuracy.

Initial Identification of Former English Learners

The Blackstone Millville Regional School District annually assesses the English proficiency of all English Language Learners. The District utilizes ACCESS for ELLs assessment until the time as the assessment and other relevant data indicate English language proficiency. The District continues to assess all ELs including those who have opted out of ELE services.

ACCESS testing:

- The District carefully monitors and creates a flexible testing schedule and windows to ensure all ELs participate to maintain participation compliance.
- Assessments include all four (4) domains; reading, writing, listening, and speaking.
- Accommodations are provided as identified in the student's IEP or 504 plan
- The District assigns staff members who have participated in training and who have passed a certification test in the relevant subtest(s) of the assessment to administer the ACCESS for ELLs test.

Once a student obtains a score of 3.9 composite score in the area of literacy and 4.2 overall ACCESS score and the team determines that the student is deemed English proficient and can participate meaningfully in all aspects of the District's general education programs without the use of adapted or simplified English materials after review of relevant information, the student is then reclassified as a FEL. The ACCESS for ELLs 2.0 results are considered first when making classification decisions. In addition, the District considers other information/evidence of the students performance which may include a review of the student's performance on:

- MCAS achievement and growth
- STAR achievement and growth
- Academic progress including but not limited to classroom performance/achievement
- Observations and teacher reports
- Progress Reports
- As well as other locally administered academic and language assessments

*The District reviews all ELE records obtained from the previous District upon student enrollment and honors EL, FEL or other status.

When a student enrolls in the Blackstone Millville Regional School District the Home Language Survey is administered by trained staff. The Home Language Survey assists in the determination of identifying students as potential ELs/FELs and to determine if the student has had exposure to a language other than English that may have impacted their English language development.

A record review is conducted by trained staff including an EL teacher, PTL EL Coach, and Director. All available records and documents are reviewed with a focus on academic and English language proficiency. If newly enrolled students transfer from another district within Massachusetts or a state within the WIDA consortium, they may have participated in the annual proficiency assessment, ACCESS for ELLs. The District through the Department of Student Services attempts to obtain these records (if not provided) by contacting the previous

district, reaching out directly via phone and email as well as accessing the DRC (Data Recognition Corporation) portal through WIDA. If the test was administered within the last calendar year, district staff can use the results in addition to the student academic records to determine English Language proficiency. Members of the EL Team (Lead Coach, ESL Teachers) also reach out to the former school/district to attempt to connect with the former EL teacher and/or ESL Department.

The Student Services Office inputs and reviews all student data including DOE 24 First (Native) Language, OOE 25 Limited English Proficiency, DOE 26 ELL Program Status to ensure accuracy.

Initial Identification of Students with Interrupted or Limited Formal Education (SLIFE)

State law requires that ELE programs are designed to meet the linguistic and educational needs and the demographic characteristics of ELs in the school district. See G.L. c. 71A, § 4. Districts should identify SLIFE students so that they can better meet the academic and linguistic needs of these students. SLIFE students should be coded in the Department's Student Information Management System (SIMS) using SIMS Data Element DOE41-01.

For more information about the definition of SLIFE, procedures to identify SLIFE and programming considerations, please see the [Massachusetts Students with Limited or Interrupted Formal Education \(SLIFE\) Definition and Guidance](#).

When a student enrolls in the Blackstone Millville Regional School District the Home Language Survey is administered by trained staff including an EL teacher, PTL EL Coach, and Director. The Home Language Survey assists in the determination of identifying students as potential ELs and to determine if the student has had exposure to a language other than English that may have impacted their English language development.

A record review is conducted by trained staff. All available records and documents are reviewed with a focus on academic and English language proficiency. If newly enrolled students transfer from another district within Massachusetts or a state within the WIDA consortium, they may have participated in the annual proficiency assessment, ACCESS for ELLs. The District through the Department of Student Services attempts to obtain these records (if not provided) by contacting the previous district, reaching out directly via phone and email as well as accessing the DRC (Data Recognition Corporation) portal through WIDA. If the test was administered within the last calendar year, district staff can use the results in addition to the student academic records to determine English Language proficiency. Members of the EL Team (Lead Coach, ESL Teachers) also reach out to the former school/district to attempt to connect with the former ESL teacher and/or ESL Department. Based on the review of the Home Language Survey and records review, trained school district personnel will administer the WIDA Screener when evidence of English proficiency is unavailable or inconclusive.

The results of the WIDA Screener are used as outlined in the [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#) document to determine if the student is an EL.

If academic records and English language proficiency are available and the student is classified as an EL, the SLIFE Pre-Screener (attached) is given to the student and/or parent in the student's/parent's native language or through interpretation or translation by trained bilingual staff if necessary through the EL teacher and/or Lead Planning, Teaching, and Learning Coach.

If the SLIFE Pre-Screener results indicate that the EL is **not** SLIFE, the district refers to the [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#) for placement guidance.

If the results of the SLIFE Pre-Screener indicates limited or interrupted education, native language literacy and numeracy assessment are administered by trained personnel to determine if the student is academically functioning two or more years below expected grade level relative to typical peers. The student is considered to be SLIFE if it is not practicable to provide native language assessments, and the SLIFE Pre-Screener indicates limited and/or interrupted education, until further assessments and data measures indicate otherwise.

The District's Team, including: EL Teacher(s), Lead Instructional Coach, Counselor, Interventionist(s), Teacher(s), Principal, and Director, review all data and information which may include but is not limited to: registration documents, Home Language Survey, English Language Proficiency assessment, SLIFE Pre-Screener, Literacy and numeracy assessment to make instructional placement decisions for the student. The team communicates with the parents when making decisions and ensures an understanding by providing translations and interpretations when needed and notifies parents about their child's ELP level, assessment results, and SLIFE designation decisions **no later than 30 days** after the beginning of the school year or within **two weeks** if the student enrolls in the school district during the school year using the parent notification form provided by the Department at [LINK](#). Such notifications shall be provided in English and, to the extent practicable, in a language that the parents can understand.

Instructional placement decisions for SLIFE made by the team considers socio-emotional, cultural, academic, and linguistic factors among other variables, such as trauma, migration considerations, and familial contexts.

The goal is to educate SLIFE in a culturally and linguistically responsive teaching environment consistent with their level of English language proficiency and academic needs. Instruction targets gaps in skills and knowledge that students may have as a result of limited or interrupted education. Instruction provides, but is not limited to:

- English as a Second Language, English Language Development/Sheltered Content Instruction
- Native language instruction or support, if possible
- High intensity literacy training
- Sheltered social studies
- Sheltered mathematics
- Sheltered science, technology, engineering, and mathematics (STEM)
- Guidance and counseling services, including crisis counseling, as recommended by the school-based team in a language the student can understand

A Student Success/Action Plan is developed to identify the student's language and academic goals. The plan also establishes how to monitor academic and ELP progress. The plan describes how the student learns, how the student best demonstrates that learning, and what supports teachers and service providers will provide to ensure the student meets their educational goals.

The plan is developed using the data and information reviewed by the team including but not limited to: English Language Proficiency Assessment, numeracy and literacy skills assessment, academic profile, and the students ability to access the curriculum. Considerations also include how socio-linguistics and interrupted education affect the student's learning. The plan is tailored to the individual student's learning goals as identified during the EL evaluation process and school-based team recommendations.

The student's SLIFE designation is recorded in the student's school profile X2 Aspen in SIMS Field DOE041 (including DOE 24 First (Native) Language, OOE 25 Limited English Proficiency, DOE 26 ELL Program Status) and in the student files by the Office of Student Services.

The **SLIFE Planning and Instructional Considerations Tool** provides discussion points for the school/district team to consider as they develop pathways for SLIFE or evaluate current SLIFE practices.

The School/District SLIFE Placement team

- Designs supportive procedures and systems
- Implements systems and procedures that:
 - identify and assess potential SLIFE
 - place students, and
 - facilitate family communication
- Reviews student progress and service monitoring regularly

Social Emotional and Community Supports

- Leadership builds and sustains culture that embraces SLIFE as valued contributors to school and community
- Access to all guidance and counseling services
- Leverage home/family partnerships:
 - conduct home visits;
 - bilingual parent liaisons,
 - coordinates with community agencies,
 - mentorship programs
- Health services connect families with medical, dental, and trauma counseling

Curriculum and Instruction

- Intensive, consistent, and age-appropriate ESL and sheltered content
- Embeds systematic, explicit, and sustained language instruction in rich, contextualized, and meaningful curriculum
 - Culturally and linguistically responsive instruction
 - Thematically coordinated courses optimize learning outcomes
- Addresses gaps in skills and knowledge
- Rigorous instruction meets grade-appropriate standards in Massachusetts Curriculum Frameworks
- Native language supports learning outcomes
- Addresses and supports social-emotional concerns that arise from migration, trauma, or familial dynamics
- Includes supplemental support programs and enrichment opportunities (before or after school, and during the summer)
- Provides professional development opportunities for educators

High School, College and Career Pathways

- College and career pathways offer credits toward graduation
- All existing programs accessible for SLIFE
- Partners with adult education, higher education, and technical training

SLIFE Student Success Plan (SSP):

- Student academic profile includes
 - Intake assessment data
 - Oral SLIFE interview results
- Addresses socio-linguistics, culture, and effects of interrupted education
- Program of study is equitable, intentional, responsive, and strategic academic
- Equitable, culturally and linguistically responsive progress monitoring meets student language and academic goals

Initial Grade Level Placement Process

Upon registration, the Blackstone Millville Regional School District assigns students transferring into the district from outside the United States a grade level placement based on a variety of factors. Factors include,

but are not limited to:

- Student's age based on birth date (district's cut-off date is September 1st);
- The month of the school year a student transfers into the district;
- Student's previous academic grade placement, program, and available school records;
- Amount of prior schooling and differences in the skills and knowledge base at different grade levels in other countries and cultures;
- High School Specific Considerations: The potential for additional years of schooling based upon prior school experiences and transcripts, Massachusetts' mandatory high school course requirements, and the oral and written English proficiency students need in order to pass mandatory MCAS graduation requirements.

The Blackstone Millville Regional School District makes every effort to assign students appropriately based on the above factors.

Parent Notification

The Blackstone Millville Regional School District through the Student Services Office provides parents of newly enrolled ELLs with a notification by mail, or in person, no later than 10 days from enrollment of the student. Parents will be informed of:

- the purpose, method, and the content of the available ELE programs in the district;
- information regarding the parents' right to choose an ELE program among those offered by the district;
- information regarding parents' rights to request a new language acquisition program in accordance with the law;
- information about available conferences or meetings for parents to learn about the ELE programs offered in the school district;
- information regarding parents' rights to visit an ELE program in the school district; and
- information regarding the parents' right to withdraw a student from a language acquisition program.

The District annually provides parents of ELLs identified for participation or participating in an ELE program with notification within 30 days of the start of school year. This notification includes:

- the reasons for the identification of their child as an EL and the need for the child's placement in an ELE program;
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is participating, will meet the educational strengths and

- needs of their child;
- how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the district's EL program, including the expected rate of transition from such program into mainstream classrooms;
- the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds are used for children in high schools
- how the district's ELE program meets the objectives of the individualized education program of the child, if applicable; and
- information pertaining to parental rights that includes written guidance:
 - detailing the right that parents have to have their child immediately removed from their ELE program upon their request;
 - detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

The District provides both parent notification letters in a language that the parent can understand, to the extent practicable. The District utilizes the Department of Elementary and Secondary Education notification forms.

The Blackstone Millville Regional School District annually informs the parents/guardians of ELs of their right to:

- choose a language acquisition program among those offered by the District
- request a new language acquisition program; or
- withdraw a student from a language acquisition program

Notification is within 10 days after the enrollment of the student in the District. As required the notice shall, to the extent possible:

- be in a language that is understandable to the parents or legal guardians;
- contain a simple, easy to understand description of the purpose, method and content of the available programs;
- inform the parent or legal guardian of the right to visit an ELE program in the school district; and
- inform the parent or legal guardian of available conferences or meetings to learn more about the English learner programs offered in the school district.

For those children who have not been identified as English learners prior to the beginning of the school year but are identified as English learners during such school year, the District provides this notification during the first 2 weeks of the child being placed in an ELE program.

All notifications are provided in parents'/guardians' home language.

Using Annual ACCESS for ELLs 2.0 Results to Inform Placement

The ACCESS for ELLs 2.0 assessment is a required annual state exam that assesses English proficiency across the four language domains: reading, writing, listening, and speaking. It meets U.S. federal requirements of the Every Student Succeeds Act (ESSA) for monitoring and reporting ELs' progress toward English language proficiency. The assessment is administered to Kindergarten through 12th-grade students, who have been identified as English learners (ELs). It is given annually in the months of January and February to monitor students' progress in learning academic English.

ACCESS for ELLs 2.0 provides data to inform district stakeholders on how to develop and implement curriculum, instruction and classroom assessment. Additionally, the assessment serves to identify ELLs who are progressing toward or have achieved English language proficiency and thus reclassification. Language proficiency results inform program planning as they are reviewed by the school grade level language assistance team every year. The language proficiency scores are also provided to administrators and teachers for their use in designing learning interventions and/or may assist in the decision-making process when evaluating an EL for special education services.

Once it is determined that a child is not proficient in English, that student is now categorized as an English Learner. ELs in the Blackstone Millville Regional School District are placed in a program called Sheltered English Immersion (SEI). In this model of instruction, students are placed in a regular education classroom with English as the primary mode of instruction taught by an SEI endorsed teacher who can make accommodations and modify the content depending on the student's language proficiency. These students will also receive services from a licensed ESL Teacher. The amount of service time the student receives depends on their level of proficiency and current state guidelines. Parent or guardian approval is required for ELL services.

Recommended Periods of ESL instruction for ELs Based on ACCESS for ELLs® 2.0 Results (full-day Kindergarten through grade 12)

ACCESS for ELLs 2.0 Overall (Composite) Score	Recommended Periods of ESL Instruction
Foundational WIDA Level 1, Level 2 and Level 3* (ACCESS for ELLs 2.0 Overall Scores 1.0-2.4)	At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher
Transitional WIDA Level 3*, Level 4, Level 5 & Level 6 (ACCESS for ELLs 2.0 Overall Scores 2.5 and higher)	At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher

3. Declining Entry to a Program

Parents may notify the District of their wish to have their child ‘opt-out’ of the ELE program. This means that a parent or guardian chooses to deny their child’s services into the ELE program in the Blackstone Millville Regional School District. As a result of this request, the District schedules a meeting with the Principal, ELE program staff and parent(s)/guardian(s) and student when appropriate, to discuss opting the student out of ELE services.

The Blackstone Millville Regional School District encourages parents/guardians to allow their child/children to participate in our ELE program for a limited time before they make a final determination to “opt-out” of the program. An Opt-out form is completed by the parent regarding their decision to opt the student out is made. The District requires an annual meeting and submission by parents of the opt-out request. The District continues to keep parents informed of their child’s progress through the completion of the District’s Opt-out Progress Monitoring Form. Federal law establishes a district’s obligation to provide ELL students with meaningful access to the education program. Because of this, when a parent declines their child’s participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

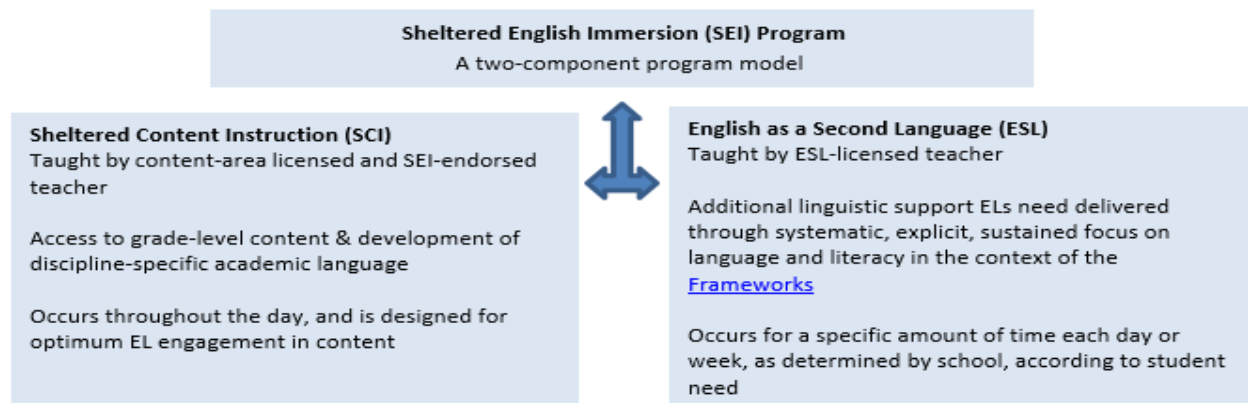
When/if the District determines through monitoring that a student who has “opted out” is not progressing, the District ensures that the student’s academic needs are being addressed. The student is referred to the Building Based Support Team (BBST) that includes a staff member with knowledge of language acquisition (the ESL teacher). The Team reviews the student’s progress and performance. As a result, supports and services will be identified and provided which may include English language support, after school support/tutoring, core academic tutoring, parent communication, summer support as well as supports and services provided under the District's Multi-Tiered System (MTSS) model. Additional progress monitoring through MTSS and the ELE program is implemented.

Students will continue to be reported on the SIMS data and assessed annually using the DESE mandated assessments (ACCESS, MCAS) appropriate for their grade.

4. Program Design

SEI Program Defined

In Massachusetts, instruction for ELs in an SEI program is designed around two main building blocks:



AFM/JFK Complex and Millville Elementary Schools

Model: The English Learners (ELs) at the AFM/JFK Complex and Millville Elementary Schools are all integrated into targeted mainstream classrooms taught by Sheltered English Immersion (SEI) endorsed teachers. English Language Development (ELD)s.Support is provided by licensed English as a Second Language (ESL) teachers in each school. Our building ESL teachers pull ELs with their grade level peers based on proficiency level. ELs receiving pull-out ELD are provided direct ELD instruction within a small group outside of the mainstream SEI classroom. At both schools, our ELL population is included in special subject area classes, math and reading intervention programs, if needed, as well as extra curricular activities.

Curriculum: The curriculum in our designated SEI rooms follows the MA state standard frameworks, with the addition of targeted English language objectives in the domains of listening, speaking, reading, and writing. SEI teachers have been trained to utilize WIDA Standards to make necessary modifications in instruction and track student process using both formal and informal assessments.

SEI Endorsement: All general and special education teachers servicing our EL students in K-5 are SEI endorsed per state requirements.

Collaboration: ESL teachers routinely attend collaboration meetings with general education teachers to collaborate with their content area constituents. SEI teachers meet with our ESL teachers on a routine basis to mutually inform one another about their students' progress, and discuss strategies that they can use to increase comprehensible input for their ELs.

Parent Involvement: Newsletters, forms and fliers (paper-based and electronically) are sent home to families in their home languages to keep them informed about ongoing school activities.

Facilities: There is space specifically provided for ELD instruction at each school.

FWH Middle School

Model: The English Language Learners (ELLs) at the FWH Middle School are all integrated into targeted mainstream classrooms taught by Sheltered English Immersion (SEI) endorsed teachers. English Language Development (ELD) support is provided by licensed English as a Second Language (ESL) teachers in each school. Our building ESL teachers pull ELs with their grade level peers based on proficiency level. ELs receiving pull-out ELD are provided direct ELD instruction within a small group outside of the mainstream SEI classroom. Our ELL population is included in special subject area classes, math and reading intervention programs, if needed, as well as extra curricular activities.

Curriculum: The curriculum in our designated SEI rooms follows the MA state standard frameworks, with the addition of targeted English language objectives in the domains of listening, speaking, reading, and writing. SEI teachers have been trained to utilize WIDA Standards to make necessary modifications in instruction and track student process using both formal and informal assessments.

SEI Endorsement: All general and special education teachers servicing our EL students grades 6-8 are SEI endorsed per state requirements.

Collaboration: ESL teachers routinely attend collaboration meetings with general education teachers to collaborate with their content area constituents. SEI teachers meet with our ESL teachers on a routine basis to mutually inform one another about their students' progress, and discuss strategies that they can use to increase comprehensible input for their ELs.

Parent Involvement: Newsletters, forms and fliers (paper-based and electronically) are sent home to families in their home languages to keep them informed about ongoing school activities.

Facilities: There is space specifically provided for ELD instruction at each school.

Blackstone Millville Regional High School

Model: The English Learners (ELs) at the Blackstone Millville Regional High School are all integrated into mainstream classrooms taught by Sheltered English Immersion (SEI) endorsed teachers. English Language Development (ELD) support is provided by licensed English as a Second Language (ESL) teachers in the school. Our building ESL teachers see ELs with their peers based on proficiency level. ELs are enrolled in 1-2 daily sessions of an ELD course, based on their proficiency level and the required total minutes as mandated in the guidance document. They are provided direct ELD instruction within this course. Our ELL population is included in all subject area classes as well as extra curricular activities and sports.

Curriculum: The curriculum in our designated SEI rooms follows the MA state standard frameworks, with the addition of targeted English language objectives in the domains of listening, speaking, reading, and writing. SEI teachers have been trained to utilize WIDA Standards to make necessary modifications in instruction and track student process using both formal and informal assessments.

SEI Endorsement: All general and special education teachers servicing our EL students are SEI endorsed per state requirements.

Collaboration: ESL teachers routinely attend collaboration meetings with general education teachers to collaborate with their content area constituents. SEI teachers meet with our ESL teachers on a routine basis to mutually inform one another about their students' progress, and discuss strategies that they can use to increase comprehensible input for their ELs.

Parent Involvement: Newsletters, forms and fliers (paper-based and electronically) are sent home to families in their home languages to keep them informed about ongoing school activities.

Facilities: There is a classroom specifically provided for ELE instruction at each school.

5. Monitoring our ELL Students

Local Education Agencies (LEAs) must monitor and regularly assess the progress of all ELs, including those who have opted out of EL programs, in both English language proficiency (ELP) and content knowledge. This includes conducting an annual ELP assessment and, at least annually, measuring their performance in grade-level core content areas.

Establishing rigorous monitoring systems that include periodic benchmarks allows us to monitor ELLs' progress over time, determine when students are not making appropriate progress, and provide additional support to enable ELs to reach English proficiency and gain grade level content knowledge. EL Program Directors must monitor EL Program staff to ensure that they are providing ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner.

Annual Summative Assessment: ACCESS for ELs 2.0 is the state's language proficiency assessment.

Interim Assessments: The WIDA MODEL can be used as an interim assessment up to two times a year to track English language proficiency progress throughout the year. The MODEL may only be administered twice per year, so if the MODEL was used to screen an EL, then it can only be used once more during that school year. Interim assessments are not required but can produce valuable information for educators.

Formative Assessments: Formative assessment practices are an integral component of progress monitoring. Formative assessments are not purchased tests, but rather practices that teachers employ to consistently monitor students' progress toward objectives and goals. In other words, teachers can use the process of formative assessment to "recognize and respond to student learning, in order to enhance that learning, during the learning." Formative assessments can provide teachers with data to drive planning and differentiation of teaching. Ongoing formative assessments accompanied by effective teacher feedback also give students a steady flow of information about their learning in relation to instructional goals.

The following guidance has been provided by the Department of Elementary and Secondary Education:

Benchmarks for Making Progress toward English Language Proficiency

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

for each student's annual progress toward English proficiency.

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

Calculating Benchmarks

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

Each year after the Department reports ACCESS scores, schools and districts will receive a *future progress target* and a *difficulty index* for the following school year for each student. If the student has taken the ACCESS test for at least two consecutive years, they will also receive a *growth percentile for ACCESS* (SGPA) and a *progress indicator* (expressed as "yes" if the student made progress or "no" if the student did not make progress). For more information on future progress targets and difficulty indices, refer to Section III of the Guidelines for the Use of Benchmarks toward Attaining English Proficiency (the Benchmark Guidelines).

District Requirements

The LOOK Act establishes the following requirements for districts:

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

English Learning Success Template

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

Benchmarks for Making Progress toward English Language Proficiency

- ❑ Upon release of the ACCESS scores, the EL Program Director, in collaboration with the Planning Teaching and Learning Coach, and ESL teachers identify ELLs who do not meet English proficiency benchmarks

- ❑ Once a student is identified, the ESL teacher will complete an Action Plan as an Intervention Plan for the student. This plan will identify the areas that the student needs improvement as well as goals for attaining English Proficiency.
- ❑ The ESL Teacher will hold a meeting, at the start of the school year, with the parents/guardians of the identified EL to gain input and finalize the plan. In the event a child enrolls after the start of the school year, the ESL teacher will begin this process as a part of the registration process.
- ❑ During this meeting, the parents or legal guardian will be provided with the following documents (Translated into their Native Language):
 - ❑ Benchmark Guidelines with descriptions
 - ❑ The Districts English Learning Success Template
 - ❑ The student's Action Plan (in draft form)
- ❑ Upon the completion of the meeting, the ESL teacher will finalize the student's Action Plan/Intervention Plan

Methods for Establishing EL Personalized Goals

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

Parent Notification

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

English Learner Success Template

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

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

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

- Evaluate strategies for improving instructional practices and routines for ELLs;
- Provide additional support to teachers of ELs, including professional development and coaching;
- Examine the adequacy of the curriculum and materials available to teachers of ELs;
- Obtain supplemental materials designed to assist ELs who are struggling with attaining English proficiency;
- Establish language support teams that may include English as a second language (ESL) teachers, content teachers, school administrators, guidance counselors, and other relevant personnel.
- Support structured collaborative opportunities for teachers of ELs (ESL teachers and content teachers) to review student performance data regularly.
- Review resources provided by the Department of Elementary and Secondary Education at <http://www.doe.mass.edu/ell/>
- In addition to the specific steps above, our district may also consider the following:
- Successful approaches taken by schools to assist ELs and ways to adopt them;
- Development or improvement of the plan for addressing the instructional and social emotional learning needs of ELs;
- Implementation or continued implementation of English Learner Parent Advisory Councils;
- Examination of opportunities for increased family engagement, including taking additional steps to create an inclusive environment.

Our district will use the Response to Intervention(RTI) process to assist ELs that have not/are not meeting English Proficiency Benchmarks.

ELL Student Folders

ELL Student Folders are maintained by the Office of Learner Support Services. Each folder has a checklist that is used to document the collection of student data, report cards, progress reports and parent communications.

6. Reclassification of EL Students

Districts must annually assess ELs' language proficiency and academic achievement to determine whether such students are able to do regular schoolwork in English, and to *remove* the English learner classification once ELs demonstrate the ability to do regular schoolwork in English¹. Another term used to refer to the process of removing a student's EL classification is "reclassification". Exit from EL status is a high-stakes decision because a premature exit may place a student who still has linguistic needs at risk of academic failure, while unnecessary prolongation of EL status (particularly at the secondary level) has consequences as well since it can limit educational opportunities, lower teacher expectations, and demoralize students². ACCESS for ELLs is the state's language proficiency assessment, and districts must **first** consider the results of ACCESS for ELLs to identify students as candidates for reclassification. 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 ELE program. It is a violation of EEOA when districts do not exit ELs from a language acquisition program after they have acquired English proficiency³.

¹ G.L. c.71A, § 4, 7

² Linquanti, 2001; Callahan, 2009; Robinson, 2011

³ Please see <http://www.justice.gov/crt/about/edu/types.php>

ACCESS for ELLs Results

School-based teams must first review the annual ACCESS for ELLs results and then, other relevant data when making placement or reclassification decisions for ELs. Districts should not reclassify students solely based on the number of years an EL has been in an ELE program.

Language Classification Recommendations Based on ACCESS for ELLs 2.0 Results

Language Classification Recommendations

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

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

Students with at least an overall score of **4.2** and a composite literacy score of **3.9** on ACCESS for ELLs may have acquired enough English language skills to be reclassified by the district. Such students may be reclassified as former English learners (FELs) if they are able to demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on *Other Relevant Data* (described below) as ELs.

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

Other Relevant Data

School-based teams must evaluate and consider a range of data to determine whether students can perform ordinary classroom work in English, and whether or not such students are ready to exit the ELE program. Data school-based teams should review are:

The student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);

The student's scores on locally-administered diagnostic language assessments;

The student's academic grades;

The written observations and recommendations documented by the student's classroom teachers;

The *WIDA Performance Definitions* which describe the criteria used to define performance at each WIDA proficiency level, and the *CAN DO Descriptors*⁴ which provide examples of realistic expectations of ELs for each of the four language domains and five levels of English language proficiency; and

The student's performance on MCAS content area tests.

Sometimes an EL might not have an MCAS ELA score, because the student:

- is a student in kindergarten through grade 2; or
- is a first-year EL student and was not required to participate; or

⁴ Please see https://www.wida.us/standards/CAN_DOs/

- participated instead in the MCAS-Alt,

In such cases the most recent MCAS ELA results should serve as a key indicator of the student's likelihood of performing ordinary class work in English. Districts can use those results to support and validate the preliminary decisions made each spring about the student's instructional programming and EL classification.

It is also important to determine the level of support the student needs during instruction in other content areas, and whether an achievement level of *Partially Meeting Expectations/Not Meeting Expectations* on MCAS is due to the student's English language proficiency. If the student's MCAS results provide evidence to contradict the instructional or classification decisions made earlier based on the student's ACCESS for ELLs 2.0 test results and other district data, districts should seek additional consultation and input from ESL teachers and general education teachers familiar with the student before making final determinations.

7. Monitoring of FEL (Former English Learner) Students

All students who have been reclassified from the ELE program at the Blackstone Millville Regional School District will be monitored for satisfactory academic progress for at least four years, and if necessary, will be offered additional language support.

Once the students have been reclassified from the program, the District provides a system for monitoring the success of the student in the mainstream program.

The ESL instructors will be responsible for conferencing with the mainstream teachers of our FEL (Former English Learners) at least four times a year. A Monitoring form for reclassified students will be completed by the mainstream SEI teachers, in collaboration with the ESL teachers, and provide documentation to support the information. Some of this information will include:

- Progress reports and report cards
- RTI Progress Monitoring
- Test score documents (MCAS 2.0, STAR, Dibels, Running Records, as well as additional assessment through the MTSS/RTI process etc.)
- Individual Student Success Plans (ISSPs), Individual Education Plans (IEPs), and Action Plans
- Teacher feedback regarding areas of concern in the different curriculum areas
- Teacher recommendations for continued academic progress
- Interventions already in place
- Student participation in class and completion of daily work

If a FEL student is having difficulty in the mainstream classroom, the ESL teacher and other members of the instructional team will work to determine the reasons for an individual student's lack of academic success. The student will be referred to the school's Building Based Support (BBST)/Response to Intervention (RTI Team) if there is uncertainty as to whether this lack of progress is due to learning differences, disability, or language differences. The District will then provide additional services to develop English language skills and/or will provide tutorial or support services to address other academic problems. The student will be considered for reclassification as an English Learner, and parents will be appropriately informed of service options.

8. Access to Academic Services and Programs

Special Education and English Learners

The Blackstone Millville Regional School District does not place any student in a special education program based on his or her English language proficiency. The guidelines for special education are the same for both EL and non-EL students in accordance with the *Individuals With Disabilities Act*.

All students have the right to special education services, whether or not they are English learners or not English learners. The District ensures equitable access to Education through a tiered system of support. Students who are referred to their school's Building Based Support Team (BBST) and/or are provided with intervention as part of the District's Multi-Tiered Systems of Support (MTSS) and are EL, as determined by our EL program entrance criteria, will be provided with intervention techniques to be used by both SEI teachers/interventionists and ESL teachers across settings.

Multi-tiered System of Support (MTSS) Pre-Referral/Referral Process through the Building Based Support Team (BBST)

- Identification of initial concern
- Information/Data Collection
 - Building Based Support Team Referral Completed
- Information sharing and team discussion
 - Completion of Building Based Support Team Meeting Form (Date Review/Results)
- Discussion of possible strategies/interventions
 - Completion of Building Based Support Team Meeting Form (Next Steps)
- Implementing and monitoring of strategies/interventions
 - Completion of Interventions/Data Collection pages)
- Evaluation and decision making
 - Completion of Building Based Support Team Meeting Form (Reconvene)

The BBST starts with a discussion/review of student strengths. An initial focus on what the student can already do, what the student's interests are, what motivates the student, and what areas the student is already succeeding in is a way for the group to consider the student's strengths when identifying next steps rather than concentrating exclusively on the student's challenge(s).

Identification of Initial Concern

When a teacher, parent, or member of the school staff—starts to have concerns about a student's academic or behavioral performance even with MTSS interventions in place.

Information/Data Collection

Information/data collection should include data across settings and include varied staff depending on identified initial concern. Data collected should include:

- Instructional methods, strategies, and materials that have been previously tried or used
- The student's skill level/achievement
- The student's background knowledge and experiences
- School and home expectations for behavior and academic performance

- Classroom behavior management techniques
- Other interventions/supports

Informal assessments are important tools for collecting information. Such assessments can help the BBST understand the nature, extent, and severity of the student's challenges. In addition to informal assessments, teachers can use a variety of sources to collect information:

- Parents/guardians
- Other classroom teachers/school staff
- Student portfolios or work samples
- Classroom observations
- Student record review
- Attendance records
- Conduct history
- Formal assessments
- District/state assessments
- Student interviews/observations
- Information Sharing/Team Discussion of Possible Strategies

The BBST meets to begin its review of the information collected to date and discuss next steps/interventions - including type and intensity—that will support the student.

The BBST consists of individuals (general education teacher, school counselor, reading specialist, other specialists as needed, etc) who have experience using and designing instructional techniques and strategies to address the identified needs of students. BBST members share information in an effort to promote student success in general education classrooms. The number of people on the team varies depending on the needs of the student being referred; however, each person on the team should have a contributing role.

BBST members brainstorm strategies and interventions that they believe are most likely to meet the needs of the student. One or more strategies or interventions may be identified for the area(s) of concern.

Once Interventions/strategies are identified, frequency, duration, and responsible staff is identified. Interventions/strategies are implemented for a period of four to eight weeks.

Along with interventions, BBST may identify accommodations to address the specific needs of the student in the general education classroom.

Questions to consider:

- How can we incorporate the student's strengths into the plan?
- Why do we think this plan will improve the student's behavior or academic skills?
- What are our goals and are they observable and measurable?
- How will we determine whether the student has met the goals and what data collection procedures will we use to monitor the student's progress?
- For how long will we implement the plan before the team meets again?
- Does the teacher(s) need any special training/consultation to implement the strategy?
- How will we track the progress of the strategy and ensure that it is being implemented as specified?
- How can we assist the teacher in implementing the strategy?

Implementation and Monitoring

The plan is implemented and the student's progress is monitored. Data is collected during this stage and will be used to help the team determine the effectiveness of the intervention.

Evaluation and Decision Making

The BBST reconvenes to review the data to determine whether the student is making progress. If *yes*, the team decides if continued intervention is needed. If *no*, the team determines whether the strategy/intervention should be continued or modified, whether a new strategy is needed, or whether the data indicates the student should be referred for a special education evaluation. As they review the information and come to a decision about the student's progress, the team should consider several questions noted in the table below.

Is the student making progress?	
YES	NO
If the student <i>is</i> making progress, ask:	If the student <i>is not</i> making adequate progress, ask:
Can the intervention or accommodation be discontinued?	Does the strategy need to be modified or continued, or are there any other strategies that we can try?
Does the student require sustained intervention to continue to progress?	Does the data indicate a referral for special education is needed?

If a referral to special education is made, special education procedures and protocols are initiated. Bilingual evaluations/translators will be secured by the Special Education Department in order to evaluate a student, as

needed. After testing is completed, the Team convenes to determine eligibility. If eligible, the Team will develop an Individualized Education Program designed to meet the identifying students's needs. If the student does not qualify, the Team will recommend next steps to support the students progress. The ESL teachers and Lead Planning and Teaching and Learning Coach are part of this process and support the development of next steps. The required time frame within which this process must be completed is the same as for a student who is not an English learner. If it is determined that an EL student needs special education services, the student will still be offered the English Language Development instruction. The Director of Learner Support Services meets regularly with Special Education Team Chairs, ESL Teachers, and Principals to ensure consistent implementation of supports to allow appropriate access for students to all learning opportunities.

English Language Learners are provided with supports and services as identified on their Individual Education Program (IEPs) as well as EL services and supports provided through the District's MTSS. Our MTSS model is anchored in improving outcomes for all students. Instruction and intervention is aligned with student needs and educational decisions are made based on data. For our ELSWD supports and services include a fully integrated process with a focus on collaboration and communication. Ongoing consultation takes place between the special education staff and EL staff to ensure not only the student's special needs but language needs are addressed across environments. Resources and strategies are reviewed, discussed, and shared. The EL teacher also 'pushes-in' to monitor progress in the special education as well as regular education classroom settings. Special education student progress continues to be monitored through the special education process. Special education and EL progress reports are completed for ELSWDs.

The Blackstone Millville Regional School District has the following procedures in place. The District ensures:

- Any EL student with disabilities receives both special education and related services as well as EL services.
- The EL's special education and EL teachers collaborate to deliver those services in an integrated manner in the least restrictive environment.
- IEP goals will have been written to reflect the integration of language learning and academic content goals for the EL with disabilities.
- IEP teams are responsible for determining how individual ELs with disabilities are able to demonstrate their English language proficiency. An ESL teacher is a member of each Team Meeting as an expert on the student's English language acquisition.
- IEP teams are responsible for deciding what accommodations and accessibility considerations are appropriate for ELs with disabilities who take the general or alternate MCAS/ELP assessment.

Participation in World Language

All students at the Blackstone Millville Regional School District are provided with the opportunity to participate in World Language (Spanish) through exploratory and Spanish I beginning at the middle school level. Students who elect to participate in Spanish I as part of our Academy Program take Spanish I in grade 8 for high school credit.

Spanish continues at the Blackstone Millville Regional High School offering College Prep and Honors Spanish.

Prior to graduating, all students (with few exceptions) participate in a minimum of 2 years of foreign language. ELs and FELs whose native language is Spanish and who demonstrate proficiency in Spanish as demonstrated on a district assessment, are provided with opportunity to participate in accelerated Spanish classes as indicated through assessment. Students who took English as a foreign language in their home country received a language credit.

Seal of Biliteracy

The Blackstone Millville Regional School District participates in the Massachusetts State Seal of Biliteracy. The Seal of Biliteracy is offered to any student who demonstrates proficiency in English and any other language, whether they speak or sign the language other than English at home or learned it at school or in the community. The State Seal of Biliteracy aims to:

1. Encourage students to study and master languages;
2. Certify attainment of biliteracy skills;
3. Recognize the value of language diversity;
4. Provide employers with a method of identifying people with language and biliteracy skills;
5. Provide universities with a method to recognize and give credit to applicants for attainment of high-level skills in languages;
6. Prepare students with skills that will benefit them in the labor market and the global society; and
7. Strengthen intergroup communication and honor the multiple cultures and languages in a community.

In order to earn the Massachusetts State Seal of Biliteracy, students must:

1. Demonstrate a high level of proficiency in English by earning a score of 472 or higher on the Grade 10 ELA MCAS,
2. Demonstrate a high level of proficiency in a world language by attaining a minimum score equivalent to Intermediate-High on an assessment approved by the Massachusetts Department of Elementary and Secondary Education, and
3. Satisfy all other graduation requirements.

The Seal of Biliteracy with Distinction is available to students who:

1. Earn a score of 501 or higher on the Grade 10 ELA MCAS
2. Demonstrate a proficiency level of Advanced Low or higher on a Department-approved assessment, and
3. Satisfy all other graduation requirements.

Information is shared in the fall on the District's website, updates from District as well as in the High School Principal's newsletters. The guidance, foreign language, and EL department leads along with the Lead Planning Teaching and Learning Coach and Principal meet to review and identify the students and languages for assessment. Once identified, individual student meetings are held and opportunities and requirements are reviewed.

The district communicates the notice of participation to families and students in a language that they understand.

Academic Counseling and English Learners

ELL students will be provided with guidance counseling, as needed, in the student's native language. Translators will work with counselors to convey information to students.

Advanced Placement and English Learners

EL students at the Blackstone Millville Regional School District will have access to all academically advanced classes, if they have mastered the skills which are prerequisite to taking the classes. Teachers cannot deny entrance to any of these students capable of participating in these classes because of lack of English proficiency. SEI training will be provided for teachers who instruct AP classes.

Translations of Blackstone Millville's High School's program of studies contain all information about the AP process.

Retention of English Learner Students

Students will not be retained solely because of limited English proficiency. Close evaluation of potential "retainees'" academic performance and communication with teachers will be conducted before a student can be retained, to determine that the reasons for retention go beyond language proficiency. Students who have missed a substantial amount of school due to absences, have neglected their classwork and/or homework on a regular basis, or have consistently failed tests after having been given the necessary tiered supports and language development instruction, might be in danger of being retained. Parents will be notified of their child's performance in school through notes home, telephone calls, face-to-face meetings, and progress reports – in their native language, if necessary.

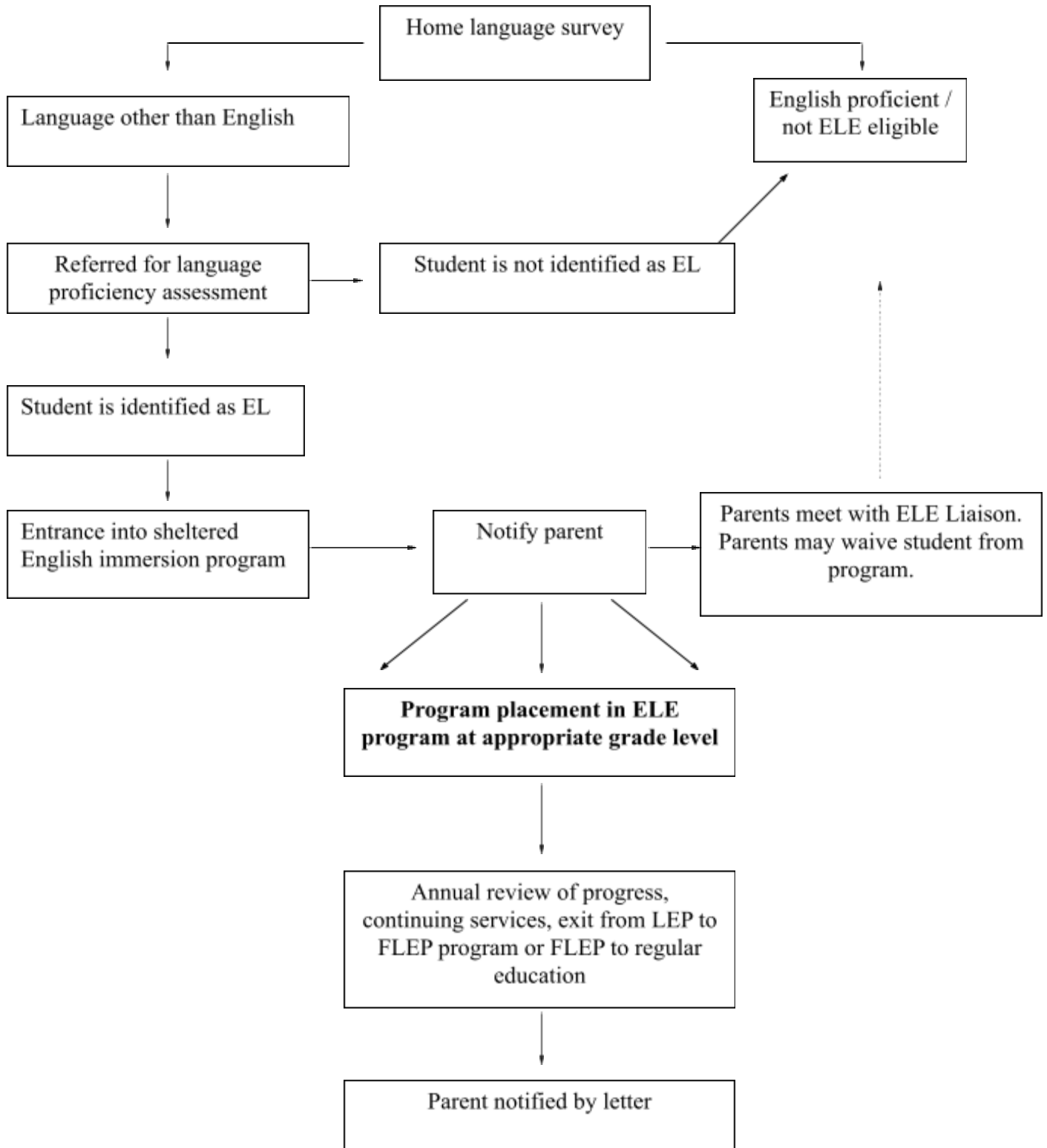
9. Translation and Interpretation Services

If translation and /or interpretation services are indicated on the HLS, the information is included in the student information system that alerts all teachers, administrators, and staff. When translation and/or interpretation are needed, the Office of Learner Support Services is contacted. The Office of Learner Support Services is responsible for translating documents as needed and arranging for interpretation services when needed.

10. Appendix

This English Learner Program Guide was developed in accordance with the guidelines provided to us from the [Department of Elementary and Secondary Education](#).

Program Flowchart



School District Discrimination Policy

The Blackstone Millville Regional School District does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act). Nor does it discriminate on the basis of race, color, sex, religion, national origin, or sexual orientation, or exclude students on the basis of marriage or pregnancy, in accordance with M.G.L. c.76, §5; M.G.L. c.71, §84; and/or M.G.L. c.151B. To file a complaint alleging discrimination or harassment by the school on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion or to make inquiry concerning the application of Title VI, Title IX, Section 504, the ADA, the Age Discrimination Act, or applicable state laws and their respective implementing regulations, please contact the Title IX/Chapter 622 Coordinator for the District: Laura Damon via email at ldamon@bmrsd.net

Inquiries concerning the applicability of the aforementioned federal laws and regulations to the school also may be referred to the U.S. Department of Education, Office for Civil Rights (OCR), J.W. McCormack POCH, Boston, Massachusetts 02109-4557, telephone (617) 223-9662, TTY (617) 223-9695.

A grievant may file a complaint with OCR, within 180 calendar days of alleged discrimination or harassment, or Within 60 calendar days of receiving notice of the school's final disposition on a complaint filed through school, or -- Within 60 calendar days of receiving a final decision by the Massachusetts Department of Education, Bureau of Special Education Appeals, or instead of filing a complaint with school inquiries relative to state law may be referred to the Massachusetts Department of Education, 350 Main Street, Malden, MA 021485023 (telephone 781-338-3300) or the Massachusetts Commission Against Discrimination at One Ashburton Place, Boston, MA 02108 (telephone 617-727-3990).

Attachments

Parent Notifications/Letters

English Learning Success Template /Action Plan

Students with Limited or Interrupted Formal Education (SLIFE) Pre-screener