

Calendar:

August

- Update EL Roster for teachers and EverEL roster
- Scrutinize HLS of all newly enrolled students
- Update Screening tracker with all students whose HLS show language other than English
- Determine prior EL status
- Screen any potentially eligible students with no prior EL enrollment
- Notify parents of EL, FEL, or non EL status and place students into correct classes (if applicable)
- Contact parents of students who were opted out last year to renew opt-out decision
- Add new EL, FEL and opt-out students to “ELL Roster for Teachers” and “EverEL” rosters and Classroom Accommodations spreadsheets
 - Update SIMs for newly enrolled ELs, opt-outs, and ensure that students reclassified as FEL are properly coded (ongoing).
- EL teacher BOY reflection/goal setting
- Schedule parent meetings for first semester

September

- Update EverEL roster with Q1 minutes of direct instruction
- Initial meetings for students with Success Plans
- Update MCAS accommodations for 11th graders retaking MCAS in the fall

October

- Classroom accommodations for newly enrolled students due
- Data collection around previous spring MCAS results

November

- Q1 domains data
- Success Plans Check-in #1
- Schedule parent meetings for second semester

December

- AMS data verification for all EL students taking ACCESS
- Verify all accommodations for students with disabilities
- Plan schedule for ACCESS testing
- Parent notification letters about ACCESS go home

January

- ACCESS testing
- Grades 3-10 MCAS Accommodations

February

- Finalize ACCESS testing, return materials
- Q2 FEL/Opt-out reviews

- Q2 domains data and EL progress reports due

March

- n/a

April

- Success plans check-in #2


May

- ACCESS scores released
- Reclassification decisions
- Q4 EL progress reports go out with report cards

June

- Update Classroom Accommodations (for students still classified as EL)
- Complete reading and writing Kindergarten Screener for any K students who passed the EL screen the previous spring and were brought up for review in SST for academics during the current academic year
- End of year FEL/Opt-out reviews
 - EOY reviews are mailed home and a copy filed in EL folder
- Data review for ACCESS scores
 - Teacher EOY reflection
 - Department review of data
- Close out Success Plans from current school year, preliminary Success Plans for following year
- Review ELL class placements for following school year
- Kindergarten screening for following school year

EL Folders

-  EL Folder Procedures

Beginning of year:

- Parent notification forms for new EL students
- Current school year Opt-out forms (as applicable)

End of Quarter 1:

- EL progress reports on PowerSchool

End of Quarter 2:

- FEL/opt-out progress reports on Ellevation

Mid-April:

- EL MCAS accommodations sheets

End of Quarter 4:

- ACCESS scores
- FEL/opt-out progress reports
- EL progress reports

- Reclassification forms (as applicable)
- End of year EL Success Plans (as applicable)
- K-6 EL Teacher schedules
- 7-12 EL preliminary Teacher schedules

EL Folders from other Districts:

- Keep the initial screener
- Keep any reclassification decisions
- Keep most recent progress report
- Keep any documentation of special cases (SLIFE, testing, etc.)
- Keep any Success Plans

For transfer students and students who graduate, please give copies to Muriel of:

- Most recent EL/monitor/opt-out progress reports
- Any exit/reclassification decisions
- Edwin testing record or most recent ACCESS test results
- Parent opt-out form (as applicable)

For EverEL Students, gives copies to Muriel of:

- Initial screener
- Reclassification form
- Most recent progress report

Identification

G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; G.L. c. 76, § 5; 603 CMR 26.03

The parents/guardians of any and all new students who register in the Atlantis Charter School district complete the [home language survey](#) provided by the Massachusetts Department of Elementary and Secondary Education via the online registration form. Parents can change the language of the registration forms at any point during the registration. If the parent indicates that a language other than English is spoken at home, the EL Director will review the forms on PowerSchool Enrollment. If the student does qualify for EL services, copies of the home language surveys must be filed in the student's EL Folder.

All students whose HLS show a language other than English must be added to the [Screening Tracker Google Form](#). From there, it must be determined whether:

- The student was enrolled in an EL program at their previous school
- The student was screened within the last year for services and found ineligible for services
- The student has been exited from an EL program

To make these determinations, the EL Director will complete the following steps until sufficient information is gathered.

1. Review the PR600 “Student Profile Report” on Edwin Analytics, which will list if the student has been reported as an EL on any SIMS report, or if the student has taken the ACCESS test before. Information can also be obtained from the student’s EL folder from their previous school (if available). Parent reporting or report cards are not sufficient to determine whether the student has been identified as an EL.
2. If there is no indication of EL status on the Student Profile Report, or if the student has not attended school in Massachusetts before, the EL Director will reach out to the student’s previous school district to request EL records or records of EL screening. If the sending district is able to confirm that the student was previously screened for EL status, it is noted in the Screening Tracker and the student is not EL.
3. If the sending district does not indicate that the student was previously screened for EL status, the EL Director will review the student’s home language survey follow these procedures:
 - a. All incoming students coming in from an alternate state will need to be screened in coordination of DESE’s new guidelines released in 2024
 - b. Incoming Kindergarten-5th Grade Students: If the HLS is completed in English and English is the primary language used with the student, the EL Director will complete the Home Language Interview with the student’s primary caregiver:
 - i. [Home Language Interview: Kindergarten](#)
 - ii. [Home Language Interview: 1st-5th Grade](#)
 - c. Incoming 6th-12th Grade Students: If the student has earned “Meeting Expectations” or higher on their most recent MCAS tests, the student will not be screened for EL Status. If the student has not met expectations on their most recent MCAS tests and there is not indication of EL screening from the sending district, the HLS was completed in English and the language most frequently used with the student is English, the EL Director will complete the Home Language Interview with the student’s primary caregiver:
 - i. [ELL Screening Determination: 6th-12th Grade](#)

Click here to view the ELL enrollment decision tree for high school students:

[HS ELL Enrollment Decision Tree.pdf](#)

Students already classified as EL

If it is confirmed that the student was enrolled in an EL program at their previous school, it should be determined whether the student still qualifies for EL services, based on their ACCESS test scores from the previous year. If the student still qualifies for services, the Parent Notification form (Appendix 2) must be mailed home as soon as possible and within 30 days the student must be placed in an appropriate class.

The student must be added to the **EL Roster (K-6 or 7-12)** and the **EverEL roster**. An EL folder must be created for the student, including their [Home Language Survey](#), a copy of their most recent ACCESS score report (if available), a copy of the PR600 “Student Profile Report.” If the student has transferred from a school outside of Massachusetts, a copy of any available transcripts from the previous school should also be included. Any relevant documents from the student’s EL folder from their previous school (if available), such as recent progress reports and documentation of special circumstances (testing for a disability, SLIFE status, Success Plans, etc.) should also be added to the EL folder.

Students already classified as FEL

If it is determined that the student has been exited from an EL program based on their ACCESS scores, it must be determined how long ago the student was exited. If the student exited an EL program within the previous 4 school years, the student is considered a FEL (Former English Learner) and must be monitored until the end of the 4 year period (counting any years that the student was still enrolled at the previous school as a FEL). A copy of the [ACS FEL Notice](#) must be mailed home in the parent’s preferred language.

The student must be added to the **EL Roster (K-6 or 7-12)** (noting the year of monitoring of the student) and the **EverEL roster**. An EL/FEL folder must be created for the student, and the FEL Notice as well as the student's HLS, must be included in the folder. Any relevant documents (such as the reclassification form) from the student's ELL folder from their previous school (if available) may also be included in the new ELL folder.

If the student has been a FEL for more than 4 years, the date of reclassification should be noted in the **EverEL roster** and a print out of the student's PR600 "Student Profile Report" should be stapled to the student's home language survey in their general education file.

**Some students may have been reclassified as FEL based on their MEPA scores. The MEPA was replaced with the ACCESS test in the 2012-2013 school year.

Students who have been screened and tested out of EL services

If a parent or previous school submits proof that a student was screened for EL services at the student's previous school and did not qualify for services, then the student does not need to be re-screened. A copy of the screener summary should be kept in the student's general folder. The [Screening Tracker](#) will be updated, and the student is not added to the EverEL Roster.

Students with no prior EL testing

If the following criteria is met, a **licensed** EL teacher administers the Kindergarten WIDA Screener or the WIDA Screener online to determine if the student is eligible to receive English language services. An unlicensed teacher may administer the WIDA Screener, but a licensed teacher must review and score the results. Unlicensed teachers may not administer the W-APT as the student is scored during screening.

- There is no evidence of EL status in Edwin
- There is no evidence of EL Screening from previous districts
- Students in grades 6-12 have not met expectations on their most recent MCAS testing
- the EL Director has determined from the home language interview that the student has substantial exposure to a language other than English

To be found ineligible for EL services, a student must score as described below (as of March 2022):

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 and First Semester of 1st grade	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

GRADE	DOMAINS ASSESSED	Not EL
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WIDA SCreener Second Semester 1-12	All four	Overall composite proficiency level 4.5 or higher and composite literacy proficiency level 4.5 or higher
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If a student is found to be eligible for EL services, their parent/guardian is notified immediately using the Parent [Notification form](#). The EL Director or relevant EL teacher should also attempt to contact the student’s parent/guardian via **telephone** to inform them of the placement determination and of their right to opt the student out of services if they so choose (more information on Opt-out students is below). **The parents must be notified within 30 days of the student being enrolled in the EL program. If the student is identified during the school year, the parents should be notified within 2 weeks of the student’s enrollment in the program.** The student begins to receive EL services through the SEI program as soon as possible, unless the parent/guardian opts the student out of services.

The student must be added to the **EL Roster (K-6 or 7-12)** and the [EverEL roster](#). An EL folder must be created for the student, which at this point should include a copy of the home language survey, the Screener results summary, the Parent Notification form (and translated copy, if applicable), and a copy of the PR600 “Student Profile Report.” If the student has transferred from a school outside of Massachusetts, a copy of any available transcripts from the previous school should also be included. All of the student’s teachers should also be notified of the student’s status.

If the student is **not** found eligible for ELL services, a copy of the notification letter, the student’s screener results, and the “[Notification of EL Screening \(Proficient\)](#)” should be emailed home. The student’s teachers should be notified that the student did not qualify for services. A copy of the notification letter and the student’s screener results should be placed in their general folder.

If a student who did not qualify for EL services should begin to have difficulty making academic progress, the EL team may convene with the grade level team to determine if the difficulty is due to lack of English language proficiency. A student will not be screened more than once in a year. Students may also be referred for ELL screening through the Student Support Team (SST).

Opt-outs

G.L. c. 71, §38Q1/2

Once initial ELL program placement decisions are made based on screening and assessment data, parents/guardians are notified of the results and placement using the “[EL Program Placement Notification Letter](#)”. Parents/guardians have the right to “opt out” of specialized language programs for their child by completing the “[EL Opt Out Form](#).” Students whose parents have opted them out of ELL services will still be placed in an SEI classroom, must still be reported as EL in the SIMS report, and must take ACCESS every year until they have attained English proficiency. The student’s progress will also be monitored bi-annually by the grade level teachers and ELL teachers.

If a parent decides to opt out a student, the student still must be added to the **ELL Roster (K-6 or 7-12)** as an opt-out student and added to the [EverEL Roster](#). An EL folder must be created for the student and must include a copy of the HLS, the screener results, the Initial Notification Form, the “ELL Opt Out Form,” and a copy of the PR600 “Student Profile Report.”

Atlantis Charter School does not recommend that parents opt out for any reason. Parents/guardians are entitled to guidance in a language that they can understand about their child’s rights, the range of services that their child could receive, and the benefits of such services. The District documents that the parent made a

voluntary, informed decision to opt their child out by completing the “EL Opt Out Form.” Parents/guardians must submit the Opt Out form **each academic year**. All Opt Out forms are kept in the student’s EL folder.

Screening Students

Kindergarten Screening

Students enrolling in Kindergarten or in the first semester of 1st grade complete the Kindergarten WIDA Screener. If students are screened before beginning Kindergarten or in the first semester of Kindergarten, they complete only the Speaking and Listening portions of the assessments.

All teachers administering the Kindergarten WIDA Screener must hold an ESL license and have completed the online Kindergarten WIDA Screener within the past two years. Given the importance of determining EL status, teachers are encouraged to confer amongst themselves regarding Screener scoring and to utilize the reference materials provided on the WIDA website.

The majority of screenings for Kindergarten students are completed during the Spring Kindergarten screening days (typically held in late May or early June). Licensed EL teachers and the EL Director complete the screenings during the Kindergarten Screening days. Students whose parents/guardians report a language other than English on their home language survey will be identified by the EL Director prior to the Kindergarten screening days. The EL Director will determine if a Home Language Interview is required before determining if students will be screened.

All students to be screened must be added to the [Screening Tracker](#), which must be updated with students’ scores. Parents of all students who will be screened should be provided with a “[Notification of Kindergarten EL Screening Letter](#)” with their enrollment documents in the parent’s preferred language. Parents are not able to opt their students out of the screening.

K Students Who Qualify for Services

If a student scores lower than a 5 on both the Listening and Speaking portions of the screener, the test administrator must contact the parent either in person or via telephone to discuss the screener results and program placement, and to inform parents of their right to opt their student out of services. This time may also be used to gather additional information about the student’s linguistic background using the Student Background Questionnaire. A copy of the Parent [Notification form](#) must be emailed home to parents.

The student must be added to the **EL Roster (K-6)** and the [EverEL roster](#). An EL folder must be made for the student, which must include copies of the home language survey, screener results, notification letter, opt-out request (if applicable), and linguistic background survey (if available).

K Students Who Do Not Qualify for Services

If a student scores a 5 or higher on both the Listening and Speaking portions of the screener, the parent/guardian will be sent a “[Notice of EL Screening \(Proficient-K\)](#)” letter in the following week indicating that their student was found proficient in English and will not be enrolled in the EL program. A copy of the student’s screener results and the notification of English proficiency should be placed in the student’s *general* folder.

Students 5 or higher on both the Listening and Speaking portions of the initial EL screener may be re-screened at the end of their Kindergarten year if concerns about their academics have been brought up through the SST process. Students who are screened after the end of the first semester of their Kindergarten year must be screened in all four domains (listening, speaking, reading, and writing).

WIDA Screener

All potential EL students enrolling in the second semester of 1st grade through 12th grade are screened with the WIDA Screener online assessment. Students in the first semester of 1st grade through the 1st semester of 3rd grade take the writing domain on paper. If it is determined that a student in any grade lacks the needed technology skills to successfully navigate the online screener, that student may take the paper screener.

Upon determination that a student must be screened (see above for steps to consider before screening a student), the EL Director will create an account for the student in WIDA AMS and add the student to a WIDA Screener testing session. Instructions on how to create student profiles and add students to a testing session can be found in the WIDA AMS User Manual. If the student has a disability, the district coordinator should consider whether to assign testing accommodations to the student when creating the student's profile (information on testing accommodations can be found on the WIDA.edu website).

Once the student has been added to a testing session, the testing ticket can be printed. The testing ticket is the same for all four domains of the screener. Additional materials for the screener (test administrator directions, and testing booklets for the writing domain for students through 3rd grade) can be found on the WIDA edu website in the Secure Portal.

Note on placing students into the correct grade cluster: The WIDA Screener is divided up into five grade level clusters: 1st grade, 2nd & 3rd grade, 4th and 5th grade, 6th-8th grade, and 9th-12th grade. A student in the first semester of a new grade cluster should be given the previous assessment for the previous grade cluster. For example, a fourth-grade student being tested during the first semester should be given the 2nd & 3rd grade test. If the student is tested during the second semester of 4th grade, they should be given 4th and 5th grade test.

Any EL teacher who has completed the online training may administer the WIDA Screener (see "[ACCESS Testing](#)" for more information on online trainings). The assessment may be given in as many as four sessions (one for each domain), but every effort should be made to ensure that testing is not interrupted during a domain. In addition to the paper materials listed above, the administrator will need a chromebook and a headset with a microphone (headphones without a microphone can be used for all domains except the speaking domain).

Once testing has been completed, a **licensed** EL teacher must score the speaking and writing portions of the assessment (the listening and reading sections are scored by the program). The test administrator and a licensed EL teacher can work together to score the assessment. Scoring for the WIDA Screener is accessed via the WIDA AMS website. Examples of scored student work can be found both on the WIDA edu website (via the online trainings) and WIDA AMS (within the Screener Scoring tab). The speaking and writing prompts given within the Screener can also be accessed within the Screener Scoring module of WIDA AMS.

Once all scoring has been completed, the student's screener results can be accessed within the WIDA AMS "Report Delivery" tab. There is usually a delay of several hours between the completion of scoring and when results can be accessed.

If the student is eligible for EL services, the parent/guardian should be contacted via phone as soon as possible. More information about documentation to be mailed home and filed can be found in the "[Students with no prior ELL testing](#)" section of this document.

SEI Model

G.L. c. 71A, § 4

Atlantis Charter School's ELE program is a Sheltered English Immersion (SEI) program. The Massachusetts Department of Elementary and Secondary Education definition of SEI is as follows:

“Sheltered English immersion” is defined in G.L. c. 71A as “an English language acquisition process for young children in which nearly all classroom instruction and instructional materials are in English, but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English.”

An SEI program is a combination of sheltering core academic instruction for ELs and direct ESL instruction. According to DESE, “ESL instruction must provide systematic, explicit, and sustained language instruction, and prepare students for general education by focusing on academic language. ESL instruction must also include social and academic language in all four domains, including listening, speaking, reading, and writing. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement.” ESL Instruction should be driven by unit plans or a curriculum.

EL teachers are responsible for direct ESL instruction developed according to unit plans or a curriculum which address the Massachusetts ELA Curriculum Frameworks for the appropriate grade level, as well as the WIDA Language Standards. Resources such as the Next Generation ESL Curriculum Project and the WIDA Can-Do descriptors may be of help in developing ESL unit plans and curriculum.

Direct ESL instruction may take place as a scheduled course, during advancement or intervention time, or as pull-out instruction from a previously scheduled class. However, it is important to recognize that direct ESL instruction is **not** a re-teach or tutoring of content class material, but rather must be instruction developed specifically to address the needs of ELs. ELs of different grade levels are not grouped together during core content classes. ELs of different grade levels may be grouped together for direct ESL instruction if students’ proficiency levels are similar.

Notes on SEI Endorsements

All core academic teachers (CATs) of ELs are required to be SEI endorsed or to earn the endorsement within a year of when an EL is placed in their classroom. “Core academic teachers include early childhood and elementary teachers, teachers of students with moderate disabilities, teachers of students with severe disabilities, and teachers of the following academic subjects: English, reading or language arts, mathematics, science, civics and government, economics, history, and geography.”

In grades K-3, EL students will be placed in 2-3 classrooms with SEI endorsed teachers. In grades 4-12, every effort must be made for all core academic teachers to be SEI endorsed, as ELs may be placed into any class, section, or course. SEI endorsements will be tracked and monitored by HR, Principals, and the EL Director.

If a student is placed with a non-endorsed teacher, and particularly if that teacher does not earn their SEI endorsement by the end of the school year, every effort should be made to avoid placing the same EL student with another non-endorsed teacher in the following school year.

Teachers are encouraged to take the SEI Endorsement course rather than taking the SEI MTEL in order to gain a deeper understanding of the material. Teachers may use ACS tuition reimbursement to cover the costs of their SEI course.

In Class SEI Accommodations

In-class SEI accommodations should be determined by the EL teacher and the students’ classroom teacher(s) using ACCESS test scores and in class performance. At the beginning of the school year, teachers will have access to Ellevation which will include accommodations for students enrolled at ACS in the previous

school year. ELL teachers should assign preliminary accommodations to any newly enrolled EL students based on ACCESS or screener scores and performance in EL class as soon as they are able.

By January, classroom teachers and EL teachers should meet to review classroom and MCAS accommodations for all EL students.

If a student is entered into SST, SEI accommodations may be adjusted as part of the RtI process.

Information about determining MCAS accommodations for EL students can be found in the [“MCAS Testing”](#) section of this document.

ESL Instruction Scheduling

K-6

ESL instruction in grades K-6 is delivered in small groups throughout the school day. Students are grouped according to proficiency level whenever possible. In grades K-6, students may be pulled from their Literacy block, or during Science and/or Social Studies. Students may not have an EL lesson every day, depending on their language acquisition needs and progress, but all current ELs must have some amount of weekly ESL instruction time. ESL instruction time is devoted to building students’ language proficiency in all four domains (Listening, Speaking, Reading, and Writing), though the time spent on each domain varies according to student need. The EL groups are not graded.

7-12

ESL instruction in grade 7-12 is delivered through daily, graded classes. Beginning in the 2022/2023 school year, all ELD classes for grades 7-12 will be the same length as all other classes.

Students in grades 7 and 8 are placed into one, mixed grade class. This is possible because the number of ELs in 7th and 8th grade had historically been small (typically fewer than 15). If the number of ELs increased, the course would be redesigned accordingly. While the course consists of multiple grade levels, the course curriculum alternates every other year so that students are not repeating the same course material two years in a row. The course is differentiated according to student English proficiency level. Should a student with beginning English proficiency be enrolled in the 7/8 ELD course and require additional ESL instruction, changes to the schedule will be made.

Starting in the 2022/2023 school year, ELs in grades 9-12 will be placed in grade level ELD classes, with the exception of beginning proficiency newcomer students (see below for more details on Newcomer scheduling). All ELD curricula will include units around the language of ELA, language of social studies, language of science, and language of math. The curriculum will support the development of students’ English proficiency in all four domains, and will be differentiated for students with middle and advanced English proficiency.

High School Newcomers

Students in grades 9-12 may be placed in Foundational ELD I if their overall proficiency levels are 2.0 or less and they have demonstrated low English proficiency through teacher interviews or conversations. Students with overall ACCESS scores of 2 or less will not be placed in ELD I if they have demonstrated higher English proficiency in a classroom setting.

Following their first year of enrollment, students may progress on to a grade level ELD course, or they may repeat ELD I if their English language development has not been sufficient during the first year of ELD I.

The following table summarizes the usual course assignments for high school newcomers:

	Year 1	Year 2
ESL	ELD I	ELD I (repeat) or ELD II
ELA	ELA-Entering	ELA-Bridging OR ELA II, III, or IV
Math	Students are placed according to their assigned grade level: 9-Algebra I 10-Geometry 11-Algebra II	Students progress to the next math class according to their grade level. 10-Geometry 11-Algebra II 12-Pre-Calc/Trig or Probability and Statistics
Science	Environmental Science	Physics
Social Studies	US History I	Students usually enroll in the social studies class that is typically enrolled by their grade level: 10-US History II 11-Topics in World History 12-History electives
Career Academy	9th grade students are enrolled in Career Academy I. 10th-12th grade students select a Career Academy according to their interests.	10th-12th grade students select a Career Academy according to their interests.
Electives	Once students have enrolled in all of their required credits, Newcomers have the same choices of elective classes as all other high school students.	

ACCESS Testing

ESEA; G.L. c. 71A, 7; 603 CMR 14.02

Atlantis Charter School uses ACCESS for ELLs 2.0 to assess English language proficiency each year. The test is administered to ELs and students whose parents have opted them out of EL services. Dates of testing are determined by DESE and released at the beginning of each school year (dates typically run from January to mid-February).

In November, the test coordinator will submit the numbers of students to be tested, by grade, and any paper tests needed using the AMS website (more information below). Specific directions and deadlines will be shared by DESE in early fall.

In December, the test coordinator will verify student information for all students that will be tested. Most information will be uploaded already using information from the SIMS, but any students enrolled in the EL program after the October SIMS upload must be added manually. All accommodations for students with disabilities must also be verified and/or entered at this time as well. All ACCESS testing accommodations

should also be included in students' IEP and 504 plans. If ACCESS testing accommodations are not found in a student's IEP/504 plan, appropriate accommodations may be determined by the student's ELL teacher and documented for the next IEP/504 meeting.

Before December vacation, all EL teachers should send home a letter notifying parents of the purpose and dates of ACCESS testing. An example letter can be found in [Appendix 8](#). More information on scheduling testing can be found below.

District Testing Coordinator

The District ACCESS Testing Coordinator must be set up on the DESE Profile, WIDA AMS, and WIDA edu. The District Leader, Gabriella Birmingham is also listed as District Coordinator on the DESE profile (there may be 2 coordinators on the DESE profile) in order to receive correspondence from DESE regarding testing. Vivian Carreiro can set up the District Coordinator on the DESE profile.

Another District Coordinator can set up a new District Coordinator profile on WIDA AMS via the "User Management" page. This page can also be utilized to give teachers permissions within AMS, although historically only the District Coordinator has used AMS to manage testing groups, testing tickets, and reports. Information about setting up testing groups, printing testing tickets, and scoring WIDA screeners can be found in the WIDA AMS User Manual, which can be downloaded from the WIDA AMS or WIDA edu websites.

The District Testing Coordinator can be changed on WIDA edu by calling the WIDA edu help desk.

Test administrator training

EL teachers administer the ACCESS test. Because the test is scored centrally, teachers do not need to hold an ESL License in order to administer the test, but they must complete the online ACCESS training before January in the year in which they will be administering the test. Test administrators need to review their training every other year, but are encouraged to review information about testing logistics, technology set-up, accommodations, and permissible support yearly. Any teacher administering the Kindergarten ACCESS test must hold an ESL license and should review their training yearly, as part of the test is scored locally.

The test coordinator can review teachers' account on the WIDA website to determine which tests teachers are certified to administer. Online trainings and certifications can be found by accessing the WIDA Secure portal at <https://wida.wisc.edu/>. Test administrators must score at least 80% on quizzes to be considered certified.

New WIDA edu Teacher Accounts

New EL teachers can create accounts by accessing the WIDA website and following the instructions linked here: <http://www.doe.mass.edu/mcas/access/PersonalAccount-Instruct.html>. Teachers can also transfer previously existing WIDA accounts from their previous school to Atlantis so that their testing certifications are not lost. For additional support with WIDA accounts, teachers can contact at 866-276-7735 or help@wida.us. Do not email DESE for support with WIDA accounts.

Once a teacher's account has been created or transferred, the testing coordinator must assign that account permission to access needed training modules. This is done through the "The Account Management & Training Status". Details on how to assign permissions can be found on the WIDA website in the Secure Portal. The testing coordinator can also de-activate accounts for teachers that are no longer EL teachers at Atlantis.

WIDA AMS

The WIDA Assessment Monitoring System is the system used to set up and monitor all online ACCESS tests, receive test results, and set up and score the online WIDA Screener. The District Testing Coordinator will use AMS to enter testing counts, order materials, verify student information, assign testing accommodations,

assign testing groups, print testing tickets, monitor test completion, and print testing results (including translated results). The system is also used to create student accounts and testing sessions for the WIDA Screener.

The testing coordinator can establish teacher accounts for all teachers giving the ACCESS test online. By assigning permissions, teachers can make testing groups, print testing tickets, and print test results.

Receiving ACCESS Score Reports

ACCESS Score reports are released mid-end of May. Paper score reports will be mailed to the school and electronic reports will be available on WIDA AMS. The EL Director is responsible for generating translated copies of score reports for students whose parents have requested translated documents. Translated copies can be found on WIDA AMS under "On Demand Reports." The EL Director is also responsible for providing English and translated ACCESS reports to be filed in the EL folders..

MCAS Testing

G.L. c. 69, § 1I; c. 71A, S7

ELs at Atlantis Charter School participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exam as required and in accordance with Department guidelines. EL teachers and the grade level team determine appropriate accessibility features and accommodations for ELs and FELs. Updated information about EL and FEL accommodations will be shared by the department each school year. The most commonly assigned accommodations are:

- EL2 - Approved Bilingual Word to Word Dictionary and Glossary
- EL3.1 and EL3.2 - Text-to-speech or Human read-aloud on STE assessments
- EL 5- Test administrator reads aloud/repeats/clarifies general administration directions in English (from the Test administrator Manual scripts)
- EL7-Spanish English version of the Grade 10 mathematics, Biology or Physics tests

EL2 is available to any student who has ever been identified as an EL. This accommodation should be assigned keeping in mind the student's literacy in the language other than English.

EL3 is available to current EL students only. Students receiving human read aloud must be placed in a small group to receive the accommodation. Students receiving the text-to-speech accommodation may be tested in a small group or in the general testing group. If a student declines the accommodation, they do not need to be pulled from the classroom.

EL7 is available to Spanish speaking students who will be more able to demonstrate their math or science knowledge in Spanish than in English. Student preference is the driving factor for these decisions, as some students who have attended school in the US for several years may have limited content vocabulary for math or high school science in Spanish, and therefore not benefit from the Spanish testing option.

ELs and FELs may also receive any of the universal or designated accommodations available to non-ELs. Students with IEPs or 504s receive the accommodations assigned to them in their individual plans.

All MCAS accommodations should be followed for all in-class testing. If, in practice, a student does not appear to benefit from an assigned accommodation, the accommodation may be removed before MCAS testing takes place.

Copies of the [EL MCAS Accommodations Form](#) should be completed with updated accommodations before MCAS testing and submitted to the MCAS Testing Coordinator. The forms should be filed in students' EL folders and/or uploaded onto the students' profile on Ellevation.

Progress Monitoring

EL Students

Students' English proficiency development should be monitored through formal and informal assessments given during direct ESL instruction. The EL Director will develop data tracking spreadsheets and work with the ELL teachers to develop and implement valid and appropriate assessments that will accurately capture students' proficiency and progress. Due to the higher difficulty in assessing the receptive domains (Listening and Reading,) the frequency with these domains assessed will be lower than that of the expressive domains (Speaking and Writing), and teachers will utilize general assessments (such as STAR testing) to determine reading progress.

These data should be used to compile the [EL Progress reports](#) at the end of Quarters 2 and 4. The progress reports are templates based on the WIDA Can-Do descriptors and have been translated into Spanish, Portuguese, Bengali and Khmer. The progress report is emailed to the parent/guardian the same week as report cards are sent out in English and the preferred language, if applicable. Copies of both the English and translated reports must be filed in the student's EL folder and/or PowerSchool (SIS).

Opt-Out Students

Opt-out students must be progress monitored at the end of Quarters 2 and 4 using the [opt-out progress monitoring form](#). The EL Director will complete the Opt-Out Progress Report (Short Form) and determine if it is necessary to complete the Opt-Out Progress Report (Long Form). The Long Form will only be completed if there are significant concerns around the student's academic progress (for K-2, not meeting expectations in a large number of standards, for 3-12, failing an academic course). If the Long Form must be completed, the EL Director will compile the needed background information (most recent MCAS scores, STAR testing data, absences and tardies, year to date grades, etc.), and the EL teacher for the grade will meet with the students' content teachers to complete the "narrative" sections of the report.

For students in grades K-3, the ELL teacher can meet individually with the students' classroom teachers to complete the Long Forms. For grades 4 and above, the EL teacher must meet with all of the students' content teachers.

A student who has a 70% or higher in all core academic subjects is considered to be making academic progress. If a student is not making academic progress, the team (including the EL Director) must decide if this is due to English language proficiency or not. The team must document and steps or interventions that have been taken or will be taken to address the student's lack of progress. It is important to keep in mind that while teachers may recommend EL services to parents, a student cannot be enrolled in the EL program if their parents have opted them out. A parent may rescind their opt out decision at any time by informing the school, in writing, of their change in decision.

Copies of both the Quarter 2 and 4 progress reports must be filed in the student's EL folder and/or uploaded through PowerSchool (SIS). A copy of the Quarter 4 report will be emailed home with the [End of Year FEL/Opt-Out Cover letter](#) in the parent's preferred language, and the student's most recent ACCESS results at the end of the school year.

FEL Students

Federal Requirements (IDEA-97)

Title VI; EEOA; NCLB; Title III;

Former ELs (FEL) must be monitored for four years after they have been exited from EL services. FELs will be progress monitored on the same schedule as opt-out students.

The EL Director will complete the FEL Progress Report (Short Form) and determine if it is necessary to complete the FEL Progress Report (Long Form). The Long Form will only be completed if there are significant concerns around the student's academic progress (for 2nd grade, not meeting expectations in a large number of standards, for 3-12, failing an academic course). If the Long Form must be completed, the ELL Director will compile the needed background information (most recent MCAS scores, STAR testing data, absences and tardies, year to date grades, etc.), and the ELL teacher for the grade will meet with the students' content teachers to complete the "narrative" sections of the report.

For students in grades K-3, the ELL teacher can meet individually with the students' classroom teachers to complete the Long Forms. For grades 4 and above, the ELL teacher must meet with all of the students' content teachers.

A student who has a 70% or higher in all core academic subjects is considered to be making academic progress. If a student is not making academic progress, the team (including the ELL Director) must decide if this is due to English language proficiency or not. The team must document and steps or interventions that have been taken or will be taken to address the student's lack of progress. If it is determined that low English proficiency is preventing a student's progress, the team may consider if it would benefit the student to be re-enrolled in the ELL program.

Copies of both the Quarter 2 and 4 progress reports must be filed in the student's ELL folder. A copy of the Quarter 4 report will be emailed home at the end of the school year, along with the [End of Year FEL/Opt-Out Cover Letter](#) in the parent's preferred language.

[Dually Identified ELs and IEP/504 Meetings](#)

ELs with disabilities (dually identified students) are progress monitored in the same way as ELs without disabilities. ELL teachers should be familiar with students' IEP or 504 plans, and should conference with the relevant Special Education teacher to best meet students' needs. ELL services may not prevent the delivery of Special Education services, and neither should Special Education services interfere with ELL services. Dually identified students must receive all supports they are entitled to.

ELL teachers should receive email notifications for all IEP and 504 meetings and should complete Part B forms for those meetings. In the first section, the ELL teacher must address the student's progress in the four domains.

In the comments section, the teacher may include any SEI classroom accommodations that would be helpful to the student. The teacher must include any applicable ACCESS testing accommodations in the Part B so that those accommodations can be added to the student's IEP or 504 plan.

Note on dually identified opt-out students: Because the EL teacher does not see opt-out students for direct ESL instruction, the ELL teacher does not need to submit a Part B for opt-out students, nor attend the meeting. The Special Education Director and the ELL Director will coordinate to ensure the appropriate ACCESS Accommodations are written into IEP and 504 plans for opt-out students with disabilities.

[Identifying Students in Grades 7-12 for Reading Intervention](#)

Beginning in the 2022-2023 school year, part of the case load for one of the 7-12 ELL teachers will include providing reading intervention for ELL students reading significantly below grade level. Students will be selected for reading intervention using Star Reading scores, grades, ACCESS Scores, and teacher feedback. Student progress will be monitored closely by the ELL teacher delivering the intervention and the ELL Director.

Benchmarks and EL Success Plans

Following the creation of the LOOK Act, DESE will set a Benchmark score for each student who has taken the ACCESS test at least once. The Benchmark is intended to keep the student on track to exit ELL services within 6 years of enrollment in a Massachusetts school. The benchmark will also be accompanied by a Difficulty Rating. Benchmarks and other reporting information will be shared with districts in the DESE Security Portal DropBox over the summer. Benchmarks should be shared with students in a developmentally appropriate way as part of goal setting and engagement work during ESL instruction.

If a student does not reach their benchmark goal on the ACCESS test, an English Learner Success Plan must be created for that student to help the student achieve their benchmark on the following year's ACCESS test. In the spring, following receipt of ACCESS score reports, the current ELL teacher must contact the parents of any students who did not meet their benchmark to notify them that they will have a Success Plan in the following year and to solicit any feedback the parent has regarding the student's progress. Throughout the following school year, the student's ELL teacher and classroom teacher(s) will meet to discuss interventions and accommodations to support the student's progress to meet the benchmark.

English Learner Success Plans should be filed in the student's EL folder and should be referenced and aligned with any SST plans.

Exit Criteria

G.L. c. 71A, § 4

Atlantis Charter School annually assesses ELs' language proficiency and academic achievement to determine whether such students are able to do regular school work in English. Once ELs demonstrate the ability to do regular school work in English their English learner classification is removed (G.L. c.71A, § 4, 7). The procedures for reclassification for ELs with disabilities is the same as the procedures for ELs without disabilities. Exit from EL status, or reclassification, is based primarily on ACCESS for ELLs 2.0 results, as well as data that demonstrates the student's ability to perform ordinary classroom work in English. A student is considered for reclassification if the student achieves at least an overall score of 4.2 and composite literacy score of 3.9 on ACCESS for ELLs 2.0.

Once ACCESS scores are released, students' ELL teacher and classroom teachers meet to review students being considered for reclassification by assessing the students' ability to perform ordinary classwork in English as indicated by one or more of the measures listed below (by completing the [Reclassification Form](#)).

- the student's scores on locally-administered reading and other academic assessments, such as STAR Early Literacy, STAR Reading, or Fountas and Pinnell Benchmark Assessments
- 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 student's performance on MCAS content area tests, if applicable.

If measures listed above significantly contradict classification decisions made based on ACCESS for ELL 2.0 results and other data, additional input from ELL teachers, general education teachers, and, if applicable, the student's special education teacher is consulted before making final determinations.

If a student has demonstrated ability to do regular schoolwork in English based on the criteria above, the student is reclassified as a former EL. A copy of the [Parent Notification Letter](#) is emailed home with students' ACCESS Score reports. Copies of both the Notification Letter, the ACCESS score report, and the [reclassification form](#) must be filed in the student's EL folder. The student's academic progress is monitored for

the following four years according to the procedures outlined in the “[FEL Students](#)” section of the “[Progress Monitoring](#)” section of this document.

Program Data monitoring

As part of the effort to continually monitor and improve the EL program, certain data areas should be monitored throughout the year.

At the beginning of the year, MCAS scores should be reviewed to determine the percentage of ELs who scored “Meeting Expectations” and “Exceeds Expectations” compared to Non-ELs. This information will be reported by the state if there are more than 10 ELL students in the grade.

In the fall, the ELL Director should review DESE reporting elements such as percentage of students making progress and percentage of ELs with disabilities making progress towards English proficiency. Areas where the district is not making adequate progress should be noted and considered for inclusion in the ELE Program Review plan. The ELL Director should also share student Benchmarks with ELL teachers. This information will be submitted in the DESE Security Portal ACCESS Dropbox.

Once ACCESS Scores are released, scores should be reviewed to determine which students met and did not meet their benchmarks. EL Success Plans must be developed for students who did not meet their benchmarks. Scores should also be compared with the previous year’s scores to determine in which domains students made the most progress and areas where the program may want to focus on improving scores in the following year.

Other data points that may be reviewed include percentage of students who passed all of their core content classes, percentage of students being retained, percentage of students reading on grade level, etc.

Parent Involvement

Parent Notification Forms

G.L. c. 71A, § 7; 603 CMR 14.02

Upon identification of a student as an EL, parents/guardians are notified using the “ELL Program Placement Notification Letter” in English and the parent/guardian home language to inform them of:

- a. the reasons for identification of the student as EL;
- a. the child's level of English proficiency;
- b. program placement and/or the method of instruction used in the program;
- c. how the program will meet the educational strengths and needs of the student;
- d. how the program will specifically help the child learn English;
- e. the specific exit requirements;
- f. the parents' right to apply for a waiver or to decline to enroll their child in the program.

The “ELL Program Placement Notification Letter” is shared with parents/guardians each year to update them on the student’s progress and/or reclassification if applicable.

In addition to regular academic progress reports and report cards, EL students receive progress reports on their progress in becoming English language proficient two times during the school year (at the end of quarter 1 and quarter 3) in English and the parent/guardian home language if requested. FELs and “Opt Out” students receive Monitor or Opt Out Evaluation forms at the end of each school year along with their most recent ACCESS score (if applicable).

ELPAC

According to the LOOK Act, all schools with an ELL population of 100 or more students or whose EL population makes up at least 5% of the overall population must establish EL Parent Advisory Councils.

The ACS ELPAC was preliminarily established during the 2018-2019 school year. All parents of ELs were invited to the initial meeting, where information about ELL services at Atlantis and the purpose of the ELPAC were outlined. Parents nominated themselves or other parents for the positions of President, Vice President, Treasurer, and Secretary. All parents in attendance then cast their vote for these roles. The FCRC Coordinator (Donalda Silva) is responsible for coordinating with the officers to schedule additional ELPAC meetings. Additional information about ELPACs can be found on the DESE website under the LOOK Act page. ELPAC meetings were significantly disrupted by the COVID-19 pandemic. As a result, re-establishing and improving the ACS ELPAC is a priority for the ELL Department for the 2022/2023 school year.

Student rosters

K-6 ELL Roster

https://docs.google.com/spreadsheets/d/1q-ozXqTtj8cUal-ita-_WAQPlxjYhe-snyLLqzEGs2o/edit?usp=sharing

- Last Name
- First Name
- Status (EL, M1, M2, M3, M4, Optout)
- Grade
- Class/Homeroom
- ELL Teacher
- Most recent ACCESS Listening Score
- Most recent ACCESS Speaking Score
- Most recent ACCESS Reading Score
- Most recent ACCESS Writing Score
- Most recent ACCESS Literacy Score
- Most recent ACCESS Overall Score
- Translate documents for parents?
- Interpreter needed for parents?
- Home language
- Success Plan?

7-12 ELL Roster

https://docs.google.com/spreadsheets/d/1kDngpuIMnyHtm_91bpG7QPtpLUv-4szvNWAiKhcytJg/edit?usp=sharing

- Last Name
- First Name
- Status (EL, M1, M2, M3, M4, Optout)
- Grade
- ELL Teacher
- Most recent ACCESS Listening Score
- Most recent ACCESS Speaking Score
- Most recent ACCESS Reading Score

- Most recent ACCESS Writing Score
- Most recent ACCESS Literacy Score
- Most recent ACCESS Overall Score
- Translate documents for parents?
- Interpreter needed for parents?
- Home language
- Success Plan?

ELL Screening Tracker

https://docs.google.com/spreadsheets/d/1nn_Nifk2L1fLkZUKuw830hZDF0vhodvRPQCr4h7UGsE/edit?usp=sharing

- Last Name
- First Name
- Grade Level
- Date Enrolled at ACS
- One month
- SASID
- Next Step
- Data Source
- Screened?
- Status
- Listening
- Speaking
- Reading
- Writing
- Literacy
- Overall
- Translate docs?
- Interpreter needed?
- Home language

EverEL roster

<https://docs.google.com/spreadsheets/d/1Plgq5XJD5Aagky8kzZ9ui9fGC9opSp8UfwDM8hunuyA/edit?usp=sharing>

- Last Name
- First Name
- Year First Tested with ACCESS
- Year of Reclassification
- School year first enrolled at Atlantis
- Grade Level
- Current Status
 - EL, FEL, Opt-out
- Current year first year in US schools?
- Minutes/week of direct ESL instruction by quarter
- SASID

- Home language

Appendices:

1) Home Language Survey

This can be downloaded from the DESE Website

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	F <input type="checkbox"/> M <input type="checkbox"/> Gender
_____ Country of Birth	____/____/____ Date of Birth (mm/dd/yyyy)	____/____/____ Date first enrolled in ANY U.S. school (mm/dd/yyyy)	
School Information			
____/____/20____ Start Date in New School (mm/dd/yyyy)	_____ Name of Former School and Town		_____ Current Grade
Questions for Parents/Guardians			
What is the primary language used in the home, regardless of the language spoken by the student? _____	Which language(s) are spoken with your child? (include relatives - <i>grandparents, uncles, aunts, etc.</i> - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always		

<p>What language did your child first understand and speak?</p> <p>_____</p>	<p>Which language do you use most with your child?</p> <p>_____</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 in your native language? Y <input type="checkbox"/> N <input type="checkbox"/></p> <p>If yes, what language? _____</p>	<p>Will you require an interpreter/translator at Parent-Teacher meetings?</p> <p> Y <input type="checkbox"/> N <input type="checkbox"/></p> <p>If yes, what language? _____</p>
<p>Parent/Guardian Signature:</p> <p>X</p>	<p>_____ / _____ /20</p> <p>Today's Date: (mm/dd/yyyy)</p>

2) Notification Letter

**This can be downloaded from the DESE website, except for the section about Benchmarks which is not included in the DESE version.

**Atlantis Charter School
School Year 2019-2020
Annual Parental Notification¹ of
English Language Education (ELE) Program Placement**

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

The following are the results of this English language assessment(s):

Student Information		
First Name _____	Middle Name _____	Last Name _____
Current School Name <u>Atlantis Charter School</u>		2018/2019 Grade _____
Start Date in ELE Program <u>Continued Enrollment</u>		2018/2019 ELL Teacher: _____
Continuing English Learner Students and/or Transfer Students	Results	Date of Assessment
Speaking (ACCESS for ELLs test)		January, 2019
Listening (ACCESS for ELLs test)		January, 2019
Reading (ACCESS for ELLs test):		January, 2019
Writing (ACCESS for ELLs test)		January, 2019
Literacy (ACCESS for ELLs test)		January, 2019
Overall (ACCESS for ELLs test)		January, 2019
ELE Program Types:		
Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.		
Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.		

¹ **Note to districts:** This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

Enrolled in an ELE Program: The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE Programs in the District	Proposed Student Placement	
<input type="checkbox"/>	<input type="checkbox"/>	Sheltered English Immersion (SEI)
<input type="checkbox"/>	<input type="checkbox"/>	Dual Language Education (DLE) or Two-Way Immersion (TWI)
<input type="checkbox"/>	<input type="checkbox"/>	Transitional Bilingual Education (TBE)
<input type="checkbox"/>	<input type="checkbox"/>	Other Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

General Education – Your child was not found to be an English learner and therefore does not need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child’s teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our ELE programs. ESL instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to decline placement of your child in or withdraw your child from an ELE program, please inform the ELL teacher listed below.

SECTION II – Benchmarks for Making Progress toward English Language Proficiency

The [Language Opportunity for Our Kids Act \(LOOK Act\)](#) requires that the Department of Elementary and Secondary Education (the Department) develop benchmarks for attaining English language proficiency for ELs. 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.

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.

If a student does not meet their target ACCESS score, the school district must notify parents and develop an English Learning Success plan to help students meet their targets. If your student did not meet their target for the current school year, the attached English Learner Success Template will be used throughout the next school year to develop a plan to help him or her meet their target for the following school year.

DESE Defined Target for the 2018	Met Target?	English Learner Success Plan?

SECTION III—Exit Criteria

<p>Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.</p>		
<p>Your child will continue to receive ELE program services until he or she meets the following criteria:</p>		
<input type="checkbox"/> Earned a literacy score of 3.9 or higher and an overall score of 4.2 or higher on ACCESS for ELLs	AND	<input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: <i>(include information about other relevant data)</i>
<p>Final classification:</p> <p><input type="checkbox"/> The student met the criteria. He or she is no longer considered an English learner. The student's academic performance will be monitored for four years.</p> <p><input type="checkbox"/> The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.</p>		
<p>Comments:</p>		

School district staff is available to speak or meet with you about your child's placement and the school's ELE programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

3) Opt-out Letter



**Atlantis Charter School
ESL Services Opt-Out Form**

Name: _____ Home language: _____ Date: _____

Years in U.S. Schools: _____ DOB: _____ Grade: _____

As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL).

- My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he 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 classes taught by an SEI endorsed 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 school district in writing.
 8. I must renew my decision to opt-out my student from ESL instruction each academic year.

Parent/Guardian Signature: _____ Date: _____

4) Opt-out progress report (Short Form)



Atlantis Charter School
School Year _____
Monitoring Academic Progress of Opt-Out Students

Student Name: _ _ _

Home language: _ _ _ _ _

SASID: _ _ _

Years in Massachusetts Schools: _ _ _ _

School: _ Atlantis Charter School _ _ _ _

DOB: _ _ _ _ _

Date of completion: _____

Current Grades:

Subject	Course Name	Teacher Name	Current Grade
ELA/Literacy			
Math			
Science			
Social Studies/History			

Notes:

****High School Only** CD Requirements Status:**

5) Opt-out progress report (Long form)



Atlantis Charter School
School Year _____
Monitoring Academic Progress of Opt-Out Students

This FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require specialized ESL instruction. In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for specialized ESL instruction.

Student Name: ___ Home language: _____
 SASID: _____ Years in Massachusetts Schools: _____
 School: ___ Atlantis Charter School _____ DOB: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance	0	0	0	0
Tardy	0	0	0	0

Date of completion: _____

EN G L I S H	MCAS:		Star Reading/Early Literacy:		Course Grade YTD:	
	Achievement Level -		SS - PR -			
			F&P Reading Level (if applicable)			
	Name of teacher answering questionnaire:					
	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					

M A T H	MCAS:	Star Math:					Course Grade YTD:
	Achievement Level -	SS -		PR -			
	Name of teacher answering questionnaire:						
		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						

SC IE N CE	MCAS:	Course Grade YTD:					
	Achievement Level -						
	Name of teacher answering questionnaire:						
		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						

SO CI AL ST	Course Grade YTD:
	Name of teacher answering questionnaire:

U DI ES	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						

Additional Notes/Comments:

Please, check the one that applies:

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply):

- Restore EL status**
- After school tutoring**
- Daytime pull-out for remediation**
- Parent communication**
- Summer school**
- Other (please, explain)**

Date: _____

Team Member Name	Role	Signature

6) Notification of Kindergarten ELL Screening Letter



Welcome to Atlantis Charter School! We are so excited that your student will be beginning their education journey with us.

In your application, on your home language survey, or on a previous home language survey, you indicated that you speak one or more languages other than English at home. In accordance with Massachusetts Department of Elementary and Secondary Education regulations, we are required to screen any student who is exposed to or speaks a language other than English for English language proficiency.

During today's activities, your student will be assessed by one of our experienced ELL (English Language Learner) teachers using the Kindergarten W-APT. The assessment takes 10-20 minutes and measures a child's speaking and listening comprehension abilities in English.

If your child is found eligible for English language support, the ELL teacher will contact you before you leave today to set up an appointment for you to discuss your child's scores and Atlantis' ELL program. If your child is not eligible for language support, we will mail you a copy of your student's scores sometime next week.

If you have any questions, please feel free to call or email our K-6 Site Leaders listed below.

7) Notification of ELL Screening Letter (Proficient)-K



Atlantis Charter School Notice of ELL Screening

Dear Parent/Guardian:

This letter is to notify you that, in accordance with Massachusetts Department of Elementary and Secondary Education guidelines, your ACS student recently completed the Kindergarten W-APT to determine if he/she qualified to receive English Language Learner (ELL) services. Massachusetts guidelines state that any newly enrolled student whose home language survey indicates that another language is spoken at home *in any capacity* must be assessed for English language proficiency. Your student was found to be **proficient** in English in speaking and listening and does not qualify for ELL services. You can find the results of your student's English language proficiency assessment in the attached documents. If you have any questions about the screening process or your student's performance on the assessment, please reach out using the contact information below. Sincerely,

ELL Director
Atlantis Charter School

8) Notification of ELL Screening Letter (Proficient)



Atlantis Charter School Notice of ELL Screening

Dear Parent/Guardian:

This letter is to notify you that, in accordance with Massachusetts Department of Elementary and Secondary Education guidelines, your ACS student recently completed the WIDA Screener to determine if he/she qualified to receive English Language Learner (ELL) services. Massachusetts guidelines state that any newly enrolled student whose home language survey indicates that another language is spoken at home *in any capacity* must be assessed for English language proficiency. Your student was found to be **proficient** in English in speaking, listening, reading, and writing, and does not qualify for ELL services. You can find the results of your student's English language proficiency assessment in the attached documents. If you have any questions about the screening process or your student's performance on the assessment, please reach out using the contact information below. Sincerely,

ELL Director
Atlantis Charter School

9) ACCESS notification parent flier



Dear parents/guardians,

Once we return from the winter break in January, the ELL (English Language Learner) team at Atlantis will be starting our annual ACCESS for ELLs testing. The ACCESS test measures students' progress in English listening, speaking, reading, and writing, and all ELL students in Massachusetts are required to take it. We will receive the results from the assessment in late May, and we will use these results to plan students' ELL services in the 2019-2020 school year.

The Kindergarten ACCESS test is an interactive, age appropriate test administered individually in one hour long, or two half-hour long sections, depending on the student. All other students will take ACCESS online, usually in a group of 2 or more students. Total testing time ranges from about 2-3 hours, but students will take only one section of the test in a single school day. The assessments may be administered during ELL class time, or students may be pulled from a content class to take a section of the class, in which case students will have the opportunity to make up any missed work.

Testing will take place beginning January 7th, and will conclude no later than February 7th. We have over 100 ELL students to test, so our testing schedules are quite full. **With that in mind, we ask that you please communicate any planned absences or early dismissals to students' classroom or homeroom teachers in advance, so that we can adjust our schedules accordingly.** If a child must be dismissed while they are in the middle of testing, we are required to report it to the state as a testing irregularity, and the scores may not be as accurate.

If you have additional questions, please reach out to your student's ELL teacher using the contact information below.
Sincerely,

The ELL Team

10) ELL MCAS Accommodation Sheet

Documentation of MCAS Accommodations for an ELL Student

Use this form to document the selection of **MCAS accessibility features and accommodations** for each ELL student. Available accessibility features and accommodations are listed in the *Accessibility and Accommodations Manual for the Spring 2017 Grades 3–8 MCAS Tests*. This form should be completed within 60 days of the start of school year or student's date of enrollment, and must be **updated annually**. Accommodations decisions for ELL students with disabilities must also be documented in the student's IEP or 504 plan.

Student Name: _____ School Year: _____

Grade: _____ SASID: _____

School: __Atlantis Charter School_____ District: _____ Atlantis Charter School _____

Name of staff and others who determined the test accommodations and features for the student:

Teacher(s):

Others (including student and/or parent):

If the **parent** and/or **student** were not part of the decision-making process, then they should be notified of the features and accommodations the student will receive on the tests.

Directions: Indicate below the **accessibility features and accommodations** that will be provided to the student on MCAS tests.

Accessibility Feature or Accommodation Needed by the ELL Student for Testing	Notes/Comments



Atlantis Charter School 1st Grade ELL Progress Report

Listening

	Level 1	Level 2	Level 3	Level 4	Level 5
Recount	Mimics gestures or movement associated with oral commands	Points to objects, characters, or places from oral descriptions	Sequences pictures of stories read aloud (<i>e.g., beginning, middle, end</i>)	Identifies characters, plots, and settings from oral stories	Follows multi-step oral directions during content related activities
Explain	Identifies real-life objects based on descriptive oral phrases or short sentences	Interprets oral description and matching them to illustrations	Identifies illustrated cycles or process described orally	Follows illustrated content-related procedures shared orally	Uses strategies and procedures shared by peers
Argue	Answers questions about likes and preferences	Signals agreement or disagreement with short oral statements using gestures	Follows conditional directions (<i>e.g., "Raise two hands if you like ice cream."</i>)	Identifies claims about real-life objects or events based on observations or experiences	Identifies reasons for choices from oral stories

12)

Speaking

	Level 1	Level 2	Level 3	Level 4	Level 5
Recount	Repeats words, phrases, and memorized chunks of language related to different topics	Describes characters or places in picture books	Retells simple stories from picture cues	Summarizes a series of familiar events or routines	Presents information on content-related topics
Explain	Answers questions with words or phrases (<i>e.g., "Go washroom."</i>)	Describes what people do from action pictures	Tells why something happened	Describes in detail the function of objects or roles of people	States conditions for cause and effect (<i>e.g., "If it rains, I play inside."</i>)
Argue	Repeats language to express agreement or disagreement	States likes and dislikes to participate in conversations with peers	States choices of materials or supplies and reasons for their selection	Supports content-related ideas with examples	Provides evidence for specific claims

Reading

	Level 1	Level 2	Level 3	Level 4	Level 5
Recount	Matches vocabulary to illustrated stories	Identifies repetitive words and phrases in texts	Recalls content-related information from illustrated texts read aloud	Identifies the main topic of texts	Reconstructs texts read orally using drawings or re-enacting text with performances
Explain	Identifies icons from illustrated texts or media with a partner	Identifies labeled illustrations signaled by wh-questions	Sorts illustrated content words and phrases into categories	Finds details in illustrated narrative or informational texts read aloud	Orders content-related events according to information in illustrated texts
Argue	Categorizes labeled pictures or photographs	Identifies information related to events from graphics (<i>e.g., birthday charts, weather calendars</i>)	Identifies language of wants and needs in illustrated short stories read aloud	Distinguishes characters' opinions or preferences from illustrated text read aloud	Determines what happens next from illustrated observations

Writing

	Level 1	Level 2	Level 3	Level 4	Level 5
Recount	Forms words using a variety of strategies	Presents content-related information by labeling visuals or graphics	Describes feelings or reactions to personal events or situations	Produces a series of related sentences from transition word starters (<i>e.g., first, next, last</i>)	Composes stories or narratives using sequential language
Explain	Designs, draws, and labels content-specific models	Labels and illustrates observations over time (<i>e.g., growing plants</i>)	Classifies illustrated words and phrases into groups	Expresses feelings and a reason related to situations or events	Describes causes and effects of actions and strategies
Argue	Draws icons or symbols to represent preferences	Produces simple sentences from models about likes, wants, and needs	States preferences related to social and academic topics (<i>e.g., "I want to go..."</i>)	States reasons for particular claims or opinions in content-related topics	Elaborates content-related claims with examples

13) FEL Notice



Dear Parent/Guardian,

This letter is to inform you that the English Language Learners (ELL) teachers at Atlantis have reviewed your ACS student's ELL profile and have determined that your student has been classified as English language proficient. This means that your student's academic progress will be monitored by the ELL teachers until the time specified in the attached packet, but that your student will not receive ELL services at this time.

If your student begins to struggle academically due to their developing English language skills, the ELL teacher will meet with the grade level team to determine if the student should begin receiving ELL services again. If this happens, the ELL team and the grade level team will contact you before your student begins receiving ELL services. If you have any questions about ELL services or the monitoring process, please reach out using the contact information below. Sincerely,

ELL Director
Atlantis Charter School

14)Reclassification Form

**Atlantis Charter School
School Year 2018 - 2019
English Language Education Program Reclassification Form**

Name: ____

SASID# _____

Date of Birth: _ ____

School: Atlantis Charter School Grade: _____

Reclassification Date: _____

- Students performing at Levels 1-3 require significant support to access content area instruction delivered in English. Such students should remain classified as EL.
- Students designated as EL in kindergarten continue to be designated as EL until they complete grade 1 (at minimum).
- Students should earn at least an overall score of Level 4.2 in order to be considered as Former English Learner (FEL).
- A student who reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening should no longer be classified as EL.

RECLASSIFICATION CRITERIA FOR ELS		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned at least: a. an Overall Score of Level 4.2 ; and b. a Composite Literacy Score of Level 3.9	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data (described below) Data used: _____	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

Category	Score	Comments
ELA (or Reader's and Writer's Workshop) Cumulative Grade		
Math Cumulative Grade		
Science Cumulative Grade		
Social Studies Cumulative Grade		
2017-2018 ELA MCAS Score		
2017-2018 Math MCAS Score		
2017-2018 Science MCAS Score		
Reading Data (STAR, FP Level, etc.)		

15) FEL Progress Report (Short Form)



Atlantis Charter School
School Year _____
Monitoring Academic Progress of FEL Students

This FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require specialized ESL instruction. In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for specialized ESL instruction.

Student Name: ___
Date Reclassified: ___
SASID: ___
School: ___ Atlantis Charter School ___

Home language: ___
Years in Massachusetts Schools: ___
DOB: ___
Monitoring Year (1st/2nd/3rd/4th) _____

Date of completion: _____

Current Grades:

Subject	Course Name	Teacher Name	Current Grade
ELA/Literacy			
Math			
Science			
Social Studies/History			

Notes:

16) FEL Progress Report (Long Form)



Atlantis Charter School
School Year _____
Monitoring Academic Progress of FEL Students

This FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require specialized ESL instruction. In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for specialized ESL instruction.

Student Name: _____ Home language: _____
 Date Reclassified: _____ Years in Massachusetts Schools: _____
 SASID: _____ DOB: _____
 School: ___ Atlantis Charter School _____ Monitoring Year (1st/2nd/3rd/4th) _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance	0	0	0	0
Tardy	0	0	0	0

Date of completion: _____

EN G L I S H	MCAS:		Star Reading/Early Literacy:		Course Grade YTD:	
	Achievement Level -		SS - PR -			
			F&P Reading Level (if applicable)			
	Name of teacher answering questionnaire:					
	Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		Term 3 <input type="checkbox"/>	
	Term 4 <input type="checkbox"/>		Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>	
			RARELY	SELDOM	SOMETIMES	OFTEN
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					

M A T H	MCAS:	Star Math:					Course Grade YTD:
	Achievement Level -	SS -	PR -				
	Name of teacher answering questionnaire:						
		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						

SC IE N CE	MCAS:	Course Grade YTD:					
	Achievement Level -						
	Name of teacher answering questionnaire:						
		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						

SO CI AL	Course Grade YTD:
	Name of teacher answering questionnaire:

ST U DI ES	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						

Additional Notes/Comments:

Please, check the one that applies:

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply):

- Restore EL status**
- After school tutoring**
- Daytime pull-out for remediation**
- Parent communication**
- Summer school**
- Other (please, explain)**

Date: _____

Team Member Name	Role	Signature

17)EOY FEL/Opt-out Cover Letter



Dear parent/guardian of _____:

During the 2018-2019 school year, _____ was classified as a _____ student. As part of our monitoring process of _____ students, the ELL teacher and your student's grade level teachers reviewed his/her academic progress regularly. In this envelope you will find your student's end of year review. The team determined that your student:

- Is meeting grade level academic standards
- Is **not** meeting grade level academic standards but language acquisition is **not** a significant factor
- Is **not** meeting grade level academic standards and language acquisition **is** a significant factor

Additional Comments: _____

Next steps:

If you have any questions, please reach out to the appropriate ELL teacher listed below.

18) English Learner Success Plan



English Learner Success Plan

Student Name:

Date:

2019 ACCESS Data:

Reading	
Writing	
Speaking	
Listening	
Overall	

Previous Benchmark Target	
Future Benchmark Target	
Difficulty Index	
Student Growth Percentile for ACCESS (SGPA)	
Progress Indicator	

Pre-Meeting Check List:

	Review and complete ACCESS Data table with most current data
	Parent/Guardian communication following spring release of ACCESS scores regarding missed benchmark and implementation of the English Learner Success Plan for following school year.
	Notes:
	Review student work
	Review current academic grades

Meeting Participants:

Name	Role

Describe the students' strengths:

Areas of Concern:

- Reading
 Writing
 Speaking
 Listening

Evidence to support the area(s) of concern:

Goal:

Intervention Plan (include parent/guardian communication to share intervention plan):

Intervention	Frequency/Duration	Data To Be Collected	Person Responsible

Other Supports/Interventions to Consider:

- Teacher Professional Development/Coaching
- Review ELL Curriculum
- Imagine Learning
- Data Review Meetings
- Social Emotional Supports
- Family Engagement Opportunities
- Counseling Referral
- KTEA
- Other: _____

Additional Notes:

Next Meeting: _____

English Learner Success Plan Follow Up Meeting

Student Name:

Date:

Meeting Participants:

Name	Role

Goal:

What interventions are working? Why?	What interventions are not working? Why?

- No further follow up needed
- Keep current plan in place (no changes)
- Keep current plan in place with changes

Intervention Plan (include parent/guardian communication to share updates to intervention plan):

Intervention	Frequency/Duration	Data To Be Collected	Person Responsible

Other Supports/Interventions to Consider:

- Parent/Guardian Communication
- Teacher Professional Development/Coaching
- Review ELL Curriculum
- Data Review Meetings
- Social Emotional Supports
- Family Engagement Opportunities
- Counseling Referral
- KTEA
- Other: _____

Additional Notes:

Next Meeting: _____

Home Language Interview: Kindergarten

The home language interview is administered via phone or in person to clarify information shared on the home language survey when there is doubt about the student's primary language, in order to determine if the student needs to complete the WIDA Screener. Complete this survey when:

1. The HLS was completed in English
2. The primary language used at home is English AND the language used most with the child is English

_____	_____	_____
Name of Student	Date of Birth	Age
_____	_____	
Country of Birth (acc. HLS)	Language(s) listed on HLS	
_____	_____	_____
Name of Interviewer	Date of Interview	Person Interviewed (Name and relationship)

Daycare/Preschool

- 20) Did your child attend daycare or preschool? Yes / No
- 21) Name of Daycare/Preschool: _____
- 22) Does another adult other than you care for your child on a regular basis?
- 23) If so, what language is spoken by the adult/daycare/preschool provider? _____
- 24) What language is spoken by your child? _____

Family

- 25) Does your child have siblings? Yes / No
- 26) What is/are their age(s)? _____
- 27) What language do those siblings speak to your child? _____
- 28) What language does your child speak to his/her siblings? _____
- 29) Has your child ever lived with someone other than you? _____
- 30) Dates child has lived someone else: _____
- 31) What language did that person primarily speak with your child? _____
- 32) Currently, what language/s are primarily spoken by you and/or another parent with your child?

- 33) When you speak a language other than English, in what language does your child respond? _____

Extended Family

34) Do you have relatives in the area that your child spends time with? Yes / No

35) Who are they? _____

36) How often does your child spend time with them? _____

37) What language do the relatives speak to your child? _____

38) What language does your child use with these relatives? _____

Other

39) Do you have any concerns about your child's language development or general development?

40) Other: _____

SCREEN THIS STUDENT FOR ELL SERVICES?

41) YES / NO

20) 1st-5th Grade Home Language Interview

Home Language Interview: 1st-5th Grade

The home language interview is administered via phone or in person to clarify information shared on the home language survey when there is doubt about the student's primary language, in order to determine if the student needs to complete the WIDA Screener. Complete this survey when:

1. There is no history of ELL services in Edwin
2. There is no documentation that the student has been screened in a previous school district
3. The HLS was completed in English
4. The primary language used at home is English AND the language used most with the child is English

_____	_____	_____
Name of Student	Date of Birth	Age
_____	_____	
Country of Birth (acc. HLS)	Language(s) listed on HLS	
_____	_____	_____
Name of Interviewer	Date of Interview	Person Interviewed (Name and relationship)

Family

1. Does your child have siblings? Yes / No
2. What is/are their age(s)? _____
3. What language do those siblings speak to your child? _____
4. What language does your child speak to his/her siblings? _____
5. Has your child ever lived with someone other than you? _____
6. Dates child has lived someone else: _____
7. What language did that person primarily speak with your child? _____
8. Currently, what language/s are primarily spoken by you and/or another parent with your child?

9. When you speak a language other than English, in what language does your child respond? _____

Extended Family

10. Do you have relatives in the area that your child spends time with? Yes / No
11. Who are they? _____
12. How often does your child spend time with them? _____
13. What language do the relatives speak to your child? _____

14. What language does your child use with these relatives? _____

Other

15. Do you have any concerns about your child's language development or general development?

16. Do you have any concerns about your child's academic progress? _____

17. Other: _____

SCREEN THIS STUDENT FOR ELL SERVICES?

18. YES / NO

21) ELL Screening Determination: 6th-12th Grade

ELL Screening Determination: 6th-12th Grade

The 6th-12th Grade Education profile is completed when:

1. There is a language other than English listed on the Home Language Survey
2. The student is in 6th grade or higher
3. There is no history of ELL services in Edwin

_____	_____	_____
Name of Student	Date of Birth	Age
_____	_____	_____
Country of Birth (acc. HLS)	Language(s) listed on HLS	Current Grade Level
_____	_____	_____
Name of person completing Profile	Date Profile was completed	

Part I: Testing Achievement

MCAS Subject	Achievement Level on Most Recent Testing
English Language Arts	
Mathematics	
Science and Technology	

- If the student has **Met Expectations** on all most recent testing, the student does not need to be screened.
- If the student has not Met Expectations on all most recent testing, complete the information below:
- Continue to Part II?

Keep Going	Stop
------------	------

Part II: Previous Screeners

Has the student been screened for ELL Services in a previous school district?

If yes, attach previous screening information to the student's HLS and file in the student's general file. The student does not need to be screened.

If no, continue to Part III.

Continue to Part III?

Keep Going	Stop
------------	------

Part III: Home Language Interview

The home language interview is administered via phone or in person to clarify information shared on the home language survey when there is doubt about the student's primary language, in order to determine if the student needs to complete the WIDA Screener. Complete this survey when:

1. There is no history of ELL services in Edwin
2. There is no documentation that the student has been screened in a previous school district
3. The HLS was completed in English
4. The primary language used at home is English AND the language used most with the child is English

If the answer to any of the above questions is "No," student must be screened.

Name of Interviewer Date of Interview Person Interviewed (Name and relationship)

Family

1. Does your child have siblings? Yes / No
2. What is/are their age(s)? _____
3. What language do those siblings speak to your child? _____
4. What language does your child speak to his/her siblings? _____
5. Has your child ever lived with someone other than you? _____
6. Dates child has lived someone else: _____
7. What language did that person primarily speak with your child? _____
8. Currently, what language/s are primarily spoken by you and/or another parent with your child?

9. When you speak a language other than English, in what language does your child respond? _____

Extended Family

10. Do you have relatives in the area that your child spends time with? Yes / No
11. Who are they? _____
12. How often does your child spend time with them? _____

13. What language do the relatives speak to your child? _____

14. What language does your child use with these relatives? _____

Other

15. Do you have any concerns about your child's language development or general development?

16. Do you have any concerns about your child's academic progress? _____

17. Other: _____

SCREEN THIS STUDENT FOR ELL SERVICES?

Yes	NO
-----	----

22) Student Background Questionnaire



Atlantis Charter School ELL Student Background Questionnaire

Student name: _____

Student DOB: _____

Grade when enrolling: _____

Person answering questionnaire: _____

Teacher administering questionnaire: _____

- 1) Where was the student born? If the student was born outside of the US, when did he/she come to the US?
- 2) Where were the student's parents born? If outside the US, when did they come to the US?
- 3) What language does the student speak with his/her parents/guardians?
- 4) What language does the student speak with his/her siblings or other family members?
- 5) At what age did the student begin speaking their first language?
- 6) At what age did the student begin speaking English?
- 7) Has the student ever received English language support? Has the student ever had any learning difficulties?
- 8) Anything else we should know?