

Old Rochester Regional School District
Massachusetts School Superintendency Union #55

English Language Learner



Education Handbook

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INTRODUCTION

In an effort to educate each child individually, it is important to consider how each child can best learn. In the Old Rochester Regional School District, Massachusetts School Superintendency Union #55 (ORRSU), it is important that we provide English Language Learners (ELL) or Limited English Proficient (LEP) students with the opportunity to become proficient in English and provide them with full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English (Appendixes A and B). In order to accomplish these goals, English Language Learners will receive Sheltered English Immersion (SEI) in classrooms in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development. Students may participate in English Language Development (ELD) classes, if necessary.

Frequently used terms and acronyms associated with English language learners:

ELL	English Language Learner
ESL	English as a Second Language
LEP	Limited English Proficient - students who have a non-English language background
FLEP	Former Limited English Proficient
Low Incidence	Fewer than twenty LEP students of one language group.
High Incidence	Program usually having 20 or more of one language group enrolled in a school district or schools
Integration	In the context of Chapter 71A, integration means students receiving services are engaged in meaningful learning activities with their peers
SEI	A program model whereby instruction and materials are in English and utilizes sheltered instruction techniques
ELD	English Language Development - a methodology through which the development of language and academic content skills are promoted simultaneously and may utilize native language for clarification purposes
MA SIMS Classification	Classification of child according to the SIMS data element. Students requiring services are labeled a LEP, students who no longer receive services (ELL) are coded as FLEP
Native Language	First Language of the Learner
WIDA Standards	World-Class Instructional Design and Assessment Standards – English Language Proficiency benchmarks and outcomes to be used as a basis for developing curriculum and programs for ELLs (formerly ELPBO)

Definition of Limited English Proficient (LEP):

- (a) A student who was not born in the United States and whose native tongue is a language other than English and who is incapable of performing ordinary class work in English and/or
- (b) A student who was born in the United States of Non-English speaking parents and who is incapable of performing ordinary class work in English.

Note: The terms of English Language Learner and Limited English Proficient can be used interchangeably.

Definition of Formerly Limited English Proficient (FLEP):

- (a) A student who is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials; and
- (b) A student with scores in the proficient range on state mandated tests.

Transitional Bilingual Education Law (Chapter 71A, G.L. c. 71A)

The following is required of all school districts in Massachusetts:

- (a) All children in Massachusetts public schools are taught English by being taught in English and all children be placed in English language classrooms. Children who are English Learners be educated through Sheltered English Immersion.
- (b) Districts annually determine, no later than April 1, the number of English Language Learners in the district, and to classify them according to grade level, primary language, and the English learners program in which they are enrolled.
- (c) Districts annually administer a standardized, nationally normed written test of academic subject matter in English for grades 2-12 and a nationally normed test of English proficiency for grades K-12.
- (d) Districts send report cards and other school information to parents and guardians of ELLs in the same manner and frequency as such information is sent to other parents and guardians, and, to the maximum extent possible, in an understandable language.
- (e) Office of Educational Quality and Accountability conduct onsite visits to school districts at least once every five years to evaluate the effectiveness of programs serving English Language Learners.
- (f) English language learners are provided language support services until they are proficient enough in English to participate meaningfully in the district's education program.

Initial Identification and Placement of ELLs in the Program

At the time of registration, the parent(s)/guardian of an English Language Learner will be asked to complete the Home Language Survey (HLS) (Appendix D). A copy of the parent(s)/guardian's native language will be provided if necessary. If the HLS shows that the student's language exposure is all English, the original form will be placed in the student's cumulative folder. If the HLS indicates a language other than English in the home, a copy of the HLS will be forwarded to the ESL specialist and the student will be tested within 30 days. The testing results will determine if services are necessary based on English proficiency criteria set by the district and the student should be classified as LEP.

Notification

Parents will be notified in writing if their child is eligible for ELL services in the form of SEI program and ELD instruction (Appendix F). This letter will also provide information about declining (opt-out) of ELL services (Appendix G).

After the student has been identified as LEP, the student will be placed in an SEI program and provided with ELD instruction. This placement must occur within the first four weeks of school.

A teacher may refer a student for initial testing at any time using the Student Referral from (Appendix H) if there is a reason to suspect that the student is experiencing difficulties due to language issues.

Program Placement, Annual Assessment, and Reclassification of ELLs

Program Placement: Making Placement and Instructional Decisions for ELLs

Under state and federal law, English language learners must be taught to the same academic standards and be provided the same opportunities to master such standards as other students. (G.L. c. 71A § 7; Equal Educational Opportunities Act, 20 USC § 1703(f); Title III of NCLB § 3102.) Instruction provided to ELLs must be meaningful and appropriate for their individual English language proficiency level.

Students should only be classified as ELLs (or "Limited English Proficient – LEP") when the results of language screening assessments or annual language proficiency assessments indicate that they are not proficient in English. The following steps are recommended for evaluating the educational needs of ELLs and making placement and reclassification decisions. These actions should provide a foundation for equal educational opportunities.

Step 1: Establish a school-based ELL placement and reclassification team

In order to make effective instructional and assessment decisions for ELLs, our districts' establishes a school-based team charged with reviewing relevant ELL data and making instructional decisions for each student. Our school-based team is composed of educators,

administrators, and/or support service staff that regularly interacts with the student; including:

- the student's ESL
- the student's sheltered content area teachers
- school guidance and adjustment counselors, psychologists, special education teachers, or related providers if the student receives such services
- the school's assistant principal or principal
- the ELL Program Coordinator

We also consult with parents when making instructional and assessment decisions for ELLs. Our students' parents provide a wealth of information regarding the students' linguistic, academic and sociocultural background that may not be otherwise known to educators.

Step 2: We review relevant data to determine the student's language classification or reclassification

Our district collects relevant data and information for each student in an individual purple student record that can be used by the school-based team. This student record contains general information about the student such as the student's first language, country of origin, number of years in U.S. schools, previous educational experiences, language assessment results, content area assessment results, English language proficiency level, grade level, special education status (if applicable), as well as student writing samples, teacher observation notes, grade and progress reports, and any other information related to the students general performance in school. ¹

Step 3: We plan an instructional program for the student

After reviewing student data related to language proficiency and ability to perform ordinary class work in English, the school-based team may decide to maintain the students' status as an ELL or to reclassify the student as a former ELL (FLEP). The following section outlines instructional programming recommendations for both ELLs and reclassified ELLs (former ELLs).

ELE Program Implementation

When determining whether the school district's ELE program complies with federal and state laws and regulations, the Department will apply the three-prong test established by the United States Court of Appeals for the Fifth Circuit in *Castañeda v. Pickard*² (Appendix K & L), which the US Department of Justice and the US Department of

¹ Certain documents should be kept in students' folders for accountability reasons. Please see Coordinated Program Review Procedures, School District Information Package, ELE in Public Schools Mass. Gen. Laws c. 71A, School Year 2013-2014, p. 37 (<http://www.doe.mass.edu/pqa/review/cpr/instrument/chapter71A.pdf>)

² 464 F2d 989 (5th Cir. 1981)

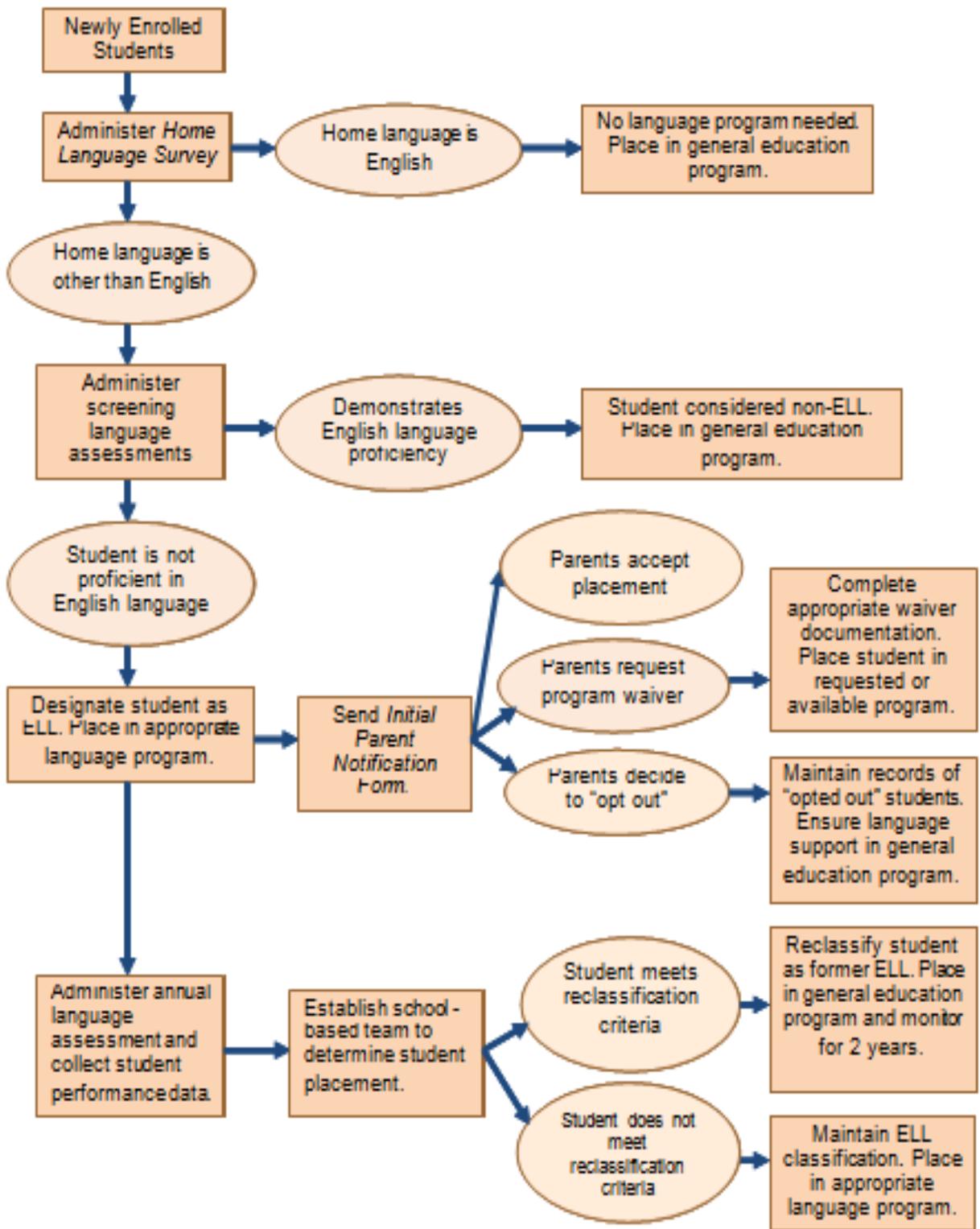
Education's Office for Civil Rights also use to determine ELE program compliance under the federal EEOA and Title VI laws respectively³. *Castañeda's test* sets forth the following analytical framework that districts are expected to consider in developing, implementing, and evaluating their own ELL program and activities:

- The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.
- The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.

An ELL program succeeds when producing results indicating that students' language barriers are actually being overcome.

³ See *Dear Colleague Letter* (footnote 1).

**Old Rochester Superintendency #55
Decision Guide for Language Program Processes**



District Opt-Out Policy for English Language Learners

General Laws Chapter 71A require that publicly-funded students in Massachusetts who are Limited English Proficient are instructed through the use of Sheltered English Immersion, unless the student wishes to “opt-out” and be placed in a general classroom without ELL services.

Parents may notify the district of their wish to have their child “opt-out” of the ELL Program. This means that a parent or guardian chooses to deny their child’s entry into the SEI program in the Old Rochester Regional School District. The district requires that a parent or guardian schedule a meeting with the ELL Specialist and ELL staff in order to exercise this option. The form titled, “*Parents’ Choice to Opt-Out of English Language Program*” (Appendix G) must be signed in order to make this official.

Our district encourages parents to allow their children to participate in our ELL program for a limited time before they make a final determination to “opt-out” of the program. The ORRSD will continue to keep parents apprised of their child’s progress. Federal law establishes the district’s obligation to provide LEP students with meaningful access to the education program. Because of this, when a parent declines their child’s participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Where a district determines through monitoring that a student who has “opted-out” is not progressing, the district will ensure that the student’s academic needs are being addressed. English Language Learners will continue to be reported on the SIMS data and assessed annually using the DOE mandated assessments (MCAS, ACCESS for ELLs) appropriate for their grade.

Within one week of receipt of the decline of services, a meeting will be held at the building level by the appropriate ELL Team. The Building Based Support Team (BBST) will create an Individual Student Success Plan (ISSP) for the student. The plan will be overseen by the ELL Specialist or ELL Coordinator. It will identify specific services that will be implemented. Services may include (but are not limited to): support in the classroom, accommodations and modifications to instruction and class work, programmed time into the building academic support classroom and/or regular progress reports from guidance to the home and to the ELL Specialist. Parent notification letters will continue as long as English language proficiency assessments indicate the student is not yet “proficient.”

Student Assessments

Several tests may be used for the assessment of language dominance, oral proficiency, and reading and writing skill levels. The assessment results from any of the instruments indicated below are to be used as resources and guides by the ELL team when making entry or exit into programs. Results of district, state, and school-based assessments are also used to provide additional information on the academic performance of the student. Procedures for annual ELL assessments can be found in Appendix J.

Descriptions of the Assessments for English Language Learners

W-APT - stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screeener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

ACCESS for ELLs - stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test that first and foremost addresses the English language development **standards** that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of **model performance indicators** (MPIs) that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas.

The **grade level clusters** include PreK-K, 1-2, 3-5, 6-8, and 9-12. There are **five content areas** of the standards. The first is called social and instructional language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school. The others are English Language Arts (LA), Math (MA), Science (SC), and Social Studies (SS).

For each grade level, then, the standards specify one or more performance indicators for each content area within each of the **four language domains**: Listening, Speaking, Reading, and Writing.

The WIDA framework recognizes the continuum of language development within the four domains with six **English language proficiency levels**.

▪ **Initial Identification of ELLs in public school Pre-K programs**⁴

Districts must establish English language proficiency screening procedures to determine each potential ELL preschool student's English language proficiency level in a district's publicly-funded preschool program. The Kindergarten W-APT is aligned to preliminary Pre-K and kindergarten standards and therefore, can be used as a screening tool to identify ELLs in preschools. Pre-K children would take only the Listening and Speaking components, which are combined in one test that produces a subscore for each component. Districts may also use the Pre-LAS or Pre-IPT assessments, specifically designed for 3-5 year old children for the purpose of identification of ELLs in district

⁴ The USDOE and USDOJ *Dear Colleague Letter* (see footnote 1) states at p.18 that "...school districts must provide EL students equal opportunities to meaningfully participate in all programs and activities of the...district – whether curricular, co-curricular, or extracurricular. [fn omitted] Such programs and activities include pre-kindergarten programs..." The *Dear Colleague Letter* does not describe what a Pre-K program for ELLs must encompass. Until USDOE and USDOJ provides further guidance on this issue, the Department reminds districts of the state requirement that early childhood teachers of ELLs must earn the Sheltered English Immersion (SEI) Endorsement. 603 CMR 14.07.

preschool programs.

Table 1: Initial Identification of ELLs in preschools

<i>TEST</i>	<i>AGE</i>	<i>DOMAINS ASSESSED</i>	<i>Not ELL</i>
W-APT Kindergarten	Age 3-5	Listening; Speaking	Oral proficiency raw score 14 or higher
WIDA MODEL Kindergarten	Age 3-5	Listening; Speaking	Oral proficiency level 4 in both Listening and Speaking
Pre-IPT Oral	Age 3	Listening; Speaking	Score at Level D or E (on a scale of A-E)
Pre-IPT Oral	Age 4-5	Listening; Speaking	Score at Level E (on a scale of A-E)
Pre-LAS Observational Assessment	Age 3	Oral and Early Literacy	Total score of 3 or 4
Pre-LAS	Age 4-5	Listening; Speaking	Total score higher than 77 (4 years old) Total score higher than 82 (5-6 years old)

▪ **Initial Identification of ELLs in Kindergarten**

Kindergarten students will be administered only the Speaking and Listening components of the kindergarten W-APT, MODEL or the WIDA Screener (available in 2016), test at the beginning of the school year. If the student enrolls in the school district in the second half of the kindergarten year, then s/he will take all four components of the test: Listening, Speaking, Reading, and Writing. The results of kindergarten W-APT and other pertinent information will guide placement determinations.

The district should not re-screen students who enter kindergarten having been identified as ELLs in Pre-K or other public school kindergarten programs. However, they can use a WIDA assessment to determine the proficiency levels of the students in order to make decisions about service delivery.

Table 2: Initial Identification of ELLs in Kindergarten

<i>TEST</i>	<i>Kindergarten</i>	<i>DOMAINS ASSESSED</i>	<i>Not ELL</i>
W-APT Kindergarten	First semester	Listening; Speaking	Oral proficiency raw score 29 or higher
WIDA MODEL Kindergarten	First semester	Listening; Speaking	Oral proficiency level 5 in both Listening and Speaking
W-APT Kindergarten	Second semester	Listening; Speaking; Reading; Writing	Oral proficiency raw score 29 or higher Reading raw score 14 or higher Writing raw score: 17 or higher
WIDA MODEL Kindergarten	Second semester	Listening; Speaking; Reading; Writing	overall composite proficiency level higher than 5 and composite literacy proficiency level higher than 4

▪ **Initial Identification of ELLs in grades 1-12**

Any student who is administered the W-APT, MODEL or the WIDA Screener and scores below an overall composite proficiency level of 5.0 **and** a composite literacy (reading/writing) proficiency level of 4.0 is considered to be an ELL and is eligible for ESL services. Only students who achieve a 5.0 composite proficiency level **as well as** 4.0 composite literacy (reading/writing) proficiency level are considered English proficient.

Table 3: Initial Identification of ELLs in grades 1-12

<i>GRADE</i>	<i>DOMAINS ASSESSED</i>	<i>Not ELL</i>
1-12	All four	overall composite proficiency level higher than 5 and composite literacy proficiency level higher than 4

A student identified as an ELL after a language screening assessment must be placed in an English language program to address his or her limited English proficiency so that the student can be provided the opportunity to participate meaningfully and equally in the district’s educational program. 603 CMR 14.04. However, the student’s parent may choose to “opt out” of such language program or request a waiver

Notification of Parent Regarding Screening Results

As noted earlier, the student's parent must be notified about the screening test results and the placement decisions no later than 30 days after the beginning of the school year or within two weeks if the student enrolls in the school district during the school year. Such notifications will be provided in English and in a language that the parent can understand, to the maximum extent practicable.

Massachusetts law requires districts to inform parents of their rights: (1) to "opt out" of specialized language programs; and (2) to request a waiver from the state-mandated sheltered English immersion (SEI) program model. G.L. c. 71A, §5. "Opt out" indicates an informed decision by the parent to not have the child placed in any ELE formal instruction program. A "waiver" indicates a desire by the parent to waive the child from participation in the SEI program in favor of enrollment in another ELE program.

"Opting Out" of the ELL Program

Parents of ELLs may notify the district of their wish to have their child "opt out" of English language development programs. The decision to opt out must be voluntary and informed, and not the product of district practices or influence, or the result of inadequate or inaccurate information, or inadequate district resources. In opt-out cases, the district must inform the parent of the services the child would receive in the district's English language development programs, as well as the type of support that would be provided to the student if the parent decides to "opt out".

If a parent of an ELL decides to "opt out" of a language program, our district will place the student in an English language mainstream classroom with an SEI-endorsed teacher and maintain appropriate documentation of the parent "opt out" notice in the student's file. Under federal law, districts must provide instructional support to ensure all ELLs, including those whose parent(s) has chosen to "opt out" of language programs, have access to the curriculum and be provided the same opportunities to master the same academic standards and curriculum frameworks as their native English speaking peers (Title VI of the Civil Rights Act of 1964 (Title VI); Equal Educational Opportunities Act of 1974, 20 USC §1703(f) (EEOA)). Districts are also required to annually assess the language proficiency of all ELL students with the state mandated English language proficiency test, ACCESS for ELLs. Therefore, in practice in Massachusetts, a parent's choice to "opt out" means their child will not receive separate English as a Second Language (ESL) instruction focused on language development, but the district will provide the necessary support and actively monitor the student's progress to ensure that the student's English-language and academic needs resulting from lack of English proficiency are met (Appendix M).

Our District meets our obligation to provide equitable access to the curriculum and English language development to an ELL whose parent has chosen to "opt out", in a variety of ways. Districts must assign the student to an English language mainstream classroom with an SEI endorsed teacher because such teachers have had training on the

language needs of ELLs. Districts may provide additional literacy and language support through reading specialists qualified to teach ELLs, or establish structured opportunities for the students' content area teachers to plan content area instruction in collaboration with a licensed ESL teacher.

An ELL whose parent has "opted out" of English language development programs must still be classified as "ELL" (or "Limited English Proficient" – LEP) on district reports and must participate in the state's annual language proficiency assessment, ACCESS for ELLs. Parents must be notified of their child's participation in such assessments, as well as assessment results.

We also keep a record of how such students are provided meaningful access to the curriculum, how such students are progressing academically, and, if a student demonstrates English proficiency through ACCESS for ELLs and school work, documentation of that demonstration and any determination that the student's ELL classification has changed.

Waiver Requests

Parents must be informed of their right to apply for a waiver and provided with program descriptions in a language they can understand, to the maximum extent practicable. A parent may request a program waiver to allow the student to participate in a different program than the state-mandated sheltered English immersion program model (G.L. c. 71A § 5). Such a waiver may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. For more information about the waiver process and sample waiver forms, see Appendix P.

The Educational Program

The ELL Program for each school/student is developed in partnership with the building ELL team and administration, including the principal and ELL program coordinator and reviewed each year to accommodate the needs of students who need services. Language proficiency levels will be determined from assessments, student work samples, and teacher recommendation from ESL staff and classroom teacher. The building ELL team will be consulted to prepare the instructional program for each student.

Depending upon the assessment results, students may receive English Language Development (ELD) lessons by the certified ESL teacher and is placed in a Sheltered English Immersion (SEI) program. Teachers in SEI classrooms have been trained (or are in the process of being trained) according to DESE regulations to be qualified to teach ELL students in their classrooms.

The SEI program provides students with all books and instructional materials in English; however, the curriculum and presentation of lessons are designed for students who are learning the English language. At some point, there may be a need to use the native language when necessary for clarification. The ELL content instruction is based on the

Massachusetts Curriculum Frameworks and the WIDA Standards at each grade level. Bi-Monthly reports are created for each student reflecting strategies used from the WIDA Standards (Appendix K). These will be sent home to the parents to notify parents of their child's progress.

The ELL Specialist will maintain ELL Student folders. Each folder has a checklist that the teacher uses to document the collection of student data, report cards, progress reports and parent communication (Appendix P).

Monitoring Progress of LEP Students

- A. Each LEP student will be evaluated annually for English proficiency and content skills. Students in Grades K-12 will be assessed annually in English reading, writing, and oral skills. Either the W-APT screening test will be used for children in K through the 1st semester of the 1st grade or if students older than in 1st grade who are new to the district, and or the Access for ELL test will be administered sometime in January. All LEP students will also participate in the PARCC testing appropriate for their grade levels. These results will be documented in the student's file and submitted to the ELL Specialist who will document these also in the ELL Folder. Copies of the ACCESS for ELLs and PARCC results will be provided to parents.
- B. Each building-based ELL team will review the progress of all of its ELL students. The team will review standardized test results, student work, progress notes and grades. Within thirty days prior to the end of the school year, placement decisions are made for the following school year. Within the first thirty days of the school year, parents are sent a Parent Notification Form which will relay the ELL student's status – either LEP (Limited English Proficient) or FLEP (Former Limited English Proficient).
- C. Chapter 71A and Title VI require that Limited English Proficient students are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education program. Districts cannot limit the time necessary for language services for those students who are not yet able to meaningfully participate in the school's programs.
- D. District Monitoring Tools
 - ACCESS for ELLs
 - W-APT
 - State Testing (MCAS) at the High School Level and in Science, grades 5, 8 and 9. Children grades 3 thru 8 are assessed on the PARCC.
 - Local Assessments, such as Galileo in ELA, Math and Science.
 - Student Portfolios; writing samples
 - Reading Assessments (DRA, running records, etc.)
 - Other assessments as needed by the ELL team to assist in making their decision.

Exiting Students from ELL Programs (Reclassification from LEP to FLEP)

Exit Criteria

ELL Students who meet the district exit criteria will exit the program and be reclassified as FLEP. Students who do not meet the exit criteria outlined will be recommended for continuing services. Any change in the instructional program will be documented in the student's school record. The principal or designee will inform the parents in writing as to whether the student will remain as LEP (Appendix G) or be reclassified as FLEP. (Appendix P). The letter will be filed in the student's cumulative and ELL folders.

Post-Service Monitoring

The ELL Specialist will review FLEP student report cards and conduct periodic consultations with classroom teachers to ensure that the FLEP student is continuing to obtain success in the regular classrooms. This monitoring will continue for two years thus adhering to the DESE regulations. If the FLEP student is not meeting with success, the ELL Specialist will reconvene the ELL Team to redesignate the student to LEP status and ELD services will resume. If the FLEP continues to make adequate progress for two years, an Exit from FLEP to Regular Education form (Appendix L) will be placed in their cumulative and ELL folders. Evidence of sustained performance will include proficiency as seen on: progress reports, report cards and on MCAS and PARCC standardized test scores.

Appendices A-P

APPENDIX A: Stages of Oral Language Development

Old Rochester Regional School District Massachusetts School Superintendency Union #55 Stages of Oral Language Development

Pre-Production

- No speech production
- Indicates comprehension physically
- Comprehends key words
- Depends heavily on context
- Responds by pantomiming, gesturing or drawing
- Says only yes, no or names of other students
- Minimal comprehension

Early Production

- Verbalizes key words “heard”
- Depends heavily on context
- Responds with one/two word answers or in phrases
- Uses routine expressions in key words independently
- Listens with greater understanding
- Repeats and recites memorable language
- Demonstrates increased confidence

Speech Emergence

- Produces whole sentences
- Hears smaller elements of speech (i.e., conjunctions)
- Shows good comprehension (given a rich context)
- Functions on a social level
- Speaks with less hesitation and demonstrates greater understanding
- Uses newly-acquired receptive vocabulary to experiment and form messages in English
- Experiments and hypothesizes with language

Intermediate Fluency Stage

- Produces connected discourse and narrative
- Uses more extensive vocabulary
- Demonstrates increased levels of accuracy and correctness
- Demonstrates use of higher-order language to negotiate, persuade and evaluate

Proficiency

- Demonstrates accuracy and correctness comparable to native language speakers

APPENDIX B: Stages of Literacy Development
Old Rochester Regional School District
Massachusetts School Superintendency Union #55

Stages of Literacy Development

Preparation for Literacy

- Enjoys being read to
- Pretends to read familiar books
- Names letters of alphabet
- Recognizes some signs
- Plays with pencils and paper
- Interest in printing own name
- Begins to develop phonological awareness

Early Literacy

- Develops phonemic awareness
- Associates letters with sounds
- Prints letters and numbers
- Recognizes high frequency words by sight
- Sounds out regularly spelled words
- Uses contextual and picture clues
- Uses inventive spelling

Emergent Literacy

- Consolidates “sight” vocabulary
- Expands letter sound knowledge
- Reads simple familiar stories independently
- Practices using repeated and partner reading
- Develops reading fluency (speed and accuracy)
- Writes and spells with less effort

Intermediate Abilities

- Reads for pleasure
- Reads to gain new knowledge
- Expands vocabulary through reading
- Writes and spells more automatically
- Writes for communication with others
- Writes for personal expression of ideas
- Reads and writes more strategically

Reference: Step Program of English Language Proficiency 2004, Brockton Public Schools, p. 16.

APPENDIX C: ORRSO Home Language Survey Procedure

Old Rochester Regional School District Massachusetts School Superintendency Union #55

ORRSO Home Language Survey Procedure

- Every parent who registers a child to the ORRSO must complete a Home Language Survey as part of the registration packet. If a survey in a foreign language is given to the parent, make sure to staple the English form to it.
- If the survey reports “English only” place the original in the student’s cumulative folder.
- If the survey reports a language other than English, make a copy and send to the ELL Specialist. The original must be placed in the cumulative folder.
- The ELL Specialist will arrange for the student to be tested for English Language Proficiency.
- The ELL Specialist will document assessment results and work with the ELL Team to designate program/placement if necessary.
- A copy of the Home Language Survey and all assessment results will be placed in the ELL student folder.

**APPENDIX D: Home Language Survey
Old Rochester Regional School District
Massachusetts School Superintendency Union #55
Home Language Survey**

Dear Parents/Guardians:

In order to help your child succeed in school, please answer the following questions for each child in your family. Your answers will help us create the best possible educational program for your child. Please complete this form in its entirety and return it to school as soon as possible.

NAME: _____ TODAY'S DATE: ____ / ____ / ____

SCHOOL: _____ GRADE: _____

DATE OF BIRTH: _____ PLACE OF BIRTH: _____

1. What language did your child first understand or speak? _____
2. What language do you use most often when speaking with your child at home? _____
3. What language does your child use most often when speaking with you at home? _____
4. What language does your child use most often when speaking with other family members? _____
5. What language does your child use most often when speaking with friends? _____
6. What language(s) does your child read? _____
7. What language(s) does your child write? _____
8. At what age did your child start attending school? _____
9. Has your child been attending school every year since that age? ___ Yes ___ No
If no, please explain:
10. Is this your child's first year in U.S. Schools? ___ Yes ___ No
11. Would you prefer oral and written communication from the school in English or in your home language? _____ Language? _____

Parent Signature _____ Date _____

After an initial assessment, the ORR District will determine if further testing is needed. If further assessment is not necessary, parents who wish additional testing may indicate this below:

Please call the Main Office at your school if you would like this document translated into another language.

APPENDIX E: Parent Welcome Letter

**Old Rochester Regional School District (ORRSB)
Massachusetts School Superintendency Union #55
Parent Welcome Letter**

Dear Parents,

Welcome to ORRSB's English Language Learner (ELL) Program. My name is Kathy Dranchak. As the ELL Specialist for the District, I will be working with your child throughout the year. In this ELL Handbook there are copies of forms and an explanation of terms and services that may be in place for your son or daughter. The Old Rochester Regional School District has put in place the same principles and practices for working with English Language Learners as are found on the Massachusetts Department of Elementary and Secondary Education website.

The schedule for providing services for your son or daughter has been determined through collaboration between your son or daughter's regular education teacher and myself. We take into consideration the need for support of each ELL student and the schedule each student has during their school week. The services are meant to support, not supplant, each child's regular education program. Please feel free to contact me with any concerns or questions you have about the English Language Learning support your son or daughter may be receiving. You may leave me a message at the school within the district your son or daughter attends, or you may email me at: kathydranchak@oldrochester.org

I look forward to our partnership this year as we work together in your child's education.

Yours Respectfully,

Kathy Dranchak, C.A.G.S.
ELL Specialist
Old Rochester Regional School District
Massachusetts School Superintendency Union #55
kathydranchak@oldrochester.org

APPENDIX F

**Old Rochester Regional School District
Initial / Annual Parental Notification⁵ of English Language Education (ELE)
and Title III Program Placement**

Dear Parent(s)/Guardian(s): In order to identify students who are English language learners, state and federal regulations and guidance state that school districts must assess the English language proficiency of all students whose home language is other than English. Such students must be tested in reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Learner Education (ELE) program. If so, it will also explain the program your child will receive and, if applicable, the additional services your child will receive as a result of the district receiving certain federal funds (Title III). The purpose of Title III is to help ensure that limited English proficient students master English and meet the same challenging state academic achievement standards that all children are expected to meet. If your child has additional education needs that require Special Education Services, Title III programs and services shall meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement (complete for students assessed for English proficiency in all districts) The following are the results of this English language assessment(s):

Student Information			
First Name _____	Middle Name _____	Last Name _____	
Current School Name _____	Grade _____	Start Date in ELE Program _____	
Assessment Tool	Domain	Results	Date of Assessment
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
Continuing ELL Students and/or Transfer Students		Results	Date of Assessment
Speaking (ACCESS for ELLs test)			day / month / year
Listening (ACCESS for ELLs test)			day / month / year
Reading (ACCESS for ELLs test):			day / month / year
Writing (ACCESS for ELLs test)			day / month / year
MCAS (if applicable)			day / month / year
English Language Proficiency Level based on language assessment data and other measures:			
<input type="checkbox"/> L1 - Entering		<input type="checkbox"/> L4 - Expanding	
<input type="checkbox"/> L2 - Beginning		<input type="checkbox"/> L5 - Bridging	
<input type="checkbox"/> L3 - Developing		<input type="checkbox"/> L6 - Reaching	

⁵ **Note to districts:** This notification is an annual requirement, and should be sent 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 carried out within 2 weeks of the child being placed in the program. Section I must be completed in all districts; Section I and II must be completed in all districts that receive Title III funds for students who receive Title III services. Additional parental notification requirements apply related to AMAO reports in districts receiving Title III funds.

<input type="checkbox"/> Not Enrolled in an ELE Program (Pre-K only)	
<input type="checkbox"/> Enrolled in an ELE Program: The school district proposes to place your child in the indicated program:	
<input type="checkbox"/> Sheltered English Immersion Program (SEI) – a program that incorporates strategies to make content area instruction more comprehensible to ELLs and to promote language development. This type of instruction is based on students' language proficiency levels. As part of the SEI program, your child is enrolled in (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. <input type="checkbox"/> Sheltered content instruction classes: content area instruction that integrates sheltering strategies to make content comprehensible and develop content area academic language. The student receives sheltered content instruction in (check all that apply): <ul style="list-style-type: none"> <input type="checkbox"/> Mathematics <input type="checkbox"/> ELA <input type="checkbox"/> Social Studies <input type="checkbox"/> Science 	<input type="checkbox"/> Two-Way Dual Language Program (where available) – a program that develops students language skills in two languages (English + another language). This program includes native English speaking students and students who are native speakers of the other language.
Alternate ELE Program – If you believe that your child should be placed in a program other than the SEI program (if indicated above), you have the right to request a waiver into an alternate program. Please contact district staff for further information. You may request a specific waiver for your child to be enrolled in:	
<input type="checkbox"/> Transitional Bilingual Education (TBE) – a program where content instruction is initially taught in the native language of the student, and English. As the student develops English language proficiency, instruction is increasingly taught in English. This type of program is only allowed after a waiver for TBE has requested by at least 20 parents of students in the same grade level and such waiver been granted, or if the student's school has an approved Level 4 Turnaround Plan that includes a TBE program.	
Program placement and or method of instruction for student whose assessment indicates that s/he is not an English Language Learner (ELL):	
<input type="checkbox"/> General Education – The mainstream, general education classroom. Your child was <u>not</u> found to be an English language learner and therefore does not require a specific ELE program.	

You also have the right to opt out of the language program chosen for your child, and other programs for English Language Learners offered by the district. Federal and state laws require that the district provide your child with support so he or she can understand instruction taught in English and develop his or her English skills. This means that if you choose to opt out, your child's teachers will support your child in the regular classroom. But if you opt out of language programs, **your child will not receive specific English as a Second Language (ESL) instruction focused on language skills.** We think 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 language programs. This type of 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 opt out of language services for your child, please inform the ORR District ELL Specialist, Kathy Dranchak, kdranchak@orr.mec.edu.

SECTION II Exit Criteria

<p>Specific ELE/Title III Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an ELL. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE/Title III services. Students who are no longer classified as English Language Learners must be monitored by the district for two years to ensure that they are succeeding academically. The district must provide language support services to such students and/or recommend re-entry to the ELE program, if these students struggle to meet grade-level academic expectations due to lack of English language proficiency. Your child will continue to receive ELE support services until he or she meets the following criteria:</p>		
<input type="checkbox"/> Obtains an Overall Composite score of at least 5 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> <input type="checkbox"/> The student met the criteria. He or she is no longer considered an English Language Learner. His or her academic performance will be monitored for two years.		
<input type="checkbox"/> The student has not met the criteria. He or she is still considered an English Language Learner, and will be placed in the _____ program offered by the district.		
<p>Comments:</p>		

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

Kathy Dranchak, C.A.G.S.
 ELL Specialist
 Old Rochester Regional School District
 Massachusetts School Superintendency Union #55
kathydranchak@oldrochester.org

Appendix G: PARENTS' CHOICE TO OPT-OUT OF ENGLISH LANGUAGE PROGRAM

**Old Rochester Regional School District
Massachusetts School Superintendency Union #55**

PARENTS' CHOICE TO OPT-OUT OF ENGLISH LANGUAGE PROGRAM

Student Name _____ Date _____

School _____ Grade _____

Parents may notify the district of their wish to have their child “opt-out” of our program. The district will place the student in an English language general education classroom and document the parent’s notice in the student’s file. Our district encourages parents to allow their children to participate in ELL programs for a limited time before they make a final determination to “opt-out” of the program.

The Old Rochester Regional School District will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide LEP students with meaningful access to the educational program. When a parent declines their child’s participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her language and academic needs met.

The following information regarding a parent or guardian’s choice to deny their child’s entry into the Sheltered English Immersion program in Old Rochester Regional School District:

After meeting with the ELL Specialist and ELL staff at your child’s school and discussing the repercussions of your decision, you may sign the following “opt-out” form:

I, _____, the parent/guardian of _____, have decided to deny my child entry into the Sheltered English Immersion Program in the Old Rochester Regional School District, Massachusetts Superintendency Union #55. I understand that my child’s progress will be monitored and alternative educational plans be developed to make sure that his/her academic and language needs are being addressed.

Parent Signature: _____ Date: _____

Appendix H: TEACHER REFERRAL FOR ELL EVALUATION

**Old Rochester Regional School District
Massachusetts School Superintendency Union #55
TEACHER REFERRAL FOR ELL EVALUATION**

Teacher's Name _____ Date _____

Student's Name _____ Date of Birth _____

School _____ Grade _____

Parent/Guardian Name _____

Address _____

Home Phone _____ Cell phone _____

Home Language _____

Reason(s) for English language assessment referral:

_____ Home Language Survey indicates other than English is spoken in the home

_____ Academic concerns in English and academic subject areas

What content area or subject:

_____ Transferred from another district

_____ Other (Please Explain)

For office use only:

Assessment(s) used _____

Name of test administrator _____ Date Administered _____

Results _____

Conference dates (ELL team, parent, etc.) _____

Recommendations _____

APPENDIX I: PROCEDURES FOR ANNUAL ELL ASSESSMENTS

Old Rochester Regional School District Massachusetts School Superintendency Union #55

PROCEDURES FOR ANNUAL ELL ASSESSMENTS

1. The ELL Specialist will provide each principal with a list of students and the annual assessments that each student is required to take (ACCESS for ELLs)
2. Principals are only responsible for designating ELL Specialist as the contact person for the W-APT and ACCESS For ELLs.
3. ELL Specialist will designate when each student will be tested and who will administer W-APT and ACCESS for ELLs. Only trained and certified ACCESS for ELLs staff may administer the ACCESS for ELLs.
4. The ELL Specialist will place the original test results in the student file and place a copy in ELL folder.
5. The ELL Specialist will verify that the results are in the student file during the next semi-annual check (January and June).
6. The ELL Specialist will inform classroom teachers serving the ELLs, of the relevant scores and how to best support the child's language acquisition using SEI.

APPENDIX J: ELL TEAM REVIEW OF STUDENT PROGRESS
Old Rochester Regional School District
Massachusetts School Superintendency Union #55

ELL TEAM REVIEW OF STUDENT PROGRESS

Student _____ Date _____

School _____

ELL Team Members Present (Name/Position) _____

Evaluate student status/progress in each of the following areas:

Oral/Listening Skills:

Reading:

Writing:

Speaking:

Social Relationships:

RECOMMENDATION:

- ___ Student needs language support and should continue in the ESL Program.
- ___ Student is able to do regular school work in English and should be reclassified as FLEP and monitored for continued progress as required.

kathydranchak@oldrochester.org

Appendix K: English Language Learner Student Progress Report

**Old Rochester Regional School District
Massachusetts School Superintendency Union #55
English Language Learner Program**

STUDENT PROGRESS REPORT

Date:

Dear Parents/Guardian of:

Your child has been receiving additional academic support in the area of English Language Development. The following information is a summary of his/her progress:

READING:

WRITING:

LISTENING:

SPEAKING:

If you have any questions, please feel free to contact me by sending a note with your child OR emailing me at kathydranchak@oldrochester.org. Our goal is to provide the best education possible for the students of the Old Rochester Regional school district.

Kathy Dranchak, C.A.G.S.
ELL Specialist
Old Rochester Regional School District
Massachusetts School Superintendency Union #55
kathydranchak@oldrochester.org

Appendix L: Monitoring Form for Formerly Limited English Proficiency (FLEP) Students (Elementary)

**Old Rochester Regional School District
Massachusetts School Superintendency Union #55**

School Year _____

Student Name _____ Date _____

School _____ Grade _____

FLEP Student's ___ First year ___ Second year

The academic progress of Former Limited English Proficient (FLEP) students who have been reclassified from Limited English Proficient (LEP) must be monitored for two (2) years after exiting from English language support services. The student's classroom teacher must fill out this form and deliver to the ELL Specialist two (2) times per year to ensure academic progress, access to all areas of the curriculum, and appropriate data collection.

1. This student continues to speak, comprehend, read and write in English at a level that allows him or her to participate successfully and meaningfully at his or her grade level without the use of simplified English.
___yes ___no
2. The ELL Specialist has met with this student's classroom teacher and serviced the child in or out of the classroom and discussed his or her academic performance.
___yes ___no
3. The student's most recent MCAS scores (if available); progress report and report card have been thoroughly reviewed and indicate this this student continues to make adequate academic progress at his or her grade level.
___yes ___no
4. This student is currently meeting promotion requirements.
___yes ___no
5. The following data has been collected, reviewed, and given to ELL Specialist for storage in the student's ELL folder:
___ Performance data on standardized tests (MCAS, etc.)
___ Supplementary notes on classroom performance, curriculum issues, etc.
___ Copy of report cards and progress notes
___ Notes to parents, parent observations, and/or feedback

Note: For more comments please use the back of this form.

Person filling out this form: _____ Position: _____
ELL Team Assessment /Comments:

Recommendation:

___ Continue FLEP Status

___ Reclassify to LEP (document reasons/assessments above)

Signatures:

ELL Specialist: _____

Date: _____

Principal: _____

Date: _____

Appendix M: Opt out Monitoring Form
Old Rochester Regional School District
School Year 2014-2015
MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

Federal law establishes a district's obligation to provide ELL students with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

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

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

ENGLISH	Test Scores					
	MCAS:	ACCESS:		OTHER:		
	Term <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					

SCIENCE	Test Scores					
	MCAS:			OTHER:		
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					

MATH	Test Scores					
	PARCC:			OTHER:		
		Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term <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					
	Struggles with reading comprehension					

	Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	Term <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					

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

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)

- English language support**
- After school tutoring**
- Core academic tutoring**
- Parent communication**

- Summer school**
- Other (Please, explain)**

Date: _____

Team members: _____

Signatures: _____

Appendix N: Reclassification Form

**Old Rochester Regional School District
School Year 2014-2015
English Language Education Program Reclassification Form**

Name: _____ SASID# _____ Date of Birth: _____

School: _____ Grade: _____ Reclassification Date: _____

- Students performing at Levels 1-4 require significant support to access content area instruction delivered in English. Such students should remain classified as ELL.
- Students designated as ELL in pre-school and kindergarten continue to be designated as ELL until they complete grade 1 (at minimum).
- Students should earn at least an overall score of Level 5 in order to be considered as Former Limited English Proficient (FLEP).
- Students in Level 6 have achieved English proficiency and should no longer be classified as ELL.

RECLASSIFICATION CRITERIA FOR ELLS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING)		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned an Overall Composite score of at least 5 on ACCESS for ELLs		
Demonstrate the ability to perform ordinary class work in English, as indicated by one or more of the measures listed on Other Relevant Data (described below) Data used: _____		
Comments:		

Appendix O: ELE Program Folder Checklist

**Old Rochester Regional School District
ELE Program Folder Checklist**

Student Name:

SASID:

Date of Birth:

School:

SCHOOL YEAR					
GRADE					
STUDENT SCHEDULE					
HOME LANGUAGE SURVEY					
MCAS/PARCC RESULTS					
ACCESS SCORES					
PARENT NOTIFICATION FORM					
ESL PROGRESS REPORT(S) FALL					
ESL PROGRESS REPORT (S) SPRING					
REPORT CARD(S)					
WAIVER FORM (IF APPLICABLE)					
OPT-OUT FORM (IF APPLICABLE)					
END OF THE YEAR TEAM MEETING DECISIONS					
FOLLOW-UP MONITORING (IF APPLICABLE)					
PREVIOUS SCHOOL EXPERIENCE					
INDIVIDUALIZED LEARNING PLANS (OPTIONAL)					

Appendix P: ELL Program Waiver Application
Old Rochester Regional School District 2014-2015
G.L. c.71A School District Program Waiver Application Form for English
Learners
Child's level of English

A. Student information

Name of student:	
Date of birth:	
Student's level of English: Student's grade level:	State average for student's grade level: Fifth-grade average:
Date parent(s) or legal guardian(s) visited school:	

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (*Attachment A*). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

1. Waiver request approved (school officials must sign here)

Based on the Student's level of English documented above, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower, the student will be placed in (*describe language support services to be provided*) on (*date*).

 School principal (signature and date)

 Educational staff (signature and date)

2. Waiver request denied (school officials must sign here)

Based on the Student's level of English documented above, this waiver request is denied because the student's level of English does not meet the lower of:

- State average for student's grade level
- Fifth grade average

 School principal (signature and date)

 Educational staff (signature and date)

D. Appeals process (optional). If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials? Please attach relevant documentation.

Sample Waiver Form 2 (Older Students)

Old Rochester Regional School District
2014-2015

G.L. c.71A School District Program Waiver Application Form for English Learners

A. Student information

Name of student:
Date of birth:
Date parent(s) or legal guardian(s) visited school:

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (*Attachment A*). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

1. Waiver request approved (school officials must sign here)

Based on the Student’s level of English documented above, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower, the student will be placed in (*describe language support services to be provided*) on (*date*).

School principal (signature and date) _____
Educational staff (signature and date)

2. Waiver request denied (school officials must sign here)

Based on the Student’s level of English documented above, this waiver request is denied because the student’s level of English does not meet the lower of:

- State average for student’s grade level
- Fifth grade average

School principal (signature and date) _____
Educational staff (signature and date)

D. Appeals process (optional)

If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials? Please attach relevant documentation.

Sample Waiver Form 3 (Students with a Disability)

Old Rochester Regional School District 2014-2015

G.L. c.71A School District Program Waiver Application Form for English Learners

The existence of a disability shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

A. Student Information

Name of student:	Date of birth:
Date student was placed in an English language classroom:	Date parent(s) or legal guardian(s) visited school:
Date waiver applied for:	

This waiver process must be renewed each and every school year.

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (*Attachment A*). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

1. Waiver request approved (school staff must sign and complete *Attachment B*)

This child has been placed in an English language classroom for not less than 30 calendar days. It is our informed belief that this child has special and individual physical or psychological needs above and beyond the child's lack of English proficiency and that an alternate course of educational study would be better suited to the child's overall education development and rapid acquisition of English. This child will be placed in (*describe educational setting to be provided*) on (*date*).

School principal (signature and date)

Educational staff (signature and date)

2. Waiver request denied

This child has been placed in an English language classroom for not less than 30 calendar days. It is our informed belief that this child has special and individual physical or psychological needs above and beyond the child's lack of English proficiency and that an alternate course of educational study would **not** be better suited to the child's overall education development and rapid acquisition of English.

School principal (signature and date)

Educational staff (signature and date)

D. Appeals process (optional): If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials?