



HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT

English Language Education (ELE) Program Handbook

2019-2020

The Hamilton-Wenham Regional School District does not discriminate on the basis of race, color, age, gender, religion, national origin, sexual orientation, disability, or homelessness.

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Contact Information

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Who is an English Learner (EL)?

M.G.L. c. 71A defines an English learner as “a child who does not speak English or whose native language is not English, and who is currently unable to perform ordinary work in English.” English learners may also be referred to as English Language Learners (ELLs) or as Limited English Proficient (LEP) students.

English Learners are categorized as:

- **Newcomers:** students who have arrived from another country and enrolled in a U.S. school district within the past 12 months.
- **Native Born English Learners:** students who were born in the United States and are exposed to a language other than English in the home
- **Recently Enrolled:** 0-3 years in U.S. schools
- **Progressing:** 3-6 years as an EL and progressing toward reclassification within 6 years
- **At-Risk:** 3-6 years as an EL and indicating risk factors of becoming an LTEL
- **Long Term English Learners (LTEL):** 5+ years as an EL without being reclassified
- **English Learners with Disabilities (ELSWD)**
- **SLIFE:** Students with Limited or Interrupted Formal Education prior to enrolling in the district.

SLIFE Students meet all of the following criteria:

1. The DOE025 SIMS field indicates the student is an English Learner.
2. Is 8 to 21 years old.
3. **Entered a United States school after grade 2, or
Exited the United States for six months or more and did not attend school
during that time.**
4. **Prior exposure to formal schooling is characterized by one of the following:**
 - a. **no formal schooling.**
 - b. **interruptions in formal schooling, defined as at least two or fewer years
of schooling than their typical peers.**
 - c. **consistent, but limited formal schooling.**
5. Functions two or more years below expected grade level in native language literacy relative to typical peers.
6. Functions two or more years below expected grade level in numeracy relative to typical peers.

English Language Education (ELE) Program Overview

The Hamilton-Wenham Regional School District (HWRSD) is a low incidence district for English Learners (ELs). Under state law, G.L.c.71A, it is the obligation of the district to determine if a student needs language support and to provide that support. English learners must master the same academic standards and have the same opportunities as other students to master such standards.

The HWRSD has established an ELE program that:

- Identifies ELs.
- Conducts ongoing assessments of ELs' language development and academic knowledge.
- Ensures placement within programs that support English language acquisition.
- Ensures that ELs are provided with meaningful opportunities to learn to comprehend, speak, read, and write English.
- Provides equal access to all educational programs offered within the district.
- Provides equal access to the non-academic programs and extra-curricular activities.

The HWRSD ELE program consists of Sheltered English Immersion (SEI) and English as a Second Language (ESL) instruction. SEI instruction is provided by SEI-trained classroom/content teachers and is intended to make instruction in academic content areas more accessible to ELs. ESL instruction is provided by ESL-licensed teachers/tutors and teaches the English language in a systematic and explicit manner. ESL instruction is provided in and/or out of the classroom. ESL instruction is based on the WIDA English Language Proficiency Standards and is determined by a student's language proficiency level.

ELE Program Staff

The ELE program is overseen by the Director of Students Services and implemented by ESL-licensed teachers (referred to in this handbook as EL Tutors). EL Tutors are assigned at each school where there are designated English Learners.

Parent Involvement, Communication, and Translation

The district values parental involvement for all students. Parents/guardians of ELs will be informed of the numerous ways they can participate in the education of their child, not only in the EL program but also in other school programs, services, and activities. The district encourages parent participation in their child's education by offering various opportunities for involvement, including but not limited to:

- Volunteering in schools
- Chaperoning trips
- Joining School Councils
- Joining school parent organizations ("Friends of...")
- Attending school sponsored activities

Translation

Following state and federal laws, all communications with parents/guardians will be done in a manner that is understandable to the parent. Parents at any time may request, in writing to the building principal, to have written communications translated into their native language and/or have an interpreter for oral communications. The EL Tutor will generate a list of parents who requested on the Home Language Survey and/or have informed school personnel of the need for oral and written communications in their native language. The EL Tutor and/or principal will forward all written correspondences requiring translation to the Director of Student Services at least two weeks in advance of the deadline for sending the correspondence to the parent. The EL Tutor and/or principal will notify the Director of Student Services at least 30 days in advance when on-site oral translations are required.

The district contracts, as needed, for translation services. Qualified translators provide written and oral translations for parents. The translators will also translate, when necessary, any recruitment and promotional materials disseminated by the district.

If immediate translation is needed, school staff may utilize Google Translate, an online translation tool. Additionally, the district website has the capability to translate documents housed on the website by clicking on the globe in the menu.

Procedure for Requesting Translation in HWRSD:

1. Notify principal of the need for translation services and the type of services needed (oral, written, on-site).
2. Principal notifies Director of Student Services at least two weeks in advance of the deadline for sending the correspondence to parents and forwards all documents.
3. The Director of Student Services will arrange for written translations and/ or provide the contact information for oral translations.

Equal Access to Academic Services and Programs

ELs have equal access to all education programs offered in the district. These programs include, but are not limited to: Title I supported programs and personnel, IDEA supported programs and personnel, math and literacy intervention services, MCAS preparation and tutoring programs, vocational and technical courses, advanced placement courses, and all extracurricular and nonacademic activities available to other HWRSD students. ELs have access to all academically advanced classes, if they have mastered the prerequisite skills and acquired the knowledge for taking the classes. Teachers cannot deny ELs entrance to classes because they lack proficiency in English.

Equal Access to Non-Academic Programs/Extra-curricular Activities

No student will be denied the right to participate in any extra-curricular activities in the school on the basis of race, color, sex, religion, national origin, sexual orientation, disability, homelessness, or English language proficiency.

Special Education and English Learners

ELs have a right to special education services, like all other students. However, ELs will not be placed in special education programs based solely on their lack of English proficiency. HWRSD carefully considers all external factors before referring an EL for evaluation for special education, while being similarly careful not to delay evaluation just because a student is an EL. If it is determined that an EL needs special education services, the student will continue to receive support through the ELE program as well. Special Education evaluations of EL student students will be provided in their language of origin, as required.

Academic Counseling and English Learners

ELs are provided with counseling as needed. If requested, counseling will be provided in the student's native language. Interpreters/translators will work with the counselors to convey information to students and their families.

Support for Meeting Graduation Requirements

ELs are required to meet the same graduation requirements as their English speaking peers. Although ELs face unique challenges as they learn academic content while developing proficiency in English, with language support and accommodations, ELs can meet the graduation requirements and earn a diploma.

Evaluation of Foreign Transcripts for High School Credit

The 6-12 Curriculum Leader for Guidance or designee will evaluate all transcripts for middle and high school students. This process provides consistency in the evaluation process and allows for immediate placement in appropriate courses. When transcripts are not immediately available for evaluation, the designated transcript evaluator will make an informal assessment based on information from a parent and or student interview and any available information to determine appropriate placement in courses.

Evaluation of Transcripts with ESL Classes

The 6-12 Curriculum Leader for Guidance or designee will review ESL classes taken at another high school and determine the appropriate credit for those classes.

Retention

HWRSD does not retain students based on limited English proficiency. Retention decisions must be carefully made and based on careful evaluation of the academic performance of at-risk ELS along with discussions including the principal, teachers, the student's parents, and the EL tutor. Students who have missed a substantial amount of school due to absences, have neglected their classwork and/or homework on a regular basis, or have consistently failed tests after having been given the necessary support and language development, might be in danger of being retained. Parents will be notified of their child's academic performance through notes sent home, telephone calls, meetings, and progress reports, in their native language, when necessary.

Resources

The HWRSD ELE program follows recommendations from the state's, *Guidance on Programming for ELs*, <http://www.doe.mass.edu/ell/guidance/>. New guidance is reviewed and incorporated whenever it becomes available.

Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance, <http://www.doe.mass.edu/ele/sliffe/>

The HWRSD ELE Program also uses the WIDA standards and assessments. For more information, visit <https://wida.wisc.edu/>

Initial Identification and Placement of English Learners

The Massachusetts Department of Elementary and Secondary Education regulations

(G.L. c.71A) requires districts to identify and screen all incoming students who may be ELs. The district will screen any incoming student in grades K-12 whose Home Language Survey indicates their primary language or home language is a language other than English. The registration packet for each student at HWRSD includes a Home Language Survey.

Initial Screening:

- The Home Language Survey is included with all registration materials, completed by parents/guardians at registration.
- All Home Language Surveys indicating a language other than English are sent to the office of the Director of Student Services where a list of all students who need screening is generated and sent to the appropriate school principal and EL Tutor.
- EL Tutors review students' academic records, if available, for evidence of English proficiency. Students whose records provide evidence of English proficiency do not need to be screened. However, these students may and should be referred for assessment of their English proficiency at a later time if they are not academically successful or are underachieving due to inadequate proficiency in English.
- EL Tutors notify parents of the screening and screen students using the appropriate measure (WIDA Screener in grades 1-12 and WIDA-ACCESS Placement Test in kindergarten. See next section of handbook for more detail on assessments). This screening will take place within the first 20 days of school.
- For students entering the district after the first 20 days of school, screening should occur within 2 weeks (10 school days) of the student's entry.
- Students whose screening results do not meet the score for proficiency are identified as ELs. Appropriate language services are determined. Parents are sent a notification letter containing screening results, a description of the ELE program, service recommendations, and parental rights.

Initial Placement and Instructional Decisions

The EL Tutor will recommend to the Director of Student Services the appropriate level of language support needed by each identified EL. The amount of language support will be determined by students' English proficiency level and will be provided through either through a pull-out or push-in model.

ESL Instructional Time by Level

HWRSD provides ESL instruction according to state guidelines (a period = 45 minutes or longer):

- Students at the Foundational Level (WIDA Levels 1, 2, and 3 and ACCESS overall scores 1.0-2.4) receive at least two periods of daily ESL instruction.

- Students at the Transitional Level (WIDA Levels 4 and 5 and ACCESS scores 2.5 and higher) receive at least one period of daily ESL instruction.

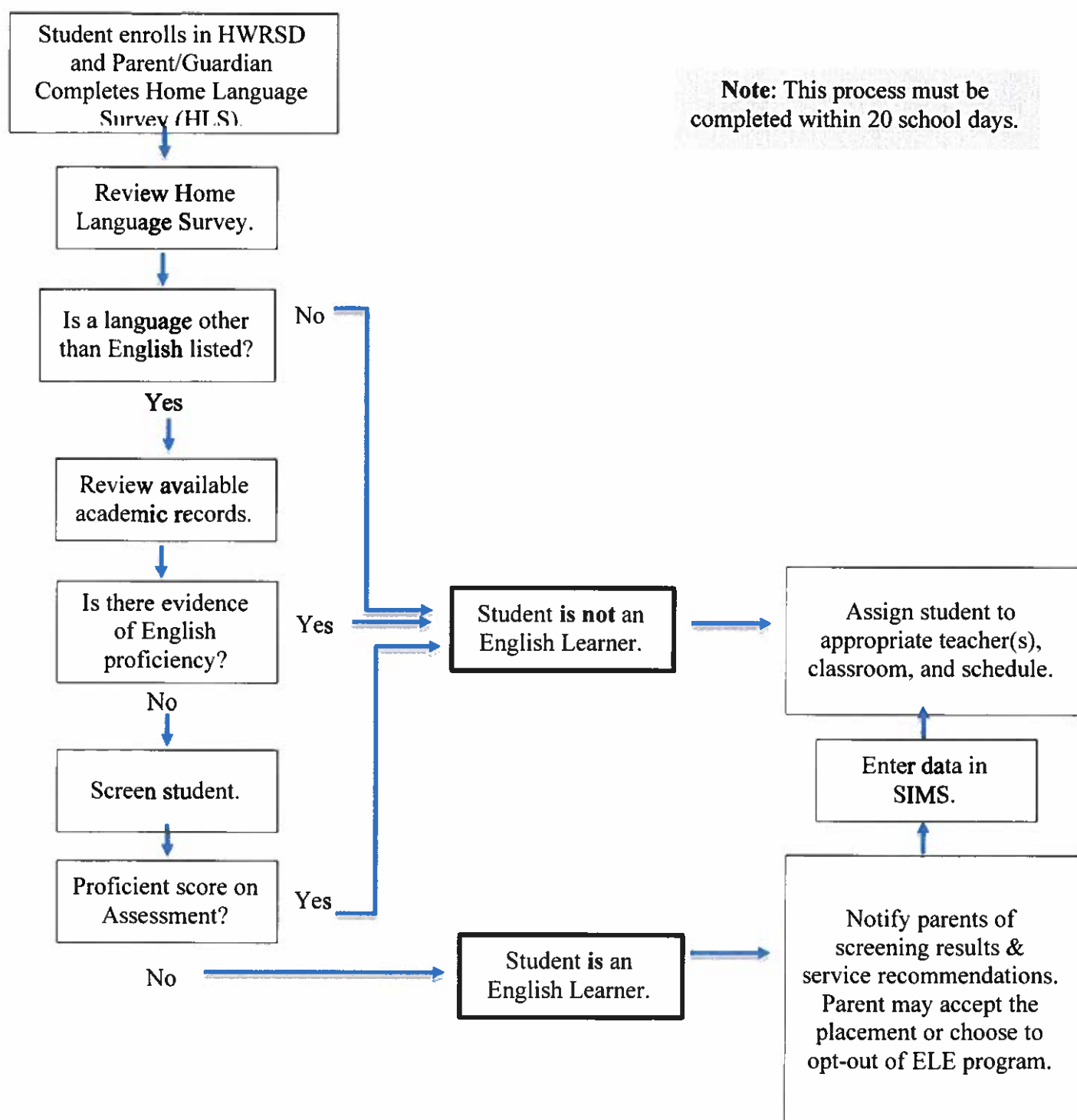
Results of the assessments and the recommended student support is shared with parents, the building principal, and the classroom teacher(s). It is also placed in the student's file and sent to the Director of Student Services. Any recommendations for tutoring must be approved by the Director of Student Services.

A parent may accept the placement in ELE program, or the parent may choose to opt-out (see details later in handbook and appendix for appropriate form).

Note Regarding Initial Identification of ELs in Pre-K

The district will identify and screen potential ELs in district Pre-K programs. This will be accomplished by reviewing the Home Language Survey and academic records, as with students in K-12. For the language proficiency assessment, the district will use a standardized screening instrument, the Pre-IPT, to assess English proficiency. The district will report all ELs in Pre-K to the Department of Education. EL Folders will be created for ELs in Pre-K, relevant documents will be filed, and parents will be notified.

EL Initial Identification and Placement Flowchart



Language Proficiency Assessments

The district uses multiple measures, at intervals, to assess and monitor students' English language proficiency and progress. The district's language proficiency assessments include:

WIDA Screener: The WIDA Screener is an English language proficiency assessment given to new students in grades 1-12 to help educators identify whether they are ELs. It can be administered at any time during the school year, by district EL Tutors.

Kindergarten W-APT (WIDA-ACCESS Placement Test): The Kindergarten W-APT is an English language proficiency screener given to incoming Kindergarteners to identify ELs. It assists educators in making identification, placement, and program decisions for ELs. Students will be screened by EL Tutors.

WIDA MODEL (Measure of Developing English Language): The WIDA MODEL is an English language proficiency assessment used as an interim assessment to help educators make instructional and placement decisions. It is administered by district EL Tutors up to two times per year.

WIDA ACCESS for ELLs (Assessing Comprehension and Communications in English State to State for English Language Learners): Measures the social and academic English language proficiency of ELs in four domains: speaking, listening, reading and writing.

Assessment	Purpose	Administration
WIDA Screener or W-APT	Screening	Within 20 days of start of school or 2 weeks of transfer
WIDA MODEL	Interim Assessment	Up to two times per year
WIDA ACCESS	Annual Progress	January-February

Records and Parent Notification

Results of all assessments will be sent home to parents and copies of the results will be placed in students' EL folders, as well as communicated to the Director of Student Services.

MCAS

ELs who are in their first year of enrollment in a U.S. public school have the option of taking the English Language Arts MCAS. However all ELs in the appropriate grades must participate in the Mathematics, and Science and Technology/Engineering tests. Accommodations provided to ELs must be documented using the *Documentation of MCAS Accommodations for an EL Student* located in the *Accessibility and Accommodations Manual for MCAS Tests and Retests*. The completed documentation form is filed in the EL Folder (orange) for each EL student receiving MCAS Accommodations.

Current ELs or students who were ELs may use only word to word dictionaries that have been approved by DESE for use during the MCAS. Approved dictionaries in Amharic, Chinese, Korean, Ukrainian, Dutch, and Romanian are available at the secondary level.

Information regarding requirements for participation of ELs in MCAS can be found at the following website <http://www.doe.mass.edu/mcas/participation/?section=lep>. MCAS 2.0 offers principal designated testing session accommodations for ELs. These should be reviewed annually.

Opting Out of ELE Program

Opting-Out

HWRSD encourages parents to allow their children to participate in our ELE program. However, by law, parents do have the right to decline their child's participation.

To opt-out, a parent must meet with the principal and EL Tutor. The EL Tutor will explain the services being declined, the potential impact of the decision, and answer any questions the parent may have. If the parent still wishes to opt-out, he/she must sign the required **Opt-Out Form** (see appendix).

Even when a parent has refused to allow his/her child to participate in the ELE program, the student will still be considered an EL for reporting purposes. The student is still required to participate in the state's annual language proficiency assessment (ACCESS for ELLs), and the parent will be notified of the results. The child will no longer receive ESL instruction, but the district will provide other types of support as well as monitor the student's progress so as to meet the student's language and academic needs. Approved opt-out decisions are only valid for one year and must be re-approved every academic year, using the same process and form described above.

If the district determines through monitoring that a student who has opted-out is not progressing, the classroom teacher, the Director of Student Services, the EL Tutor, and the building principal will meet, without delay, to ensure that the student's academic and language needs are being met.

The EL Tutor will continue to maintain/update the orange EL folder for students who have opted out of the ELE program. The folder will include all forms and documentation related to the decline of services, monitoring, and assessment.

Waivers

Parents have the right to request a waiver for an alternate placement or other educational program. General Laws Chapter 71A allow for waivers based on parental or an administrator's request under certain circumstances, by providing written informed consent.

1. Waivers are allowed for students under the age of 10, with parental consent, providing specific conditions are met:
 - The student has been placed in a general education classroom for at least 30 days prior to the parent's application for a waiver.
 - Documentation by school officials in no less than 250 words indicating the student has special and individual physical or psychological needs, separate from lack of English proficiency, that require an alternative course of educational study and inclusion of such documentation in the student's permanent school record (Appendix-G1).
 - Signatures of the Superintendent and principal authorizing the waiver application (Appendix-G2).
2. Waivers are allowed for students over the age of 10, with parental consent, when it is the informed belief of the principal and educational staff that an alternate course of educational study would be better for the student's overall educational progress and rapid acquisition of English:
 - Documentation by school officials in no less than 250 words indicating the student has special and individual physical or psychological needs, separate from lack of English proficiency, that require an alternative course of educational study and inclusion of such documentation in the student's permanent record.
 - Signatures of the Superintendent and principal authorizing the waiver application

Monitoring of English Learners

Language Proficiency Assessments

As noted earlier, the district annually assesses ELs using ACCESS for ELLs (based on WIDA English Language Development Standards) to measure their proficiency as well as the progress they are making. The ACCESS is administered in January – February and results are available in May-June.

The district also uses the WIDA MODEL as an interim assessment two times per year (or once per year if the student has taken a WIDA placement test or screener earlier in the year). The MODEL also supports the measuring and monitoring of progress of ELs.

Progress Reports

EL Tutors will complete and send home progress reports (see appendix) at regular intervals throughout the school year, matching the school's report card schedule. Progress reports will address growth relative to WIDA standards, as well as any new assessment results and/or instructional recommendations.

Annual Review

Prior to the end of the school year (typically in May-June), EL Tutors will evaluate each student's progress by gathering and reviewing:

- Results on Language Proficiency Assessments
- Results from state, district and classroom assessments
- Report cards and progress reports
- EL Tutor and Content Teacher observations

Based on the above information, EL Tutors will make recommendations to the Director of Student Services regarding the student's EL status and language support for the following school year. Parents will be notified and all relevant information about each EL will be placed in the student's EL folder. This process will occur at other times during the school year as needed.

EL Folders

EL Folders are meant to provide meaningful information related to a student's English language development, from initial identification through to the end of the FEL monitoring period.

An EL folder will be created by the EL Tutor for newly identified ELs or for students who transfer into the district and do not have an EL folder as part of their transfer records. The EL folder shall be stored within the students' cumulative/permanent record file. Orange colored folders will be used for EL folders and will be supplied by the Director of Student Services. At the beginning of the school year or as needed, EL Tutors should request from the Director of Student Services the number of folders needed.

EL Tutors are responsible for creating/maintaining/updating folders for all ELs and FELs. All folders must be kept current and contain all information indicated on the ***EL Folder Checklist*** and ***EL Assessment Tracking Form*** (see appendix). Folders will be randomly examined to ensure all required information is included in each folder.

Each folder shall be organized as follows:

- Front cover of folder: Log of Access to Student Records
- Inside cover (left side): Assessment Tracking Form
- Inside cover (right side): Folder Contents Checklist

Staff who remove or view a student's EL folder must sign the Log of Access to Student Records.

Criteria for Exiting Students in ELE Program

All ELs who achieve proficiency in English and can access all content knowledge without additional support will be identified and reclassified as Former English Learners (FELs).

Principals, Assistant Principals, teachers, parents, and EL Tutors may initiate consideration for exit from the ELE program. A team will review the information/data gathered in order to make a decision that is in the best educational interest of the student and meets exit criteria. The District will use the ***Reclassification Form*** contained in the appendix of this handbook to document this process and the decision made. A copy will be placed in the EL Folder.

Using ACCESS Scores and Other Relevant Data to Make a Reclassification Decision

Students with at least an overall score of 4.2 and a composite literacy score of 3.9 ***may have*** acquired enough English to be reclassified by the district as FELS if they are able to demonstrate the ability to perform ordinary class work in English by one or more of the following measures:

- The student's scores on locally-administered reading and other district assessments such as Fountas and Pinnell, iReady, DIBELS, formative and summative 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 *WIDA Performance Definitions* and the *Can Do Descriptors*
- The student's performance on MCAS

Written notification of the proposed exit decision will be sent to the parent along with a description of the rationale for exit. A copy of the parent notification shall be placed in the student's EL folder.

Former English Learners (FELs)

The academic performance of Former English Learners (FELs) who have exited from the ELE program are monitored for satisfactory academic performance for four school years.

EL Tutors will evaluate and document students' progress by reviewing students' recent report cards, scores on state and district assessments, and by speaking with classroom and/or content teachers. (See appendix for FEL monitoring forms.)

If a student fails to make academic progress after being classified as a FEL and a school-based team familiar with the student determines the declining academic progress is due to lack of English proficiency, then the student will be reclassified as an English Learner for purposes of the subsequent SIMS data collection. The district will implement appropriate procedures or assessments in order to determine whether additional interventions or other supports are needed, including further ESL instruction. Re-designation should reflect at least a three-month period of data gathering and observation.

At the Middle School and High School, the Guidance Department staff will share in the responsibility for monitoring FELs, both academically and socially.

Professional Development

The district will monitor teachers' and administrators' maintenance of and/or progress toward either the SEI Endorsement or ESL license.

The district will inform teachers of opportunities for professional development related to supporting the linguistic and cultural needs of ELs

Pathways to earning the SEI Endorsement:

For-cost SEI Endorsement Courses

Any educator who wishes to earn the SEI endorsement may enroll in an endorsement course for a cost through one of the state-approved vendors. Information about for-cost courses can be found at [For-Cost Courses webpage](#).

SEI MTEL

Educators who take and pass the SEI MTEL are eligible to receive the SEI Endorsement. Information about the test, including registration procedures and preparation materials, can be found at [SEI MTEL Information webpage](#).

Possession of an ESL license

Educators who possess an ESL license are automatically eligible for the SEI Endorsement and will receive it once they apply. Information about licensing can be found on the webpage for the [Office of Educator Licensure](#).

Transcript review

Educators who have previously completed graduate-level coursework that they believe may qualify them for the SEI Endorsement may request a transcript review from the Licensure Office.

For questions about transcript reviews or other license-related topics, please contact the Office of Educator Licensure at 781-338-6600.

Program Evaluation

In accordance with state requirements, HWRSD will evaluate the efficacy of its ELE program every two years. We will use the tool, titled *District ELE Program Evaluation*, available on the Department of Education's website (link below).

<http://www.doe.mass.edu/ele>

The evaluation will be completed by a team consisting of:

- The Director of Student Services
- Principal or Assistant Principal
- Regular Education Teacher
- EL Tutor(s)

Participation of the following additional staff will be considered:

- Special Education Teacher
- Guidance Counselor
- Parents or Parent Liaison
- Early Childhood Staff

APPENDICES

Home Language Survey

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HAMILTON-WENHAM

REGIONAL SCHOOL DISTRICT

5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

Home Language Survey

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

Student Information	
First Name	Middle Name
Last Name	
Gender <input type="checkbox"/> F <input type="checkbox"/> M	
Country of Birth	Date of Birth (mm/dd/yyyy)
Date first enrolled in ANY U.S. school (mm/dd/yyyy)	
School Information	
Start Date in New School (mm/dd/yyyy)	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 -grandparents, uncles, aunts, etc. - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
What language did your child first understand and speak? _____	Which language do you use most with your child? _____
How many years has the student been in U.S. Schools? (not including pre-kindergarten) _____	Which languages does your child use? (circle one) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
Will you require written information from school in your native language? Y <input type="checkbox"/> N <input type="checkbox"/>	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/>
If yes, what language? _____	If yes, what language? _____
Parent/Guardian Signature: X _____	_____/_____/20 Today's Date: (mm/dd/yyyy)



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**
5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

Parent Notification of Screening

Date: _____

Dear Parent(s)/Guardian(s) of: _____

Based on information from your Home Language Survey and/or information from your child's academic records, your child will be given an English language proficiency assessment. This assessment is used to gather information about the language needs of students who may be identified as English Learners.

The language proficiency assessment will be administered during the school day, and you will receive written notification of your child's results. It will help our district to determine your child's needs and to provide any needed support.

Please do not hesitate to email me at s.bucyk@hwschools.net if you have questions or concerns.

Sincerely,

Stacy Bucyk, M.Ed.
Director of Student Services

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

Parent Notification of English Learner (EL) Identification & English Learner Education (ELE) Program Eligibility

Date:

To the Parents of:

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, and the results are listed below. This letter explains whether your child is eligible for an English Language Education (ELE) program, describes the program, and explains your rights.

Student Information	
Student's Name:	Grade:
School:	Test Date:

Kindergarten W-APT (Administered to new K students and 1st Semester Grade 1 students)

	Listening	Speaking	Reading	Writing
Raw Score				
Proficiency Level				

WIDA Screener (Administered to students in 2nd Semester Grade 1 through Grade 12)

	Listening	Speaking	Reading	Writing	Oral Language	Literacy	Overall
Proficiency Level							

ELE Program Eligibility

- ☐ As a result of this assessment, your child was found to be an English Learner and the district proposes that your child be placed the English Language Education (ELE) Program.
- ☐ Your child was found not to be an English Learner and does not need an ELE program.

ELE Program Description

The ELE Program in our district consists of Sheltered English Immersion (SEI) and English as a Second Language (ESL) instruction. SEI involves the use of strategies to make content area instruction more understandable to English Learners and to promote English language development and content area academic language. ESL classes involve direct English language instruction focused on developing speaking, listening, reading, and writing skills in English.

Exit Criteria

When your child demonstrates proficiency in English, he or she will no longer be classified as an English Learner and will exit the ELE program. Students typically exit within six years, although some may exit sooner or later. 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.

Parent(s) Rights

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. 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 program. If you decide to decline placement of your child in or withdraw your child from an ELE program, please contact Stacy Bucyk, Director of Student Services, s.bucyk@hwschools.net

Parent Involvement

You are welcome to visit your child's school and to participate on any of the school's committees or activities or any district-wide opportunities. If you have any questions about your child's instructional placement, please do not hesitate to contact your child's principal or Stacy Bucyk, Director of Student Services, s.bucyk@hwschools.net.

Sincerely,

(EL Tutor)

The District does not discriminate in its programs, activities or employment practices based on race, color, national origin, religion, gender, gender identity, sexual orientation, age or disability.



HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT
5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

**Annual Notification of English Learner Identification &
English Learner Education Program Eligibility**

To the parents of: _____

Date: _____

The Massachusetts Department of Elementary and Secondary Education uses the WIDA ACCESS Test to annually assess identified English Learners' growth in English language proficiency in listening, speaking, reading, and writing.

Your child's ACCESS Test results are indicated below. Attached is the Parent Report of your child's performance on the ACCESS Test.

Test Date:	Speaking	Listening	Reading	Writing	Composite
Scaled Score					
Proficiency Level					

English Learner Status:

- ☐ Based on your child's ACCESS scores, he/she remains identified as an English Learner for the current school year.
- ☐ Based on your child's ACCESS scores, he/she is no longer identified as an English Learner.

English Language Education Program Eligibility:

- ☐ Based on your child's ACCESS scores, language support for the _____ school year is recommended.
- ☐ Based on your child's ACCESS scores, language support for the _____ school year is **not** recommended. Your child will be reclassified as a Former English Learner (FEL) and will be monitored for 4 years.

Program Descriptions:

EL Tutors provide direct English language instruction focused on developing speaking, listening, reading, and writing skills in English.

Exit Procedures:

Our goal is to exit students from ELE Program within 6 years. Parents are notified when their child exits the ELE program and is no longer identified as an EL.

Parent(s)' Rights:

You have the right decline placement of your child in the ELE program at any time. If you have any questions or concerns, please contact the Principal at your child's school.



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**

5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

PARENT(S)' CHOICE TO OPT OUT OF ENGLISH LANGUAGE EDUCATION PROGRAM

Student's Name: _____ Date: _____

School: _____ Grade: _____

The following is information regarding a parent or guardian's right to choose whether or not their child will participate in the English Language Education program in the Hamilton-Wenham Regional School District.

Parents may notify the district of their wish to have their child "opt out" of the program. The district will place the student in an English language general education classroom and place the parent's completed "opt-out" form in the student's Permanent record. The district encourages parents to allow their children to participate in the EL program for a limited time before they make a final determination to "opt out" of the program.

The Hamilton-Wenham Regional School District will continue to keep parents apprised of their child's progress. Federal law establishes a district's obligation to provide English Learners 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 he/she has an equal opportunity to have his or her English language and academic needs met.

After meeting with the Principal and EL Tutor at your child's school and discussing the possible implications of your decision, you may sign the bottom of this "opting out" form and return to your child's principal:

I, _____, the parent/guardian of _____,
hereby decline to have my child participate in the English Language Learner program in the
Hamilton-Wenham Regional School District. I understand that my child's progress will be
monitored and alternative educational plans may be developed to make sure his/her academic
and language needs are being addressed.

Student's Name: _____

Grade Level: _____

Parent Signature: _____

Date: _____



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**
5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

Parent Interview Form

Once a student has been identified as an English Learner (following review of HLS, academic records, and screening), this form may be used to gather additional information when speaking with a parent or guardian.

Family Interview (to be optionally completed by EL coordinator or tutor, not by the parent/guardian)				
Interviewed by:				<input type="checkbox"/> Face to Face Interview <input type="checkbox"/> Telephone Interview
Date:		Phone:		
Name of student:				Age: <input type="text"/>
Student's Date of Birth:				
Student's Date of Entry to U.S.:				
Does the Student Have an IEP?	<input type="checkbox"/> YES <input type="checkbox"/> NO			
Does the Student Have a 504 Plan?	<input type="checkbox"/> YES <input type="checkbox"/> NO			
Name of Parent/Guardian:				
Country of Origin:	Parent			
	Student			
Do you need school information translated?				
Do you require an interpreter for school meetings or functions?				
Has your child ever repeated a grade? If so, when?				
Has your child ever received specialized language services (ESL, Bilingual Education)?				
Has the student ever received specialized academic services (Special Education, tutoring, or other intervention)?				
Has your child been absent for more than 15 days during a school year? If so, when and why?				

Does your child read and write in their native language?	
Is there anything else about your child you'd like to share?	

Complete the following table for the student. Indicate if the student changed schools, states, or countries during a school year.

Grade	State	Country	Primary Language of Instruction
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**
5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

English Language Education Program Reclassification/Exit Form

Name:	SASID#	Date of Birth:
School:	Grade:	Reclassification Date:

Reclassification Criteria	Meets Criteria	Does Not Meet Criteria
Earned at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs 2.0		Students who do not have an overall score of 4.2 and a composite literacy score of 3.9 cannot be considered for reclassification based on the other relevant data.
Demonstrates the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data. Data used:		

Comments:

Other Relevant Data:

School-based teams must also evaluate and consider a range of evidence of the student's performance, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);
- the student's scores on locally-administered diagnostic language assessments;
- the student's academic grades;
- the written observations and recommendations documented by the student's classroom teachers; and
- the student's performance on MCAS content area tests.



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**

5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

Notification of English Language Education Program Exit

Date:

To the Parent or Guardian of:

Based on a review of your child's English Language testing results, school performance, and teacher recommendations, I am reclassifying _____ from English Learner (EL) to Former English Learner (FEL).

Reclassification means that your child has achieved a level of English proficiency that will enable him/her to do classroom work in English without additional support. Your child's academic progress will be monitored for the next four school years to make sure he/she continues to do well. Your child's progress is commendable.

Congratulations!

Sincerely,

Principal

**PLEASE SIGN BELOW ON BOTH COPIES.
RETURN ONE COPY OF THIS FORM TO SCHOOL,
AND KEEP THE OTHER COPY FOR YOUR RECORDS.**

I understand that my child _____ will no longer be in the
ELE program. Child's Name

Parent/Guardian Signature: _____

Date: _____

ENGLISH LANGUAGE LEARNER PROGRAM
MONITORING FORM FOR RECLASSIFIED STUDENTS – GRADES K-5

SCHOOL: _____

Note: Form is made up of two portions. The first portion should be completed at the end of January. The second portion should be completed at the end of the academic year. Original should be kept in the student's ELL folder within the permanent file with copies to the ELL Tutor.

Student Name: _____

Grade: _____

Monitoring Year _____

Teacher: _____

Absences: _____

Tardies: _____

*Grades: _____

Reading _____

Writing _____

Math _____

Science _____

Social Science _____

*The grade is the average of the scores from the report card for each content area.

ARE THERE ANY AREAS OF CONCERN?

☐ Behavior ☐ Homework ☐ Test Scores ☐ English ☐ Reading ☐ Writing ☐ Math ☐ Science ☐ Social Science
☐ Participation ☐ Preparation ☐ Attendance ☐ Other (specify) _____

Interventions/Concerns:

Date

Complete
after first half
of academic
year

Recommendations for continued academic progress (if applicable):

Teacher's signature: _____

Principal's Signature: _____

ELL Tutor/Evaluator's signature: _____

Interventions/Concerns:

Date

Complete at
end of
academic
year

Recommendations for continued academic progress (if applicable):

Teacher's signature: _____

Principal's Signature: _____

ELL Tutor/Evaluator's signature: _____

ENGLISH LANGUAGE LEARNER PROGRAM
MONITORING FORM FOR RECLASSIFIED STUDENTS – GRADES 6-12

SCHOOL: _____

Note: Form is made up of two portions. The first portion should be completed at the end of first grading period. The second portion should be completed at the end of the academic year. Original should be kept in the student's ELL folder within the permanent file with copies to ELL tutors. Make multiple copies and give one to each teacher who instructs the student.

Student Name: _____

Grade: _____

Number of years in district: _____

Monitoring Year _____

Teacher: _____

Period: _____

Absences: _____

Tardies: _____

Course Title: _____

Current Grading Period _____

TEST SCORES		HOMEWORK		PARTICIPATION		PREPARATION		BEHAVIOR	
Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory

Comments/Interventions/Recommendations:

Signatures:

Teacher: _____

ELL Tutor/Evaluator: _____

School Administrator: _____

Date: _____

Date: _____

Date: _____

TEST SCORES		HOMEWORK		PARTICIPATION		PREPARATION		BEHAVIOR	
Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory	Satisfactory	Unsatisfactory

Comments/Interventions/Recommendations:

Signatures:

Teacher: _____

ELL Tutor/Evaluator: _____

School Administrator: _____

Date: _____

Date: _____

Date: _____



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**
5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

English Learner Progress Report

Student Name	
Grade	
School	
Date	

WIDA English Language Proficiency Levels

Proficiency Level		Description
1	Entering	Knows and uses minimal social language and minimal academic language with support
2	Emerging	Knows and uses some social English and general academic language with support
3	Developing	Knows and uses social English and some specific academic language with support
4	Expanding	Knows and uses social English and some technical academic language
5	Bridging	Knows and uses social and academic language working with grade level material
6	Reaching	Knows and uses social and academic language at the highest level

ACCESS Score: _____ ACCESS Date: _____

Comments:

(ELE Teacher)



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**
5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

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

Students Under 10 years of Age

A. Background Information

1. Name of student		
2. Date of birth		
3. Date student was placed in an English language classroom		
4. Date parent(s) or legal guardian(s) visited school to apply for waiver (at least 30 calendar days after student was placed in an English language classroom)		

B. Parent or Guardian Informed Consent

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

C. Determination Regarding Waiver Request

1. Waiver request approved (school officials must sign this form and complete Attachment B) It is our informed belief that an alternate course of educational study is better suited to the student's overall educational progress and rapid acquisition of English. The student will be placed in a transitional bilingual class or another type of language support (describe)

on _____
date

Superintendent's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

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

It is our informed belief that an alternate course of educational study would not be better suited to the student's overall educational progress and rapid acquisition of English.

Superintendent's Signature: _____ Date: _____

Principal's Signature: _____ 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? ☐ Yes ☐ No. If yes, what was the final determination of the school officials?



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**

5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

G.L. c. 71A Program Waiver

Parent or Guardian Informed Consent Form*

Students Under 10 Years of Age

Attachment A

I knowingly and voluntarily request that my child receive a waiver from the requirements of G.L.c.71A, as amended ("Question 2"). I understand that if school officials grant my waiver request my child will receive bilingual instruction or some other type of language support rather than sheltered English immersion instruction. Upon my personal visit to the school, school officials provided me with a full description, in a language that I understand, of the educational materials to be used in the different educational program choices and of all the educational opportunities available to my child.

Based on this information, which I have read and understood, I am requesting a program waiver for my child for the current school year. I have been fully informed of my right not to apply for or agree to a program waiver.

Child's Name

Date of Birth

School

Parent/Guardian Signature

Parent/Guardian Signature

Date

Date

*If the Parent and Guardian Informed Consent Form is provided in a language other than English, attach that form to the waiver application.

Approved Waivers for Students 10 Years of Age and Older

Instructions: School officials must provide documentation of the student's special and individual physical or psychological needs, separate from lack of English proficiency, that makes an alternative course of educational study better suited to the student's overall educational development and rapid acquisition of English. The documentation must be attached to the signed Program Waiver Application Form and a copy placed in the student's permanent record.



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Approved Waivers for

Students *Under 10 years of Age*

Attachment B

Instructions: School officials must provide documentation in no less than 250 words of the student's special and individual physical or psychological needs, separate from lack of English proficiency, that make an alternative course of educational study better suited to the student's overall educational development and rapid acquisition of English. The documentation must be attached to the signed Program Waiver Application Form and a copy placed in the student's permanent record.

Child's Name

Date of Birth

School

Principals' Signature: _____

Date: _____

Superintendent's Signature: _____

Date: _____

To be completed by Principal



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**
5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

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

Students 10 years of Age and Older

A. Background Information

1. Name of student			
2. Date of birth			
3. Date parent(s) or legal guardian(s) visited school to apply for waiver			

B. Parent or Guardian Informed Consent

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

C. Determination Regarding Waiver Request

1. Waiver request approved (school officials must sign this form and complete Attachment D)

It is our informed belief that an alternate course of educational study is better suited to the student's overall educational progress and rapid acquisition of English. The student will be placed in a transitional bilingual class or another type of language support (describe)

on _____
date

Superintendent's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

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

*It is our informed belief that an alternate course of educational study would **not** be better suited to the student's overall educational progress and rapid acquisition of English.*

Superintendent's Signature: _____ Date: _____

Principal's Signature: _____ 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? ☐ Yes ☐ No. If yes, what was the final determination of the school officials?



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**
5 SCHOOL STREET WENHAM MA TEL. 978-468-5303

G.L. c. 71A Program Waiver

Parent or Guardian Informed Consent Form*

Students 10 years of Age and Older

Attachment C

I knowingly and voluntarily request that my child receive a waiver from the requirements of G.L.c.71A, as amended ("Question 2"). I understand that if school officials grant my waiver request my child will receive bilingual instruction or some other type of language support rather than sheltered English immersion instruction. Upon my personal visit to the school, school officials provided me with a full description, in a language that I understand, of the educational materials to be used in the different educational program choices and of all the educational opportunities available to my child.

Based on this information, which I have read and understood, I am requesting a program waiver for my child for the current school year. I have been fully informed of my right not to apply for or agree to a program waiver.

Child's Name

Date of Birth

School

Parent/Guardian Signature

Parent/Guardian Signature

Date

Date

*If the Parent and Guardian Informed Consent Form is provided in a language other than English, attach that form to the waiver application.

Approved Waivers for Students 10 Years of Age and Older

Instructions: School officials must provide documentation of the student's special and individual physical or psychological needs, separate from lack of English proficiency, that makes an alternative course of educational study better suited to the student's overall educational development and rapid acquisition of English. The documentation must be attached to the signed Program Waiver Application Form and a copy placed in the student's permanent record.



HAMILTON-WENHAM REGIONAL SCHOOL DISTRICT

Approved Waivers for

Students 10 years of Age and Older

Attachment D

Instructions: School officials must provide documentation in no less than 250 words of the student's special and individual physical or psychological needs, separate from lack of English proficiency, that makes an alternative course of educational study better suited to the student's overall educational development and rapid acquisition of English. The documentation must be attached to the signed Program Waiver Application Form and a copy placed in the student's permanent record.

Child's Name

Date of Birth

School

Superintendent's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____

To be completed by Principal

Hamilton-Wenham 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)						
REPORT CARD(S)						
OPT-OUT FORM (IF APPLICABLE)						
END OF THE YEAR TEAM MEETING DECISIONS						
FOLLOW-UP MONITORING (IF APPLICABLE)						
PREVIOUS SCHOOL EXPERIENCE						
INDIVIDUALIZED LEARNING PLANS (OPTIONAL)						

Note: Districts may keep some of the documents above electronically or in students' cumulative folders.



**HAMILTON-WENHAM
REGIONAL SCHOOL DISTRICT**
5 SCHOOL STREET WENHAM MA TEL 978-468-5303

English Learner: Log of Access to Student Records

Department of Education Regulation #603 CMR 23.07: Access to Student Records

- (1) Log of Access. A log shall be kept as part of each student's record. If parts of the student record are separately located, a separate log shall be kept with each part. The log shall indicate all persons who have obtained access to the student record, stating: the name, position and signature of the person releasing the information; the name, position and, if a third party, the affiliation if any, of the person who is to receive the information; the date of access; the parts of the record to which access was obtained; and the purpose of such access. Unless student record information is to be deleted or released, this log requirement shall not apply to: (a) authorized school personnel under 603 CMR 23.02(9)(a) who inspect the student record; (b) administrative office staff and clerical personnel under 603 CMR 23.02(9)(b), who add information to or obtain access to the student record; and (c) school nurses who inspect the student health record.

Name of Student	Name of Person Accessing Record	Position	Signature	Date of Access	Purpose of Access/ Parts of Record Accessed

If this is a third party access to student information please fill out the following IN ADDITION TO THE ABOVE INFORMATION:

Name of Student	Affiliation with Student	Date of Access

Form to be placed on cover of student's EL folder

SLIFE Pre-Screener

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

Directions: School personnel should complete the first box below after the Home Language Survey (HLS) and English Language Proficiency (ELP) assessment results are evaluated, but prior to meeting with the student.

District: _____ School: _____ Date of interview: _____ Location of interview: _____ Interviewer Name: _____ Title: _____ Location: _____ Interviewee: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Other Interview Language: _____ Interpreter Name: _____ Student Name: _____ SASID: _____ Date of Birth: _____ Gender: _____	Notes:
---	--------

If all four items are checked, then administer literacy and numeracy diagnostics.

		Criterion	Notes
1.	<input type="checkbox"/>	Identified as English learner in DOE025 SIMS field	
2.	<input type="checkbox"/>	Aged 8 to 21 years	
3.	<input type="checkbox"/>	EL entered a school in the U.S. after grade 2 OR Exited the United States for six months or more and did not attend school.	
4. ⁷	<input type="checkbox"/>	Extent of prior exposure to formal schooling is characterized by a. no formal schooling OR b. interruptions in formal schooling OR c. consistent, but limited formal schooling	

⁷ Refer to Formal Schooling in Appendix B: Glossary of Terms

SLIFE Interview

Directions: School personnel should complete the box below prior to the interview.

District: _____ School: _____ Date of interview: _____ Location of interview: _____ Interviewer Name: _____ Title: _____ Location: _____ Interviewee: <input type="checkbox"/> Student <input type="checkbox"/> Parent <input type="checkbox"/> Other Interview Language: _____ Interpreter Name: _____ Student Name: _____ SASID: _____ Date of Birth: _____ Gender: _____	Notes:
---	--------

Directions: Conduct the interview when developing the student's individual learning plan. Complete with the student and, if applicable, parent(s). Conduct outside the instructional school day. The interviewer should be a qualified professional who is proficient in English and in the student's home language, or the school should arrange for an interpreter to be present.

Personal Information

Who raised you? Until what age?	
Who do you live with now?	
Who came with you to the U.S.?	
Describe your country/home.	

Prior School Practices

How old were you when you started school?	
How many years did you attend school? (suggestion- list each year of schooling). How many hours each day?	
Did you ever attend school in the United States? If yes, when and for how long?	
Where did you go to school?	
What was your favorite subject?	
Did you always attend school? Are there times you did not attend school? For how long? Why?	
When did you stop going to school? Date? Year?	

Language Literacy / Numeracy / Technology Practices

Did you have books at school? What kind of books?	
Do you like to read/draw/write?	
What is your favorite book/magazine/website?	
What do you use math for in your daily life? Do you like Math?	
Do you have a computer/cell phone?	

Directions: *The following will help educators place students in electives and programs:*

Outside Interests/Future Plans

What do you like to do outside of school? Eg., sports, music, crafts, art, work, cook, babysit?	
What are your goals as a student?	
Do you work now? What do you do?	
What work would you like to do after high school? Would you like to go to college?	
Are you interested in attending clubs and/or playing a school sport after school?	

SLIFE Student Success Plan

EL Student Success Plan 20XX-20XX

Hamilton-Wenham Regional School District Elementary/Middle/High School

Family Name: _____ First Name: _____

Birth date: _____ SASID: _____ Grade: _____

Country of Origin: _____

Language(s): oral: _____ written: _____

Student is SLIFE: Yes / No

Type of ELE program: <input type="checkbox"/> SEI <input type="checkbox"/> TBE <input type="checkbox"/> TWI <input type="checkbox"/> Newcomer <input type="checkbox"/> ESL class <input type="checkbox"/> pull-out <input type="checkbox"/> push-in <input type="checkbox"/> _____ periods of ESL ⁸ <input type="checkbox"/> Other _____	<input type="checkbox"/> SEI ⁹ Content areas: _____ _____ _____	Type of support: <input type="checkbox"/> para in-class support (circle: SPED, language, content) <input type="checkbox"/> Title I Reading <input type="checkbox"/> Title I Math <input type="checkbox"/> Literacy Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Math <input type="checkbox"/> Title III describe: _____ <input type="checkbox"/> Other: _____
--	---	--

Language Accommodations (MCAS): _____

IEP Goals: _____

IEP Accommodations: _____

Educator overseeing plan: _____

SSP Team Members: _____

Attachments: ☐ intake assessments ☐ home language surveys ☐ MCAS ☐ ACCESS/Alt ACCESS

☐ local assessments ☐ teacher input ☐ other

⁸ ESL, Newcomer, SLIFE, TWI, and TBE may only be taught by an appropriately licensed instructor.

⁹ No core academic teacher can be assigned to provide SCI to an EL unless the teacher holds the SEI Teacher Endorsement or will obtain it within one year. The district must make every reasonable effort to avoid assigning an EL to more than one non-endorsed core academic teacher during the student's enrollment in the district.

Student created self-description and goals:

Notes: What do we need to know about this student? What are her/his funds of knowledge, current learning goals? How is s/he adjusting to school, what interests or motivates him/her, what is her/his family situation, etc.?

ELP Benchmarks: Prior ACCESS/Alt ACCESS* level and year _____
Difficulty Index (ACCESS only) _____ ACCESS/Alt ACCESS* target (ACCESS only) _____

*Alt ACCESS takers will have demonstrated progress if they increase proficiency level in one or more subdomains of the Alt ACCESS. They will not receive a Difficulty Index or ACCESS target as both are calculated only for ACCESS.

Quick peek: MCAS Math and year _____ MCAS ELA and year _____
MCAS Science and year _____

Local Assessments/measures and when given:

School Interventions: Interventions for ELs include tiered systems of support - small group instruction, literacy instruction, etc. ESL is *not* an intervention.

Subject	Specific Goals	Intervention / Strategies	Intervention Monitoring Date	Monitoring Status	
				Sufficient Progress	Comments
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	
				<input type="checkbox"/>	

