

**North Middlesex Regional School
District**

**English Language Learner
Program Manual for
Administrators**

English Language Learners Workgroup



**2011
Update**

Introduction to the North Middlesex Regional English Language Learner Program	4
Title VI of the Federal Civil Rights Act	4
Identification of English Language Learners	5
Registration.....	6
Required Documents	6
New Home Owners	6
Established Home Owners:	6
Identification, Registration, Assessment and Enrollment	6
Assessment for English Language Proficiency	6
No single assessment instrument	7
Sheltered English Immersion `	7
Using MEPA results to Plan Instructional Programming for LEP and FLEP Student Monitoring	8
Using All Available Information to Make Instructional Decisions for LEP Students.....	8
Step 1: Review MEPA Results	9
Step 2: Review other available student data collected by the district and/or provided by the Department	11
Step 3: Plan an instructional program for the LEP student.....	11
Recommended Instructional Programming for LEP Students at Each MEPA Performance Level	12
DESE Guidance on MEPA Testing for Students in Grades 1-2	15
Annual Monitoring of ELL Students.....	17
ELLs in grades K-12	17
ELLs in grades 3-12.....	17
Monitoring of Students who have exited from the ELL program	18
Enrollment.....	19
Program Refusal.....	19
Waivers	19
Placement	19
Counseling	19
Parent-Teacher Conferences	19

Parent Notification.....	19
Records of ELL students	20
Enrollment of an Existing Student.....	20
Exit Criteria for ELL Students	20
Criteria for Exiting / Reclassifying ELL Students 6-12.....	21
APPENDIX A: MEPA Performance Levels as Described in the <i>MEPA PARENT/GUARDIAN REPORT</i>	22
Appendix B NMRSD Forms for ELL Program	32
Enrollment Letter to Parents/Guardians for New Student to the ELL Program	32
Enrollment Letter to Parents/Guardians of an Existing Student in NMRSD	34
Letter to Parents/Guardians Informing Them of a Change in ELL Student Status.....	35
Letter to Parents/Guardians Informing Them of a Continuation of Enrollment in the ELL Program.....	36
Letter to Parents/Guardians Informing Them of Their Right to Request a Waiver to Provide an Alternative to the English Immersion Model.....	37
School District Program Waiver Application Form for English Learners	38
G.L. c. 71A School District Program Waiver Application Form for English Learners.....	39
Approved Waivers for Students Under 10 Years of Age	40
G.L. c. 71A School District Program Waiver Application Form for English Learners.....	42
Letter to Parents/Guardians of Children Who Have Been Evaluated as Limited English Proficient	43
Letter to Parents/Guardians of Kindergarten Children.....	44
Letter to Parents/Guardians Informing Them That ELL Students' Are Reviewed Annually .	45
Letter to Parents/Guardians Informing Them That ELL Services Are No Longer Required Because of Their Child's Level of Competency in English	46
School Form to Report FLEP Elementary and Middle School Student's Progress for Two Years after Program Exit.....	47
School Form to Report FLEP Student's Progress for Two Years after Program Exit	48

Introduction to the North Middlesex Regional English Language Learner Program

North Middlesex Regional School District (NMRSD) is committed to providing a quality education to each child. NMRSD is a low incidence ELL district with a population of less than 20 students with a specific language group. It is important that we provide English Language Learners (ELL) students or Limited English Proficient Students (LEP) with the appropriate opportunity to become proficient in English and provide access to the curriculum. Because some ELL and LEP students do not have a strong base of literacy or fluency in their first language, they need to develop essential language skills in speaking, listening, reading and writing in English. To accomplish these goals, ELL students will receive individual tutoring and Sheltered English Instruction (SEI) in classrooms in accordance with state and federal laws. SEI addresses the concepts and skills as defined in the curriculum and assists students with language development.

Title VI of the Federal Civil Rights Act **does not permit time limitation of services for English Language Learners and requires that ELLs be provided language support services until they are proficient enough in English to participate meaningfully in the district's education program.**

NMRSD Statement of Non-Discrimination

The North Middlesex Regional School District ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, religion, national origin, sex or sexual orientation, (M.G.L. c. 151B and 151C, Title VI, Title VII and Title IX), or on the basis of disability (Section 504 of the Rehabilitation Act of 1973/ADA). In addition, the North Middlesex Regional School District does not discriminate against its employees on the basis of age (M.G.L. 151B/ADEA) or on the basis of veteran's status.

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 71 A, integration means students receiving services are engaged in meaningful learning activities with their peers

SEI Sheltered English Immersion – 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 of child according to the SIMS data element. Students requiring services are labeled as LEP, students who no longer receive services (ELL) are coded as FLEP.

Native Language First language of the learner

ELPBO English Language Proficiency Benchmarks and Outcomes – to be used as a basis for developing curriculum and programs for ELLs

Identification of English Language Learners

All students entering NMRSD whose home language includes a language other than English must be tested for English language proficiency. (G.L.c.71A, sec. 4, 5 – “The district has procedures that actively seek to identify limited English proficient students.” – Coordinated Program Review Procedures –Massachusetts Department of Education).

Definition of a Student of Limited English-Speaking Ability:

- (1) 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
- (2) A student who was born in the United States of parents who speak a language other than English at home and who is incapable of performing ordinary class work in English.

Other terms often used to describe children of limited English-speaking ability:

- English Language Learner (ELL)
- Limited English Proficient (LEP)
- Non-English Speaker (NES)
- English as a Second Language (ESL)

Registration

School secretaries and all other school personnel should ask all parents if a language other than English is spoken at home or administer the home language survey. It is available in many languages at: <http://www.doe.mass.edu/ell/hlsurvey> . It is critical that we ask everyone, so that parents do not feel that we are judging them because of accent or appearance. Parents are required to bring their child/children and the following documents to the office when registering:

Required Documents

1. Student birth certificate or passport
2. Immunization Records
3. Proof of Residency

New Home Owners:

1. Executed Purchase and Sales Agreement with closing date and mortgage payment.
2. Actual move-in within 3-4 weeks of closing date.
3. Current car insurance statement; excise tax bill; valid driver's license.

Established Home Owners:

1. Two current utility bills: gas, oil, electric, telephone, cable.
2. d. Renters:
 - a. A formal rental or lease agreement indicating the number and names of tenants.
 - b. Dates of lease with both property owner and tenant signatures are required.
 - c. Tenant-at-Will lease agreement indicating the number and names of tenants.Home visit to follow registration.

Notarized letters will not be accepted in lieu of a lease: Lease for apartment or Purchase and Sales agreement for home/ or deed in North Middlesex Public Schools

Identification, Registration, Assessment and Enrollment

Guardianship: If a family member other than the parent resides in Townsend, Pepperell or Ashby and the student will live with that family then they must provide Legal Guardianship paperwork (which must be notarized.)

Age at time of entry: Students will be placed according to the age entrance policy of NMRSD. Students may not enter NMRSD if they have already graduated from a high school outside the United States.

SIMS Data Entry: The ELL Program secretary will register all identified ELLs into SIMS. School secretaries will enter the information into SIMS if a student is **not enrolled** in ELL.

Assessment for English Language Proficiency

At the time of registration, students are given an assessment of English language proficiency. The assessment results from any of the instruments indicated below are to be used as resources and guides when making decisions for placement into or exiting from department programs. In

addition, results of district, state, and school-based assessments should also be used in providing additional information on the academic performance of the student.

No single assessment instrument is to be used for identification or reclassification of students. Teacher recommendation and student performance should be given strong consideration in all decisions regarding classification issues.

Grade Test Levels Determined For PreK-1

Pre LAS English Oral Language Development and/or Pre-literacy skills

2 - 12 LAS Links Reading, Writing, Speaking, Listening

2 - 8 RIGBY English Proficiency Assessment

PreK-12 MELA-O English Oral Language Proficiency

Reading, Writing, Speaking, Listening 2 – 12

Writing Samples: Progression of writing skills

PreK-12 MELA-O English Oral Language Proficiency

3-12 MEPA English Reading and Writing Development for ELLs

3-12 MCAS Content /English academic achievement

Grade level regular education work

Descriptions of Assessments

- **Pre-Language Assessment Scales (Pre-LAS - Oral)** is a proficiency assessment consisting of an oral language component and pre-literacy component for four, five and six year olds. It measures both receptive and expressive language.
- **LAS Links** is an initial language assessment that helps evaluate English language proficiency in the areas of reading, writing, listening, and speaking.
- **RIGBY** is used to assess academic language proficiency. It is used primarily for students entering grades 1-8.
- **Writing Samples-** Student writing samples are also used as part of the initial placement process.

Sheltered English Immersion

Children who are English learners shall be educated through sheltered English immersion during a temporary transition period not normally intended to exceed one school year, provided, however, that kindergarten English learners shall be educated either in sheltered English immersion or English language mainstream classrooms with assistance in English language acquisition, including, but not limited to, English as a second language, so-called. Local schools shall be permitted but not required to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools shall be encouraged to mix

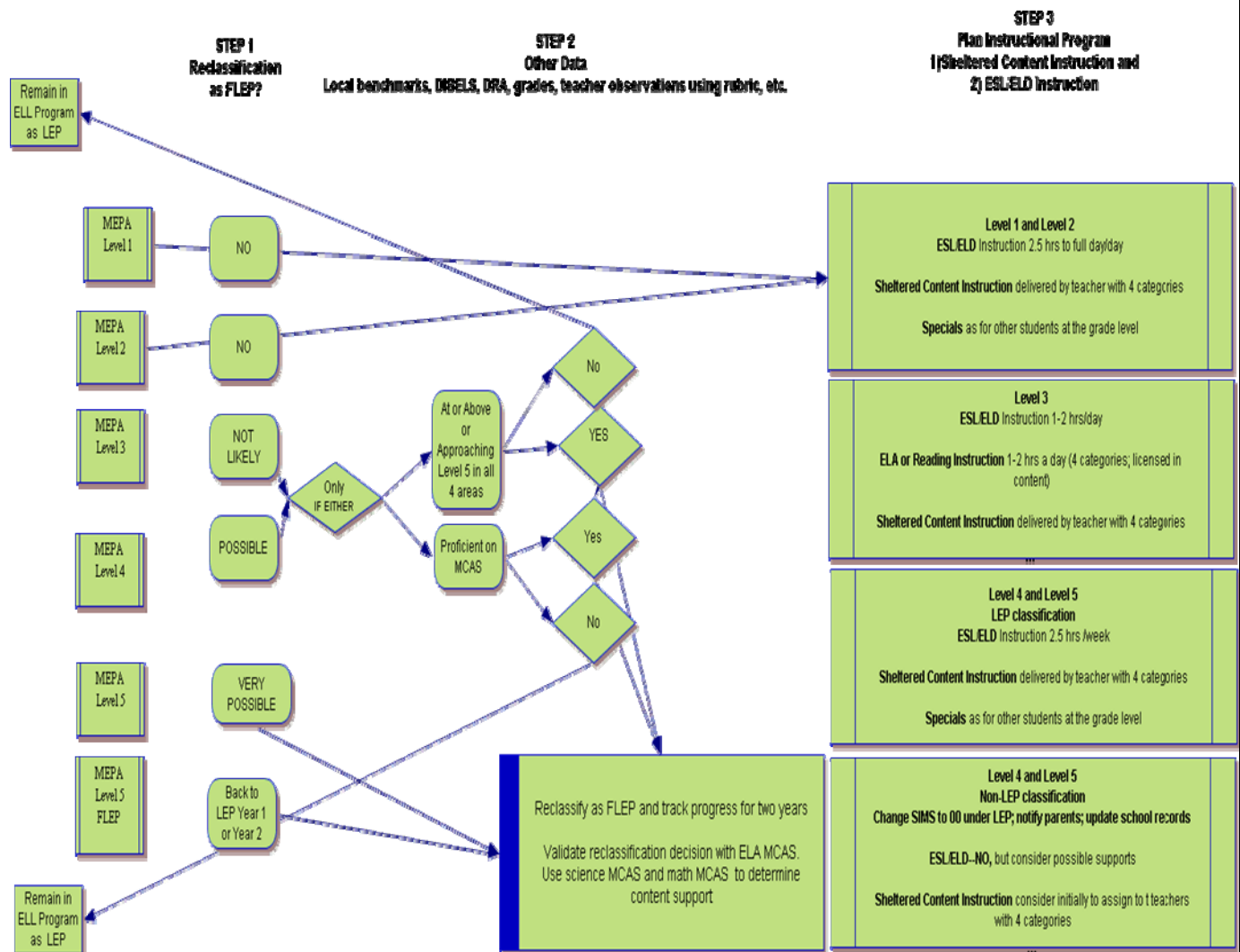
in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners acquire a good working knowledge of English and are able to do regular schoolwork in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms.

Using MEPA results to Plan Instructional Programming for LEP and FLEP Student Monitoring

Using All Available Information to Make Instructional Decisions for LEP Students

The following steps are recommended for evaluating the educational needs of LEP students and in making reclassification decisions for LEP students. It may be useful to collect relevant data and information for each student in an individual student record or folder for use by the school-based team.

The diagram below summarizes the procedure recommended by the DESE in September 2009.



Step 1: Review MEPA Results

The general guidelines found in Table 1 should be used to make reclassification decisions for each student, based on MEPA results and other data. If the student is not reclassified from LEP to non-LEP, a SEI program and ESL instruction must be designed for the student by the school-based team, using guidance provided in Step 3, unless a waiver is sought for a Transitional Bilingual Education (TBE) or other program model.

Table 1.

Reclassification recommendations for ELL students based on MEPA results

MEPA Performance Level	Reclassification recommendations
<ul style="list-style-type: none"> • <i>Level 1</i> • <i>Level 2</i> 	<p>Student is not a candidate for reclassification from current LEP status to non-LEP.</p>
<ul style="list-style-type: none"> • <i>Level 3</i> 	<p>Student is not a likely candidate for reclassification. However, students performing at Level 3 may be considered for reclassification if they meet either of the two criteria listed below <u>and</u> demonstrate that they are able to perform ordinary class work in English, as indicated by one or more of the measures listed in Step 2 on the following page:</p> <ul style="list-style-type: none"> a) student’s MEPA score is either “At or Above” or “Approaching” the performance of a student at the beginning of <i>Level 5</i> in all four tested areas, according to MEPA results b) student scored Proficient on MCAS ELA <p>The number of students at <i>Level 3</i> who meet these criteria will likely be very small.</p>
<ul style="list-style-type: none"> • <i>Level 4</i> 	<p>A number of students at Level 4 may be ready for reclassification, if they meet either of the two criteria listed below <u>and</u> demonstrate they are able to perform ordinary class work in English, as indicated by one or more of the measures listed in Step 2 on the following page:</p> <ul style="list-style-type: none"> a) student’s MEPA score is either “At or Above” or “Approaching” the performance of a student at the beginning of <i>Level 5</i> in all four tested areas, according to MEPA results b) student scored Proficient on MCAS ELA
<ul style="list-style-type: none"> • <i>Level 5</i> 	<p>Reclassification of the student is recommended from LEP status to non-LEP if the student also meets one or more of the measures listed in Step 2 on the following page. Once reclassified, the student’s academic performance must be monitored for two years.</p>

Step 2: Review other available student data collected by the district and/or provided by the Department

In addition to MEPA results, educators should evaluate and consider a range of other evidence of the student's performance collected by the district in making decisions about instructional programming and reclassification of a student as non-LEP, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, or Stanford 9
- 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 new MEPA *performance level descriptors found in Appendices A and B, which describe the general characteristics of students performing at each MEPA performance level in the four areas of reading, writing, speaking, and listening.*
- student performance on other MCAS content area tests.

Unless a LEP student did not participate in MCAS ELA testing either because he or she is a student in kindergarten through grade 2, or is a first-year LEP student and was not required to participate, MCAS ELA results should be used to support and validate the preliminary decisions made each spring to plan the student's instructional programming and whether to continue to report the student as LEP.

It will also be important to determine the level of support, if any, needed by the student during instruction in other content areas, and whether scores of Warning/Failing on MCAS mathematics and science and technology/engineering tests are due to language-based considerations. If the student's MCAS results provide evidence to contradict the instructional or classification decisions made earlier based on the student's MEPA test results and other district data, seek additional consultation and input from teachers familiar with the student to make final determinations.

Step 3: Plan an instructional program for the LEP student.

Chapter 71A of the Massachusetts General Laws (G.L. c. 71A) requires that limited English proficient (LEP) students be educated in a sheltered English immersion (SEI) program, unless a program waiver is sought for another program model, such as Transitional Bilingual Education (TBE). This requirement applies to all districts that enroll LEP students, regardless of the number. Districts should use the following guidelines to plan instructional programs for LEP students enrolled in an SEI program, which consists of two components:

Sheltered content instruction

Sheltered content instruction is intended to make instruction in academic content areas, delivered in English, more comprehensible to LEP students. Accordingly, students at higher levels of English proficiency (i.e., Levels 3, 4, and 5 on MEPA) will find this instruction more beneficial and less challenging than those at Levels 1 and 2.

English as a second language (ESL), also called English language development (ELD), instruction

ESL instruction addresses the listening, speaking, reading and writing standards contained in the *Massachusetts English Language Proficiency Benchmarks and Outcomes*. ESL instruction is designed to help LEP students “catch up” to their classmates in academic content by learning English as quickly as possible. A district-level ESL curriculum, based on the *Massachusetts English Language Proficiency Benchmarks and Outcomes*, should guide ESL instruction within the district.

Pursuant to G.L. c. 71A, districts must promote and support the rapid acquisition of English language proficiency by LEP students. Thus, districts must ensure that all LEP students receive ESL instruction corresponding to their needs. For example, students with MEPA scores of Levels 1, 2, and 3 should receive proportionally more English language instruction than those at higher performance levels. The following guidelines for instructional planning reflect the importance of ESL instruction for *all* LEP students.

Recommended Instructional Programming for LEP Students at Each MEPA Performance Level

Level 1 and Level 2

Students at *Level 1 and Level 2* MEPA performance levels generally produce and understand very little, if any, spoken or written English, or may have only very basic English skills. It is important that these students receive English language development instruction for a substantial portion of their school day because sheltered content instruction, the other component of SEI, will be challenging for students at lower levels of English proficiency.

Recommended Instruction for LEP Students at *Level 1 and Level 2* (Elementary, Middle, and High School)

- English as a Second Language (ESL) instruction: 2.5 hours/day to a full day of direct ESL instruction, delivered by a licensed ESL teacher
- Content instruction: other hours as available outside of ESL instruction, delivered by a teacher qualified to teach LEP students¹ and licensed in the appropriate content area

¹ See Commissioner’s June 15, 2004 memo, available at www.doe.mass.edu/ell/sei/qualifications.pdf, which discusses the four categories of skills and knowledge applicable to teachers of LEP students. The language “a teacher

- Specials/electives, e.g., physical education, art, music: same schedule as for other students in the grade level

Level 3

Students at *Level 3* MEPA performance level generally demonstrate a range of mid-level English proficiency in speaking, listening, reading and writing, but have not yet developed academic proficiency in English. Sheltered content instruction should be tailored to provide comprehensive content instruction and engaging learning tasks to students at Level 3 who have wide-ranging English proficiency. Students at *Level 3* should also receive ESL instruction as outlined below.

Recommended Instruction for LEP Students at *Level 3* (Elementary, Middle, and High School)

- English as a Second Language (ESL) instruction: 1-2 hours of direct ESL instruction per day, delivered by a licensed ESL teacher
- ELA or reading instruction: 1-2 hours per day, delivered by a teacher qualified to teach LEP students and licensed in ELA or reading.
- Content instruction: other available hours outside of ESL instruction, delivered by a teacher qualified to teach LEP students and licensed in the appropriate content area
- Specials/electives, e.g., physical education, art, music: same schedule as for other students in the grade level

***Level 4 and Level 5* (for students not yet reclassified as non-LEP)**

Students at *Level 4* and in the low range of *Level 5* MEPA performance levels generally demonstrate good English proficiency. However, a student performing overall at *Level 5* may not have all the skills associated with a *Level 5* student in all four areas of the MEPA. A student should be either “At or Above” or “Approaching” in all four areas before being considered for reclassification (see MEPA parent/guardian reports or electronic data files to obtain this information about each student). Increasingly complex and varied language demands on LEP students in late elementary, middle, and high school may also support the decision by school-based teams to delay the reclassification of certain students at *Level 4* and *Level 5* who are aspiring to achieve academic parity with English-speaking peers.

Recommended Instruction for LEP Students at *Level 4* and *Level 5* (Elementary, Middle, and High School)

- English as a Second Language (ESL) instruction: a minimum of 2.5 hours of direct ESL instruction per week, delivered by a licensed ESL teacher
- Content instruction: other available hours outside of ESL instruction, delivered by a teacher qualified to teach LEP students and licensed in the appropriate content area

qualified to teach LEP students,” when used in this guidance, refers to teachers meeting the criteria set forth in the Commissioner’s June 15, 2004 memo.

- Specials/electives, e.g., physical education, art, music: same schedule as for other students in the grade level

Level 4 and Level 5 (for students reclassified as non-LEP)

After evaluating the available student data, the school-based team should determine whether there is sufficient evidence of the student's English language proficiency and that the student is able to perform ordinary classroom work in English without additional support.

If there is such evidence, the district must:

- reclassify the students as non-LEP (i.e., proficient in English) and remove the student's coding as LEP on the SIMS data collection (SIMS: DOE 25 – record 00 under “LEP”). Typically, this decision will be made in time for the October SIMS data collection
- notify parents/guardians of the student's reclassification.
- update all school/district records.
- design and implement a process for routine monitoring of students' academic progress for two years.²

In addition, the school should consider

- assigning reclassified students, at least initially, to teachers qualified to teach LEP students and licensed in the appropriate content area(s). Although not required, this will enhance the likelihood of continued growth in their English language proficiency and content learning.
- providing additional opportunities for small group instruction and learning throughout the school day, as well as after school and during the summer.
- designing and providing additional individualized learning support and opportunities to check on academic progress.

If a formerly LEP (FLEP) student fails to make academic progress after reclassification as non-LEP, as measured by grades and assessments; and if a school-based team familiar with the student determines that this failure is due to lack of English proficiency, the student must be reclassified as LEP and the instructional programming redesigned consistent with this guidance.

In most cases, it is recommended that students designated as LEP in kindergarten continue to be designated as LEP in grade 1, so more substantial data on their achievement in reading will be available to support the decision to reclassify a young LEP student as English proficient.

² If the school-based team determines that the student does not require ESL and sheltered content instruction and recommends monitoring only, the student is not an LEP student and must be reclassified as non-LEP (i.e., formerly LEP or FLEP).

DESE Guidance on MEPA Testing for Students in Grades 1-2

The Department recommends the use of this locator survey to help educators determine the test administration group size, and appropriate MEPA Reading and Writing tests to students in grades 1–2 (fall) and K–2 (spring).

Administration Guidelines:

- **If three or fewer Social, Motor, and General Communication Skills are checked**, administer the test to the student **one-to-one**. The student may provide responses to test questions orally or by pointing. The test administrator may scribe the student’s responses in the test & answer booklet *for the Reading test only*. Responses may not be scribed for the Writing test.

- **If four or more Social, Motor, and General Communication Skills are checked**, administer the test to a **group of two to five students**. Test administrators may provide assistance to students in marking their own responses to test questions by, for example, filling in circles completely.

- **(Grade 2 only) If four or more Social, Motor, and General Communication Skills are checked**, administer the test to a group of up to **15 students in grade 2 only**, if students can mark their own responses to test questions.

Test Assignment Guidelines:

- **Administer Level A**, if skills 9 and 11 below are not checked.
- **Administer Level B** if skills 9 and 11 below are checked.
- **(Kindergarten only) Administer Level B** if skills 7–11 are checked.
- **(Grade 2 only) Administer Level B** if a student has been enrolled in a U.S. school for all or most of the current school year.

Individual Student Survey of Social, Motor and General Communication Skills and English Literacy Skills

Complete either the individual student or classroom roster survey by listing each ELL student’s name in the boxes provided. Place an (X) in the box beside each skill that each student is able to perform. If a student is not yet able to perform the specified skill, leave the box blank.

Student Name: _____	Grade: ____	X
Social, Motor, and General Communication Skills		
1. Uses a pencil with control and intention		
2. Marks an answer (e.g., filling in circles) with minimal assistance		
3. Pays attention and/or focuses on a task for at least ten minutes		

4. Waits his/her turn and/or listens without interrupting	
5. Follows simple directions (i.e., 1 or 2 steps) in English	
6. Understands basic concepts and features of printed text (e.g., left-to-right, top-to-bottom)	
English Literacy Skills	
7. Recognizes high-frequency, grade-appropriate words	
8. Can answer comprehension questions on grade-appropriate reading passages	
9. Reads a variety of texts independently at grade level with fluency and comprehension (see <i>Level B practice test</i>)	
10. Can write a simple sentence with a subject and verb	
11. Can write a simple story with a beginning, middle, and end (see <i>Level B practice test</i>)	

Classroom Roster	Names									
Social, Motor, and General Communication Skills										
1. Uses a pencil with control and intention										
2. Marks an answer (e.g., filling in circles) with minimal assistance										
3. Pays attention and/or focuses on a task for at least ten minutes										
4. Waits his/her turn and/or listens without interrupting										
5. Follows simple directions (i.e., 1 or 2 steps) in English										
6. Understands basic concepts and features of printed text (e.g., left-to-right, top-to-bottom)										

English Literacy Skills										
7. Recognizes high-frequency words in English on grade level										
8. Can answer comprehension questions on grade-appropriate reading passages										
9. Reads a variety of texts independently at grade level with fluency and comprehension (see <i>Level B practice test</i>)										
10. Can write a simple sentence in English with a subject and verb										
11. Can write a simple story with a beginning, middle, and end (see <i>Level B practice test</i>)										

Annual Monitoring of ELL Students

The annual evaluation of English proficiency mandated by Chapter 71A will be conducted during each school year. This evaluation includes assessments in the areas of listening, speaking, reading, and writing. All students who are identified as ELL – even if parents have refused services – are required to take the annual English proficiency assessments.

Results of these assessments are reported to the ELL program office electronically from the Massachusetts Department of Education (MADOE). Parents receive notification of scores. Assessment data is analyzed by the principal and shared with teachers.

English Proficiency Assessment

Test Name

To Whom

When Given

MELA-O –Massachusetts English Language Assessment- Oral

ELLs in grades K-12

Fall – all newly enrolled students who did not take the MELA-O in the spring

Spring – all ELLs K-12

MEPA – Massachusetts English Proficiency Assessment R/W.

ELLs in grades 3-12

Fall – all newly enrolled students who did not take the MEPA in the spring and all grade 3 students

Spring – all ELLs 3-12.

Massachusetts English Language Assessment-Oral (MELA-O) is an observation scale that is completed twice a year by a student's classroom teacher (depending if they are qualified to administer MELA-O and/or an ESL teacher) in grades K-12. The six-point matrix is used to assess a student's oral English language proficiency in both formal and informal settings. The rating scale measures comprehension, vocabulary, fluency, pronunciation, and grammar.

MELA-O scores are entered on the MEPA form for students in grades 3-12. Scores for students in grades K-2 are entered through the DOE security portal. Directions can be found online. All principals have a user ID and password.

Massachusetts English Proficiency Assessment (MEPA) is an annual assessment that is required by the Department of Education and is administered by the Department of Bilingual/ESL Services to all ELLs in grades 3-12. The MEPA measures those English language skills in reading and writing necessary for functioning in an English monolingual academic environment. The MEPA is not an achievement test, in the strictest sense, and does not measure achievement in course content.

MEPA tests must be ordered through the MCAS service center by the principal or her/his designee. Ordering deadlines are usually in September for the October administration and February for the March administration.

MCAS

ELLs in their first year of enrollment in U.S. public schools, (i.e., students not enrolled prior to March of the preceding school year), now have the option of taking the Grade 3 Reading, and English Language Arts MCAS in grades 4-8 and 10. All ELLs, without exception, must participate in MCAS Mathematics and Science and Technology/Engineering tests scheduled for their grade, regardless of year of enrollment in U.S. schools. Results for first-year LEP students are not included in MCAS school and district summary reporting. Students will receive raw scores and item analysis data for the MCAS tests in which they participate, which will provide a beginning benchmark of MCAS proficiency progress to teachers, parents, and students. ELLs who are in their second year of enrollment, or beyond must participate in all MCAS testing, including Grade 3 Reading and English Language Arts and MCAS tests in grades 4-8 and 10. For these LEP students, MCAS results will be reported in full at the student level and will now be included in school and district summaries.

Monitoring of Students who have exited from the ELL program

Students who have exited the ELL program are termed FLEP (former Limited English Proficient) for a period of two years. Their progress is monitored informally in the 2009-10 school year, but will be monitored twice a year for two years by the ESL and classroom teacher using the EPP monitoring form through IPass. Students who are not performing at grade level can re-enroll in the ELL program.

Enrollment

Program Refusal

Parents wishing to opt-out of sheltered English immersion can do so at the time of student registration or any time thereafter during the school year. A copy of the program refusal form is kept in the student's cumulative folder. Students classified as ELL are still required to participate in state mandated testing for English Language Proficiency.

Waivers

The school system is required to provide an alternative to the sheltered English Immersion model when 20 or more students of the same language and grade level choose to waive the SEI program. Individual schools in which fewer than 20 students of a given grade receive a waiver may offer bilingual classes or some other type of language support to waived students, or they must permit such students to transfer to a public school within the district in which such a class is offered. Authorization of the waiver by both the principal and superintendent is made under guidelines established by, and subject to the review of the school committee. Chapter 71A provides for waivers based on parent request under certain circumstances, assuming that the parent annually applies by visiting the student's school and by providing written informed consent. For copies of the parent letter and waiver application, see Appendix.

Placement

All ELL students are placed in general education classrooms with SEI trained classroom teachers when possible. The school principal at the elementary level and the school guidance counselors at the secondary level will place students in the appropriate classroom(s).

Counseling

English language learners and/or their parents have the right to in school counseling in their native language.

Parent-Teacher Conferences

Parents should be informed of their right to have an interpreter present at parent-teacher conferences or any other school meeting.

Parent Notification

At the time of enrollment, parents receive the following notices. Copies of notices are kept in a student's cumulative folder.

- Enrollment Letter-includes waiver information and information on the right to decline services.
- Exit Criteria Parent Letter
- Information on state – mandated assessments – MELA-O, MEPA and MCAS

Records of ELL students

The following additional information must be kept in the cumulative folder:

1. Home language survey
2. Information about students' previous school experiences
3. ELL Registration sheet
4. Documentation of a parent's consent to refuse the ELL program, if applicable
5. Results of identification assessment
6. Waiver documentation; if applicable
7. Annual evaluation information including MELA-O, MEPA, MCAS scores
8. Copy of Exit letter sent to parent
9. Evidence of follow-up monitoring – The EPP Plan (Educational Proficiency Plan) for FLEP students
10. Individual Student Success Plans for students who have failed MCAS

The ELL Program staff keep an ELL record folder for each enrolled student. When a student exits the ELL program or moves out the NMRSD towns, then the ELL folder should be placed in the student's cumulative folder. Duplicate documents can be shredded. If the ELL student changes schools within North Middlesex District (i.e. family moves to different town in the of North Middlesex district or student moves from elementary-middle-high school), the folder should be sent to the ELL staff at the new school.

Enrollment of an Existing Student

Sometimes students who are not identified as ELL and are already attending school will be referred to the ESL teacher for evaluation of English language proficiency. If the ESL teacher, classroom teacher/s, and the principal make a determination that the student should be reclassified as ELL then the parents will be notified and appropriate notices sent home. ELL teachers will fill out "enrollment of an existing student" form and a "change of status form."

Exit Criteria for ELL Students

The following criteria are used to exit students:

Grades K-2

MELA-O

- A score of 4 or above in Comprehension
- A score of 15 or above in Production

ELL Progress Report

- A score of intermediate or higher in Pronunciation
- A transitioning score in all other areas

Regular Classroom Progress Report

- A score of 2 or above in the mid year progress report with minimal or no support from the ELL program
- A score of 3 by the end of the year with minimal or no support from the ELL program

Grades 3-5

MELA-O

- A score of 4 or above in Comprehension
- A score of 15 or above in Production

ELL Progress Report

- A score of intermediate or higher in Pronunciation
- A transitioning score in all other areas

MEPA

- A transitioning score in sessions 2 and 3 for reading and writing

Regular Classroom Progress Report

- A score of 2 or above in the mid year progress report with minimal or no support from the ELL program
- A score of 3 by the end of the year with minimal or no support from the ELL program

If the student is not making effective progress due to factors other than his/her English proficiency (i.e. special needs or educational gaps), the student may be recommended for exit from the ELL program and other support services must be considered.

Criteria for Exiting / Reclassifying ELL Students 6-12

MELA-O

- A score of 4 or above in Comprehension
- A score of 15 or above in Production
- No score lower than a 3 in any given component

MEPA

- A transitioning score in sessions 2 and 3 for reading and writing

Regular Classroom Report Card

- An average grade of C or higher

If the student is not making effective progress due to factors other than his/her English proficiency (i.e. special needs or educational gaps), the student may be recommended for exit from the ELL program and other support services must be considered.

Other Factors to Consider:

Other Standardized tests

- While these tests are not normed on ELL students, if a student receives a grade level score, there is a good likelihood that he/she is no longer ELL.
- **MCAS** -If a student achieves a score of proficient in MCAS, there is a good likelihood that he/she is no longer ELL.

If the student is not making effective progress due to factors other than his/her English proficiency, the student may be recommended for exit from the ELL program and other support services must be considered. This is subject to the approval of the Coordinator for ELL and building principal.

APPENDIX A: MEPA Performance Levels as Described in the *MEPA PARENT/GUARDIAN REPORT*

Grades K-2:

Your child's overall results on the MEPA tests are reported based on five levels of performance. The performance levels for grade span K–2 are described below.

A student at **Level 1** cannot yet communicate in English, and errors usually interfere with communication. Comprehension is demonstrated either without words, through a few basic English words, or in a language other than English. A student performing at this level typically

- recognizes only a few letters of the alphabet and reads only a few simple words, with help;
- writes only a few letters of the alphabet and may attempt to write words that are mostly incorrect;
- speaks using only a few English words with frequent errors, and cannot be understood easily;
- understands only a little spoken English.

A student at **Level 2** communicates using simple written and spoken English at school, with errors that often interfere with communication and understanding. A student performing at this level typically

- recognizes many letters of the alphabet and reads a few simple words, with help;
- writes some letters of the alphabet and a few basic words, with frequent errors;
- speaks English using basic words and short phrases, and is generally difficult to understand;
- recognizes some basic spoken words and phrases in English, with frequent repetition and explanation.

A student at **Level 3** communicates using basic English at school, though errors sometimes interfere with communication and understanding. A student performing at this level typically

- reads and understands many common words and most letters of the alphabet, including some grade-level academic language;
- writes commonly used words and simple sentences, with some errors;
- speaks English using common words, including some grade-level academic vocabulary, and basic grammar and sentence structure, with some errors;
- understands most basic spoken English, including some grade-level academic vocabulary, with some repetition and explanation.

A student at **Level 4** is generally fluent in English at school. Oral and written communication is mostly correct and usually understandable, with few or minor errors. A student performing at this level typically

- reads and understands most common words, including many grade-level academic words;
- writes short sentences and short texts, with few errors;
- speaks English with basic fluency, using grade-appropriate words and sentences, with occasional errors;
- understands most spoken English during classroom discussions, including grade-level academic vocabulary, with only occasional repetition and explanation.

A student at **Level 5** is fluent and communicates effectively in English across all academic subjects, with very few errors. Oral and written communication is correct and understandable. A student performing at this level typically

- reads and understands most grade-level texts;
- writes and edits grade-level texts with fluency, using standard grade-level English writing conventions;
- speaks English with fluency, using grade-level academic vocabulary correctly;
- understands spoken English, with little or no need for repetition or explanation.

Grades 3-12:

Your child's overall results on the MEPA tests are reported based on five levels of performance. The performance levels for grade spans 3-4, 5-6, 7-8, and 9-12 are described below.

A student at **Level 1** cannot yet communicate in English and errors usually interfere with communication. Comprehension is demonstrated either without words, through a few basic words, or in a language other than English. A student performing at this level typically

- reads only a few simple written words or phrases, with help;
- writes only a few simple words and a few short sentences with errors;
- speaks using only a few English words with common errors, and is not easily understood;
- understands only a little spoken English.

A student at **Level 2** communicates using simple written and spoken English at school, with errors that often interfere with communication and understanding. A student performing at this level typically

- reads and understands simple words, phrases, and a few simple sentences with help, but shows little awareness of features of written English;
- writes one or more simple sentences with some understanding of purpose and audience, but shows little control of grade-level standard English writing conventions;
- speaks using basic English words and phrases, and is generally difficult to understand;
- understands some basic spoken vocabulary, phrases, and simple questions, with frequent repetition and explanation.

A student at **Level 3** communicates using basic English at school, although errors sometimes interfere with communication and understanding. A student performing at this level typically

- reads and understands many common words and some grade-level academic vocabulary; can understand the main idea of some grade-level texts, and understands some grade-level features of written English;
- writes and edits simple sentences and paragraphs to suit an audience, and uses basic grade-level vocabulary; shows some control of grade-level standard English writing conventions;
- speaks using many basic English words and some grade-level academic vocabulary, creating original sentences, with some errors and pauses in conversation;
- understands most spoken English sentences and questions, some basic grade-level academic vocabulary, and grade-level texts read aloud, with some repetition and explanation.

A student at **Level 4** is generally fluent in English at school, and oral and written communication is mostly correct and usually understandable, with few or minor errors. A student performing at this level typically

- reads and understands most grade-level texts, including academic vocabulary and most grade-level features of written English;
- writes and edits short texts with few errors using basic grade-level academic vocabulary, and shows basic control of grade-level standard English writing conventions;
- speaks English with basic fluency, using grade-level words and sentences, with occasional errors;
- understands most spoken English during classroom discussions, with only occasional repetition and explanation.

A student at **Level 5** communicates effectively in English across all academic subjects, with few errors. The student shows control of standard English. Oral and written communication is correct and understandable. A student performing at this level typically

- reads and understands most grade-level texts, including a range of academic vocabulary;
- writes and edits texts of different lengths, giving details and descriptions to suit the purpose and audience, and shows a general control of standard grade-level English writing conventions;
- speaks English with grade-level fluency, using academic language and descriptive vocabulary in conversations and classroom discussions;
- understands spoken English during nearly all conversations and classroom discussions.

APPENDIX B: MEPA Performance Levels Used to SET STANDARDS on the Spring 2009 MEPA Tests

Grades K-2:

Level 1 A student at this performance level has not yet developed simple written and spoken communication in English. Errors (lexical, phonological, syntactic, semantic)³ consistently interfere with communication, and comprehension is mostly demonstrated either non-verbally, through a few basic words, or in a language other than English.

A student performing at this level:

- recognizes only a few letters of the alphabet and reads a few simple, high-frequency words, with visual and graphic support (R)
- writes only a few letters of the alphabet and may attempt a few basic words, but these are seldom recognizable (W)
- speaks using a few basic words with frequent errors; little or no command of isolated vocabulary; responds inappropriately to most questions; is seldom intelligible (S)
- recognizes and comprehends only a few basic spoken words with consistent need for repetition and clarification; may demonstrate minimal comprehension of simple speech either non-verbally, through a few basic words, or in a language other than English (L)

Level 2 A student at this performance level has developed simple written and spoken communication in English. Errors often interfere with basic comprehension and communication, although the meaning is sometimes retained. Limited lexical, syntactic, phonological, and discourse features of English are present.

A student performing at this level:

- recognizes many letters of the alphabet; reads and comprehends some simple written words and phrases, often with visual or graphic support; recognizes some basic features of written English appropriate for the specified grade (R)
- writes some letters of the alphabet, a few basic words, and may attempt phrases

³ **Lexical:** pertaining to the words or vocabulary of a language

Phonological: pertaining to the pattern and distribution of speech sounds in a language and the rules governing pronunciation

Syntactic: pertaining to the rules for the formation of phrases and sentences from words in a language

Semantic: pertaining to the meaning of words and symbols in a language

or simple sentences, but with little or no control of standard English writing conventions (W)

- speaks using single words and a few basic phrases; gives short responses to simple questions, often using graphic, visual, or gestural support; performs very basic language functions; word choice is often inappropriate or incorrect; is sometimes intelligible but generally difficult to understand (S)
- recognizes some sounds of the English language; comprehends some basic spoken vocabulary, phrases, and simple questions, with frequent need for repetition and clarification (L)

Level 3 A student at this performance level communicates in English and uses the language in the school context. Errors may still impede communication and comprehension; however, the overall meaning is usually retained. A limited range of lexical, syntactic, phonological, and discourse features are used, and oral and written communication, although somewhat inconsistent, is usually accurate and understandable.

A student performing at this level:

- recognizes most letters of the alphabet, and reads and comprehends many common written words including some high-frequency academic language appropriate for the grade level; comprehends the main idea of some grade-level texts, mostly on familiar topics; is aware of some grade-level appropriate features of written English (R)
- writes words, spelling some familiar words correctly, and may attempt short sentences with a limited range of linguistic complexity relative to what is required for the specified grade level; demonstrates limited control of grade-level appropriate standard English writing conventions (W)
- speaks using common words and phrases, and basic grammar and sentence structure, including some high-frequency academic language of the content area appropriate for a student in that grade; attempts sentences with some complex grade-appropriate language structures, with occasional errors and frequent pauses in conversation; is often intelligible (S)
- recognizes most sounds of the English language and comprehends most sentences and questions during interpersonal communication, with occasional need for clarification and repetition; comprehends some grade-level appropriate academic vocabulary, discourse, and texts read aloud (L)

Level 4 A student at this performance level is moderately fluent in English and uses the language in the school context with few or minor errors. The student usually demonstrates control of many lexical, syntactic, phonological, and discourse features, with continued support and assistance as needed; and oral and written communication is mostly accurate and usually understandable.

A student performing at this level:

- recognizes a range of common written words and high-frequency academic language appropriate for the grade level; comprehends most grade-level appropriate texts with language of varying linguistic complexity, on familiar and closely related new topics across most content areas; is aware of many grade-level appropriate features of written English (R)
- writes short sentences and paragraphs, using words and phrases correctly to provide detail; demonstrates modest (adequate) control of standard English writing conventions appropriate for a student in the grade level (W)
- speaks with occasional errors using mostly grade-level appropriate words, phrases, sentences, and expressions, and is mostly intelligible; demonstrates general control of standard spoken English conventions, such as vocabulary and grammar (S)
- recognizes nearly all sounds of the English language and comprehends most oral communications, including most grade-level appropriate academic discourse, with infrequent need for clarification and repetition; recognizes and comprehends most grade-level appropriate vocabulary, including high-frequency academic language of the content area (L)

Level 5 A student at this performance level communicates effectively in English in the school context with few errors. The student demonstrates control of most lexical, syntactic, phonological, and discourse features, and oral and written communication is accurate and understandable.

A student performing at this level:

- comprehends most grade-level appropriate texts with language of varying linguistic complexity on familiar and new topics across all content areas; draws conclusions and makes interpretations from text; demonstrates a beginning awareness of implied ideas; is aware of most grade-level appropriate features of written English (R)
- writes and edits texts as required of a student in the specified grade; demonstrates control of most grade-level appropriate standard English writing conventions; uses descriptive words and phrases to provide detail and fit the audience and purpose (W)
- speaks with grade-level appropriate fluency, including academic language of the content area; generates innovative language in social and academic settings,

varying speech to fit audience and intent; can sustain interpersonal interaction; demonstrates control of most standard spoken English conventions; is almost always intelligible (S)

- comprehends most extended and prolonged oral communication, including grade-level appropriate academic discourse, with little need for clarification or repetition recognizes and comprehends most grade-level appropriate vocabulary, including high-frequency academic language of the content area (L)

Grades 3-12:

Level 1 A student at this performance level has not yet developed simple written and spoken communication in English. Errors (lexical, phonological, syntactic, semantic)⁴ consistently interfere with communication, and comprehension is mostly demonstrated either non-verbally, through a few basic words, or in a language other than English.

A student performing at this level:

- recognizes only a few basic features of written English and reads a few simple written words with graphic or visual support (R)
- writes only a few simple words, and may attempt a few phrases or short sentences, but these are seldom recognizable (W)
- speaks using a few basic words with little or no command of isolated vocabulary; responds inappropriately to most questions; is seldom intelligible (S)
- recognizes and comprehends only a few basic spoken words and sounds of the English language, with consistent need for repetition and clarification; may demonstrate minimal comprehension of simple speech either non-verbally, through a few basic words, or in a language other than English (L)

Level 2 A student at this performance level has developed simple written and spoken communication in English. Errors often interfere with basic comprehension and communication, although the meaning is sometimes retained. Limited lexical, syntactic, phonological, and discourse features of English are emerging.

⁴ **Lexical:** pertaining to the words or vocabulary of a language

Phonological: pertaining to the pattern and distribution of speech sounds in a language and the rules governing pronunciation

Syntactic: pertaining to the rules for the formation of phrases and sentences from words in a language

Semantic: pertaining to the meaning of words and symbols in a language

A student performing at this level:

- reads and understands simple written words, phrases, and some simple sentences; demonstrates an awareness of some features of written English; comprehends some simple below grade-level texts (R)
- writes one or more simple sentences with some awareness of purpose and audience; demonstrates little control of grade-appropriate standard English writing conventions (W)
- speaks using single words and a few basic phrases; gives short responses to simple questions, often using graphic, gestural, or visual support; uses basic vocabulary in the context of social interaction, with little use of grade-level appropriate academic language; word choice is often inappropriate or incorrect for the situation or context; is sometimes intelligible, but comprehensibility remains difficult (S)
- recognizes some sounds of the English language and comprehends basic spoken vocabulary, phrases, and some simple questions with frequent need for repetition and clarification (L)

Level 3 A student at this performance level communicates in English and uses the language in the school context. Errors may still impede communication and comprehension; however, the overall meaning is usually retained. A limited range of lexical, syntactic, phonological, and discourse features of English are used, and oral and written communications, although somewhat inconsistent, are usually accurate and understandable.

A student performing at this level:

- reads and comprehends words and texts of limited linguistic complexity and on familiar topics; recognizes common written words and some high-frequency academic language of the content area; is aware of many features of written English (R)
- writes sentences and short, simple paragraphs with limited detail and linguistic complexity relative to what is required for a student in the specified grade; edits and revises to fit an audience; demonstrates limited control of grade-level appropriate standard English writing conventions (W)
- speaks using common words, phrases, and basic grammar and sentence structure, including some high-frequency academic language of the content area; attempts sentences with some complex language structures, with errors and frequent pauses in conversation; is often intelligible (S)
- recognizes most sounds of the English language and comprehends most sentences and questions during interpersonal communication, with occasional need for clarification and repetition; comprehends some grade-level appropriate academic vocabulary, discourse, and texts read aloud (L)

Level 4 A student at this performance level is nearly fluent in English and uses the language in the school context with few or minor errors. The student usually demonstrates control of many lexical, syntactic, phonological, and discourse features, with continued support and assistance as needed; and oral and written communication is mostly accurate and usually understandable.

A student performing at this level:

- reads and comprehends most grade-level appropriate texts, including main ideas and details, primarily on familiar topics across most content areas, with some assistance; recognizes and comprehends most common grade-level appropriate vocabulary and academic words; is aware of many features of written English (R)
- writes and edits a variety of sentences and paragraphs using original words and phrases to provide detail to suit the audience and purpose; uses a limited range of high-frequency academic language of the content area; demonstrates moderate control of grade-level appropriate standard writing conventions, with some assistance required (W)
- speaks using mostly grade-level appropriate words, phrases, sentences, and expressions, and demonstrates general control of standard spoken English conventions, such as vocabulary and grammar, with occasional errors; is mostly intelligible (S)
- recognizes nearly all sounds of the English language and comprehends most oral communications, including most grade-level appropriate academic discourse with infrequent need for clarification and repetition; recognizes and comprehends most grade-level appropriate vocabulary, including high-frequency academic language of the content area (L)

Level 5 A student at this performance level communicates effectively in English in the school context with few errors. The student demonstrates control of lexical, syntactic, phonological, and discourse features, and oral and written communication is primarily accurate and understandable.

A student performing at this level:

- comprehends most grade-level appropriate texts on familiar and new topics, with language of varied linguistic complexity across all content areas; draws conclusions and makes interpretations from text; demonstrates an understanding of abstract or implied ideas; is aware of most features of written English (R)
- writes and edits expanded texts (multi-paragraph compositions) of varying lengths, level of detail, and linguistic complexity relative to other students in the specified grade; accurately uses a range of academic language of the content area; demonstrates control of most standard English writing conventions, with only occasional assistance (W)
- speaks with grade-level appropriate fluency, including academic language of the content area; generates innovative language in social and academic settings,

varying speech to fit audience and intent; can sustain interpersonal interactions; demonstrates control of most standard spoken English conventions; is almost always intelligible (S)

- comprehends spoken language within the context of nearly all extended and prolonged oral communication, including grade-level appropriate academic discourse, with little need for clarification or repetition; recognizes and comprehends most grade-level appropriate vocabulary, including high-frequency academic language of the content area (L)

Appendix B NMRSD Forms for ELL Program

Enrollment Letter to Parents/Guardians for New Student to the ELL Program

Date:

Dear [Parent or Guardian]:

We wish to inform you that your child _____ is enrolled in the English Language Learning (ELL) program at _____ School. The ELL program contact at your school is _____. Your child has been identified as an English language learner based on:

- Kindergarten Screening
- Pre-LAS Oral / Raw Score: _____
____ Not Proficient ____ Approaching Proficiency ____ Proficient
- Pre-LAS Pre-literacy
____ Low ____ Mid-level ____ High
- LAS Links / Grade Span: _____
____ Not Proficient ____ Approaching Proficiency ____ Proficient
- Rigby ELL Assessments
____ Starting ____ Emerging ____ Developing ____ Expanding ____ Bridging
- Academic Writing Sample
- Former Schooling
- ELPBO Proficiency Indicators
- Teacher Recommendation

At your school, the classroom teacher and the ELL staff will work with you and your child as he/she acquires enough English to work independently in the mainstream classroom. We believe that all children learn better when included with their classmates in as many social and learning activities as possible.

Services in your school may include: (1) academic support in your child's mainstream classroom, (2) English language development activities with a tutor, and (3) ELL related professional development for your child's mainstream teacher. At the middle and high school levels, your child's ELL program may also include sheltered content instruction.

As a parent, you have a strong part to play in the language and academic development of your child. We hope you will offer helpful information or ask any questions you have about your child.

You have the right to visit your child's classroom and to examine your child's school records. Simply contact the school to arrange for any visits. The school will be happy to arrange for an interpreter for conferences, meetings, and other events, as needed.

If you have any questions about your child's participation in the ELL program, please contact your child's teacher. You have the right to withdraw your child from the program at any time. You also have the right to request a Waiver for some other type of language support for your child rather than sheltered English immersion instruction. Please contact ELL Program Office for additional information.

The criteria for exiting the ELL program are given to you at this time for informational purposes. Your child's ELL Program teacher will keep you apprised of your child's progress and the continued need for English language support.

We welcome you to North Middlesex Regional School District and look forward to working with you to provide quality education for your child.

Sincerely,

Enrollment Letter to Parents/Guardians of an Existing Student in NMRSD

Date: _____

Dear [Parent or Guardian]:

We wish to inform you that your child _____ is now enrolled in the English Language Learning (ELL) program at _____ School. The ELL program contact at your school is _____.

Student Name _____ Date of Birth _____ Language _____

School _____ Grade _____ Date of Evaluation _____

Classroom Teacher _____ ELL Teacher _____

Your child has been identified as an English language learner based on:

Language Assessment Used:

- Academic Writing Sample
- Kindergarten Screening
- Pre-LAS Oral / Raw Score: _____
 _____ Not Proficient _____ Approaching Proficiency _____ Proficient
- Pre-LAS Pre-literacy
 _____ Low _____ Mid-level _____ High
- LAS Links / Grade Span: _____
 _____ Not Proficient _____ Approaching Proficiency _____ Proficient
- Rigby ELL Assessments
 _____ Starting _____ Emerging _____ Developing _____ Expanding _____ Bridging

Classroom Teacher Observations	
ELL Teacher Observations	

Sincerely,

Please send a copy of this letter to the Central Office Attn: Deborah Brady



Letter to Parents/Guardians Informing Them of a Change in ELL Student Status

Date:

Dear [Parent or Guardian]:

This letter is to inform you of a change in ELL Student Status:

Student's Full Legal Name: _____

Teacher: _____

Current Grade: _____ Date: _____

The change has been made for the following reason:

- Student is not enrolled in the ELL Program for the following reason:**
 - Student is capable of performing ordinary class work in English. ELL Program Exit Date is _____.
 - Student has left NMRSD. Date: _____
 - Parents refused services. Date: _____
 - Other _____ Date: _____

- Student recently enrolled in the ELL Program.**
 - Start Date: _____
 - Reason: _____

- Student is enrolled in the ELL Program but does not appear on the ELL enrollment list.**
 - Correct Start Date: _____.

- Home Language is not accurate.**
 - Please specify
_____.

- Date of enrollment is not correct.**
 - Correct Enrollment Date for NMRSD: _____.

 - Correct Enrollment Date for first school in the US: _____.

Letter to Parents/Guardians Informing Them of a Continuation of Enrollment in the ELL Program

Date:

Dear [Parent or Guardian]:

We wish to inform you that your child _____ will
continue enrollment in the English Language Learning (ELL) program at

School. The ELL program contact at your school is

Your child has been identified as an English language learner based on:

- Student work samples
- Reading and writing
- Rigby ELL Assessments
____ Starting ____ Emerging ____ Developing ____ Expanding ____ Bridging
- Teacher Recommendations
- MEPA and MELA-O scores

At your school, the classroom teacher and the ELL staff will work with you and your child as he/she acquires enough English to work independently in the mainstream classroom. We believe that all children learn better when included with their classmates in as many social and learning activities as possible.

Services in your school may include: (1) academic support in your child's mainstream classroom, (2) English language development activities with an ELL tutor, and (3) ELL related professional development for your child's mainstream teacher. At the middle and high school levels, your child's ELL program may also include sheltered content instruction.

Have a wonderful school year.

Sincerely,

Letter to Parents/Guardians Informing Them of Their Right to Request a Waiver to Provide an Alternative to the English Immersion Model

Date:

Dear [Parent or Guardian]:

English language learners in NMRSD receive instructional support through the program model of sheltered English immersion, “SEI.” Students identified as English language learners, are placed in general education classes with trained teachers. The ESL teacher provides varying amounts of English language development based on the proficiency level of the student.

You have the right to request a waiver from the ELL program model. if you believe that an alternate course of educational study is better suited for your child’s overall educational progress and rapid acquisition of English. The waiver forms are provided to you at the time of registration.

The NMRSD is required to provide an alternative to the sheltered English immersion model, “SEI,” when 20 or more students of the same language and grade level choose to waive out of the SEI program. Individual schools in which fewer than 20 students of a given grade receive a waiver may offer bilingual classes or some other type of language support to waived students, or they must permit such students to transfer to a public school within the district in which such a class is offered.

Authorization of the waiver by both the principal and superintendent is made under guidelines established by, and subject to the review of the school committee.

Sincerely,

School District Program Waiver Application Form for English Learners

Students Under 10 Years of Age

A. Background Information

Student _____

Date of Birth _____

Date student was placed in an English language classroom. _____

Date parent(s) or legal guardian(s) visited school to apply for waiver (at least 30 days after student was placed in an English language classroom.) _____

B. Parent/Guardian Informed Consent

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

C. Determination Regarding Waiver Request

1. **Waiver Request Approved** (school officials must sign here 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 (describe the type of language support/class) on (insert date).

Program Waiver

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.

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?



G.L. c. 71A School District Program Waiver Application Form for English 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. This form must be provided in a language 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 below and complete the following:

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 (describe other type of language support)on (insert date).

School Official Signature

Approved Waivers for Students Under 10 Years of Age

Instructions: School officials must provide documentation (in no less than 250) words of the students 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 school record.

This statement was prepared by-

Typed Name: _____

Title: _____

Signature: _____

Date: _____

Parent/Guardian Informed Consent Form for Program Waiver

G.L. c. 71A Program Waiver

Parent/Guardian Informed Consent Form*

I am knowingly and voluntarily requesting 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 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 this school year _____. I have been fully informed of my right not to apply for or agree to a program waiver.

Child’s Name:

Parent/Guardian Signature and Date:

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



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 . This form must be provided in a language the parent or guardian understands. The signed Informed Consent Form should be attached to this form and kept on file.

C. Determination Regarding Waiver Request

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

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 (describe other type of language support) on (insert date).

School Principal (signature and date) _____
Other educational staff who participated in the decision (signature, title, and 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.

School Principal _____

Other educational staff who participated in the decision (signature, title, 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?

Letter to Parents/Guardians of Children Who Have Been Evaluated as Limited English Proficient

This is to confirm that I have been informed of my rights as to the services available to my child as a Limited English Proficient student and that they are entitled to participate in the English Language Learner (ELL) Program. However, I **do not** wish to have my child enroll in the ELL Program. I understand that my child is required to participate in annual state mandated English language proficiency assessments.

Date: _____

Student Name: _____

School: _____

Street Address:

Signature of Parent/Guardian _____

Date: _____

Letter to Parents/Guardians of Kindergarten Children

Date:

Dear [Parent or Guardian]:

Welcome to Kindergarten!

Kindergarten “Screening” is a time for us to begin to learn about your child so that he/she will be successful in school next September. If you speak a language at home other than or in addition to, English, your child may be considered an “English Language Learner.” Please note that:

- The school can perform evaluations in the language your child uses most often, if not English;
- You can have an interpreter with you for the interview about your child at the “screening”;
- The District offers special programs to support language and academic development for English Language Learners.

We wish you the best as your child enters Kindergarten in North Middlesex Regional School District.

Sincerely,

Letter to Parents/Guardians Informing Them That ELL Students' Are Reviewed Annually

Date:

Dear [Parent or Guardian]:

The Massachusetts Department of Education requires schools to provide parents with information on the English Language Learning, (ELL) program placement and program exit criteria. In the spring of each school year, all students' needs for ELL services will be reviewed and recommendations for the following school year will be made. This letter is for information purposes only. It does not mean that your child will necessarily exit the program at this time.

The English as a Second Language, (ESL), and classroom teachers' recommendations are always the most important factors in determining whether a student is ready to exit the ELL program.

Other criteria include:

- English reading and writing level;
- Scores from the MELA-O, (Massachusetts English Language Assessment) and MEPA, (Massachusetts English Proficiency Assessment) – these tests measure English proficiency in speaking, listening, reading and writing;
- Report card grades
- MCAS scores, when applicable.

All students who have exited ELL programs will be actively monitored for two years by the ESL teacher and classroom teacher.

Please contact your child's teacher, _____ if you have any questions.

Sincerely,

Letter to Parents/Guardians Informing Them That ELL Services Are No Longer Required Because of Their Child's Level of Competency in English

Date:

Dear [Parent or Guardian]:

We wish to inform you that your child, _____, has achieved a level of competency that will permit him/her to do classroom work in English without special help, and therefore he/she will no longer require the services of the ELL Program. Your child's progress will be monitored for a period of two years. Students who are not performing at grade level can re-enroll in the ELL program.

You will be notified if there is a recommendation for your child to be re-enrolled.

The decision to exit your child is based on the recommendation of the ESL teachers and the classroom teacher, the student's performance in all academic work, and the results of testing for English proficiency.

Please sign the following statement indicating your approval and return to your child's school.

Thank you for your cooperation.
Sincerely,

I understand that my child, _____, will no longer be in the English Language Learner Program (ELL) but will receive regular classroom instruction from now on.

(Parent Name) (Date)

School Form to Report FLEP Elementary and Middle School Student's Progress for Two Years after Program Exit

Student Information

Name of student _____

Student # _____

Current school _____

The district is required to report former LEP students' progress for two years after program exit:

Year _____ 20____

Date of report 1 _____

Report 2 _____
(Winter) (Spring)

Current Academic and Other Support Services

Name of classroom teacher _____

Is the child progressing satisfactorily in your classroom? Yes ___ No ___

If "no," please comment briefly on key areas of concern (you will be contacted by the ESL teacher).

Winter:

Spring:

Check if any support services are being received:

- Title I
- Reading
- Other

School Form to Report FLEP Student's Progress for Two Years after Program Exit

Name _____ Student # _____

Current School: _____ Grade: Year _____

The district is required to document former ELL program learners' language and academic progress for two years after program exit. ELL program staff in the current school will report academic and language progress. If appropriate, a student may be recommended to return to the program for additional language/literacy development and/or be referred to other services.

Year _____ : 20 _____

Date of first report (Semester 1) _____

Date of second report (Semester 2) _____

Summarize progress report grades or attach copies:

Year _____

(Semester 1)

(Semester 2)

Report MCAS scores:

English Language Arts _____ Grade/Year of test _____

Mathematics _____ Grade/year of test _____

Other MCAS tests _____

Please add, date and sign other relevant information or service referrals (academic, language, attendance, behavior, effort) to this form.