

***Blackstone-Millville
Regional School District***

***English Language
Learner Education
Handbook***

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Statement of Non-Discrimination

The Blackstone-Millville 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 Blackstone-Millville 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.

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INTRODUCTION

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

Frequently used terms and acronyms associated with English language learners:

ELL	English Language Learner
ESL	English as a Second Language
LEP	Limited English Proficient - students who have a non-English language background
FLEP	Former Limited English Proficient
Low Incidence	Fewer than twenty LEP students of one language group.
High incidence	Program usually having 20 or more of one language group enrolled in a school district or schools
Integration	In the context of Chapter 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	Classification of child according to the SIMS data element. Students requiring services are labeled at 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

Definition of Limited English Proficient (LEP):

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

Note: The terms English language learner and Limited English proficient can be used interchangeably.

Definition of Formerly Limited English proficient (FLEP)

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

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

The following is required of all school districts in Massachusetts:

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

- (f) Two-way bilingual programs, whereby students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language, “shall be unaffected”. No waivers are necessary for participation in a two-way bilingual program.

- (g) English language learners be provided language support services until they are proficient enough English to participate meaningfully in the district’s education program.

Reference: Questions and Answers, Massachusetts Department of Education, 2003, p. 10. Retrieved from http://www.doe.mass.edu/ell/news03/FAQ_drft.pdf

INITIAL IDENTIFICATION OF LEP STUDENTS

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

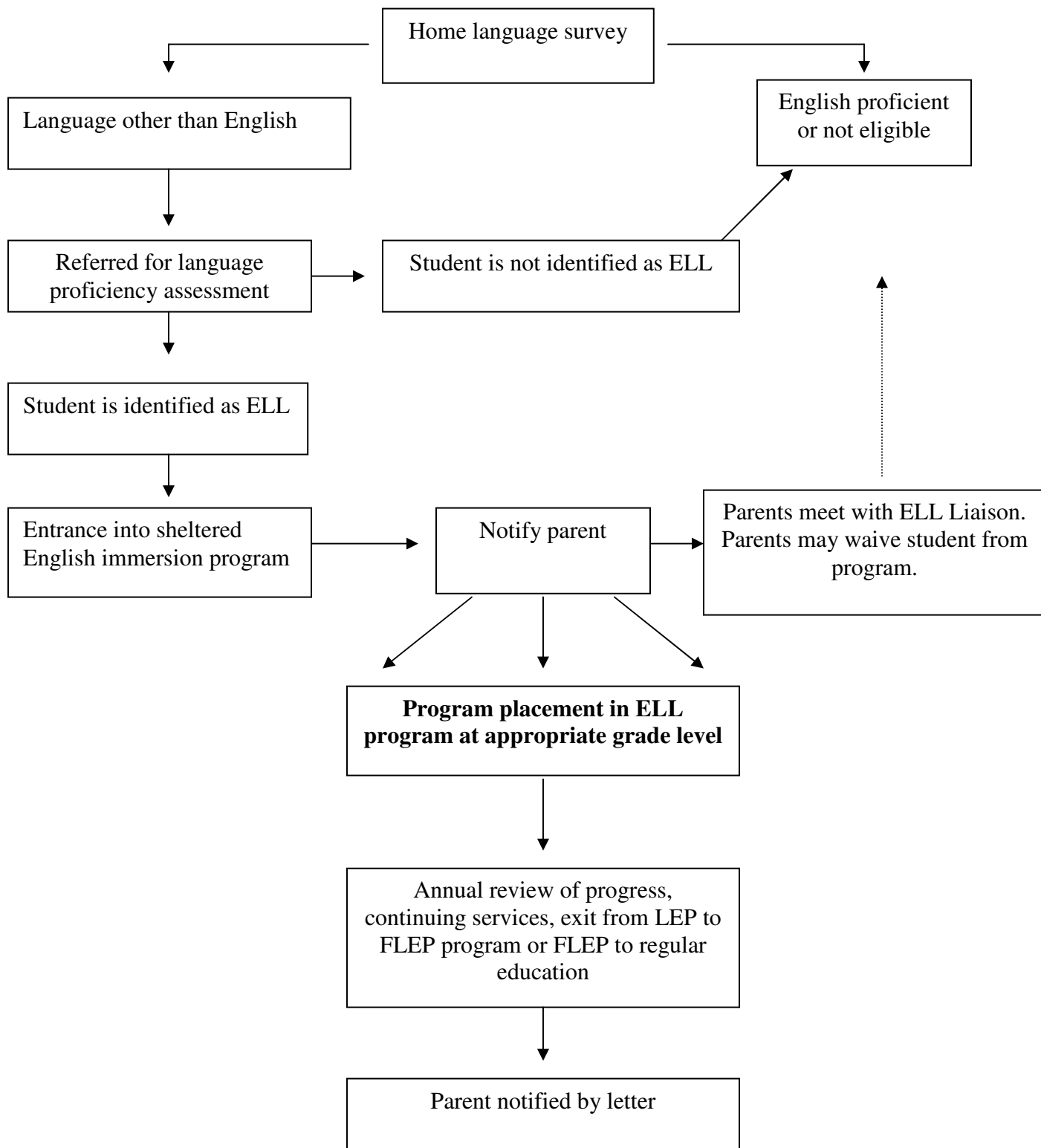
Parents will be notified in writing if their child is eligible for ELL services in the form of SEI program and ELD instruction (Appendix F.) This letter will also provide information about requesting a waiver for an alternate placement or to decline services (opt-out) of ELL services (Appendixes G - J.)

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

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

Program Flowchart

(Reference: Language Acquisition Handbook, Milford Public Schools, p. 5)



DISTRICT WAIVER AND OPTING OUT POLICIES FOR ENGLISH LANGUAGE LEARNERS

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who are Limited English Proficient be instructed through the use of sheltered English immersion, unless the student wishes to “**opt out**” and be placed in a general classroom not tailored for English learners. English learners who wish to participate in a transitional bilingual program or receive some other type of language support may not do so unless they have received a **waiver** from the requirements of G.L. c. 71A.

Opting Out Policy

Parents may notify the district of their wish to have their child “opt-out” of the ELL program. This means that a parent or guardian chooses to deny their child’s entry into the SEI program in the Blackstone-Millville Regional School District. The district requires that a parent or guardian schedule a meeting with the ELL District Liaison and ELL staff in order to exercise this option. The form titled Parents’ Choice to Opt out of English Language Program (Appendix G) must be signed in order to make this official. Parents of children under 10 may “opt-out” even if that student has not been enrolled in an ELE classroom for 30 days.

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

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

Waiver Policy

If a family believes that the student should be placed in a program other than that which the ELL Department recommends, the family has a right to request a waiver for alternate placement in a bilingual or other educational program (Appendix H.) General Laws Chapter 71A provides for waivers based on parent or administrator request under certain circumstances, assuming that the parent annually applies by visiting the student's school and by providing written informed consent.

- For students under the age of 10, with parental consent, waivers are allowed under **all** of the following conditions (Appendix I):
 1. The student has been placed in an ELL classroom for at least 30 days prior to the parent's application for a waiver.
 2. Documentation by school officials in no less than 250 words that 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.
 3. Authorizing signatures on the waiver application of both the school superintendent and the school principal.
- For students over the age of 10, with parental consent, waivers are allowed when it is the informed belief of the school 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 language skills (Appendix J).

If there are 20 students or more of a given grade level in one particular language group whose parents have waived the ELL program in favor of a bilingual or other type of language support program, the district will be required to offer that type of program. In all other cases, students with waivers will be permitted to transfer to a public school in which such programs are offered.

STUDENT ASSESSMENTS

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

Descriptions of Assessments

Massachusetts English Proficiency Assessment (MEPA) is an annual assessment required by the Department of Education. The MEPA measures English language skills in reading and writing necessary for functioning in classes conducted in English.

Massachusetts English Language Assessment-Oral (MELA-O) is an observation scale completed twice per year. It is used to assess a student's oral English language proficiency in both formal and informal settings in comprehension, vocabulary, fluency, pronunciation, and grammar.

Language Assessment Scales (LAS Links) is a language ability and proficiency assessment consisting of oral, reading, writing, and listening components.

Assessment Instruments by Grade Level

GRADES	TEST	USED TO DETERMINE LEVELS OF	WHEN ADMINISTERED
PK-12	MELA-O	English Oral Language Proficiency	Spring and fall
K-12	LAS Links IPT (optional)	Language Assessment Scales Oral/Reading/Writing/Listening Used for initial identification of LEP students	New students with home language other than English on HLS or teacher referral
3-12	MEPA-R/W	English Reading and Writing Development	Administered in spring for most students; administered in fall for grade 3-12 students who did not take the spring MEPA

THE EDUCATIONAL PROGRAM

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

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

The SEI program provides students with all books and instructional materials in English; however, the curriculum and presentation of lessons are designed for students who are learning the English language. At some point, there may be a need to use the native language when necessary for clarification. The ELL content instruction is based on the Massachusetts English Curriculum Frameworks and the English Language Proficiency Benchmarks and Outcomes (ELPBO) at each grade level. The ESL Teacher and Tutor are in the process of designing the K-12 English language development curriculum using the *DRAFT* copy from the DOE. Monthly reports are created for each student reflecting the strategies used from the ELPBO (Appendix M). Parents are notified of their child's progress periodically throughout the year (Appendix N).

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

MONITORING PROGRESS OF LEP STUDENTS

A. Each LEP student will be evaluated annually for English proficiency and content skills. Students in grades 3 - 12 will be assessed annually in English reading and writing skills using the Massachusetts English Proficiency Assessment (MEPA). Oral language assessment (MELA-O) will be administered according to DOE guidelines. All LEP students will also participate in the MCAS testing appropriate to their grade levels. These results will be documented in the students file and submitted to the ELL Teacher who will document these also in the ELL folder. Copies of the MEPA and MCAS results will be provided to the parents.

B. Monthly progress reports reflecting the ELPBO standards will be prepared for each LEP student by the ELD teacher/tutor or ESL teacher (Appendix M) and submitted to the supervising ESL teacher.

C. Each building ELL team will meet to review the progress of all LEP students in that school twice per year: after the end of the first trimester for elementary students or first semester for middle and high school students and within 30 days prior to the end of the school year or the first 30 days of the next school year to evaluate each LEP student's progress and ensure that each student is appropriately placed and monitored (Appendix O.) At the end of/beginning of year meeting, the school ELL Team will make written recommendations for the next/current year's placement for ELL students (LEP or FLEP) based on placement criteria. The placement criteria are GUIDELINES. Verification of these meetings and the resulting recommendations will be documented in each student's cumulative folder with a copy sent to the ELL Director. Parents/guardians will be notified in writing of their child's placement as continuing LEP status (Appendix F) or reclassification as FLEP (Appendix Q.)

D. Chapter 71A and Title VI require that Limited English Proficient students are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education programs. Districts cannot limit the time necessary for language services for those students who are not yet able to meaningfully participate in the school's programs.

E. Monitoring Tools

- MEPA - Reading and Writing Proficiency (Massachusetts English Proficiency Assessment)
- LAS - Reading/Writing Proficiency (Language Assessment Scales)
- MELA-O - Oral Language Proficiency (Massachusetts English Language Assessment - Oral)
- State Testing (MCAS)
- Student Portfolios including writing samples
- Reading Assessments (DRA, running records, etc.)
- Other assessments as needed by the ELL team to assist in making their decision

EXITING STUDENTS FROM ELL PROGRAMS (Reclassification from LEP to FLEP)

Exit Procedures

Each building ELL team will meet to review the progress of all LEP students twice per year as outlined above (Monitoring Progress of LEP Students.) The team will conduct a review of each student's progress and determine if that student no longer requires ELD services and can be reclassified as FLEP (Appendix O.)

Exit Criteria

ELL students who meet the district exit criteria will exit the program and be reclassified as FLEP. Students who do not meet the exit criteria outlined will be recommended for continuing services. Any change in the instructional program will be documented in the student's school record. The principal or designee will inform the parents in writing as to whether the student will remain as LEP (Appendix F) or be reclassified as FLEP (Appendix Q.) Letters informing parent of this change in status must be signed and returned to the school. The letter will then be filed in the student cumulative and ELL folders.

Post Service Monitoring

The ESL Teacher will review FLEP student report cards and conduct periodic consultations with classroom teachers to ensure that the FLEP student is continuing to obtain success in the regular classrooms. This monitoring will continue for two years

thus adhering to the DOE regulations. If the FLEP student is not meeting with success, the ESL Teacher will reconvene the ELL Team to redesignate the student to LEP status and ELD services will resume. If the FLEP continues to make adequate progress for two years, an Exit from FLEP to Regular Education form (Appendix R) will be placed in their cumulative and ELL folders. Evidence of sustained performance will include: progress reports, report cards and standardized test scores.

Appendices A-R

APPENDIX A

Stages of Oral Language Development

Pre-production

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

Early Production

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

Speech Emergence

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

Intermediate Fluency Stage

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

Proficiency

- Demonstrates accuracy and correctness comparable to native language speakers

Reference: Step Program of English Language Proficiency 2004, Brockton Public Schools, p. 15.

APPENDIX B

Stages of Literacy Development

Preparation for Literacy

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

Early Literacy

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

Emergent Literacy

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

Intermediate Abilities

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

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

APPENDIX C

BMRSD Home Language Survey Procedure

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

APPENDIX D

**Blackstone-Millville Regional School District
Home Language Survey**

Dear Parents/Guardians:

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

NAME: _____ TODAY'S DATE: ____/____/____
SCHOOL: _____ GRADE: _____
DATE OF BIRTH: _____
PLACE OF BIRTH: _____

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

Parent Signature _____ Date _____

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

Please call the main office at the school if you would like this document translated into a language other than English.

Por favor, contate a secretaria central da escola caso deseje que este documento seja traduzido para o português.

Por favor, llame a la oficina central de la escuela si usted desea que este documento sea traducido al español.

الرجاء الإتصال بالمكتب الرئيسي في المدرسة إذا أردتم ترجمة هذه الوثيقة إلى اللغة العربية.

APPENDIX E

PARENTS: DO NOT COMPLETE/TO BE COMPLETED BY ELL STAFF

English Language Learner – Proficiency Results

INITIAL RECOMMENDATION:

- Student does not have a language other than English spoken at home/No testing necessary
- Student Referred For Language Proficiency Testing Date: ___/___/___

PROFICIENCY RESULTS: Name/Type of Assessment Administered _____

Oral Designation: Beg E Inter Inter Prof Above Prof Date: ___/___/___

Reading Designation: Beg E Inter Inter Prof Above Prof Date: ___/___/___

Writing Designation: Beg E Inter Inter Prof Above Prof Date: ___/___/___

COMMENTS: This student is a Newcomer YES NO

PROGRAM RECOMMENDATION:

- Based on above results, student will be placed in our ELL program and will receive ELD/SEI instruction.
- Based on above results, student will be not receive ELD/SEI instruction.

Signature of ELL Staff

Today's Date ___/___/___

Print Your Name

**Language Proficiency Status
(Designation)**

Beg=Beginning E Inter=Early Intermediate Inter=Intermediate Prof=Proficient Above Prof=Above Proficient

APPENDIX F

Blackstone-Millville Regional School District
Parent Notification Letter

Student Name _____ Date _____

School _____ Grade _____

Dear Parents:

In accordance with State and Federal laws, school districts in Massachusetts are required to assess the language proficiency of all students whose home language is not English. According to the results of this testing, your child is eligible to receive services through our English Language Learners Program.

The academic instructional program to which your son/ daughter will be assigned will include instruction in English Language Development. Lessons will include reading, writing, listening and speaking in English. Providing skills for social/academic situations as well as promoting a positive self image will be the focus of the lessons. The school's goal is to integrate English Language Learners (ELL) into the school community, both socially and academically.

The instruction will be provided by an ESL (English as a Second Language) teacher, Jovanna Tetreault, or an ESL tutor, Sonia Matias. Progress reports will be sent home twice a year, or as needed.

When your child demonstrates that he or she is proficient in English as determined by a) a language assessment test in listening, speaking, reading and writing and b) passing grades in all of his or her academic subjects at grade level, he or she will be exited from the ELL program.

If a family believes that the student should be placed in a program other than the district's English Language Learner program, the family has a right to request a waiver for alternate placement. A family also has the right to decline ELL services (op-out of the program) for their child. Contact your child's school for further information. You are invited to request a conference where program objectives will be explained. You are welcome to observe in the classroom and participate on the district's Parent Advisory Committees. If you have any questions regarding your child's instructional placement, please feel free to contact Jovanna Tetreault, ESL Provider, at the Blackstone-Millville Regional High School (508-876-0101).

Sincerely,

Jovanna Tetreault
ESL Provider

APPENDIX G

Blackstone-Millville Regional School District PARENTS' CHOICE TO OPT OUT OF ENGLISH LANGUAGE PROGRAM

Name of Student: _____ Date: _____

Name of School: _____ Grade Level: _____

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

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

The following is information regarding a parent or guardian's choice to deny their child's entry into the Sheltered English Immersion program in the Blackstone-Millville Regional School District:

After meeting with the ELL Liaison and ELL staff at your child's school and discussing the repercussions of your decision, you may sign the following "opting out" form:

_____ ✂ _____ ✂ _____ ✂ _____ ✂ _____

I, _____, the parent/guardian of _____, have decided to deny my child entry into the Sheltered English Immersion Program in the Blackstone-Millville Regional School District. I understand that my child's progress will be monitored and alternative educational plans be developed to make sure that his/her academic and language needs are being addressed.

School: _____ Grade Level: _____

Student Name: _____

Parent Signature: _____ Date _____

Parent "Opting Out" Form – English

APPENDIX H

Blackstone-Millville Regional School District – School Year 20__ to 20__
G.L. c.71A Program Waiver

Parent or 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 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 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 2005-2006 school year. I have been fully informed of my right not to apply for or agree to a program waiver.

Child's Name

Parent or Guardian Signature

Parent or 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.

APPENDIX I

Blackstone-Millville Regional School District – School Year 20__ to 20__
 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)/Guardian(s) Visited School to Apply For A 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). 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 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 transitional bilingual class on _____.*

_____ **School Superintendent (signature/date)** _____ **School Principal (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.*

_____ **School Superintendent (signature/date)** _____ **School Principal (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? If yes, what was the final determination of the school officials?

Blackstone-Millville Regional School District – School Year 20__ to 20__

APPENDIX J

Blackstone-Millville Regional School District – School Year 20__ to 20__
 G.L.c.71A School District Program Waiver Application Form for English Learners
 Students 10 Years of Age or Older

A. Background Information

1. Name of Student	
2. Date of Birth	
3. Date Parent(s)/Guardian(s) Visited School to Apply For A Waiver	

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

C. Determination Regarding Waiver Request:

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

School Principal (signature/date)

Other educational staff who participated in the decision (signature/title/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 (signature/date)

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

APPENDIX K

Blackstone-Millville Regional School District
TEACHER REFERRAL FOR ELL EVALUATION

Teacher's Name _____ Date _____

Student's Name _____ Date of Birth _____

School _____ Grade _____

Parent/Guardian Name _____

Address _____

Home Phone _____ Cell phone _____

Home Language _____

Reason(s) for English language assessment referral:

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

_____ Academic concerns in English and academic subject areas

_____ Transferred from another district

_____ Other (Please Explain)

For office use only:

Assessment(s) used _____

Name of test administrator _____ Date Administered _____

Results _____

Conference dates (ELL team, parent, etc) _____

Recommendations _____

(Use back if necessary)

APPENDIX L

PROCEDURES FOR ANNUAL ELL ASSESSMENTS

1. The ELL Liaison will provide each principal with a list of students and the annual assessments that each student is required to take (MEPA, MELA-O, LASLinks).
2. Principals are responsible to notify the MADOE of the number of tests that are needed in each school.
3. Each principal will designate when each student will be tested and who will administer MEPA and the MELA-O. Only Category 2 trained staff may administer the MELA-O.
4. Each principal must submit the testing times and test administrators in writing to the ELL Liaison at least one week prior to the testing date.
5. The principal will place the original test results in the student file and provide a copy to the ELL Liaison.
6. The ELL Liaison will verify that the results are in the student file during the next semi-annual file check (January and June).

Appendix M

BMRSD English Language Development **Monthly Report**

Student name: _____ School: _____ Grade: _____

Date: _____ Prepared by: _____

1. Please describe the type of service you provide for this student at this time:

2. Please check off the strategies you have used this month with the student (ELPBO):

Compare/contrast L1 and L2 (S.1) (ELA 5): _____

Use resources (dictionaries, glossaries, etc.) (S.1) (ELA 4) _____

Practice differences between formal and informal speech (S.2) _____

Rephrasing (S.2) (FL 1) _____

Use verbal and nonverbal cues (S.3) _____

Connect new information to prior knowledge (S.3) _____

Use graphic organizers for taking notes (S.3) _____

Identify titles, illustrations, headings, etc. (R.3) (ELA 13) _____

Teach and review essential vocabulary (R.1) _____

Analyze words (cognates, suffixes, inflection, etc.) (R.1) _____

Use context to grasp meaning (R.1) _____

Identify sentence/text structure (capitalization, parts of speech, etc.) (R.1) _____

Identify main idea and details of text (R.3) _____

Pre-writing strategies (identify audience, organize ideas, etc.) (W.1) _____

Evaluation, revision, and editing of writing (W.3) (W.4) _____

Use of media (Internet, audio, visual, etc.) _____

3. Please indicate any other concerns regarding this student. _____

Signed: _____ Date: _____

Appendix N

Blackstone Millville Regional School District *English Language Learner Program*

Student Progress Report

Date:

Dear Parents/Guardians of:

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

Reading:

Writing:

Listening:

Speaking:

If you have any questions, please feel free to contact me by sending a note with your child OR emailing me at jtetreault@bmrtd.net. Our goal is to provide the best education possible for the students of Blackstone-Millville.

Yours in education,

Jovanna Tetreault
English as a Second Language Teacher

APPENDIX O

ESL TEAM REVIEW OF STUDENT PROGRESS

Student _____

Date _____

School _____

ELL Team Members Present (Name/position)

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

Oral/Listening Skills:

Reading:

Writing:

Speaking:

Social Relationships:

RECOMMENDATION:

___ Student needs language support, and should continue SEI and ESL programs.

___ Student is able to do regular school work in English and should be reclassified as FLEP and monitored for continued progress as required.

APPENDIX P

Blackstone Millville Regional School District

English as a Second Language Folder Checklist

Name _____

Check off (✓) when information is placed in folder.

School Year→							
Grade							
School							
Teacher							
Schedule							
Home Language Survey							
LAS Link results							
MELA-O Fall							
MELA-O Spring							
MEPA results							
Parent Notification							
ESL Progress Reports – Fall							
ESL Progress Reports - Spring							
Report Card							
MCAS results							

APPENDIX Q

Blackstone-Millville Regional School District

Parent Notification of Exit from LEP to FLEP Status

Student Name _____ Date _____

School _____ Grade _____

Dear Parents:

I would like to inform you that, based on your child's classroom performance and his/her scores on state and local assessments, a team of teachers in your child's school has determined that he/she has developed proficiency in the English language. He/she is now fully capable of performing ordinary class work in English in a mainstream classroom.

Since he/she no longer needs to be in a structured English immersion (SEI) class, we will transition him/ her to a mainstream classroom. However, your child will continue to be monitored by an English as a Second Language (ESL) teacher for two academic years.

If you have any questions regarding your child's instructional placement, please feel free to contact Jovanna Tetreault, ESL Provider, at the Blackstone-Millville Regional High School (508-876-0101).

Sincerely,

Jovanna Tetreault
ESL Provider

Appendix R

Exit from FLEP to Regular Education

Blackstone-Millville Regional School District
Parent Notification of Ending ELL Services

Student Name _____ Date _____

School _____ Grade _____

Dear Parents:

After monitoring this FLEP student for two years, reviewing student records and consulting with the current classroom teacher (s), the district has determined that this student will officially be exited from the BMRSD ESL program and placed in the regular education program.

If you have any questions regarding your child's instructional placement, please feel free to contact Jovanna Tetreault, ESL Provider, at the Blackstone-Millville Regional High School (508-876-0101).

Sincerely,

Jovanna Tetreault
ESL Provider