

English Language Learner Education Handbook



**Bedford Public Schools
Bedford, Massachusetts**

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FORWARD

This document offers guidance to administrators and teachers in addressing the linguistic and educational needs of English Language Learners in the Bedford Public Schools by identifying students and developing programs that recognize their diverse ethnic and cultural backgrounds and experiences. This information is intended to aid teachers and administrators when planning for and providing services to students who are learning English as a second language and reflects research-based best practices which are aligned to state and national program and English language proficiency standards.

The information presented herein is structured to follow the sequential approach of identification of English Language Learners through program implementation and is intended for parents, teachers, and administrators at Bedford Public Schools to use to ensure that English Language Learners receive the linguistic and educational support they need to provide them with fair and equal access to our educational offerings. It is our intention that teachers and administrators become familiar with and promote the content of this document to ensure that policies and procedures are consistently followed.

This document hereby references and incorporates public materials from the US Department of Defense publication of March 2007: *English as a Second Language Program Guide: Planning for English Language Learner Success*. Its goal is to provide guidance on the implementation of DoDEA regulation 2440.1, “English as a Second Language Programs,” April, 2006. The current revision reflects changes in the provision of services as suggested by the No Child Left Behind Act of 2001 and in the Office of Civil Rights document, Program for English Language Learners, available on the U.S. Department of Education (USDOE) website: <http://www.ed.gov/offices/OCR/ELL/>. Further information on legal and judicial matters affecting English language learners can also be found on the USDOE website.

This document also references Belmont, Blackstone-Millville Valley and Milford Public Schools' English Language Learners Education Handbooks.

STATEMENT OF NON-DISCRIMINATION

The Bedford Public Schools 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 Bedford Public 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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PROGRAM OVERVIEW

The ESL Department supports the mission of Bedford Public Schools to ensure that all students achieve to their highest ability by providing them with the knowledge and skills they need to flourish in our democratic society. In so doing, the ESL Department supports each ELL student by giving them the opportunity to acquire the language skills they need to access our curriculum and to participate fully in our district's rich offering of classes, activities, sports, and clubs. To that end, our goal is that each individual student is screened carefully, taught appropriately, and monitored closely. Massachusetts state law defines the term "English learner" as a child who does not speak English or who is not currently able to perform ordinary classroom work in English.

To accomplish this, the ESL Department provides students, teachers, and administrators K-12 with a continuum of services and programs that will help all of our ELL students develop the listening, comprehension, speaking, reading, and writing skills in English they need to meet our district's and the state's academic expectations. The language development of ELL students is the responsibility of both ESL and general education teachers. The ESL teachers provides these services segmented into the following activities:

- Train classroom teachers in Massachusetts Department of Elementary and Secondary Education approved trainings;
- Meet frequently with teachers to support them with curriculum materials and instruction (based on the new WIDA English Language Proficiency Standards¹) in how to teach the components of ELL literacy: Speaking, Reading, Writing, Listening, including offering workshops and book talks;
- Support classroom teachers in determining educational goals and learning outcomes for ELL students;
- Provide direct instruction, based on the WIDA English Language Proficiency Standards, through ESL/ELD course offerings at the grades 6 - 12 level and, at the K - 5 level, through ESL/ELD direct instruction during literacy blocks and intervention blocks;
- Consult with teachers and administrators to assist in the creation and administration of formative, benchmark, and summative assessments to be used in the classrooms;
- Collaborate with classroom teachers to interpret state, local, and classroom assessments and help teachers structure their instruction to support growth as identified through these assessments;
- Conduct research-based best practice professional development workshops in ESL instruction and WIDA English Language Development standards;

¹ WIDA (World-Class Instructional Design and Assessment) is housed within the Wisconsin Center for Education Research at the School of Education, University of Wisconsin-Madison.

- Provide teachers with information on the emotional and social needs of students, especially students who have experienced interrupted formal education due to trauma and
- Collaborate with the Reading Department, Special Education Department and appropriate school staff on school-wide assessments, data collection, and analysis.

In fulfillment of the ESL Department's duties, ESL teachers are responsible for

- Identifying students in need of ELL services;
- Testing newly identified students with the W-APT²;
- Administering the ACCESS³ tests;
- Administering the MODEL (Measure of Developing English Language) identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.
- Overseeing MCAS⁴/PARCC testing for ELL students;
- Helping the Technology Director, in conjunction with the English Language Learner Director, maintain appropriate records;
- Maintaining student records;
- Providing teachers and parents with progress reports twice a year, and
- Working with the administration of their schools to place students in classrooms with the appropriate services.

Through the fulfillment of these responsibilities and services, the ESL Department provides students, teachers, and administrators K - 12 with services, instruction, teacher trainings, and ELL category and certification trainings. The Department also provides opportunities for parents and students to acculturate and assimilate, while also providing them with the resources they need to live in a new community.

The ESL Department assists families and reaches out to them by conducting presentations to and coffees for parent groups, inviting parents to attend parents' association meetings and events, attending to families who are classified as SIFE⁵, and making sure that each family understands the importance of parent involvement in their child's education.

Through the use of services and a variety of program models, the Bedford Public Schools and the ESL Department provide a language-rich environment that promotes high expectations for academic achievement. It provides English Language Learners (ELL), or Limited English Proficient Students (LEP), with the opportunity to become proficient in English so that they will have full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and

² W-APT (WIDA-ACCESS Placement Test)

³ ACCESS (ASSESSING COMPREHENSION AND COMMUNICATION IN ENGLISH STATE TO STATE)

⁴ MCAS (Massachusetts Comprehensive Assessment System)

⁵ SIFE (Students with Interrupted Formal Education)

need to develop essential skills in listening, speaking, reading, and writing in English. In order to provide students with the opportunity to develop these skills, English language learners receive Sheltered English Instruction (SEI) in classrooms in accordance with state and federal laws as well as direct instruction in an individual or small group setting. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development. Students receiving direct instruction by the ESL teachers receive this, at the elementary level, as part of their regular classroom instruction during literacy centers, guided reading, or as an additional intervention class offered as part of the Literacy Block. At the secondary level, they receive this instruction as an elective class.

TERMS AND DEFINITIONS

ACCESS	The English language proficiency assessment given to all ELL students in Massachusetts to measure annual progress and proficiency in English language development. Focuses on academic language use in all content areas and all domains (reading, writing, speaking, and listening).
Cume	Cumulative record of test scores and information on each student.
ELL	English Language Learner. This term is reserved for those who are enrolled in ESL. Also known as the “English Language Learner,” this is a child who is not fluent in English and who is not currently able to perform ordinary class work in English.
ESL	English as a Second Language. English is the second or additional language of the learner. It refers to programs and classes to teach students as a second or additional language.
FELL	Former English Language Learner (also known as FLEP - Former Limited English Proficiency).
HLS	Home Language Survey parents/guardians fill out when registering a new student.
IEP	Individual Education Plan, an individual plan for a student receiving special education services.
MODEL	A placement and/or monitoring test of reading, writing, listening, and speaking skills to monitor progress and services for the ELL program K to 12. .
L1	A person’s first language: home, native, or heritage language.
L2	A person’s second language or target language of an individual (English in most U.S. schools).
MCAS	Massachusetts Comprehensive Assessment System (standardized tests given annually to students in Massachusetts in grades 3-10 in math, English, and science).
PARCC	Partnership for Assessment of Readiness for College and Career
Pre-IPT	Test of oral English language given to 3- and 4-year olds to assess English proficiency
SEI	Sheltered English Immersion. Teachers scaffold (differentiate) instruction to aid students in learning content while at the same time helping students to build proficiency in reading, writing, listening, and speaking in an academic setting.
SIMS	Student Information Management System, a state-assigned student number for data collection.
Waiver/Opt-Out	A waiver excusing an ELL student from the ESL program may be granted by the district in response to an informed parent request and according to state regulation.
W-APT	A placement and/or monitoring test of reading, writing, listening, and speaking skills to determine eligibility and services for the ESL program. Administered to entering K through 12 th graders with a home language other than English when existing records do not already document language proficiency.
WIDA	World-class Instructional Design and Assessment, an organization of 38 member states which publishes standards for English Language Learner education and the ACCESS English proficiency test.

TIMELINE

- September:** Home Language Surveys
Testing and Program Decisions made
ELL Parental Notification Forms (must be sent within 30 days of the start of school)
ELL Reporting Form - SIMS Report
- November:** Monitor elementary FELL/FLEP/opt-out students in time for parent/teacher conferences.
- January:** ACCESS Testing
Monitor middle school and high school FELL/FLEP/opt-out students at the end of the first semester.
- February:** ELL Reporting Form - SIMS Report
- April:** Monitor elementary FELL//FLEP/opt-out students in time for parent/teacher conferences.
- May/June:** Reclassification Discussions
Reclassification Recommendations: Parent Notification
ELL Reporting Form - SIMS Report

Monitor all FELL/FLEP/opt-out students at the end of the second semester.

REQUIREMENTS OF ALL SCHOOL DISTRICTS IN MASSACHUSETTS:

- All children in Massachusetts public schools are taught English by being taught in English and all by being placed in English language classrooms. Children who are English learners must be educated through sheltered English immersion.
- Districts annually determine, no later than April 1, the number of English learners in the district and classify them according to grade level, primary language, and the English learners program in which they are enrolled.
- Districts annually administer a standardized, nationally normed written test of academic subject matter in English for grades 3-12 and a nationally normed test of English proficiency for grades K-12.
- 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.
- The Office of Educational Quality and Accountability conducts onsite visits to school districts at least once every five years to evaluate the effectiveness of programs serving English language learners.
- 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.
- English language learners are provided language support services until they are proficient enough in English to participate meaningfully in the district’s education program.

Reference: *Questions and Answers Regarding Chapter 71A: ENGLISH LANGUAGE EDUCATION IN PUBLIC SCHOOLS, Mass Dept of Elementary and Secondary Education, August 2003.*

INITIAL IDENTIFICATION OF ELL STUDENTS

Bedford Public Schools has established a uniform procedure for the initial identification of ELL students:

Home Language Survey

The procedure begins at the time of registration with the completion of the Home Language Survey (HLS). At the time of registration, the parent(s)/guardian(s) will be asked to complete the Home Language Survey (HLS) (Appendix A). A copy in the parent(s)/guardian's native language will be provided. 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 after the beginning of the school year. Districts are required to use the results of one of the state required language screening assessments, namely W-APT or MODEL, and the guidance provided (Appendix B) to determine whether the student is or is not an ELL. The screening assessment scores and subsequent decision about whether a student is an ELL is made by a licensed ESL Teacher or the ESL Director.

Notifications

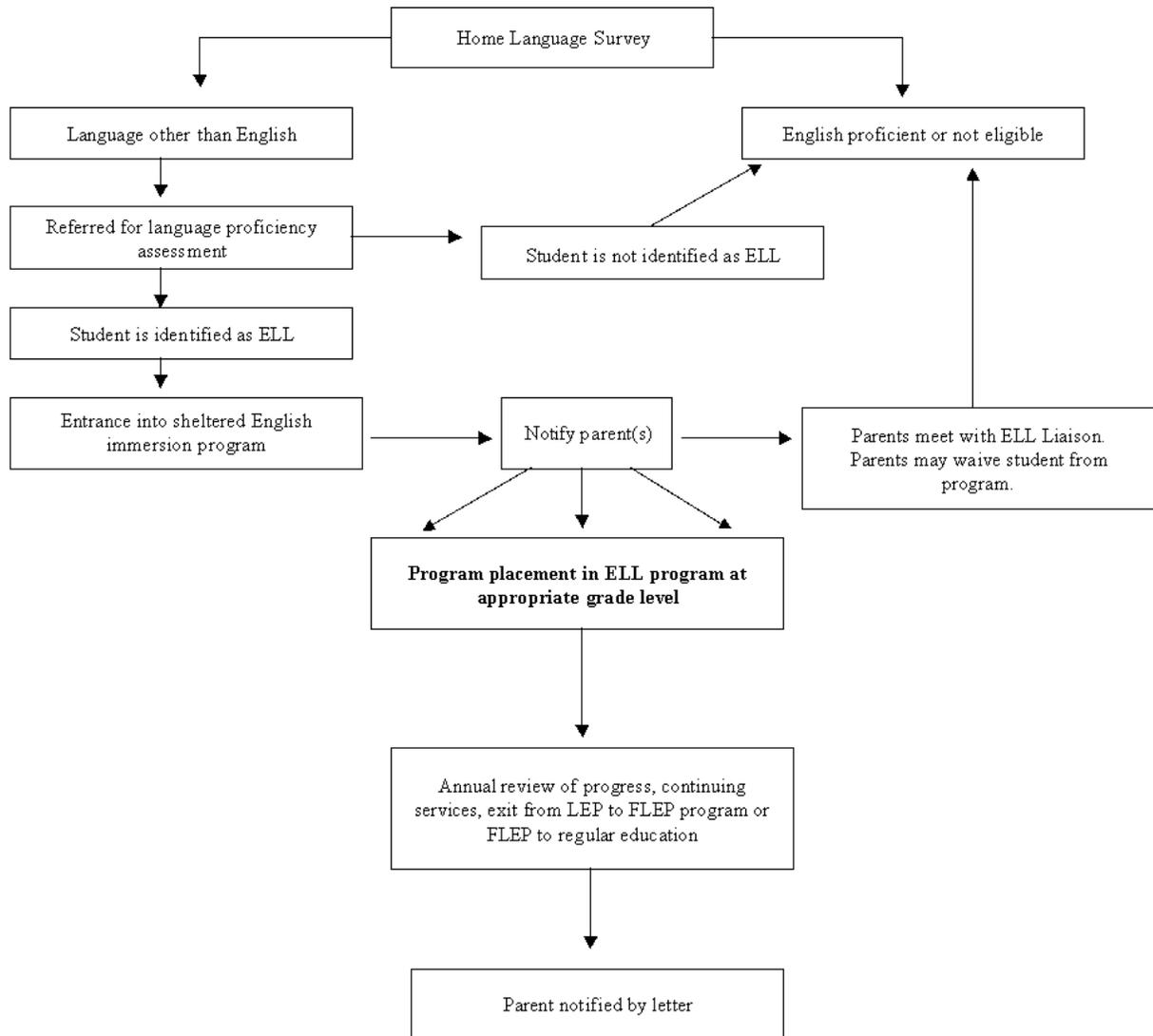
Parents are notified in writing if their child is eligible for ELL services in the SEI program or ESL instruction. These letters also provide information about requesting a waiver for an alternate placement or declining (opt-out) ELL services (Appendices F-I).

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

Program Flowchart

See the program flowchart below for the sequence of activities.

PROGRAM FLOWCHART



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 and Declined Services

Parents may notify the district of their wish to have their child “opt-out” of the ELL program. This means that a parent or guardian chooses to deny their child’s entry into the SEI program in the Bedford Public Schools. The district recommends that a parent or guardian schedule a meeting with the ESL staff in order to exercise this option. The form titled English Language Learner Services Declined (Appendix F) must be signed in order to make this operational. Parents of a child under 10 may “opt-out” even if that student has not been enrolled in an ELL classroom for 30 days.

The Bedford Public School District encourages parents to allow their children to participate in our ESL program for a limited time before they make a final determination to “opt-out” of the program. We will continue to keep parents apprised of their child’s progress. Federal law establishes a district’s obligation to provide ELL 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. The district will also continue to provide English language support to a monitored student via the academic supports that are available under the District Curriculum Accommodation Plan. 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 current DESE mandated assessments (ACCESS and MCAS) appropriate for their grade. Within one week of receipt of the decline of services, the building level ELL Team will hold a meeting. 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 ESL Department recommends, the family has a right to request a waiver for alternate placement in a bilingual or other educational program (Appendix G). 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 H):
 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 I).

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 ESL team when determining entry into or exit from 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 current annual ELL assessments can be found in Appendix J.

Parents are sent a notification letter providing them with essential testing information prior to each test (Appendix K).

Descriptions of Current Assessments

Assessing Comprehension and Communication in English State to State (ACCESS) is an annual assessment required by the Department of Education. The ACCESS measures academic English language skills necessary for functioning in classes conducted in English.

WIDA-MODEL Measure of Developing English Language is a series of English language proficiency assessments K – 12 used as an identification/placement assessment for newly enrolled ELLs or as an interim progress monitoring assessment.

W-APT WIDA-ACCESS Placement Test is a language ability and proficiency assessment consisting of speaking, reading, writing, and listening components.

Assessment Instruments by Grade Level

GRADE	TEST	USE	WHEN ADMINISTERED
K - 12	WIDA-MODEL	Identification/Placement or Progress Monitoring	As needed for identification, placement, and/or interim progress monitoring.
Pre-K-12	W-APT	English Language Proficiency “Screener” for Listening, Speaking, Reading, & Writing.	New students with home language other than English on HLS or teacher referral
K-12	ACCESS	Academic English Language Proficiency to monitor progress in the acquiring academic English.	Annually

TESTING ACCOMMODATIONS FOR ELL STUDENTS

No Child Left Behind Act of 2001 requires that schools monitor and report the progress of all students, as well as specific groups, such as ELLs, through regular, periodic testing. Testing provides educators with information about the academic strengths and weaknesses of the students they serve, and results are used to inform instruction. Therefore, all English Language Learners must be tested. However, ELL students are offered certain accommodations.

A range of test accommodations is available to all ELL students and to former ELL students for up to two years after passing the state MCAS/PARCC test. Accommodations include:

1. Time extensions (time and a half of productive test-taking);
2. Separate locations and/or small group administration;
3. Bilingual glossaries and dictionaries (word-for-word translations only);
4. Simultaneous use of English and other available language editions;
5. Oral translations for lower incidence languages;
6. Written response in the native language.

THE EDUCATIONAL PROGRAM

The ELL program for each school/student will be developed in partnership with the building ESL team and administration, including the ESL director, 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 teachers. The building ESL 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 or direct instruction in language skills by a certified ESL teacher and/or be placed in a Sheltered English Immersion (SEI) program. Teachers in SEI classrooms have been trained according to the DESE regulations to be qualified to teach ELL students in their classrooms.

The SEI program provides students with 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 2012 WIDA standards. The WIDA standards are aligned to the Common Core Standards. (An overview of the new WIDA standards is found at: <http://www.wida.us/standards/DraftRelease/player.html>). Parents are notified of their child's progress periodically throughout the year (Appendices M, N and O).

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

ESL School-Based Student Teams

In order to make the best educational decisions regarding student services for our English language learners each school has established a team. Membership in the team may change depending upon the needs of the student(s) being discussed. The core members are the ESL teacher, the student's classroom teacher, and a guidance counselor. Membership may also include a Reading Specialist, an administrator, a Special Education teacher, an adjustment counselor, and others as needed. In general, the team does not meet formally and decisions are made informally through consultations and communication among the members. Teams meet to discuss an individual student's learning and program needs, to make appropriate emotional or instructional recommendations, and to monitor a student's language acquisition and academic progress.

STUDENT SUPPORT SERVICES

District Curriculum Accommodation Plan

The district is fully committed to meeting the educational and learning needs of all students. We recognize that all of our students have individual learning styles that at one time or another may require some kind of accommodation within the classroom or school environment. Consequently, in each of our schools, we have a variety of supports available to all students who may need them. Students and their teachers are encouraged to explore and avail themselves of district-wide services and programs that address diverse learning needs.

Special Education Referrals

English Language Learner students may be considered for special education when there is a concern regarding academic progress and/or social emotional needs. However, the lack of English language proficiency is not a basis for finding a student either eligible or ineligible for special education. If a student is found eligible for special education, his/her participation in ESL continues until the student is exited for proficiency.

Equal Access to Academic and Non-Academic/Extracurricular Activities

In accordance with Title VI of the Civil Rights Act of 1964, the district prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin in any programs or activities that are offered by the Bedford Public Schools. District personnel must make every effort to ensure that (1) LEP students have access to the full range of opportunities, supports, and services that are available to any non-LEP students; (2) LEP students participate fully with their English-speaking peers; and (3) LEP students are provided the necessary supports for participation in academic and non-academic/extracurricular programs and activities.

RELATIONSHIP WITH PARENTS/GUARDIANS

Bedford Public Schools considers a parent's/guardian's participation in his/her student's education key to the success of each student. Parents and/or guardians play an important role in their students' program and should be involved in all aspects of their education. They serve as a source of information for the ESL teacher, information that can form a framework for understanding the student. Their participation in interviews, reports on developmental and educational histories, and explanation of the history of the student's language acquisition are valuable.

Therefore, building a relationship of trust between the parents/guardians and school professionals is important to the success of the student's academic and social life. Understanding the traditions and culture will help build that trust. It will also help the staff to better acculturate each student.

Practices used to build a relationship between Bedford staff and the parents and families:

- Pronounce parent's/guardian's name correctly.
- When requested, provide an interpreter to assist parents in making important decisions involving their student.
- Ask parents/guardians about the family and how decisions are made.
- Give parents/guardians an opportunity to talk about their goals for their student.
- Understand the cultural norms that impact everyday communication, such as avoidance of eye contact to show respect.
- Understand that the parents'/guardians' level of proficiency and confidence in English may impact their ability to make decisions, even with a translator.
- Invite parents/guardians to meetings, coffees, Parent Association events, community events and student activities such as the school play.
- Check for understanding by asking specific questions.
- Speak slowly and avoid using acronyms and colloquialisms.
- Follow-up after meetings to keep parents/guardians updated on what was discussed.

Reference: *DODEA English as a Second Language Program Guide, 2007.*

MONITORING PROGRESS OF ELL STUDENTS

1. Each ELL student is evaluated annually for English proficiency and content skills. Students in grades K–12 will be assessed annually in English language skills using the ACCESS (Assessing Comprehension and Communication in English State-to-State). All ELL students will also participate in the MCAS testing appropriate to their grade levels. These results are documented in the students file and submitted to the ESL Teacher who will document these also in the ELL folder. Copies of the ACCESS and MCAS results will be provided to the parents.
2. Regularly scheduled progress reports reflecting the current Massachusetts standards will be prepared for each ELL student by the ESL teacher (Appendices M, N and O) and submitted to the supervising ESL teacher, guidance counselors, and parents.
3. Each building ESL team will meet to review the progress of all ELL 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. At the end of/beginning of year meeting, the school ESL Team will make written recommendations for the next/current year's placement for ELL students (LEP or FLEP/FELL) based on placement criteria. The placement criteria are GUIDELINES (Appendix P). Verification of these meetings and the resulting recommendations will be documented in each student's cumulative folder with a copy sent to the ESL Director. Parents/guardians will be notified in writing of their child's placement as continuing LEP status, reclassification as FLEP/FELL, or exiting FLEP/FELL status (Appendices Q, R, S and T).
4. 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 participate meaningfully in the school's programs.
5. Monitoring Tools:
 - ACCESS – Comprehension and Communication in English
 - MODEL – Measure of English Language Development
 - W-APT – WIDA-ACCESS Placement Test
 - State Testing (MCAS)
 - Student Portfolios including writing samples
 - District Common Assessments
 - Reading Assessments (DIBELS, GRADE, running records, etc.)
 - Other assessments as needed by the ESL team

EXITING STUDENTS FROM ELL PROGRAM

(Reclassification from ELL to FLEP/FELL)

Exit Procedures:

Each building ESL team will meet to review the progress of all ELL students twice per year as outlined above (Monitoring Progress of ELL Students). The team will conduct a review of each student's progress and determine if that student no longer requires ELL services and can be reclassified as FLEP/FELL (Content Area Teacher Progress Report for Reclassification; Reclassification Guidelines, Appendices Q and R).

Exit Criteria:

ELL students who meet the district exit criteria will exit the program and be reclassified as FLEP/FELL. 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 or be reclassified as FLEP/FELL using the reclassification requirement guidelines. A copy of this letter will be filed in the student cumulative and ELL folders.

Post-Service Monitoring:

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

APPENDIX A: BEDFORD PUBLIC SCHOOLS HOME LANGUAGE SURVEY

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

Student Information

First Name	Middle Name	Last Name	Gender F <input type="checkbox"/> M <input type="checkbox"/>
Country of Birth	Date of Birth (mm/dd/yyyy)	Date first enrolled in ANY U.S. school (mm/dd/yyyy)	

School Information

Start Date in New School (mm/dd/yyyy)	Name of Former School and Town	Current Grade
---------------------------------------	--------------------------------	---------------

Questions for Parents/Guardians	
What is the native language(s) of each parent/guardian? (circle one) _____ (mother / father / guardian) _____ (mother / father / guardian)	Which language(s) are spoken with your child? (include relatives - <i>grandparents, uncles, aunts, etc.</i> - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
What language did your child first understand and speak?	Which language do you use most with your child?
Which other languages does your child know? (circle all that apply) _____ speak / read / write _____ speak / read / write	Which languages does your child use? (circle one) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
Will you require written information from school in your native language? Y <input type="checkbox"/> N <input type="checkbox"/>	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/>
Parent/Guardian Signature: X	Today's Date: _____ /20 _____ (mm/dd/yyyy)

APPENDIX B: INITIAL IDENTIFICATION OF ELLS IN KINDERGARTEN AND GRADES 1-12

TEST	KINDERGARTEN	DOMAINS ASSESSED	NOT ELL
W-APT KINDERGARTEN	FIRST SEMESTER	LISTENING; SPEAKING	ORAL PROFICIENCY RAW SCORE 29 OR HIGHER
WIDA MODEL KINDERGARTEN	FIRST SEMESTER	LISTENING; SPEAKING	ORAL PROFICIENCY LEVEL 5 IN BOTH LISTENING AND SPEAKING
W-APT KINDERGARTEN	SECOND SEMESTER	LISTENING; SPEAKING; READING; WRITING	ORAL PROFICIENCY RAW SCORE 29 OR HIGHER READING RAW CORE 14 OR HIGHER WRITING RAW SCORE: 17 OR HIGHER
WIDA MODEL KINDERGARTEN	SECOND SEMESTER	LISTENING; SPEAKING; READING; WRITING	OVERALL COMPOSITE PROFICIENCY LEVEL HIGHER THAN 5 AND COMPOSITE LITERACY PROFICIENCY LEVEL HIGHER THAN 4

GRADE	DOMAINS ASSESSED	NOT ELL
1-12	ALL FOUR	OVERALL COMPOSITE PROFICIENCY LEVEL HIGHER THAN 5 AND COMPOSITE LITERACY PROFICIENCY LEVEL HIGHER THAN 4

APPENDIX C: PARENT NOTIFICATION OF IDENTIFICATION FOR ELL SERVICES FOR KINDERGARTEN

PARENT NOTIFICATION OF IDENTIFICATION OF ELIGIBILITY OF ELL SERVICES FOR KINDERGARTEN STUDENTS

Bedford Public Schools
English Language Learners Program

Student Name: _____ Date: _____

School: Davis Elementary

To ensure the academic success of all students, the Massachusetts Department of Elementary and Secondary Education requires that students whose home language is a language other than English participate in English language proficiency assessments. Your child has been identified as eligible for ELL services and will be enrolled in our English Language Learners (ELL) program based on the following results:

W- APT testing score of _____ on _____

Your child's English Language Proficiency (ELP) Level is _____

Our goal is to provide your child with individual attention to improve his/her speaking, listening, reading, and writing readiness skills in English while supporting the regular classroom curriculum when possible. Your child will receive English language instruction in the ELL room (individually or with a small group of students) and/or in his/her regular classroom.

During the year, and based on your child's needs, he/she will be assessed for English language proficiency and then either recommended for continuation of ELL services or exited from the program. Your child will also receive yearly mid- year and end of the year Progress Reports from his/her ELL teacher.

Please be informed that you have a right to decline ELL services. Should you choose to do so, you must complete the attached English Language Services Declined form and return it as soon as possible to your child's school, and to the attention of: Kindergarten ESL Teacher, 410 Davis Road, Bedford, MA 01730. If you prefer that your child receive a different type of language support, you may apply for a Waiver; please see the attached General Laws Chapter 71A Program Waiver and G.L.C. 71A School District Program Waiver Application Form.

If you should have any further questions, please feel free to contact me at Bedford Public Schools, 781-275-6800.

Sincerely,

Kindergarten ESL Teacher
Davis Elementary School

APPENDIX D: PARENT NOTIFICATION OF IDENTIFICATION FOR ELL SERVICES FOR GRADES 1-12

PARENT NOTIFICATION OF IDENTIFICATION OF ELIGIBILITY FOR ELL SERVICES

Bedford Public Schools
English Language Learners Program

Date: _____

Grade: _____

Student Name: _____

School: _____

This letter informs you that your child is eligible for English Language Learner (ELL) services. To ensure the academic success of all students, the Massachusetts Department of Elementary and Secondary of Education requires that students whose home language is a language other than English participate in English language proficiency assessments. Your child has been identified as eligible for ELL services based on:

W- APT testing score of _____ on _____

MODEL testing score of _____ on _____

Your child's English Language Proficiency (ELP) Level is _____

We will observe your child's progress, consult with your child's teacher, and provide additional instruction in English language development.

Our goal is to provide your child with more language-based instruction to improve his/her speaking, listening, reading, and writing skills in English while supporting the regular classroom curriculum when possible. Your child will receive English language instruction in his/her classroom from his/her teacher. Your child will also receive additional ESL instruction both in and out of the regular classroom.

During the year, and based on your child's needs, he/she will be assessed for English language proficiency and then either recommended for continuation of ELL services or exited from the program.

You can opt out of ELL support. However, when services are declined, students continue to participate in the required state assessment, ACCESS. **Should you choose to decline or opt out**, you must first contact your ESL teacher; contact information can be found below. If you prefer that your child receive a different type of language support, you may apply for a waiver for alternate placement. Please see the attached General Laws Chapter 71A Program Waiver and Waiver Application.

If you should have any further questions, please feel free to contact me at **INSERT NUMBER**.

Thank you,

ESL Teacher Name

ESL Teacher Contact Information

APPENDIX E: PARENT NOTIFICATION OF IDENTIFICATION FOR CONTINUATION OF ELL SERVICES

PARENT NOTIFICATION OF IDENTIFICATION FOR CONTINUATION OF ELL SERVICES

Bedford Public Schools English Language Learners Program

Date: _____

Grade: _____

Student Name: _____

School: _____

This letter informs you that ESL services continue for your child. To ensure the academic success of all students, the Massachusetts Department of Elementary and Secondary of Education requires that students whose home language is a language other than English participate in English language proficiency assessments. Based on the results of the Winter ACCESS assessment, other ELL and classroom assessments, it is recommended that your child continue to receive ELL support. He/she has not yet reached the recommended level of English language proficiency in the four language domains of reading, writing, listening and speaking.

Our goal is to provide your child with more individualized attention to improve his/her speaking, listening, and reading and writing readiness skills in English while supporting the regular classroom curriculum when possible. Your child will receive English language instruction in his/her classroom from his/her teacher. Your child will also receive additional ESL instruction both in and out of the classroom, as determined by the ESL team.

During the year, and based on your child's needs, he/she will be assessed for English language proficiency and then either recommended for continuation of ELL services or exited from the program.

You can decline ELL support. However, when services are declined, students continue to participate in the required state assessment, ACCESS. Should you choose to decline, you must first contact your ESL teacher; the contact information can be found below. If you prefer that your child receive a different type of language support, you may apply for a Waiver; please see the attached General Laws Chapter 71A Program Waiver and General Laws Chapter 71A Waiver Application Form.

If you should have any further questions, please feel free to contact the ESL Teacher at INSERT NUMBER, or via email the ESL Teacher.

Thank you,

ESL Teacher

ESL Teacher Contact Information

APPENDIX F: ENGLISH LANGUAGE LEARNER SERVICES DECLINED

ENGLISH LANGUAGE LEARNER SERVICES

Opt-Out Letter

English Language Learners Program
Bedford Public Schools

In accordance with State and Federal laws, school districts in Massachusetts are required to identify all students whose home language is other than English and to assess their English language proficiency. Your child was assessed and classified as an English Language Learner.

Although you understand that your child, _____, has been designated as having Limited English Proficiency and is entitled to English Language Learner (ELL) services.

By signing this form, you decline the right for your child to receive these services.

At any time your child may need English Language support. He/she is required to receive this support, so we will communicate any concerns regarding your child's progress.

Parent/Guardian Signature: _____ Date: _____

School: _____

Signature: _____ Date: _____

Please return this form as soon as possible to your child's school, to the attention of your child's ESL teacher at his or her school.

APPENDIX G: G.L.C.71A PROGRAM WAIVER

Bedford Public Schools
English Language Learners Program

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 materials to be used in the different educational program choices and of all the educational opportunities available to my child.

Based on this information, which I have read and understood, I am requesting a program waiver for my child for the INSERT 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

APPENDIX H: WAIVER APPLICATION

G.L.c. 71A School District Program Waiver Application Form for English Learners Students Under the Age of 10

A. Background Information

Name of Student: _____ Date of Birth: _____

Date Student was placed in an English Language Classroom: _____

Date Parent(s)/Legal Guardian(s) visited the school to apply for waiver: _____

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Attachment 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 and kept on file.

C. Determination Regarding Waiver Request

1. Waiver Request Approved (Principal must sign)

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

Date

Principal Signature	Date	Educational Staff Signature/Title	Date
---------------------	------	-----------------------------------	------

2. Waiver Request Denied (Principal must sign)

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

Principal Signature	Date	Educational Staff Signature/Title	Date
---------------------	------	-----------------------------------	------

APPENDIX I: ENGLISH LANGUAGE LEARNERS PROGRAM WAIVER

*G.L.c. 71A School District Program Waiver Application form for English Learners
Students 10 Years of Age and Older*

A. Background Information

Name of Student: _____ Date of Birth: _____

Date Parent(s)/Legal Guardian(s) visited the school to apply for waiver:

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Attachment 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 and kept on file.

C. Determination Regarding Waiver Request

1. Waiver Request Approved (Principal must sign)

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

Date

Principal Signature

Date

Educational Staff Signature/Title

Date

2. Waiver Request Denied (Principal must sign)

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

Principal Signature

Date

Educational Staff Signature/Title

Date

APPENDIX J: PROCEDURES FOR ANNUAL ELL ASSESSMENTS

1. The ESL teacher(s) at each school will provide the principal with a list of students and the annual assessments that each student is required to take (ACCESS).
2. Principals are responsible to notify the MA DESE of the number of tests that are needed in each school
3. The ESL teacher will send a notification letter to the parents informing them of the name and dates of the test administration.
4. The principal, in coordination with the ESL staff, will determine the time and location of testing.
5. The appropriate ESL teacher will send letters to the classroom teachers notifying them of the time and place of the ACCESS tests.
6. The principal will return the tests to the DESE for scoring.
7. The principal will place the original test results in the student file and provide a copy to the ESL teacher.
8. The ESL teacher will verify that the results are in the student file during the next semi-annual file check (January and June).

APPENDIX K: ACCESS LETTER TO PARENTS BEDFORD PUBLIC SCHOOLS

January INSERT DATE

English Language Learners Program

Dear Parents or Guardians,

The Massachusetts Department of Elementary and Secondary Education requires all public schools to administer English Proficiency Tests to students in Kindergarten through 12th grade who are identified as English Language Learners (ELL). The purpose of the testing is to evaluate students' proficiency in the English language skills of speaking, listening, reading and writing.

In keeping with these laws, ELL students must participate in the ACCESS for ELL (Assessing Comprehension and Communication in English State-to-State for English Language Learners) assessment. The ACCESS assessment has replaced the formerly used Massachusetts English Proficiency Assessment (MEPA). The ACCESS assessment is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners. The assessment measures students' English proficiency in four skills: reading, writing, listening, and speaking.

The following table presents the **INSERT DATES** testing schedule.

TEST	PERIOD OF ADMINISTRATION	ELL STUDENTS REQUIRED TO PARTICIPATE
ACCESS Test: Reading, Writing, Listening, and Speaking	INSERT DATES	All ELL students enrolled in Grades K-12

If you have questions regarding your child's testing, call the school district to speak to Mary Lou Sallee, Assistant Superintendent at 781-275-7588.

Mary Lou Sallee
 Assistant Superintendent
 Bedford School District
 97 McMahan St.
 Bedford, MA 01730
marylou_sallee@bedford.k12.ma.us

APPENDIX L: FOLDER CHECKLIST

Student Name: _____

Date of birth: _____

SASID # _____

Date of Entry Into Program: _____

School Year	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Initials/Teacher					
ELL or FLEP/FELL					
ELP Level					
Grade					
Schedule					
HLS					
Parent Notification					
Decline Letter (if applicable)					
W-APT Results					
ACCESS results					
MODEL Results					
ESL Progress Reports - Winter					
ESL Progress Reports - Spring					
Content Teacher Progress Reports (include entire year of grades)					
FLEP/FELL Monitoring Form					
MCAS/PARCC Results					

APPENDIX M: MID-YEAR PROGRESS REPORT

MID-YEAR PROGRESS REPORT INSERT SCHOOL YEAR

English Language Learner Program

Student Name:

Date:

School:

Grade:

ESL Teacher:

WIDA Consortium
English Language Proficiency Levels

Proficiency Level	Description of English Language Proficiency Levels
1- Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test

Comments: Target (content/language objective) of recent project/skill work; progress in performance domain(s) of greatest focus since September; suggestion(s) future support:

APPENDIX N: END-OF-YEAR PROGRESS REPORT

END-OF-YEAR PROGRESS REPORT INSERT SCHOOL YEAR

English Language Learner Program

Student Name: _____

Date: _____

School: _____

Grade: _____

ESL Teacher: _____

WIDA Consortium
English Language Proficiency Levels

Proficiency Level	Description of English Language Proficiency Levels
1- Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test

ACCESS Score: _____

ACCESS Date: _____

MODEL Score: _____

MODEL Date: _____

The MODEL is a WIDA Consortium progress-monitoring tool used to determine English language proficiency growth.

Program Exit: Yes Ⓢ No Ⓢ

Comments:

APPENDIX O: MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS GRADES 6-12

**Bedford Public Schools
School Year 2016-2017
MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS**

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

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

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

E N G L I S H	Test Scores					
	MCAS:	ACCESS:		OTHER:		
	Term 1•	Term 2•	Term 3•	Term 4•		
		RARELY	SELDOM	SOMETI MES	OFTEN	ALWAYS
	Communicates effectively in English					
	Completes homework					
	Participates in class					
	Discipline issues that interfere with his or her progress					
	Struggles with oral expression					
	Struggles with written expression					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Test Scores					
MCAS:	OTHER:				
Term 1•	Term 2•				
Term 3 •	Term 4•				
	RARELY	SELDOM	SOMETI MES	OFTEN	ALWAYS
M A T H	Communicates effectively in English				
	Completes homework				
	Participates in class				
	Discipline issues that interfere with his or her progress				
	Struggles with oral expression				
	Struggles with written expression				
	Struggles with oral comprehension				
	Struggles with reading comprehension				

Test Scores					
MCAS:	OTHER:				
Term 1•	Term 2•				
Term 3 •	Term 4•				
	RARELY	SELDOM	SOMETI MES	OFTEN	ALWAYS
S C I E N C E	Communicates effectively in English				
	Completes homework				
	Participates in class				
	Discipline issues that interfere with his or her progress				
	Struggles with oral expression				
	Struggles with written expression				
	Struggles with oral comprehension				
	Struggles with reading comprehension				

S O C I A L S T U D I E S	Test Scores						
	MCAS:			OTHER:			
	Term 1•		Term 2•		Term 3 •		
	Term 4•		RARELY	SELDOM	SOMETI MES	OFTEN	ALWAYS
	Communicates effectively in English						
	Completes homework						
	Participates in class						
	Discipline issues that interfere with his or her progress						
	Struggles with oral expression						
	Struggles with written expression						
Struggles with oral comprehension							
Struggles with reading comprehension							

Please, check the one that applies:

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

Action Steps (check all that apply)

- **English language support**
- **After school tutoring**
- **Core academic tutoring**
- **Parent communication**
- **Summer school**
- **Other (Please, explain)**

Date: _____

Team members: _____

Signatures: _____

APPENDIX P: ELL RECLASSIFICATION GUIDELINES

BEDFORD PUBLIC SCHOOLS

Bedford Public School Students may be reclassified as a Former Limited English Proficiency student (FLEP) or Former English Language Learner (FELL) if the following criteria have been met:

<i>ACCESS for ELLs® Overall (or Composite) Score</i>	<i>Language Classification Recommendations</i>
Level 1 – <i>Entering</i> Level 2 – <i>Emerging</i> Level 3 – <i>Developing</i>	Students performing at Levels 1–3 in all or some language domains as measured by the ACCESS for ELLs® require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.
Level 4 – <i>Expanding</i>	Students performing at Level 4 in all or some language domains as measured by the ACCESS for ELLs® typically require continued language and instructional support to access content area instruction delivered in English. Student at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.
Level 5 – <i>Bridging</i>	Students performing at Level 5 in all language domains as measured by ACCESS for ELLs® may have acquired enough English language skills to be considered English proficient. These students who demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on <i>Other Relevant Data</i> (described below) should no longer be classified as ELs. Complex and varied language demands on ELs in late elementary, middle, and high school may necessitate the decision to maintain the EL classification of a student who scores at or above level 5 in all language domains. Should the student remain in the program, s/he must still be provided services appropriate for his/her English proficiency in each domain.
Level 6 – <i>Reaching</i>	By the time a student reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening, he or she should no longer be classified as EL. Students who achieve these levels of proficiency as measured by the ACCESS for ELLs® can reasonably be considered to have achieved English language proficiency comparable to that of their English- proficient peers and can be expected to perform ordinary class work in English without specialized language supports.

*MA Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners (24-25)

ADDITIONAL DATA

In addition to ACCESS scores, the following criteria will be considered when assessing a student's reclassification:

- GRADE assessment score (For Grades 3-8)
 - An ELL exiting ESL services should have no more than a 3 stanine differential among subtests. A discrepancy in subtests indicates the potential for growth. Support may need to come from an ESL classroom *or* an alternate intervention service to be determined by the ESL teacher.
 - A written recommendation to reclassify the student from 2 of the student's content area teachers in the form of an ELL Student Report
 - Work samples justifying the teachers' recommendation
 - MCAS/PARCC ELA score of Proficient
 - An evaluation from the ESL teacher and program director stating that the student meets the Level 5 or Level 6 ELL standards from the Massachusetts Department of Elementary and Second Education (Appendix P).
-

APPENDIX Q: GRADES 1 – 5 FLEP MONITORING FORM

Davis-Lane Elementary Schools

Monitoring of Former English Language Learners (FLEP)

Grades 1-5

Student Information

Name of student _____

Grade: _____

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

Year two _____ Date of report 1 _____ Date of report 2 _____
(Winter) (Spring)

Current Academic and Other Support Services

Name of classroom teacher Year Two _____

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 an ESL teacher).

Winter Year 2:

Spring Year 2:

Check if any support services are being received. If so, circle the service(s).

Year Two: _____

Title I Math

Reading

Other: _____

Please return this form to the ESL teacher in your school.

This form will be filed in the student's cum folder.

Thank you.

Bedford Public Schools
APPENDIX R: MONITORING ACADEMIC PROGRESS OF FEL
STUDENTS GRADES 6-12

School Year 2016-2017
MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

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

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

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

E N G L I S H	Test Scores					
	MCAS:	ACCESS:		OTHER:		
	Term 1•	Term 2•	Term 3 •	Term 4•		
		RARELY	SELDOM	SOMETI MES	OFTEN	ALWAYS
	Communicates effectively in English					
	Completes homework					
	Participates in class					
	Discipline issues that interfere with his or her progress					
	Struggles with oral expression					
	Struggles with written expression					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Test Scores						
MCAS:			OTHER:			
Term 1•		Term 2•	Term 3 •		Term 4•	
		RARELY	SELDOM	SOMETI MES	OFTEN	ALWAYS
M A T H	Communicates effectively in English					
	Completes homework					
	Participates in class					
	Discipline issues that interfere with his or her progress					
	Struggles with oral expression					
	Struggles with written expression					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Test Scores						
MCAS:			OTHER:			
Term 1•		Term 2•	Term 3 •		Term 4•	
		RARELY	SELDOM	SOMETI MES	OFTEN	ALWAYS
S C I E N C E	Communicates effectively in English					
	Completes homework					
	Participates in class					
	Discipline issues that interfere with his or her progress					
	Struggles with oral expression					
	Struggles with written expression					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

S O C I A L S T U D I E S	Test Scores					
	MCAS:			OTHER:		
	Term 1•		Term 2•		Term 3 •	
			RARELY	SELDOM	SOMETI MES	OFTEN
	Communicates effectively in English					
	Completes homework					
	Participates in class					
	Discipline issues that interfere with his or her progress					
	Struggles with oral expression					
	Struggles with written expression					
Struggles with oral comprehension						
Struggles with reading comprehension						

Please, check the one that applies:

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

Action Steps (check all that apply)

- **English language support**
- **After school tutoring**
- **Core academic tutoring**
- **Parent communication**
- **Summer school**
- **Other (Please, explain)**

Date: _____

Team members: _____

Signatures: _____

APPENDIX S: FLEP/FELL NOTIFICATION TO PARENTS/GUARDIANS K-12

BEDFORD PUBLIC SCHOOLS English Language Learners Program

Termination of Services Exit Form

Date:
Student Name:
School:

Dear Parent or Guardians:

Based on the English language proficiency assessments, ELL progress reports, and teacher reports, your student will no longer receive ESL services. Your student has made progress and demonstrates competence in the following domains of English: listening comprehension, speaking, reading, and writing approaching his/her grade level. He/she will continue to be monitored on a regular basis for two years through communication with his/her classroom teacher.

For your information, the criteria used to discontinue services are as follows:

- The ESL Teacher and the classroom teacher met to evaluate the ELL students' progress and determine whether exiting the program is appropriate
- ELL Teachers' assessment based on student's performance on the W-APT.
- Performance on the **MODEL** (Measure of Developing English Language)
- Performance on the **ACCESS-R/W** (Massachusetts English Proficiency Assessment—Reading/Writing)-(K-12)
(ACCESS Score: _____)

If you have any further questions, please do not hesitate to contact me, (ESL teacher's name) at _____ School at (school phone number).

APPENDIX T: EXIT FROM FLEP/FELL STATUS

Bedford Public Schools Parent Notification of Exit from FLEP/FELL Status

Student Name _____ Date _____

School _____ Grade _____

Dear Parents:

I would like to inform you that, based on your student's classroom performance and his/her scores on state and local assessments, a team of teachers in your student'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.

Over the past two years your student's ESL teacher has monitored your student for _____. He/she no longer requires this monitoring.

If you have any questions regarding your student's instructional needs or placement, please feel free to contact your ESL Teacher at **INSERT NUMBER**.

Sincerely,