# Whitman-Hanson
# Regional School District

***English Language Learner Education Guidelines***

Revised Spring 2019

**Contact Information:**

Mr. Jeffrey Szymaniak, Superintendent of Schools
610 Franklin Street
Whitman, MA 02382
(781) 618-7412

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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 Whitman-Hanson Regional School District, it is important that we provide English language learners (ELL) 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. As Whitman-Hanson is considered a low incidence school district in regard to the number of enrolled ELL students, 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 district curriculum and assists students with language development while providing an appropriate and challenging educational program that is aligned with the Whitman-Hanson Regional School District's Mission, Core Values, and Vision Statement.

**Mission:**
The Whitman-Hanson Regional School District is committed to providing each student with a high quality education that promotes student success and responsible citizenship.

**Core Values:**
We believe our schools…

- make all decisions in the best interest of students.
- are committed to providing a safe, secure, and healthy environment.
- set high academic standards that provide an opportunity for each student to reach his/her full potential.
- model personal responsibility and an understanding and respect for others.
- provide student-centered learning environments where success and mistakes are valued as part of the learning process.
- support staff initiative, innovation and professional development.
- share the responsibility for education with students, parents and community.
- promote broad-based communication and school-family-community partnerships.
- utilize technology as an essential part of teaching and learning.

**Vision Statement:**
The Whitman-Hanson Regional School District provides a safe learning environment and comprehensive student-centered learning opportunities that are relevant and challenging. In supportive partnership with all stakeholders, our district is committed to developing an academic foundation that emphasizes critical thinking, creativity, and communication skills. Each student, as a life-long learner, is prepared to face the challenges of the future with the skills needed to become a responsible citizen.

**Massachusetts General Law Regarding English Learners: Chapter 71A**

Chapter 71 A:

- Requires districts annually to determine, not earlier 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.

- Unless a waiver is granted or the student is placed in a two-way bilingual program, requires students in grades PK-12 who are English learners to learn English through a sheltered English immersion program for a period of time not normally intended to exceed one school year.
- Allows for PK and kindergarten students to be placed in: a) sheltered English immersion classrooms; b) English language mainstream classrooms with assistance in English language acquisition; or, c) two-way bilingual classrooms.
- Provides for waivers based on parent request under certain circumstances, assuming that the parent annually applies by visiting the student's school and providing written informed consent.
- For students under age 10, with parental consent, allows waivers under the following conditions: (a) the student has been placed in an English language classroom for at least 30 calendar days prior to the parent's application for a waiver; (b) 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; and (c) authorizing signatures on the waiver application of both the school superintendent and the school principal.
- For students age 10 and older, with parental consent, allows waivers 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.
- Allows students receiving waivers to be transferred to bilingual programs or "other generally recognized educational methodologies permitted by law."
- Requires individual schools in which 20 students or more of a given grade level receive a waiver to offer a bilingual or other type of language support program; in all other cases students with waivers must be permitted to transfer to a public school within the district in which such a program is offered.
- Requires the following tests to be administered annually to students who are English learners: (a) a standardized, nationally-normed written test of academic subject matter in English (only for grades 2-12); and (b) a nationally-normed test of English proficiency (grades K-12). The Board of Education must select both tests.
- Requires districts to send report cards and other school information to parents and guardians of English 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.
- Requires districts regularly to assess English learners' mastery of academic standards and curriculum frameworks.
- Gives parents legal standing to sue for enforcement of the provisions of the law and allows school district employees and officials to be personally liable if they willfully and repeatedly refuse to implement the terms of the law, or induce a parent to apply for a waiver by fraud or intentional misrepresentation.
- Requires the Office of Educational Quality and Accountability to conduct onsite visits to school districts at least once every 5 years to evaluate the effectiveness of programs serving English learners.

**Defining English Learner (ELL) students:**

The Elementary and Secondary Education Act, reauthorized in 2001 as the No Child Left Behind Act,, defines "limited English proficient" as follows: The term limited English proficient, when used with respect to an individual, means an individual— (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C) (i) who was not born in the United States or whose native language is a language other than English; (ii) (I) who is a Native

American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. 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."

**Guiding Principles of Language Development and English Language Instruction:**

Massachusetts formally joined the WIDA consortium in 2012. WIDA provides a rigorous system of standards and assessments to advance the language development and academic achievement of EL students. The WIDA English proficiency standards and assessments were developed by national English language experts and are already in use in 27 other states. The WIDA standards promote academic language development for EL students in four content areas-language arts, mathematics, science, and social studies-and thereby facilitate students' success in school. Of particular significance is that these standards align with the 2011 MA English language arts curriculum frameworks (which incorporate the Common Core State Standards) and have been embraced by professional associations such as TESOL and MATSOL.

**The Cornerstone of the WIDA Standards:**
**Guiding Principles of Language Development**

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

2. Students' home, school, and community experiences influence their language development.

3. Students draw on their metacognitive, metalinguistic, and meta-cultural awareness to develop proficiency in additional languages.

4. Students' academic language development in their native language facilitates their academic language

development in English. Conversely, students' academic language development in English informs their
academic language development in their native language.

5. Students learn language and culture through meaningful use and interaction.

6. Students use language in functional and communicative ways that vary according to context.

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but
at different rates and in different ways.

8. Students' development of academic language and academic content knowledge are inter-related processes.

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

# WHITMAN-HANSON REGIONAL SCHOOL DISTRICT ENGLISH LANGUAGE PROGRAM OVERVIEW

## A. English Language Proficiency (ELP) Levels

In our schools, there are six levels of ELL instruction provided for identified English Learners based on the WIDA English Language Proficiency levels.

WIDA English Language Proficiency Levels:

1. Entering
2. Emerging
3. Developing
4. Expanding
5. Bridging
6. Reaching

Students performing at levels 1-3 in all or some language domains as measured by ACCESS for ELLs require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.

Students performing at level 4 in all or some language domains as measured by the ACCESS for ELs typically require continued language and instructional support to access content area instruction delivered in English. Students at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.

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 Other Relevant Data (described below) should no longer be classified as ELs.

Complex and varied 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.

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. (source: DESE *Guidance on Identification, Assessment, Placement, and Reclassification of English Learners.* August 2016.)

English Learners are identified as one of the above levels by using data from an initial English language proficiency screening assessment tool approved by the Massachusetts Department of Elementary and Secondary Education or by their ACCESS scores if they transfer from another WIDA consortium state and the test results are from a test given within the last year.

## B. Instruction

In the Whitman-Hanson Regional School District, ELL students are enrolled in age-appropriate grade levels so that they can have meaningful access to grade-appropriate curricula and an equal opportunity to graduate. To the extent possible, they are placed with teachers who have received the SEI endorsement from the Department of Elementary and Secondary Education.

Students at each of these levels are provided with a Sheltered English Immersion (SEI) program that consist of two components: Sheltered Content Instruction and English as a Second Language (ESL) Instruction as defined below.

**Sheltered Content Instruction Defined:** Sheltered content instruction (SCI) includes approaches, strategies, and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. Sheltered content instruction must be taught by qualified content area teachers. It must be based on district-level content area curriculum that is aligned to the Massachusetts Curriculum Frameworks (Frameworks) and that integrates components of the WIDA ELD Standards.

**English as a Second Language (ESL) Instruction Defined:** The goal of ESL instruction is to advance English language development and to promote academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a necessary component of any program serving ELs. Academic tutoring of content subjects or sheltering the content for ELs in a regular education classroom as a part of a push-in model is not a substitute for the ESL component of SEI programs. (Source: Department of Elementary and Secondary Education, August 2016)

## C. Sheltered Content Instruction Guidelines:

The Whitman-Hanson Regional School District will make all possible efforts to ensure that ELL students are placed with SEI Endorsed content area teachers. In these classrooms, teachers use a sheltered content instructional approach so that English Learners actively participate in their learning. In these classrooms, lessons are planned to be:

- Appropriate for English Learners at all levels of proficiency as described by the WIDA English Proficiency levels and standards;
- Guided by language and content objectives appropriate for English Learners who are at different proficiency levels;
- Aligned with WIDA standards; and
- Characterized by student interaction, students' questions, group work, theme based units of study, and other important strategies for effective sheltered instruction.

Further, content teachers are trained to use strategies that:

- Make language objectives, content objectives and academic tasks visible;
- Use supplementary materials, graphic organizers, visuals and manipulatives to make content more comprehensible;
- Group students so that all English Learners may actively participate;
- Integrate language instruction with content instruction.

**D. English as a Second Language Instruction Guidelines:**

ELL students are provided with a program of study in English as a Second Language (ESL) provided by a licensed ELL teacher or tutor under the direction of the ELL teacher that addresses their particular English learning needs and is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD Standards. ELL teachers communicate and collaborate with grade level content area teachers, and if time allows, ELL teachers help support and assist ELLs in their content area classrooms. Due to the need for systematic, explicit, and structured language instruction, much of ELL instruction can occur outside of the general education classroom. ELL groupings will be appropriate by age and English Language Proficiency Level to the extent possible. Students shall be grouped with children of the same level, Foundational or Transitional, and in grade level groupings that consider students ages, academics skills, and social development.

The Whitman-Hanson Regional School District strives to comply with the recommended state and federal guidelines with regard to the provision of ELL services to district students. Each child's individual needs are assessed by the ELL Team in each building and appropriate service is provided based on the individual assessment. The Whitman-Hanson Regional School District is committed to the success of all students. In order to ensure this success, service needs are reviewed and adjusted as necessary based on progress and input from the ELL Team and the child's parents.

Student will progress from one level to the next as they acquire increased English proficiency. Progress is determined through the use of various assessments, including student performance in class and on state mandated ACCESS and MCAS testing. Students are provided with instruction in ELL until a school-based team determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support.

# ESL INSTRUCTION AS DEFINED BY MDESE

The goal of English as a second language (ESL) instruction in Massachusetts public schools is to advance English Learners' (ELs) language development and promote their academic achievement. English language proficiency includes *social and academic* language in listening, speaking, reading, and writing (WIDA, 2012a). ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language[1] while also attending to social instructional language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. It also supports long-term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a required component of any program serving ELs in Massachusetts (Sheltered English Instruction, Two-Way Immersion, and Transitional Bilingual Education).

The ESL curriculum is aligned to WIDA's English Language Development Standards and to the Massachusetts Curriculum Frameworks.

ESL is its own subject matter. The subject matter knowledge required of licensed ESL educators is outlined in 603 CMR 7.00.

ESL instruction is based on the research, theory, and pedagogy of second language acquisition within the context of the Massachusetts Curriculum Frameworks. ESL is language driven, but draws from general education content as the vehicle for language development within a sociocultural context. Language functions and forms targeted during ESL instruction are taught within rich, contextualized, and meaningful circumstances (WestEd, 2015).

Although ESL educators must be knowledgeable about the academic language across disciplines, they are not expected to be multi-disciplinarians (Valdés, Kibler, & Walqui, 2014b). They cannot be expected to be experts in all content area standards and the full range of corresponding content-specific academic language practices, just as SEI educators are not expected to teach the full range of English language development subject matter. Therefore, the ESL educator should focus on the academic language, common academic habits of thinking (i.e., use evidence to support claims, question evidence, etc.) and analytical practices, and standards that support students across all content areas.

The language development of ESL students is the responsibility of both ESL and other academic teachers. ESL teachers, in collaboration with other content teachers, should continue to develop awareness of the language ESLs need to be able to process and produce English in order to reach high levels of performance in all academic classes. Likewise, all academic teachers need to develop awareness and strategies to support the disciplinary language needs of ESL students.
Gaining proficiency in the academic language of American schools requires more than linguistic knowledge. Teachers of ESLs must also consider cultural knowledge and ways of being, interacting, negotiating, speaking, listening, reading, and writing as connected to cultural and social roles.

Considerations must be made for **special populations** (e.g., newcomers, students with limited or interrupted formal education, students with disabilities, long-term ELs, gifted and talented ELs, etc.).

[1] Although research on academic language for ELs in K–12 settings is incomplete, we are defining "academic language" as the language one needs to succeed in general education classrooms. For more information about how to conceptualize academic language, see Anstrom et al. (2010).

**Note for newcomers**: "for students at the earliest levels of English language proficiency, curricula must clearly be different. They should…move students as quickly as possible forward and toward the analytical tasks that are inside of our standards and outlined in the frameworks…" (Valdés, Kibler, & Walqui, 2014a, p. 16). Furthermore, for students who are just beginning to learn a language, everyday language becomes the basis for academic language. However, while attending to everyday language, educators must simultaneously guide students toward the skills, knowledge, and analytical practices embedded in the Frameworks. Regardless of students' proficiency levels or educational needs, language forms and functions should still be taught in a contextualized, rich, and meaningful manner. ESL instruction incorporates multiple forms of assessment to gather evidence of students' progress toward standards that focus on speaking, listening, reading, and writing. Any other content (science, math, social studies, etc.) that becomes part of a language assessment is incidental—a context for language instruction and development. ESL assessments are not meant to assess students' content area-specific knowledge or skills. For example, an educator who holds an ESL license can design assessments that measure the academic *language* of the content areas, but should not assess the *content* of science, math, English language arts, or other areas that require additional, related teaching licenses.

## INITIAL IDENTIFICATION OF ELL STUDENTS

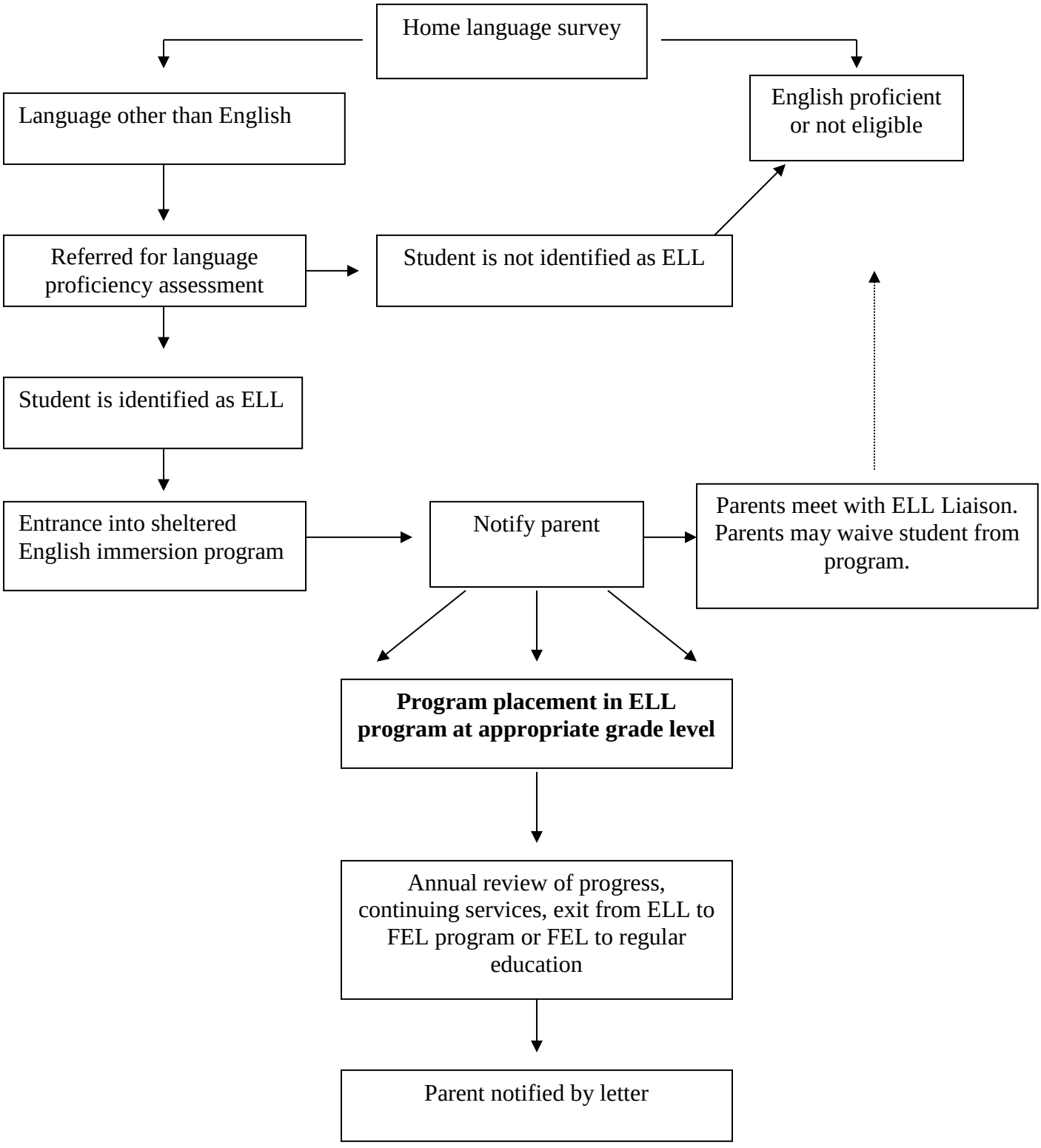
At the time of registration, the parent(s)/guardian will be asked to complete the Home Language Survey (HLS.) A copy in the parent(s)/guardian(s) native language will be provided as necessary. If the HLS shows that the student's language exposure is all English, the original form will be placed in the 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 ELL 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 ELL.

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

After the student has been identified as ELL, the student will be placed in an SEI program and provided with ELL instruction. This placement must occur within the first four weeks of school. A teacher may refer a student for initial testing at any time.

The chart below presents a visual of the process used and the results as the process progresses.

**Program Flowchart**



**DISTRICT WAIVER AND OPTING OUT PROCEDURES**
**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 Procedure

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 Whitman-Hanson 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 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 ELL 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 Whitman-Hanson Regional School District 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. 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 DESE mandated assessments (WIDA ACCESS and PARCC) 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 Student-Teacher Assistance Team (STAT). The plan will be overseen by the ESL 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, time in the 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 Procedure**

If a family believes that the student should be placed in a program other than that which the ELL Teacher recommends, the family has a right to request a waiver for alternate placement in a bilingual or other educational program. 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:

    1. The students 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 H).

If there are 20 or more students 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 making entry or exit into programs. Results of district, state, and school-based assessments are used to provide additional information on the academic performance of the student.

**Descriptions of Assessments**

In the fall of 2012 Massachusetts joined the WIDA (World Class Instructional Design and Assessment) consortium including 27 states in the US to guide ESL programs. Originally, this research effort that began in 2004 was a collaboration of Wisconsin, Illinois, Delaware and Arkansas (thus the acronym) but later purchased by corporate America to evolve into WIDA. The ESL assessment (known as ACCESS), tracking and instruction system will be changed over the next year.

**WIDA Highlights:**

- WIDA has a 'Can Do' philosophy with significant research background that believes that: "Every teacher is a teacher of language" WIDA is content based and aligned with the Common Core standards
- The four pillars of WIDA foundation are Research based language development principles, Constructive academic language, Theoretical foundations, and WIDA's 'Can Do' philosophy
- Academic language is the bridge (Content language is emphasized)
- Each grade will have a matrix for standards in the 2012 version, (an additional resource) due out in the spring/summer of 2012.
- The Model Performance Indicators (MPI) are the blueprint for instruction transformation
- The Matrix will include: Knowledge associated with grade level and skills associated with that knowledge corresponding to Common Core Standards
- The strands of the MPI will provide scaffolding for instruction ( e.g. identifying, distinguishing, analyzing and drawing conclusions)
- Student based assessments (ACCESS) and WAAT will target language proficiency and academic language proficiency together
- WIDA-ACCESS (ELE testing) is 15% listening, 35% reading, 35% writing, 15% speaking
- ACCESS will provide: raw scores, scaled scores, proficiency scores, reports for parents, teachers, student roster, school frequency and district frequency
- After 2012 the 4 category teacher training was replaced with WIDA. WIDA uses a 'train the trainer' model for professional development

State and federal laws require that ELL students participate in statewide testing. Massachusetts students will meet the testing requirements by participating in both the Massachusetts Comprehensive Assessment System (MCAS), PARCC and the ACCESS for ELLs tests.

Massachusetts joined the WIDA (World-Class Instructional Design and Assessment) consortium for English language development and academic achievement, based at the University of Wisconsin−Madison, in June 2012. We now follow these guidelines.

ACCESS for ELLs tests are administered once annually in January/February to all ELL students in grades K–12. There will be no fall test administration, as there was with MEPA tests.

**A. General Participation Requirements**

ESL students in the Whitman-Hanson Regional School District will be assessed annually to measure their English language proficiency and progress in learning English in the four domains of reading, writing, listening, and speaking. Students who are identified as ESL before the beginning of the testing window **must participate** in ACCESS for ELLs testing for their grade, as follows:

• ELL students who were reported as LEP in October SIMS
AND
• ELL students who enroll in school after the October SIMS submission

**Students Not Required to Participate in ACCESS for ELLs tests**

Students reported as LEP in October SIMS who have exited ELL status before the beginning of the testing window are **not** required to participate in ACCESS for ESLs testing. The LEP designation for students who exit ELL status prior to testing must be removed in the district's March SIMS submission.

A very small number of ELL students are *not* required to participate in ACCESS for ELLs tests, as follows:
• Students with a medically documented absence who are unable to participate in make-up testing
• Students who have an IEP indicating that their primary disability is "deaf or hard of hearing"
• Students in kindergarten with significant disabilities who would be designated for alternate assessments
• Foreign exchange students who are coded #11 under "Reason for Enrollment" in SIMS

The following students *are* required to participate in **ACCESS for ELLs Listening and Speaking tests (Grades 1-12)**, but *not* **Reading and Writing tests (Grades 1-12)**:
• Students with disabilities who require unavailable accommodations
• Students with disabilities who have nonstandard accommodation 26 (Test Administrator Reads Aloud the MCAS ELA Reading Comprehension test) listed in an approved IEP
• Students with significant disabilities who require an alternate assessment, as determined by their IEP or 504 team

**B. Participation in Grade-Level Clusters and Testing Tiers**

Students participate in ACCESS for ELLs tests according to the following **grade-level clusters**: PK, kindergarten, grades 1–2, 3–5, 6–8, and 9–12. For grades 1–12, ACCESS for ELLs tests are divided into three tiers of test forms A, B, and C for each grade-level cluster's tests (Reading, Writing, Listening, and Speaking combined). Each tier assesses students with different levels of language proficiency in that grade cluster. To ensure an appropriate testing experience for each student and the most meaningful results, it is necessary to select the testing tier for each student that best matches his or her proficiency level(similar to the selection of test sessions 1 and 2, or 2 and 3, for students taking MEPA in the past). Note that there are no testing tiers for kindergarten students**.** The computerized ACCESS test makes tier adjustments based on student response.

**Tier A**, for beginning ELLs, is appropriate for students who:
• have enrolled in schools in the U.S. during the current academic school year without previous instruction in English
• currently receive literacy instruction ONLY in their native language

**Tier B** is appropriate for *most* ELL students who:
• have social language proficiency and some, but not extensive, academic language proficiency in English
• have acquired some literacy in English though have not yet reached grade level literacy

**Tier C**, for students who are close to exiting ELL status and who:
• are approaching grade-level proficiency in literacy and academic language in the core content areas
• will likely meet the exit criteria for support services by the end of the academic year

Additional criteria to consider in determining a student's testing tier include:
• scores from the WIDA ACCESS Placement Test (W-APT)
• scores on English proficiency assessments used by the district
• observations by staff working closely with the student

**W-APT Screener and Placement Test**
In addition to the above criteria, the Department recommends the use of the **W-APT**, an optional screener and placement test, to identify and place incoming ELL students, and to determine the most appropriate ACCESS for ELLs testing tier to administer.

The W-APT, along with materials to assist educators in administering the test and interpreting results, is available on the WIDA website at wida.us/assessment/w-apt/ in the "Downloads and Products" section. The **user name and password** needed to access these materials was given to the Principal of the building for distribution to staff who will use the W-APT materials.

**C. Accommodations for ELL Students with Disabilities**
The right of an ESL student with a disability to receive allowable accommodations on PARCC tests is protected by both federal and state laws. The student's IEP or 504 plan must specify precisely which test accommodation(s) he or she will receive. In cases where a 504 plan is under development, the school personnel responsible for writing the plan must have already met and agreed upon the necessary test accommodation(s) *before* a student may be provided the accommodation(s). The ESL student's IEP or 504 team must determine how the student will participate in ACCESS for ELLs testing and document this information in the student's IEP or 504 plan.

Accommodations listed in the *Requirements for the Participation of Students with Disabilities in MCAS* (posted on the Department's website at www.doe.mass.edu/mcas/participation/sped.pdf) are available for ACCESS for ELLs testing and are listed in the ELL section of the guidebook.

**D. Planning for Test Administration**
To prepare for testing, the principal should consider the following:

**Grades 1−12 Listening, Reading, and Writing Tests**
• Listening, Reading, and Writing tests may be administered in groups of up to 22 students.
• Listening and Reading sections consist of multiple-choice questions, and be administered either separately or together in one session of approximately 75 minutes, with a break between tests.
• The Writing test prompts students for a constructed response and should be scheduled in one session of 75 minutes, including a break.
• Students in different grade clusters or testing tiers must be tested in separate test administration sessions.

**Grades 1−12 Speaking Test**
• Individually administered in about 15 minutes.
• All students in the same grade-level cluster take the same test (no testing tiers).
• Each item must be scored by the test administrator before moving to the next item.
• Test questions are presented until the student reaches his or her performance "ceiling."

**Kindergarten Test**
• Individually administered in about 30 minutes.
• All students take the same form of the test (no testing tiers).
• Each component ends once the student reaches his or her "ceiling."
• Speaking and Listening are presented together, alternating between a listening task and a speaking task.
• The test administrator scores all components as test is administered.

**PK Assessment**
Students who register in the WHRSD pre-school program and indicate having a primary language other than English on their Home Language Assessment will be administered the PRE-IPT assessment to determine status for services. After the assessment is complete, the ELL teacher will meet with the Preschool staff to discuss results and develop appropriate programming. The student's parents will be notified of results by written letter with the screening results attached.

**E. Assigning Testing Spaces for ELL Students**
It is the responsibility of the principal to designate testing spaces that are free from noise and distractions and are adequately lit, ventilated, and furnished so that students can work comfortably and without disruption. The Department recommends that large, open areas (e.g., cafeterias) not be used. Principals must ensure that each student assigned to the testing space will have adequate work space and be sufficiently separated from other students to support a secure testing environment.

Principals must identify appropriate testing spaces for ELL students with disabilities using accommodations that require changes in the test setting, presentation, or mode of response that prevent these students from taking the test in a classroom with a large group.

Principals should prepare for test administration according to the details below:
• Group administration: Listening, Reading, and Writing tests (grades 1–12)
• Individual administration: Speaking test (grades 1–12)
• Individual administration: Listening, Speaking, Reading, and Writing (kindergarten)

For the group administration, WIDA recommends a maximum of 22 students in each group and one adult for every 10–12 students.

For the administration by computer, each student must be provided a computer with headphone. All download of software and other such requirements should be completed prior to the administration of the test. There is no computerized test for kindergarten students. Paper tests should be secured prior to the test taking dates.

While students are generally tested in their regular classrooms, the principal has the authority to schedule ESL students in testing spaces other than classrooms, as long as all requirements for testing conditions are

met as set forth in the *Principal's Administration Manual* for MCAS and the *Test Administrator's Manuals* for ACCESS for ELLs tests.

**F. Authorizing Test Administrators**

It is the responsibility of the principal to authorize individuals to serve as test administrators, and to ensure that test administrators have completed the relevant training and certification described below. Test administrators' responsibilities are stated in the ACCESS for ELLs Test Administration Manual. To the extent possible, test administrators should be licensed classroom teachers working in the school. When necessary, other education professionals, such as administrators employed by the district may be authorized to serve as test administrators. Individuals prohibited from being test administrators include anyone not employed by the district and anyone who has not completed the relevant training and certification.

**G. Test Administrator Training and Certification**

Between October and February each year, educators will be required to complete an online training course and pass a certification quiz in order to be authorized to administer the ACCESS for ELLs tests. In order to access the online training modules, individual educators must set up a personal training account on the WIDA website through the WIDA Account Creator. Interested Massachusetts educators may contact their ESL director, principal, or superintendent to obtain the Massachusetts statewide user name and password to access the Account Creator. The Account Creator will guide educators through the steps in creating a personal training account. Contact WIDA Help at 866-276-7735 or help@wida.us for assistance in setting up your personal account.

Three training/certification modules are available, each requiring approximately 1½–2 hours. The following ACCESS for ELLs test administration training modules are posted online at www.wida.us/downloadLibrary.aspx under "Training Toolkit."

- Administering ACCESS for ELLs, Grades 1-12 (Listening, Reading, and Writing tests)
- Administering the Speaking test
- Administering the Kindergarten test

The online training and certification quiz may be completed in one sitting or in multiple sessions as needed. A score of **80 percent or higher** on the certification quiz is required in order to be authorized to administer a specific test. Each certification quiz may be taken multiple times until the minimum required score is attained. A database will be maintained with the names of educators in each district who have been certified in each training module.

**PARTICIPATION OF ELL STUDENTS IN THE MASSACHUSETTS COMPREHENSION ASSESSMENT SYSTEM (MCAS)**

## A. Participation Requirements

ELL students must participate in *all* MCAS tests scheduled for their grades regardless of the program and services they are receiving or the amount of time they have been in the United States. The only exception applies to first-year ELL students who enrolled in U.S. schools after March 1of any academic year. Schools have the option of administering ELA tests to first-year ELL students, provided that they have participated in ACCESS for ELLs testing. First-year ELL students *must* participate in MCAS Mathematics and Science and Technology/Engineering (STE) tests for diagnostic purposes. Their results are not included in school and district summary results, or in state and federal accountability reporting.

**ELL Participation Requirements for MCAS Tests Content Area Test**

| | **ELA** | **Mathematics** | **Science and Technology/Engineering** |
|---|---|---|---|
| **First-Year ELL Students 1** | ***Optional 2*** | **Required** | **Required** |
| **All Other Students** | **Required** | **Required** | **Required** |

1 Results for first-year ELL students are **not** included in MCAS school and district summary results.
2 ELA testing is optional provided that the student has participated in ACCESS for ELLs.

### High School English/Spanish Tests

Grade 10 Spanish-speaking ELL students who have been enrolled in U.S. schools for **fewer than three** years may choose to take the English/Spanish edition of the grade 10 Mathematics test if they can read and write in Spanish at or near grade level. English/Spanish editions of the Mathematics test are available for the grade 10 Mathematics test and high school Mathematics retests only. Students who are eligible for an English/Spanish MCAS test take the test during the same time period in which the English edition of the test is administered. The designated test administrator must be fluent in both English and Spanish. Students may respond to test questions in English or in Spanish.

### Foreign Exchange Students

Foreign exchange students who are coded as #11 under "Reason for Enrollment" in SIMS are not required to participate in MCAS tests.

## B. Participation Requirements for ELL Students with Disabilities

ELL students with disabilities must participate in MCAS by taking either
• MCAS test(s), with or without accommodations
OR
• MCAS Alternate Assessment (MCAS-Alt)

The ELL student's Individualized Education Program (IEP) Team or 504 team must determine how the student will participate in MCAS testing and must document this information in the student's IEP or 504

plan. Additional information is available in the *Requirements for the Participation of Students with Disabilities in MCAS (2012–2013 Update)*, which is posted on the Department's website.

### C. Use of Bilingual Word-to-Word Dictionaries and Glossaries by ELL Students on MCAS Tests

Any ELL student, including students who have been identified as ELL in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS tests:
- ELA—authorized word-word to word dictionary (if available)
- Mathematics—authorized word-to-word dictionary and glossary (if available)
- Science and Technology/Engineering—authorized word-to-word dictionary and glossary (if available)

Dictionary use for MCAS tests is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are strictly prohibited. Electronic dictionaries are not allowed. Note: The use of bilingual word-to-word dictionaries and glossaries is prohibited on all ACCESS for ELLs tests.

A list of authorized bilingual dictionaries and glossaries is available on the Department's website.

### "Stop Testing" Policy

If an ELL student does not seem to be responding to test questions after an appropriate period of time (i.e., 15–20 minutes), the test administrator may ask if the student is finished. If so, collect the test materials. The student may sit quietly or read a book until the test session ends.

### D. Reporting MCAS Results for ELL Students

Results for ELL students are reported with those of other students, and separately in the ELL subgroup. The one exception is the reporting of results for first-year ELL students. In reporting results for state and federal accountability, scores for ELL students with disabilities are included in two categories: students with disabilities and ELL students.

**MCAS/State and Federal Accountability Reporting for First-Year ELL Students: How results are reported for each content area test**

| | **ELA (testing optional)** | **Mathematics (testing required)** | **Science and Technology/Engineering (testing required)** |
|---|---|---|---|
| **Student-level MCAS Results** | Student item analysis roster report (if tested) | Student item analysis roster report | Student item analysis roster report |
| **Participation for Accountability** | Counted as *participating* whether tested or not, provided that student participated in ACCESS for ELLs | Counted as *participating* unless absent | Counted as *participating* unless absent |
| **Achievement and Growth for Accountability** | Not included in state and federal accountability calculations | Not included in state and federal accountability calculations | Not included in state and federal accountability calculations |

## E. High School Competency Determination (CD)

All Massachusetts students, including English language learners, are required to meet the CD standard in English language arts (ELA), mathematics, and science and technology/engineering (STE) in order to graduate.
To earn a CD, students must **either** earn a scaled score of at least 240 on both the grade 10 MCAS ELA and Mathematics tests, **or** earn a scaled score between 220 and 238 on both tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the high school STE tests in Biology, Chemistry, Introductory Physics, or Technology/Engineering. In addition to passing MCAS tests, students must meet all local graduation requirements. Students who transfer to a Massachusetts high school during their senior year must take and pass tests in ELA, mathematics, and science and technology/engineering in order to graduate from high school.

Students eligible to take the English/Spanish edition of the MCAS grade 10 Mathematics test may meet the CD requirement in Mathematics through this test but must also pass ELA and STE tests in English. Since the CD requirement may present a challenge for ELL students who have recently enrolled in a U.S. school, some ELL students may need to continue their education beyond grade 12 in order to attain the requisite knowledge and skills in ELA, mathematics, and STE. After grade 12, students who still need to pass one or more of the required MCAS tests may take the MCAS retest(s) at the school in which they were last enrolled. Some students may also be eligible for an MCAS performance appeal.
For more information on meeting the graduation requirement, please refer to the Department of Elementary and Secondary website.

### Calculating Benchmarks (New as of 2019)

Based on a student's current year ACCESS score, the Department determines a target for the following year that is the minimum score needed by the student to remain on track to attaining English proficiency (i.e., attaining a score of at least Level 4.2 on ACCESS) within six years. For students taking the Alternate ACCESS, the Department will determine progress toward proficiency by comparing the prior year's results and the current year's results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

Each year after the Department reports ACCESS scores, schools and districts will receive a *future progress target* and a *difficulty index* for the following school year for each student. If the student has taken the ACCESS test for at least two consecutive years, they will also receive a *growth percentile for ACCESS* (SGPA) and a *progress indicator* (expressed as "yes" if the student made progress or "no" if the student did not make progress). For more information on future progress targets and difficulty indices, refer to Section III of the Guidelines for the Use of Benchmarks toward Attaining English Proficiency (the Benchmark Guidelines).

### District Requirements:

The LOOK Act establishes the following requirements for districts:

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks;
- Establish a process for the district to:

- Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
- Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
- Review resources and services available to assist ELs in the identified areas in need of improvement; and
- Incorporate input from the parents or legal guardian[2] of the identified EL[3].

To fulfill the above requirements, the ELL Teacher/Tutor in consultation with the school staff, administrators, and parents will review ACCESS data, school data (progress reports, teacher notes, report cards etc.) to determine areas of need and appropriate data collection methods to monitor progress. Methodologies, resources and services may be adjusted to better meet the needs of the student. Progress will be reported to parents at the same time and in the same manner as the general student population with translation provided as necessary.

**English Learning Success Template**

The Department developed an English Learning Success Template (ELST) to assist districts in helping ELs receive the planning and support they need to make progress. The template identifies the steps that schools and districts can take to help students meet their goals and benchmarks. The WHRSD will use the template as developed by the DESE of Massachusetts.

**Methods for Establishing EL Personalized Goals**

In order to establish goals for success, districts should review the available data on an EL's performance, and identify areas of improvement. By involving various stakeholders, including students, parents, and staff, districts can implement successful strategies for improvement. Further, by consulting with other districts during network meetings, districts can gather additional strategies for helping ELs succeed. In addition, there are many resources available with helpful information for working with ELs included in the Benchmark Guidelines. The WHRSD will employ internal methods as well as consultation with the North River Collaborative and appropriate state agencies (DESE) to establish goals for personal success.

**Parent Notification**

Districts must adopt procedures to identify ELs who do not meet English proficiency benchmarks and establish a process that incorporates input from the parents of the identified ELs. The LOOK Act requires districts to provide parents of ELs with the Benchmark Guidelines, materials describing the benchmarks, and the ELST. The Department will make the Benchmark Guidelines and the ELST available in languages most commonly spoken in Massachusetts and will post them on the Department's English Learner Resources webpage to assist districts with this effort. Districts must begin parent notification at the beginning of each school year or upon enrollment of the child in an ELE program if the enrollment is not concurrent with the beginning of the school year.

For detailed information as well as definitions/requirements please see guidance on benchmarks documents at http://www.doe.mass.edu/ell/guidance/default.html

[2] The term "parent" means "parent or legal guardian" throughout this document.
3 G.L. c. 71A, § 11.

## THE EDUCATIONAL PROGRAM

The ELL program for each school/student will be developed in partnership with the ELL teacher, building staff and administration, including the principal, and will be reviewed each year to accommodate the needs of ELL students requiring services. Language proficiency levels will be determined from assessments, student work samples, and recommendations from ELL and classroom teacher(s). The building ELL teacher will be consulted to prepare the instructional program and accommodations for each student.

Depending upon the assessment results, students may receive English Language Development lessons and/or be placed in a Sheltered English Immersion program. Teachers in SEI classrooms have been, or are in the process of being, trained according to the DESE regulations and guidelines in order to qualify to teach ELL students in their respective classrooms, or in subject matter content.

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. 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. Each school has received copies of the Integration of Common Core/curriculum Frameworks and EDL Standards (UbD thinking process and WIDA thinking process) as well as the Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards. These documents serve as guidelines for staff planning. The district utilizes Reading Street to support ELL students in grades K – 12. This series aligns with ELPBO as well as the Common Core Standards. Parents are notified of their child's progress periodically throughout the year or as needed and determined by the ELL team.

ELL Student folders will be maintained by the ESL Teacher, school building and at central office. Each folder has a checklist that the teacher(s) use(s) to document the collection of student data, report cards, progress reports, and parent communication.

## MONITORING PROGRESS OF ELL STUDENTS

A. Each ELL student will be evaluated annually for English proficiency and content skills. Students in grades K – 12 will be assessed annually in English reading and writing skills using the WIDA ACCESS testing system. All ELL students will 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 in the ELL folder. Copies of MCAS results will be provided to the parents.

B. Each building staff of ELL students will meet to review the progress of all ELL students in that school at least once per year. At the end of/beginning of year meeting, the school ELL staff will make recommendations for the next/current year's placement for ELL students (ELL or FEL) based on placement criteria. Parents/guardians will be notified in writing of their child's placement as continuing ELL status or reclassification as FEL.

C. Chapter 71A and Title VI require that ELL 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.

D. Monitoring Tools
- WIDA Model Screener or W-APT Screener
- ACCESS
- State Testing (MCAS), Alternate Testing
- District level progress monitoring tools
- Other assessments as needed by the ELL staff to assist in making their decision

## MONITORING OF FORMER ENGLISH LEARNER (FEL) STUDENTS

A. The District has developed a system that provides for monitoring the success of each reclassified student in the educational program. All students who have exited from the English Language Learner (ELL) Program and reclassified as Former English Learner (FEL) will be monitored for satisfactory academic progress for at least four full school years. If necessary, these students may be re-identified as being ELL and re-entered into the ELL district program.
B. The district ELL Teacher will be responsible for coordinating the reclassification process. Within one week of the end of each grade report cycle (or at least twice per year coinciding with report cycles), the district ELL teacher will distribute the **Monitoring Form** to the teachers of all FEL students. Completed monitoring forms should be returned to the ELL teacher within one week following receipt. The ELL teacher will review the form immediately to make sure all the FEL students are not having difficulty in their classes. If a student is not progressing and is having difficulty with academics, the ELL teacher should meet with the regular education teacher to find out what difficulties a student is experiencing and the reasons behind it. A student may be re-identified as being ELL after a meeting with the school principal, the ELL teacher, teachers, and parents. One copy of each monitoring form will be filed in each student's building folder; the central office folder and the ELL teacher should have copies of these forms readily available so the student progress can be tracked throughout the year.
C. The following indicators will be used for monitoring purposes: progress reports and report card grades; MCAS results, Individual Student Success Plans (ISSPs), and Individual Education Plans (IEPs);teacher feedback and comments regarding areas of concern in different curriculum areas; guidance counselors' input; interventions and instructional modifications being used to ensure student success. In order to prevent losing track of students once they move from one level of education to the other, the ELL teacher in the district will receive up-to-date lists of FEL student rosters at least twice a year as deemed necessary
D. Intervention plan for FEL students failing to make progress during monitoring: The ELL teacher and other members of the instructional team will try to determine the reasons behind an individual student's lack of academic success. The student will be referred to the school's Student Teacher Assistance Team (STAT) if there is uncertainty as to whether this lack of progress is due to learning differences, disability, or language differences. The RTI process may be accessed to gather further information. The District will then provide services to address these targeted academic problems.
E. When the FEL student fails to make academic progress as measured by the indicators mentioned above, after being monitored for at least two grade report cycles, **and** a school based team familiar with the student meets and determines that this failure is due to lack of English proficiency: Documentation of the meeting is placed in the student's file. If a FEL student is re-designated as an ELL student, the ELL student will be educated in accordance with G.L.c.71a and will be immediately provided with the services and options required under state and federal law, including

educating the student in sheltered English immersion classrooms along with direct ESL instruction as needed. Parents will be notified accordingly.

**SLIFE Definition**

Students with Limited or Interrupted Formal Education (SLIFE) are English learners who have experienced interrupted education or have limited formal education prior to enrolling in the district. SLIFE usually come from a home in which a language other than English is spoken, have gaps in their education from their home country, and are at least two grade levels behind in reading and mathematics. They may have attended school in the U.S. but can have gaps in language and literacy due to ineffective or missing instruction. They are often at risk for dropping out of school and may need intensive support. In some districts, SLIFE are placed in existing ELE programs, such as SEI or transitional bilingual education, and receive additional supports to close educational gaps in their academic background. Other districts specifically design ELE programs for SLIFE, such as programs that include high intensity English and/or native language acquisition. Districts that wish to start new ELE programs specifically for SLIFE must complete the new ELE program proposal process, while districts that educate SLIFE in existing ELE programs do not.

A SLIFE student meets **all** of the following criteria[4]:

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

In accordance with regulations, the WHRSD will complete the following steps in regard to students with or suspected to have a SLIFE designation:

**Step 1: Administer a Home Language Survey**
The primary purpose of a *Home Language Survey* (HLS) is to screen newly enrolling students to determine if they are potentially ELs. The HLS seeks to determine if a student has had exposure to a language other than English that may have impacted their English language development.

[4] These criteria were developed based on research conducted by the SLIFE guidance team. It includes information drawn from state and federal laws and Colorín Colorado, New York City Public Schools Guidance, and other state guidance, as well as research conducted by Andrea DeCapua and Helene Marshall.

**Step 2: Academic Records Review (if available)**
Trained school district personnel should conduct a record review of submitted documents, particularly documents containing academic and English language proficiency information. If newly enrolled students transfer from another district within Massachusetts or a state within the WIDA consortium, it is possible that they participated in the annual language proficiency assessment, *ACCESS for ELLs.* If the test was administered within the **last calendar year** district staff can use these results in addition to student academic records to determine English language proficiency. A list of WIDA member states can be found at https://wida.wisc.edu/ .

If academic records are available and the student is classified as an EL, move to ***Step 5*** below.

**Step 3: Assess English Language Proficiency (if not determined in academic records)**
Based upon the HLS and record review, trained school district personnel administer the WIDA Screener when evidence of English proficiency is unavailable or inconclusive.

**Step 4: Determine EL or Non-EL Status**
Use the results of the WIDA Screener as outlined in the *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* document to determine if the student is an EL.

**Step 5: Administer SLIFE Pre-Screener to all identified ELs**
Administer the SLIFE Pre-Screener to the student and/or parent[5] in the student's/parent's native language or through interpretation or translation by trained bilingual staff if necessary. For a sample SLIFE Pre-Screener see district forms section.
If the results of the SLIFE Pre-Screener indicate that the student is potentially a SLIFE, then move to ***Step 6*** below.

If the SLIFE Pre-Screener results indicate that the EL is ***not*** SLIFE, refer to the DESE *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners* for placement guidance as well as WHRSD procedure outlined previously in this manual.

**Step 6: Administer Literacy and Numeracy Assessments**
If the SLIFE Pre-Screener indicates limited or interrupted education, then administer native language literacy and numeracy assessments to determine if the student is academically functioning two or more years below expected grade level relative to typical peers. Trained school district personnel should administer the literacy and numeracy assessments[6]. Districts may purchase assessments, translate or interpret existing assessments, or develop assessments for this purpose. The student should be considered SLIFE if it is not practicable to provide native language assessments, and the SLIFE Pre-Screener indicates limited and/or interrupted education, until further assessments and data measures indicate otherwise.

**Step 7: Establish a School-Based SLIFE Placement Team**
Establish a cross-disciplinary, school-based team that includes EL educators, SEI or bilingual endorsed core academic content teachers, reading specialists, math specialists, adjustment/guidance counselors,

[5] Parent refers to the student's parent or legal guardian.
[6] School districts may use a selection of literacy and numeracy assessments including SLIFE developed assessments, pre-unit assessments, grade/school/district generated assessments, end-of-the-year assessments, etc. with rubrics and scores that indicate grade-level performance.

administrators, and related service providers to make instructional placement decisions for SLIFE. To do this, the team should review SLIFE intake data, such as registration documents, HLS, ELP assessment(s), SLIFE Pre-Screener, literacy and numeracy assessments, and other pertinent records. The school-based team must communicate with parents when making these decisions.

**Step 8: Develop SLIFE Placement**
Instructional placement decisions for SLIFE considers, socio-emotional, cultural, academic, and linguistic factors among other variables, such as trauma[7], migration considerations, and familial contexts.

Educate SLIFE in a culturally and linguistically responsive teaching environment consistent with their level of English language proficiency and academic needs. Instruction targets gaps in skills and knowledge that students may have as a result of limited or interrupted education. Instruction provides, but is not limited to:

- English as a Second Language, English Language Development/Sheltered Content Instruction
- Native language instruction or support, if possible
- High intensity literacy training
- Sheltered social studies
- Sheltered mathematics
- Sheltered science, technology, engineering, and mathematics (STEM)
- Guidance and counseling services, including crisis counseling, as recommended by the school-based team in a language the student can understand (Title VI; EEOA, 20 USC 1703(f); G.L. c. 76, §5; 603 CMR 26.02)

For a sample guidance tool see DESE *Appendix E: The SLIFE Planning and Instructional Considerations Tool*. Additionally, the Brockton Public Schools has partnered with WHRSD to provide school programs for SLIFE students.

**Step 9: Record SLIFE Designation in Student's Profile**
Record student's SLIFE designation in the student's school profile, cumulative folder, and on SIMS Field DOE041.

**Step 10: Parent Notification**
Notify parents about their child's ELP level, assessment results, and SLIFE designation decisions **no later than 30 days** after the beginning of the school year or within **two weeks** if the student enrolls in the school district during the school year using the parent notification form provided by the Department at LINK. Such notifications shall be provided in English and, to the extent practicable, in a language that the parents can understand.

**Step 11: Develop a Student Success Plan**
A Student Success Plan (SSP) identifies the student's language and academic goals. The SSP also establishes how to monitor academic and ELP progress. The SSP describes how the student learns, how the student best demonstrates that learning, and what supports teachers and service providers will provide to ensure the student meets their educational goals.

[7] Trauma may include, but is not limited to, exposure to child labor, human trafficking abuse, gang involvement, displacement, separation, war, and/or natural disaster.

Developing an SSP requires assessing a student's ELP, numeracy/literacy skills, and academic profile while simultaneously considering the student's ability to access the curriculum. Considerations should include how socio-linguistics and interrupted education affect the student's learning. In all cases, tailor the SSP to the individual student's learning goals as identified during the EL evaluation process and school-based team recommendations.

# Forms Used by the Whitman-Hanson Regional School District in relation to ELL Students

Whitman-Hanson Home Language Survey Procedure

- Every parent who registers a child for the WHRSD must complete a Home Language Survey as part of the registration packet. If a survey in a foreign language is given to the parent, make sure to staple the English form to it.
- If the survey reports "English only" place the original in the student's cumulative folder.
- If the survey reports a language other than English, make a copy and send to the ELL office. The original must be placed in the cumulative folder.
- The ELL Teacher will arrange for the student to be tested for English language proficiency.
- The ELL 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

## *Whitman-Hanson Regional School District*
## *Home Language Survey*

State and federal law 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**

_____ F ☐ M ☐

**First Name** **Middle Name** **Last Name** **Gender**

_____ ____/____/____ ____/____/____

**Country of Birth** **Date of Birth** (mm/dd/yyyy) **Date first enrolled in ANY U.S. school** (mm/dd/yyyy)

**School Information**

____/____/**20**____ _____ _____

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

**Questions for Parents/Guardians**

| **What is the native language(s) of each parent/guardian? (circle one)** | **Which language(s) are spoken with your child?**(include relatives - *grandparents, uncles, aunts,etc.* - and caregivers) |
|---|---|
| _____ (mother /father /guardian) | _____ seldom / sometimes /often /always |
| _____ (mother/ father / guardian) | _____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)**<br><br>_____ speak / read / write<br>_____ speak / read / write | **Which languages does your child use? (circle one)**<br><br>_____seldom /sometimes /often /always<br>_____seldom /sometimes/often/always |
| **Will you require written information from school in your native language?**<br><br>**Y** ☐ **N** ☐ | **Will you require an interpreter/translator at Parent-Teacher meetings?**<br><br>**Y** ☐ **N** ☐ |
| **Parent/Guardian Signature:**<br><br>**X** _____ | _____/_____/**20**_____<br>**Today's Date** (mm/dd/yyyy) |

## 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: ☐Ent ☐Emer ☐Dev ☐Exp ☐Bridge Date:____/____/____**

**Reading Designation: ☐Ent ☐Emer ☐Dev ☐Exp ☐Bridge Date:____/____/____**

**Writing Designation: ☐Ent ☐Emer ☐Dev ☐Exp ☐Bridge 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 ELL/SEI instruction.**

**☐ Based on above results, student will be not receiving ELL/SEI instruction.**

_____ **Today's Date____/____/____**

**Signature of ELL Staff**

_____

**Print Your Name**

---

## *Parent Notification Form*

Whitman-Hanson Regional School District

**School Year _____**

**Initial / Annual Parental Notification[8] of**

**English Language Education (ELE) and Title III Program Placement**

Dear Parent(s)/Guardian(s):

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

**SECTION I - ELE Program Placement (complete for students assessed for English proficiency in all districts)**

The following are the results of this English language assessment(s):

| **Student Information** | | | |
|---|---|---|---|
| **First Name** _____ **Middle Name** _____ **Last Name** _____ | | | |
| **Current School Name** _____ **Grade** _____ **Start Date in ELE Program** _____ | | | |
| **Assessment Tool** | **Domain** | **Results** | **Date of Assessment** |
| | ☐ **S** ☐ **L** ☐ **R** ☐ **W** | | day / month / year |
| | ☐ **S** ☐ **L** ☐ **R** ☐ **W** | | day / month / year |
| | ☐ **S** ☐ **L** ☐ **R** ☐ **W** | | day / month / year |
| | ☐ **S** ☐ **L** ☐ **R** ☐ **W** | | day / month / year |
| **Continuing ELL Students and/or Transfer Students** | | **Results** | **Date of Assessment** |

[8] ***Note to districts**: This notification is an annual requirement, and should be sent not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be carried out within 2 weeks of the child being placed in the program. Section I must be completed in all districts; Section I and II must be completed in all districts that receive Title III funds for students who receive Title III services.*

| | | |
|---|---|---|
| **Speaking** (ACCESS for ELLs test) | | day / month / year |
| **Listening** (ACCESS for ELLs test) | | day / month / year |
| **Reading** (ACCESS for ELLs test)): | | day / month / year |
| **Writing**(ACCESS for ELLs test) | | day / month / year |
| **MCAS** (if applicable) | | day / month / year |

**English Language Proficiency Level based on language assessment data and other measures:**

| | |
|---|---|
| ☐ L1 - Entering | ☐ L4 - Expanding |
| ☐ L2 - Beginning | ☐ L5 - Bridging |
| ☐ L3 - Developing | ☐ L6 - Reaching |

☐ **Not Enrolled in an ELE Program (Pre-K only)**

☐ **Enrolled in an ELE Program:** The school district proposes to place your child in the indicated program:

☐ **Sheltered English Immersion Program (SEI)** – a program that incorporates strategies to make content area instruction more comprehensible to ELs and to promote language development. This type of instruction is based on students' language proficiency levels. As part of the SEI program, your child is enrolled in (check all that apply):

☐ **English as a Second Language (ESL) classes:** direct English language instruction focused on developing speaking, listening, reading, and writing skills in English.

☐ **Sheltered content instruction classes:** content area instruction that integrates sheltering strategies to make content comprehensible and develop content area academic langauge. The student receives sheltered content instruction in (check all that apply):

- ☐ **Mathematics**
- ☐ **ELA**
- ☐ **Social Studies**
- ☐ **Science**

☐ **Two-Way Immersion Program** (where available) – a program that develops students language skills in two languages (English + another language). This program includes native English speaking students and students who are native speakers of the other language.

**Alternate ELE Program** – If you believe that your child should be placed in a program other than the SEI program (if indicated above), you have the right to request a ***waiver into*** an alternate program. Please contact district staff for further information. You may request a specific waiver for your child to be enrolled in:

☐ **Transitional Bilingual Education (TBE)** – a program where content instruction is initially taught in the native language of the student, and English. As the student develops English language proficiency, instruction is increasingly taught in English. This type of program is only allowed after a waiver for TBE has requested by at least 20 parents of students in the same grade level and such waiver been granted, or if the student's school has an approved Level 4 or Level Turnaround Plan that includes a TBE program, or a Level 5 district has an approved Turnaround Plan that includes a TBE program.

**Program placement and or method of instruction for student whose assessment indicates that s/he is not an English Learner (EL):**

☐ **General Education –** The mainstream, general education classroom. **Your child was <u>not</u> found to be an English learner and therefore does <u>not</u> require a specific ELE program.**

You also have the right to opt out of the language program chosen for your child, and other programs for English Learners offered by the district. Federal and state laws, however, require that the district provide your child with support so he or she can

understand instruction taught in English and develop his or her English skills. This means that if you choose to opt out, your child's teachers will support your child in the regular classroom. But if you opt out of language programs, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills**. We think ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our language programs. This type of instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read, or write in English. If you decide to opt out of language services for your child, please inform district staff *(add contact information here)*.

**SECTION II Exit Criteria**

<table>
<tr><td colspan="3">Specific ELE/Title III Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an EL. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE/Title III services. Students who are no longer classified as English Learners must be monitored by the district for four years to ensure that they are succeeding academically. The district must provide language support services to such students and/or recommend re-entry to the ELE program, if these students struggle to meet grade-level academic expectations due to lack of English language proficiency. Your child will continue to receive ELE support services until he or she meets the following criteria:</td></tr>
<tr><td>☐ Earned a score of at least 5 in all language domains on ACCESS for ELLs</td><td>AND</td><td>☐ Demonstrated ability to perform ordinary classroom work in English, as indicated by: (include information about other relevant data)</td></tr>
<tr><td colspan="3">Final classification:<br><br>☐ The student met the criteria. He or she is no longer considered an English Learner. His or her academic performance will be monitored for four years.<br><br>☐ The student has not met the criteria. He or she is still considered an English Learner, and will be placed in the _____ program offered by the district.</td></tr>
<tr><td colspan="3">Comments:</td></tr>
</table>

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

_____

Name of Instructor/Coordinator, Title
Telephone Contact/Email Contact

***OPT-OUT Form***

**Whitman-Hanson Regional School District**
**School Year _____**
**OPT-OUT FORM**

Student Name:_____ Home language:_____

Opt-out Date:_____ Years in U.S. Schools: _____

SASID: _____ DOB: _____

School:_____ Grade:_____

As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL). My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline specialized ESL instruction. I understand that my decision to opt-out of specialized ESL instruction will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of the specialized ESL instruction provided by an ESL licensed teacher does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
3. The school district will report my child to *Student Management Information System* (SIMS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Signature: _____
Date: _____

## Opt out Monitoring Form

**Whitman-Hanson Regional School District**
**School Year_____**
**MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS**

| | | | | | | |
|---|---|---|---|---|---|---|
| **ENGLISH** | **Test Scores**<br><br>**MCAS:** **ACCESS:** **OTHER:** | | | | | |
| | **Term 1 ☐** | **Term 2 ☐** | | **Term 3 ☐** | **Term 4 ☐** | |
| | | **RARELY** | **SELDOM** | **SOMETIMES** | **OFTEN** | **ALWAYS** |
| | Communicates effectively in English | | | | | |
| | Homework completion | | | | | |
| | Struggles with oral expression | | | | | |
| | Struggles with written expression | | | | | |
| | Classroom participation | | | | | |
| | Discipline issues that interfere with his or her progress | | | | | |
| | Struggles with oral comprehension | | | | | |
| | Struggles with reading comprehension | | | | | |

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

Student Name:_____
Opt-out Date:_____

Home language:_____
Years in U.S. Schools: _____

SASID: _____

DOB: _____

School:_____

Grade:_____

| **ATTENDANCE / TARDY DATA** | | | | |
|---|---|---|---|---|
| | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Attendance** | | | | |

| | | | | |
|---|---|---|---|---|
| **Tardy** | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **MATH** | **Test Scores**<br><br>**MCAS:** **OTHER:** | | | | | |
| | **Term 1 ☐** | **Term 2 ☐** | | **Term 3 ☐** | | **Term 4 ☐** |
| | | **RARELY** | **SELDOM** | **SOMETIMES** | **OFTEN** | **ALWAYS** |
| | Communicates effectively in English | | | | | |
| | Homework completion | | | | | |
| | Struggles with oral expression | | | | | |
| | Struggles with written expression | | | | | |
| | Classroom participation | | | | | |
| | Discipline issues that interfere with his or her progress | | | | | |
| | Struggles with oral comprehension | | | | | |
| | Struggles with reading comprehension | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **SCIENCE** | **Test Scores**<br><br>**MCAS:** **OTHER:** | | | | | |
| | **Term 1 ☐** | **Term 2 ☐** | | **Term 3 ☐** | | **Term 4 ☐** |
| | | **RARELY** | **SELDOM** | **SOMETIMES** | **OFTEN** | **ALWAYS** |
| | Communicates effectively in English | | | | | |
| | Homework completion | | | | | |
| | Struggles with oral expression | | | | | |
| | Struggles with written expression | | | | | |
| | Classroom participation | | | | | |
| | Discipline issues that interfere with his or her progress | | | | | |
| | Struggles with oral comprehension | | | | | |
| | Struggles with reading comprehension | | | | | |

| SOCIAL STUDIES | **Test Scores**<br><br>**MCAS:** **OTHER:** | | | | | |
|---|---|---|---|---|---|---|
| | **Term 1 ☐** | **Term 2 ☐** | | **Term 3 ☐** | **Term 4 ☐** | |
| | | **RARELY** | **SELDOM** | **SOMETIMES** | **OFTEN** | **ALWAYS** |
| | Communicates effectively in English | | | | | |
| | Homework completion | | | | | |
| | Struggles with oral expression | | | | | |
| | Struggles with written expression | | | | | |
| | Classroom participation | | | | | |
| | Discipline issues that interfere with his or her progress | | | | | |
| | Struggles with oral comprehension | | | | | |
| | Struggles with reading comprehension | | | | | |

**Please, check the one that applies:**

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.

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

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

**Action Steps (check all that apply)**

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

Date: _____

Team members: _____

Signatures: _____

## Reclassification Form

**Whitman-Hanson Regional School District**
**School Year _____**
**English Language Education Program Reclassification Form**

Name: _____ SASID#_____ Date of Birth:_____

School:_____ Grade: _____ Reclassification Date:_____

- Students performing at Levels 1-4 require significant support to access content area instruction delivered in English. Such students should remain classified as EL.
- Students designated as EL in kindergarten continue to be designated as EL until they complete grade 1 (at minimum).
- Students should earn at least an overall score of Level 5 in order to be considered as Former English Learner (FEL).
- A student who reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening should no longer be classified as EL.

| **RECLASSIFICATION CRITERIA FOR ELS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING)** | | |
|---|---|---|
| Additional Requirements | Meets Criteria | Does Not Meet Criteria |
| Earned a score of at least 5 in all language domains on ACCESS for ELLs | | |
| Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data (described below)<br><br>Data used: _____ | | |

Comments:

## Other Relevant Data

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

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);
- the student's scores on locally-administered diagnostic language assessments;
- the student's academic grades;
- the written observations and recommendations documented by the student's classroom teachers;
- the *WIDA Performance Definitions* (Appendix E) which describe the criteria used to define performance at each WIDA proficiency level, and the *CAN DO Descriptors* (Appendix F), which provide examples of realistic expectations of ELs for each of the four language domains and five levels of English language proficiency; and
- the student's performance on MCAS content area tests.

**Additional Documentation for Students with Special Needs**

**Whitman-Hanson Regional School District**
**2016-2017**

**G.L. c.71A Program Waiver**

**Approved G.L. c.71A Program Waiver for Students with Special Individual Needs**

***Instructions:*** A written description of no fewer than 250 words documenting that the child has been placed for a period of not less than thirty calendar days in an English language classroom and has special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, and that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English.

This written description of the special individual needs for this child must be permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

_____ _____

School principal date District superintendent date

**Whitman-Hanson Regional School District**
**2016-2017**
**G.L. c.71A School District Program Waiver Application Form for English Learners**
**Child's level of English**

## A. Student information

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

## B. Parent or Guardian Informed Consent

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

## C. Determination Regarding Waiver Request

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

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

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

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

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

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

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

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

**Waiver Form (Older Students)**

**Whitman-Hanson Regional School District**
**2016-2017**
**G.L. c.71A School District Program Waiver Application Form for English Learners**

## A. Student information

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

## B. Parent or Guardian Informed Consent

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

## C. Determination Regarding Waiver Request

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

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

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

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

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

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

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

## D. Appeals process (optional)

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

**Waiver Form (Students with a Disability)**

**Whitman-Hanson Regional School District**
**2016-2017**
**G.L. c.71A School District Program Waiver Application Form for English Learners**

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

**A. Student Information**

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

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

**B. Parent or Guardian Informed Consent**

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

**C. Determination Regarding Waiver Request**

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

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

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

**2. Waiver request denied**

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

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

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

**Attachment A: Parent/Legal Guardian Informed Consent Form**

**Whitman-Hanson Regional School District**
**2016-2017**

**G.L. c.71A Program Waiver**

**Parent or Legal Guardian Informed Consent Form***

I am knowingly and voluntarily requesting that my child receive a waiver from the requirements of G.L. c.71A. 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.

For a child with special needs: I understand that the existence of special individual needs shall not compel issuance of a waiver, and I have been fully informed of my right to refuse to agree to a waiver.

Based on this information, which I have read and understood, I am requesting a program waiver for my child for the ***2016-2017*** **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 or Legal Guardian Informed Consent Form is provided in a language other than English, attach that form to the waiver application.*
*It is our informed belief that an alternate course of educational study is better suited to the student's overall educational progress and rapid acquisition of English. The student will be placed in a transitional bilingual class or (describe other type of language support) on (insert date).*

_____ _____
School Superintendent (signature and date) School Principal (signature and date)

# Whitman-Hanson Regional School District
# English Learner Education Program

## STUDENT EXIT FORM

**Academic Year 20___ - 20___**

| **Student Name** (last, first, middle) | **Sex** □**M** □**F** | | **Date** / / |
|---|---|---|---|
| **School:** | **ESL Teacher** | | |
| **Classroom Teacher** | **Grade** | **Room** | **Student ID#** |
| **English Proficiency Level:** | | | |

**Recent Assessments**

| **ACCESS SCORES:**<br><br>Reading:<br>Speaking:<br>Writing: | **COMMENTS:**<br><br>**GRADES:**<br>ENG/LANG ARTS:<br>SOCIAL STUDIES:<br>SCIENCE:<br>MATH: |
|---|---|
| WRITING SAMPLE INCLUDED:<br>YES NO | REPORT CARD<br>YES NO |
| CLASSROOM TEACHER RECOMMENDATION: | |
| ELL TEACHER RECOMMENDATION: | |

ELL TEAM REVIEW OF STUDENT PROGRESS

Student_____ _____ Date _____

School _____

ELL Team Members Present (Name/position)

_____

_____

_____

_____

_____

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

Oral/Listening Skills:

_____

_____

_____

Reading:

_____

_____

_____

Writing:

_____

_____

_____

Speaking:

_____

_____

_____

Social Relationships:

_____

_____

_____

RECOMMENDATION:

____ Student needs language support, and should continue SEI and ELL programs.

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

____ Student is ready to exit ELL program.

Signed: _____

Building Principal

**Whitman-Hanson Regional School District**

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

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

| | |
|---|---|
| District: _____<br>School: _____<br>Date of interview: _____<br>Location of interview: _____<br>Interviewer Name: _____ Title: _____<br>Location: _____<br>Interviewee: ☐ Student ☐ Parent ☐ Other<br>Interview Language: _____<br>Interpreter Name: _____<br>Student Name: _____<br>SASID: _____<br>Date of Birth: _____<br>Gender: _____ | Notes: |

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

| | | Criterion | Notes |
|---|---|---|---|
| **1.** | ☐ | Identified as English learner in DOE025 SIMS field | |
| **2.** | ☐ | Aged 8 to 21 years | |
| **3.** | ☐ | EL entered a school in the U.S. after grade 2<br>OR<br>Exited the United States for six months or more and did not attend school. | |
| **4.**[9] | ☐ | Extent of prior exposure to formal schooling is characterized by<br>**a.** no formal schooling<br>OR<br>**b.** interruptions in formal schooling<br>OR<br>**c.** consistent, but limited formal schooling | |

[9] Refer to *Formal Schooling* in *Appendix B: Glossary of Terms*

**SLIFE Interview**

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

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

**Personal Information**

| | |
|---|---|
| District: _____<br>School: _____<br>Date of interview: _____<br>Location of interview: _____<br>Interviewer Name: _____ Title: _____<br>Location: _____<br>Interviewee: ☐ Student ☐ Parent ☐ Other<br>Interview Language: _____<br>Interpreter Name: _____<br>Student Name: _____<br>SASID: _____<br>Date of Birth: _____<br>Gender: _____ | Notes: |

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

## Prior School Practices

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

## Language Literacy / Numeracy / Technology Practices

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

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

## Outside Interests/Future Plans

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