

English Learner Education Handbook



**Blackstone-Millville Regional School District
175 Lincoln Street
Blackstone, MA 01504
(508)883-4400**

Contact Information

Loretta Braverman
ELE Director, lbraverman@bmrds.net

Mary Lovely
ESL Teacher, mlovely@bmrds.net

Jovanna Tetreault
ESL Teacher, jtetreault@bmrds.net

Kathleen Waterman
ESL Teacher, kwaterman@bmrds.net

School Committee approved : June 22, 2017

Statement of Non-Discrimination

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

Table of Contents

Introduction.....	4
-------------------	---

Section 1: Procedures

Identification and Placement Procedures of ELs and SLIFE.....	5
Decision Guide Flowchart	9
Opt-out Procedure.....	10
Waiver Procedures.....	11
Reclassification Procedures	13
Translation and Interpreter Procedures	14

Section 2: Programming

Mission Statement.....	16
Program Description.....	17
Laws	18
Language Development Standards.....	21

Section 3: Forms

Home Language Survey - English	24
Home Language Survey - Arabic	25
Home Language Survey - French	26
Home Language Survey - Portuguese	27
Home Language Survey - Spanish	28
Not in Need Form.....	29
Parent Notification Letter for Identification, Not in Need and Reclassification	30
SLIFE Pre-screener	33
SLIFE Interview Form	34
Opt-out Form.....	36
Opt-out Monitoring Form	37

Notification of Four Years Completed Monitoring Form	38
Program Waiver Form for Students under 10 Years of Age	39
Program Waiver Form for Students 10 Years of Age or Older	40
Program Waiver Form for Special Needs	41
Parent/Guardian Informed Consent Form	42
Written Description of Waiver Approval	43
Reclassification Team Review Form.....	44
FEL Monitoring Form	46
Completion of Monitoring Form	47
Request for Interpreter Form.....	48
Request for Translation Form.....	49
ELE Annual Program Evaluation	50
ESL K Progress Report.....	51
ESL 1-2 Progress Report.....	52
ESL 3-5 Progress Report.....	53
ESL 6-8 Progress Report.....	54
ESL 9-12 Progress Report.....	55

INTRODUCTION

English Learners represent a substantial and growing population of students in Blackstone and Millville. In the Blackstone-Millville Regional School District (BMRSD), English Learners (ELs), including Students with Limited or Interrupted Formal Education (SLIFE), are provided with the opportunity to become proficient in English and full access to the curriculum.

Education is a basic right of all children in the United States, see, G.L. c. 71A, §1, including students who are English Learners. Federal education laws such as the No Child Left Behind Act of 2001, and its successor, The Every Student Succeeds Act of 2016, address specific program requirements supporting ELs and the participation of parents of ELs in their children's education.

It is crucial to address the linguistic, academic, and non-academic needs of ELs across the entire schooling trajectory, including after they have achieved proficiency in English. In order to accomplish these goals, ELs receive Sheltered English Instruction (SEI) in classrooms with teachers who have obtained the SEI endorsement in accordance with state and federal laws. This multi-faceted and comprehensive endorsement is designed to provide ELs access to instruction and to close proficiency gaps.

English Learners also participate in English as a Second Language classes. BMRSD provides ELs with ESL instruction that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standard Frameworks. BMRSD is developing an ESL curriculum that will guide the ESL instruction and address the English language needs of the EL population at all levels.

Massachusetts formally joined the WIDA consortium in the 2012-2013 school year. WIDA provides a standards and assessment framework to aid educators in meeting the needs of ELs. BMRSD uses the WIDA standards, in conjunction with the 2011 Massachusetts Curriculum Frameworks, to enhance the learning of ELs and provide more opportunity to improve academic outcomes. The use of WIDA's frameworks at BMRSD includes screening tools, benchmarks, and summative English language proficiency assessments. ACCESS for ELs is administered annually in January/February and provides proficiency level information in each of the four domains with composite score information in literacy, oral language, comprehension, and overall proficiency.

In view of the above, Blackstone Millville Regional School District has updated this handbook to assist school district personnel and to ensure that ELs learn English, have access to rigorous academic content, and meet the same challenging expectations for college and career held for all Massachusetts students.

Section 1: PROCEDURES

Identification and Placement Procedures of ELs and SLIFE

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.

Massachusetts 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.” Under federal and state law, G. L. c. 71A; 603 CMR 14.02, BMRSD will take the appropriate steps to identify ELs, so they can receive instruction that is designed to assist them in learning the English language and subject matter content. Also, BMRSD will provide the parents of ELs with the opportunity to participate in the decision-making process relative to the type of program the identified ELs will receive.

At BMRSD, a student is identified as a Student with Limited or Interrupted Formal Education (SLIFE) if ALL of the following criteria are met:

1. The student is an EL as defined by the above law.
2. The student is between 8-21 years old.
3. The student entered the U.S.A after second grade or has been out of the U.S.A. for six months or longer.
4. Prior exposure to formal schooling is characterized by the following:
 - a. No formal schooling.

- b. Interrupted formal schooling of two or fewer years of schooling than their typical peers.
 - c. Consistent, but limited formal schooling.
5. The student functions two or more years below expected grade level in native language literacy relative to peers.
 6. The student functions two or more years below expected grade level in numeracy relative to peers.

When a new student enrolls at BMRSD, it is the district's obligation to determine whether the student is an EL by following the procedures in this handbook, and to place the student in the appropriate instructional program to support academic content and English language learning (603 CMR 14.02). This is done to ensure that students' diverse needs are met.

STEP 1: Trained personnel will administer a Home Language Survey (Appendix A) to all new enrollments PreK-12.

The primary purpose of the Home Language Survey is to find out if a student has been exposed to a language other than English that may have impacted their English language development. If a language other than English is identified, the student should be assessed for English language proficiency. Using only an ESL licensed teacher or school principal presents an opportunity to collect correct and pertinent information about the student that will help district personnel understand the student's personal and educational history in order to plan appropriate educational programming.

The original HLS is placed in the student's cumulative folder. If there is a language other than English written, a copy of the HLS is immediately given to the ELE Department.

STEP 2: Using the WIDA MODEL for grades K-12, and the Pre-LAS for Pre-K, a licensed professional will screen the English proficiency of any student when the answer to any of the questions on the HLS is a language other than English.

The assessments take place within 30 days of the beginning of the school year, or within the first week of classes if during the school year. The MODEL is only administered and scored by licensed ESL educators. The MODEL is not needed if the student has previously been in an EL program and has been reclassified as English proficient. It is also not needed if the student's records show an ACCESS test within the past calendar year.

STEP 3: Determine whether the student is an EL using assessment results and make initial placement decisions.

The assessment results are interpreted by a licensed ESL teacher to determine initial placement of the student. If the Pre-LAS is used, a total score of 4 is designated as "not in need". If the MODEL is used, a total score of 5.0 or higher is designated as "not in need". To

ensure a fair assessment, kindergartners who register at the beginning of the school year are assessed with only the Listening and Speaking sections of the MODEL. However, any kindergartner who arrives at BMRSD mid-year or later will be assessed with the entire MODEL assessment.

Blackstone-Millville ensures that kindergartners who present as non-EL are still monitored very closely to make sure that, should they begin to struggle, they are reassessed and given support if necessary.

STEP 4: Administer SLIFE Pre-Screener to all identified ELs

The SLIFE pre-screener is administered to the student and/or parent only after the student has been identified as an English Learner. If the results do not indicate a potential SLIFE, the district continues to Step 5. If the results of the pre-screener indicate that the student is potentially a SLIFE, then BMRSD will take the following steps:

1. Administer the SLIFE Interview
2. If the pre-screener and interview indicate limited/interrupted education, label the student as a SLIFE in the SIMS database
3. Administer literacy and numeracy assessments
4. Convene the BMRSD SLIFE Placement Team to develop program placement.
5. Develop a SLIFE Individualized Learning Plan

STEP 5: Within thirty days of enrollment, notify parent and/or legal guardian of screening assessment results and initial placement. Inform parent of the right to “opt out” or to secure an SEI program waiver in a language the parent can understand, to the maximum extent practicable.

The student’s parents are notified about the assessment results within two weeks of the testing date. Every effort is made to make sure this is done in a language the parents prefer, according to the answers on the HLS. The Parent Notification Letter contains the following information:

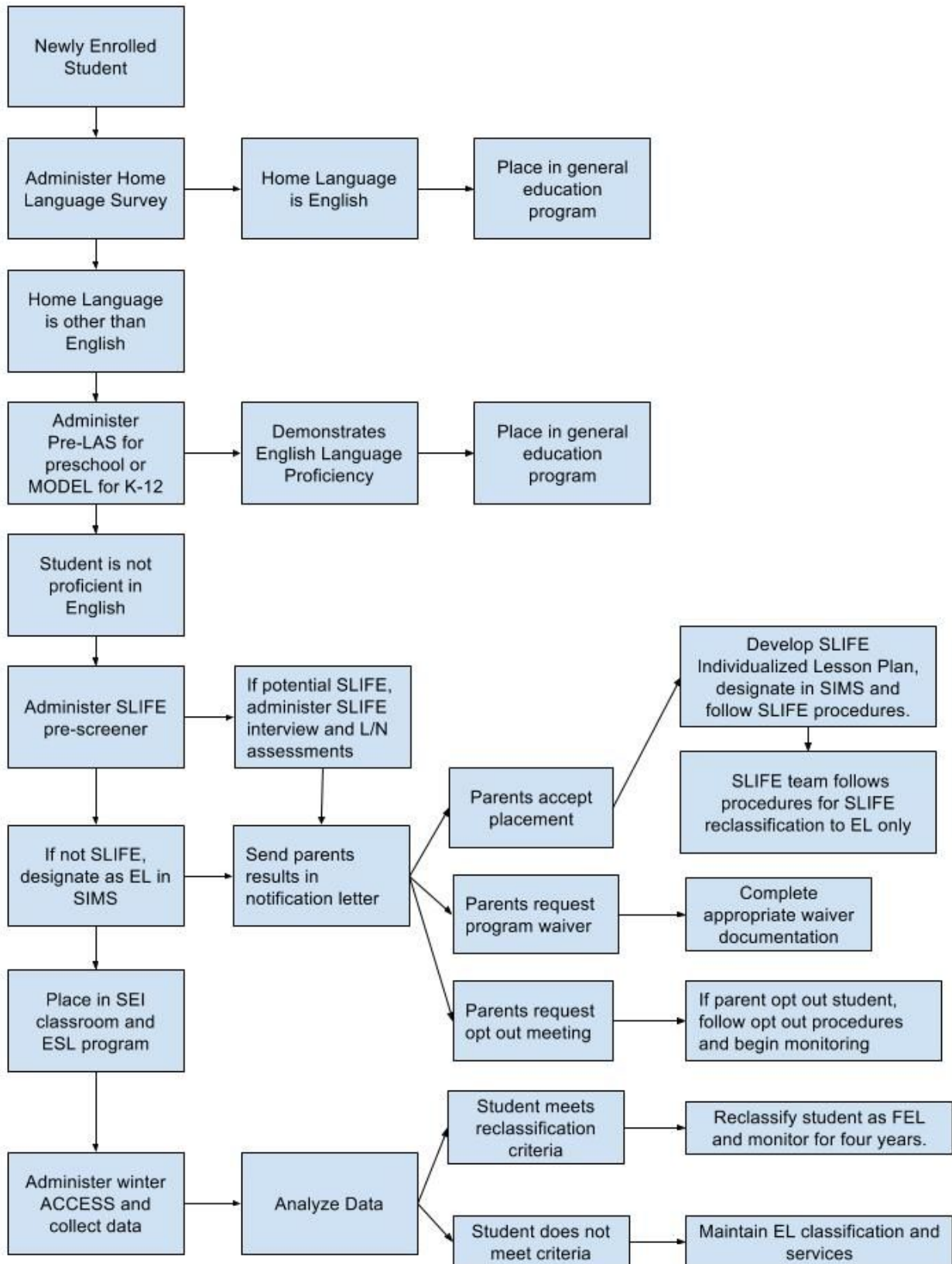
- MODEL test results
- Eligibility of the student to the EL program
- Information about parents rights regarding opt-out procedures
- Information about parents rights regarding a waiver
- Reclassification from EL to FEL

STEP 6: Code the student determined to be an EL in all future SIMS reports submitted to the DESE.

All students are identified as ELs and are appropriately coded as “Limited English Proficient” on SIMS Data and in all SIMs reports. Although it is continually updated, it is verified before for the collection dates of October 1, March 1 and June 15. The ELE department is also responsible for the following SIMS Data Elements:

- DOE021 - First Year LEP
- DOE022 - Immigrant Status
- DOE 023 - Country of Origin
- DOE 024 - First/Native Language
- DOE025 - English Learner yes/no
- DOE026 - ELE program description
- DOE041 - SLIFE yes/no

Decision Guide



Opt-Out Procedure

In the Blackstone-Millville Regional School District, parents/guardians of ELs have the option to “opt out” of the English Learner Education program. The decision to opt out must be voluntary, informed, and include a meeting between family and a licensed ESL teacher. A parent/guardian can request an opt-out meeting at any time. During this meeting, the ESL department member will inform the parent of supports the child would have received if in the district’s English as a Second Language classes. All information will be clearly presented in a language the parent can understand.

Regardless of opt-out status, the student will be placed in an SEI endorsed classroom. The student will have access to the curriculum and be provided the same opportunities to master the same academic standards and curriculum frameworks as their native English speaking peers. The student may also receive support from RTI small groups, Title 1 services, and any other district-wide support programs that are not part of the English as a Second Language program.

The student will be labeled “opt-out” and “EL” under SIMS and in all BMRSD data, and their language proficiency will be annually assessed with the state mandated English language proficiency test, ACCESS. BMRSD will notify parents of their child’s participation in this assessment, as well as the assessment results.

BMRSD monitors all opt-out students by keeping a record of their language development. The monitor form, filled out bi-annually by a licensed ESL teacher, monitors the student’s progress in the four areas of language acquisition.

In conclusion, a parent’s choice to “opt out” means that their child will not receive English as a Second Language (ESL) instruction focused on language development, but will be placed in an SEI classroom, provided equitable access to the curriculum, annually assessed with the ACCESS test, monitored bi-annually and given additional support if needed.

Waiver Procedure

General Laws Chapter 71A requires that all children in Massachusetts public schools who are English learners be instructed through the use of sheltered English immersion during a temporary transition period not normally intended to exceed one school year, unless the student is placed in a two-way bilingual program or wishes to “opt out” and be placed in a general classroom not tailored for English learners. Kindergarten English learners shall be educated either in sheltered English immersion or English language mainstream classrooms with assistance in English language acquisition, including, but not limited to, English as a second language. 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.

Blackstone-Millville Regional School District places ELs and SLIFE in SEI classrooms with other ELs whose degree of English proficiency is similar. In all grades, this district offers multiple SEI classrooms.

Section 5 of G.L. c. 71A provides for waivers for individual students under certain conditions if the parent or guardian annually applies for the waiver by visiting the student’s school and providing written informed consent. At the time of the visit, parents are to be provided with “*a full description in a language they can understand*” of the educational materials to be used in the different educational program choices and all the educational opportunities available to the student. Foreign language classes for students who already know English, two-way bilingual programs for students in kindergarten through grade 12, and special education programs for physically or mentally impaired students do not need waivers to participate in such classes or services.

The decision to issue a waiver is made by BMRSD school administrators, under guidelines established by, and subject to the review of, the local school committee. The final decision on waiver request remains with the district. Individual schools in which 20 students or more of a given grade level receive a waiver shall be required to offer such students classes in bilingual education or other generally recognized educational methodologies permitted by law. In all other cases, such students must be permitted to transfer to a public school in which such a class is offered.

The circumstances under which a parental exception waiver may be applied for are as follow:

(1) Children who already know English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, 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; or

(2) Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills; or

(3) Children with special individual needs: the child already has been placed for a period of not less than thirty calendar days during that particular school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and 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. Waivers granted under this section cannot be applied for until after thirty calendar days of a given school year have passed, and this waiver process must be renewed each and every school year. Any such decision to issue such an individual waiver is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local school committee and ultimately the state board of education. The existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

Reclassification Procedure

Every year BMRSD annually assesses ELs' language proficiency and language achievement using the ACCESS. The results are considered when making language classification decisions.

Regardless of the EL status of pre-schoolers, a new HLS is administered when a student enrolls in kindergarten. If there is a language other than English on the HLS, the student is assessed with the MODEL by a trained administrator. The initial identification and placement procedures are followed.

Blackstone-Millville recognizes that a premature exit may place a student who still has linguistic needs at risk of academic failure. Because of this concern, the standards for exit criteria are high. Its foundation is an ACCESS score of 6.0 as well as student's grades, MCAS scores, STARS 360 results, Fountas and Pinnell scores, written observations and recommendations documented by the student's classroom and ESL teacher. All of this information is looked at and discussed at the reclassification team meeting.

When the team determines there is sufficient evidence of a student's English language proficiency, the team changes the student's language proficiency status in the SIMS database. Then, they notify the parent/guardian of the reclassification status, update the school records and monitor the student's academic progress for no less than four years.

A Former English Learner (FEL) is placed with an SEI classroom teacher and monitored by a licensed ESL teacher. The ESL teacher uses the FEL Monitoring Form to record information. This information is gathered during observations throughout the year and subsequent meetings with classroom teachers during PLC. The FEL Monitoring Form is completed in December and June.

In order for a student to be reclassified from an EL to a FEL, the ESL team must consider the following data:

- ACCESS score
- Student's grades
- MCAS scores
- STARS 360
- Fountas and Pinnell
- Written observations by the student's classroom and ESL teacher
- Verbal recommendations documented by the ESL teacher

Translation and Interpreter Procedures

Blackstone Millville Regional School District is committed to providing information to parents and guardians in a language they understand according to state and federal laws. Regardless of the child's English proficiency, language assistance is provided to **all parents** whose preferred language is not English even if their child is proficient in English.

When a child is enrolled in Blackstone Millville Public Schools, the ESL teacher or school principal will administer the Home Language Survey. Then, identification procedures will be followed to determine the child's eligibility for the English Learner Education Program. The Home Language Survey also provides BMRSD the parents' preferred language for all further communications regarding the student's education.

BMRSD understands that it is required to translate vital documents (see definition under Laws) provided to all parents for those who are not proficient in English under EEOA. If it is not practicable to provide a written translation because it is such an uncommon language, BMRSD has the right to use a cover page explaining in the uncommon language how a parent may have the document translated orally.

When anyone in district, whether faculty, staff or administrator needs a document translated or is in need of an interpreter, he/she should complete the Written Translation Request Form or the Interpreter Request Form and send it to the Interpreter/Translations Coordinator. Whether paper form or electronic, a copy should be sent to the building administrator as well.

Section 2: PROGRAMMING

MISSION STATEMENT

At BMRSD, the mission of our district is to provide quality instruction and support in the areas of English language, academic content, and American culture to enable our students to attain proficiency in English and be successful in the mainstream classroom and the community.

The department has highly qualified ESL faculty who consider and address the needs of the whole student - the student's language(s), the educational background, family dynamics and cultural experiences in order for them to thrive.

Program Description

The goal is for our ELs to achieve full English proficiency in a timely manner, as well as to access the curriculum and educational opportunities provided by the district.

It is crucial to address the linguistic, academic, and non-academic needs of ELs across the entire schooling trajectory, including after they have achieved proficiency in English. In order to accomplish these goals, ELs receive Sheltered English Instruction (SEI) in classrooms with teachers who have obtained the SEI endorsement in accordance with state and federal laws. We also place FEL and opt-out students in SEI classrooms. The program provides a rich language environment where all students have the opportunity to learn academic English through scaffolded instruction. This multi-faceted and comprehensive endorsement is designed to provide ELs access to instruction and to close proficiency gaps.

English Learners also participate in English as a Second Language classes that use culturally responsive teaching practices. The language of instruction is English with occasional first language support. By including reading, writing, listening and speaking as the cornerstones of every ESL class, English Learners are given multiple opportunities to engage with English.

BMRSD provides ELs with ESL instruction that is aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standard Frameworks. ELs are grouped primarily by grade level. Within each grade, ELs are also grouped for ESL class by ACCESS proficiency level.

Laws Pertaining to the Education of English Learners

❖ Equal Educational Opportunities Act (EEOA)

- No state shall deny educational opportunity based on race, color, sex, or national origin to students or staff.
- Provide an equal educational opportunity to all students in the district.
- Teach academic content in the language students understand, while also teaching English.
- Take “affirmative steps” to address barriers so that students can participate meaningfully in the educational programs.
- Make a free and appropriate public education available to all children with disabilities.
- Not delay testing to recently arrived students, if the student is suspected to have trauma, emotional, behavioral or other needs.
- Inform LEP individuals that language assistance is available at no cost.
- Provide language interpreter services that are free and adequate (even if the parent/student speaks some English).
- Provide vital documents in the home languages.
- Consider the language needs of ELLs when developing, reviewing or revising IEPs, including performing evaluations in the native language, translating all vital documents, and arranging for a qualified and impartial interpreter.

❖ Chapter 151B

- Prohibits discrimination due to race, color, religious creed, national origin, ancestry or sex.

❖ MA Executive Order 526

- Prohibits discrimination in all state agencies and programs funded by the state, including language access discrimination.

❖ DOE OCR Resolution Agreements

- Regarding language access, school districts must translate school documents:
 - At a **minimum**, the following vital written documents will be translated into the language of each frequently-encountered LEP parent group...
 - Documentation related to eligibility and placement decisions under Section 504 and IDEA.

❖ Title IV

- Prohibits discrimination on the basis of race, color, or national origin by public elementary and secondary schools. 42 U.S.C. § 2000c-6
- Prohibits discrimination by recipients of Federal financial assistance on the basis of race, color, or national origin. 42 U.S.C. §2000d
- Requires programs that educate children with limited English proficiency to be:
 - Based on a sound educational theory
 - Adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success
 - Periodically evaluated and, if necessary, revised
- Prohibits districts from utilizing criteria or methods of administration that have the effect of:
 - Subjecting individuals to discrimination because of race, color, or national origin.
 - Defeating or substantially impairing accomplishment of the objectives of a program for individuals or a particular race,color, or national origin.

❖ ICE Guidance published October 24, 2011

- Policy ensures enforcement actions do not occur at “sensitive locations” such as schools unless:
 - Other law enforcement actions lead to location
 - Prior approval is obtained
 - Enforcement action involves national security or terrorism
 - Imminent risk of death, violence, physical harm
 - Involves pursuit of dangerous felon, terrorist or destruction of evidence material.

❖ Interpreter and Translation Regulations regarding Vital Documents November 2016

- Documents that are needed to access a program in district
 - Registration and enrollment in school and school programs
 - Language assistance programs
 - Notices required by special education laws and regulations
 - All IEP meeting documents
 - Complaint forms/ appeal letters/ grievance procedures/ notices of discrimination
 - Notices of rights or program administration
 - Assessments used to determine eligibility or services
 - Parent handbooks
 - Student discipline policies and procedures

- Report cards and progress reports
- Parent-teacher conferences
- Information on charter schools and gifted/ talented programs
- Requests for parent permission for student participation in school activities
- Invitations to join school-related councils or groups
- Standard forms that are considered “vital” to a program
- Content on website
- The risk of using any web-based automated translation services for documents containing personally identifiable information from a student's education record and must ensure that disclosure to the web-based service complies with the requirements of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g(b), and its implementing regulations at 34 C.F.R. Part 99[1].
- It is the district’s responsibility to provide parents and guardians with report cards and progress reports in the same manner and with the same frequency as general education reporting.

❖ **Interpreters must adhere to all of the following:**

- Impartial
 - Not be a family member
 - Avoid situations that result in conflicting roles
 - Be aware of ethnic tensions (Example: Interpreter is from rival ethnic group)
- Trained in subject matter
 - Be competent to interpret in and out of both languages
- Qualified - Have the knowledge of specialized terms and/or concepts in both languages
- Understand the need for confidentiality.

❖ **Written translations must have the following criteria:**

- The translator must be impartial
- The translator must understand the need for confidentiality
- If a machine or web-based translation service was used, the document must be reviewed, and edited as needed, by a qualified individual.

Language Development Standards for English Language Learners K - 12

Massachusetts Department of Education Language Proficiency Standards and domains for English Language Learners K – 12, as stated below, will be the core of the program:

English Language Proficiency Standard 1

ELs communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting.

Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences.

English Language Proficiency Standard 2

ELs communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of LANGUAGE ARTS.

Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences.

English Language Proficiency Standard 3

ELs communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of MATHEMATICS.

Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

English Language Proficiency Standard 4

ELs communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of SCIENCE.

Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences.

English Language Proficiency Standard 5

ELs communicate information, ideas, and concepts necessary for academic concepts necessary for academic success in the content area of SOCIAL STUDIES.

Domain: LISTENING – process, understand, interpret, and evaluate spoken language in a variety of situations.

Domain: SPEAKING – engage in oral communication in a variety of situations for a variety of purposes and audiences.

Domain: READING – process, interpret, and evaluate written language, symbols, and text with understanding and fluency.

Domain: WRITING – engage in written communication in a variety of forms for a variety of purposes and audiences

Section 3: FORMS

Blackstone-Millville Regional School District
"Minimizing Obstacles, Maximizing Opportunities...For Every Student!"

175 Lincoln Street Blackstone, MA 01504

Phone: (508)876-0104 Fax: (508)883-9892

Home Language Survey - English

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

Student Information

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

School Information

Start Date in New School (mm/dd/yyyy) <u> </u> / <u> </u> / <u> </u> <u> </u> / <u> </u> /20 <u> </u>	Name of Former School and Town _____	Current Grade _____
---	--------------------------------------	---------------------

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

For person administering Home Language Survey only:
Circle one: **Preschool** **MES** **JFK** **AFM** **FWHMS** **BMRHS**
Circle one: **Principal** **Assistant Principal** **ESL Teacher**

Sign: _____
Date: _____

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identity, age, or disability, in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

Blackstone-Millville Regional School District

"Minimizing Obstacles, Maximizing Opportunities...For Every Student!"

175 Lincoln Street Blackstone, MA 01504

Phone: (508)876-0104 Fax: (508)883-9892

Allen Himmelberger, Superintendent of Schools

Home Language Survey - Arabic

استطلاع رأي عن اللغة المستخدمة بالمنزل

تلتزم لوائح إدارة التعليم الابتدائي والثانوي بولاية ماساتشوستس المدارس التابعة لها بتحديد اللغة (اللغات) التي يستخدمها الطلاب في منازلهم وذلك بغرض تحديد احتياجاتهم اللغوية الخاصة. وتعد هذه المعلومات بالغة الأهمية للمدارس حيث تركز عليها في توفير إرشادات هامة للطلبة المسجلين بها. ففي حالة استخدام لغة أخرى غير الإنجليزية في المنزل، سيكون لزاماً على المنطقة إخضاع الطفل لمزيد من التقييم. لذا الرجاء مساعدتنا في استيفاء تلك المتطلبات المهمة بإجاباتك على الأسئلة التالية: ونشكركم على حسن تعاونكم.

بيانات الطالب	
الاسم الأول	الاسم الأوسط
اسم العائلة	النوع <input type="checkbox"/> ذكر <input type="checkbox"/> أنثى
محل الميلاد	تاريخ الميلاد (الشهر/اليوم/السنة)
تاريخ أول التحاق بأي مدرسة بالولايات المتحدة (الشهر/اليوم/السنة)	تاريخ أول التحاق بأي مدرسة بالولايات المتحدة (الشهر/اليوم/السنة)
بيانات المدرسة	
تاريخ البدء في المدرسة الجديدة (الشهر/اليوم/السنة)	اسم المدرسة السابقة والمدينة
20/	الصف الدراسي الحالي
أسئلة للأب/الأوصياء	
ما هي اللغة (اللغات) الأم للوالد/الوصي؟ (ضع دائرة واحدة)	ما اللغة (اللغات) التي تستخدم مع الطفل؟ (بما في ذلك الأقارب والأجداد والأعمام والأخوال والعمات والخالات... إلخ، ومقدمي الرعاية للأطفال)
—	نادرًا / أحيانًا / غالبًا / دائمًا
(الأم / الأب / الوصي)	نادرًا / أحيانًا / غالبًا / دائمًا
(الأم / الأب / الوصي)	
ما هي أول لغة فهمها طفلك وتحدث بها؟	ما هي اللغة التي يكثر استخدامها مع طفلك؟
ما هي اللغات الأخرى التي يعرفها طفلك؟ (ضع دائرة على كل ما ينطبق عليه) محادثة / قراءة / كتابة	ما هي اللغات الأخرى التي يعرفها طفلك؟ (ضع دائرة واحدة) نادرًا / أحيانًا / غالبًا / دائمًا
محادثة / قراءة / كتابة	نادرًا / أحيانًا / غالبًا / دائمًا
هل تحتاج إلى معلومات مكتوبة من المدرسة بلغتك الأم؟	هل تحتاج إلى مترجم فوري/تحريرتي أثناء اجتماعات الآباء مع المدرسين؟
<input type="checkbox"/> نعم <input type="checkbox"/> لا	<input type="checkbox"/> نعم <input type="checkbox"/> لا
توقيع الوالد/الوصي: X	التاريخ: 20/ / (الشهر/اليوم/السنة)

For person administering Home Language Survey only:

Circle one: Preschool MES JFK AFM FWHMS BMRHS

Circle one: Principal Assistant Principal ESL Teacher

Sign: _____ Date: _____

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identity, age, or disability, in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr.

Janis Laporte at 508-876-0190 or jlaporte@bmrsd.net.

Blackstone-Millville Regional School District

175 Lincoln Street

Blackstone, MA 01504 Phone: (508)876-0104

Fax: (508)883-9892

Home Language Survey - French

Enquête sur les langues parlées à la maison

Le règlement du Massachusetts Department of Elementary and Secondary Education exige que *toutes* les écoles déterminent la ou les langues parlées au domicile de chaque élève afin d'établir ses besoins particuliers en matière de langue. Cette information est essentielle pour que les écoles puissent offrir un enseignement de qualité à tous les élèves. Si une langue autre que l'anglais est parlée à la maison, le District doit évaluer davantage votre enfant. Veuillez nous aider à répondre à cette exigence importante en répondant aux questions suivantes. Merci pour votre aide.

Renseignements sur l'élève	
Prénom	Second prénom
Pays de naissance	Date de naissance (mm/jj/aaaa)
F <input type="checkbox"/> M <input type="checkbox"/>	
Date de la première inscription dans une école américaine (mm/jj/aaaa)	
Renseignements sur l'école	
Date de commencement dans la nouvelle école	Nom de l'ancienne école et de la ville
Année actuelle	
Questions pour les parents/tuteurs	
Quelle est la langue maternelle de chacun des parents/tuteurs? (encerclez une réponse) _____ (mère / père / tuteur) _____ (mère / père / tuteur)	Quelle(s) langue(s) parlez-vous avec votre enfant? (y compris les membres de la famille – <i>grands-parents, oncles, tantes, etc.</i> – et parents substituts) _____ rarement / parfois / souvent / toujours _____ rarement / parfois / souvent / toujours
Quelle langue votre enfant a-t-il apprise et parlée en premier?	Quelle langue utilisez-vous le plus souvent avec votre enfant?
Quelles autres langues votre enfant connaît-il? (encerclez toutes les réponses applicables) _____ parlée / lue / écrite _____ parlée / lue / écrite	Quelles langues votre enfant utilise-t-il? (encerclez une réponse) _____ rarement / parfois / souvent / toujours _____ rarement / parfois / souvent / toujours
Avez-vous besoin de renseignements écrits de l'école dans votre langue maternelle? Oui <input type="checkbox"/> Non <input type="checkbox"/>	Você deseja um intérprete/tradutor presente nas reuniões entre pais-professores? Oui <input type="checkbox"/> Non <input type="checkbox"/>
Signature du parent/tuteur : X	Date d'aujourd'hui : _____ /20 (mm/jj/aaaa)

For person administering Home Language Survey only:

Circle one: **Preschool**

MES **JFK**

AFM

FWHMS BMRHS

Circle one: **Principal**

Assistant Principal

ESL Teacher

Sign: _____ **Date:** _____

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

Blackstone-Millville Regional School District

175 Lincoln Street Blackstone, MA 01504

Phone: (508)876-0104 Fax: (508)883-9892

Home Language Survey - Portuguese

Pesquisa de idioma doméstico

Os regulamentos do departamento de Educação Elementar e Secundária de Massachusetts exigem que *todas* as escolas determinem os idiomas falados no domicílio de cada aluno para identificar suas necessidades de idioma específicas. Essa informação é essencial para que as escolas ofereçam instrução significativa para todos os alunos. Se outro idioma que não seja inglês for falado em casa, o distrito precisará realizar uma avaliação mais detalhada do seu filho. Por gentileza, ajude-nos a atender esse requisito importante, respondendo às seguintes perguntas. Agradecemos a sua ajuda.

Informações do aluno	
Nome	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> Nome do meio _____ / / </div> <div style="width: 30%;"> Sobrenome _____ / / </div> <div style="width: 20%;"> Sexo F <input type="checkbox"/> M <input type="checkbox"/> </div> </div>
País de nascimento	Data de nascimento (mm/dd/aaaa) _____ Data do primeiro registro em QUALQUER escola _____
Informações da escola	
Data de início na nova escola (mm/dd/aaaa) _____ /20 _____	Nome da escola e cidade antiga _____ Grau escolar atual _____
Perguntas para os pais/tutores	
Quais são os idiomas nativos de cada pai/tutor? (circule uma) _____ (mãe / pai / tutor) _____ (mãe / pai / tutor)	Quais idiomas são falados com seu filho? (inclua parentes -avós, tios, tias, etc. - e babás) _____ pouca frequência / algumas vezes / com frequência / sempre _____ pouca frequência / algumas vezes / com frequência / sempre
Qual foi o primeiro idioma que seu filho compreendeu e falou?	Qual idioma você usa com mais frequência com seu filho?
Quais são os outros idiomas que seu filho conhece? (circule todas as opções aplicáveis) _____ fala / lê / escreve _____ fala / lê / escreve	Quais são os idiomas que seu filho usa? (circule uma) _____ pouca frequência / algumas vezes / com frequência / sempre _____ pouca frequência / algumas vezes / com frequência / sempre
Você deseja receber informações por escrito da escola em seu idioma nativo? S <input type="checkbox"/> N <input type="checkbox"/>	Você deseja um intérprete/tradutor presente nas reuniões entre pais-professores? S <input type="checkbox"/> N <input type="checkbox"/>
Assinatura dos pais/tutores: X _____	Data de hoje: _____ /20 _____ (mm/dd/aaaa)

For person administering Home Language Survey only:

Circle one: Preschool MES JFK AFM FWHMS BMRHS
Circle one: Principal Assistant Principal ESL Teacher

Sign: _____ Date: _____

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

Blackstone-Millville Regional School District

175 Lincoln Street Blackstone, MA 01504

Phone: (508)876-0104 Fax: (508)883-9892

Home Language Survey - Spanish

Encuesta del idioma hablado en el hogar

Los reglamentos del Departamento de Educación Primaria y Secundaria de Massachusetts exigen que *todas* las escuelas determinen los idiomas que se hablan en los hogares de los estudiantes para así identificar sus necesidades específicas relacionadas con el idioma. Esta información es esencial para que las escuelas puedan proveer instrucción que todos los estudiantes puedan aprovechar. Si en su hogar se habla otro idioma que no sea inglés, se requiere que el Distrito evalúe a su hijo más a fondo. Ayúdenos a cumplir con este importante requisito respondiendo a las siguientes preguntas. Gracias por su ayuda.

Información del estudiante		
Nombre _____	Segundo nombre _____	Apellido _____
		Sexo F <input type="checkbox"/> M <input type="checkbox"/>
País de nacimiento _____	Fecha de nacimiento (mm/dd/aaaa) _____ / _____	Fecha de matriculación inicial en CUALQUIER escuela de EE.UU. (mm/dd/aaaa) _____ / _____
Información de la escuela		
Fecha de comienzo en la escuela nueva (mm/dd/aaaa) _____ / _____ / 20____	Nombre de la escuela y ciudad anterior _____	Grado actual _____
Preguntas para los padres/encargados		
¿Cuál es el idioma natal del padre/la madre/los encargados? (encierre en un círculo) _____ (madre / padre / encargado) _____ (madre / padre / encargado)	¿Qué idioma(s) se habla(n) con su hijo? (incluya parientes -abuelos, tíos, tías, etc. - y encargados del cuidado) _____ infrecuentemente / algunas veces / frecuentemente / siempre _____ infrecuentemente / algunas veces / frecuentemente / siempre	
¿Cuál fue el primer idioma que entendió y habló su hijo?	¿Qué idioma usa usted principalmente con su hijo?	
¿Qué otros idiomas sabe su hijo? (encierre en un círculo todo lo que corresponda) _____ habla / lee / escribe _____ habla / lee / escribe	¿Qué idiomas usa su hijo? (encierre uno en un círculo) _____ infrecuentemente / algunas veces / frecuentemente / siempre _____ infrecuentemente / algunas veces / frecuentemente / siempre	
¿Requerirá usted la información impresa de la escuela en su idioma natal? Sí <input type="checkbox"/> No <input type="checkbox"/>	¿Requerirá usted un intérprete/traductor en reuniones de padres y maestros? Sí <input type="checkbox"/> No <input type="checkbox"/>	
Firma del padre/la madre/encargado: _____	Fecha de hoy: _____ / _____ / 20____ (mm/dd/aaaa)	

For person administering Home Language Survey only:

Circle one: **Preschool** **MES** **JFK** **AFM** **FWHMS** **BMRHS**

Circle one: **Principal** **Assistant Principal** **ESL Teacher**

Sign: _____ **Date:** _____

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

**Blackstone-Millville Regional School District
Not In Need Form**

Student Name: _____

Birthdate: _____

- Has a language other than English on his/her Home Language Survey. After interviewing, it is apparent that he/she is not in need of ESL services.

- Has a language other than English on his/her Home Language Survey. After screening with PreLas/MODEL, the score indicates that the student is not Limited English Proficient. He/she is not in need of ESL services.

Home Language Survey Administrator Notes:

ESL Teacher

Date

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

Blackstone-Millville Regional School District

Parental Notification Letter - Identification and Reclassification

Dear Parent/Guardian:

In order to identify students who are English learners, state and federal law says that school districts must assess the English language proficiency of all students whose home language survey indicates a language 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.

SECTION I - ELE Program Placement

The following are the results of the assessment given on: _____

Student Information		
First Name _____	Middle Name _____	Last Name _____
School Name _____	Grade _____	Start Date in ELE Program _____
Assessment Tool	Domain	Results
	Speaking	
	Listening	
	Reading	
	Writing	
English Language Proficiency Level based on language assessment data and other measures:		
L1 - Entering	L4 - Expanding	
L2 - Beginning	L5 - Bridging	
L3 - Developing	L6 - Reaching	

Your child was found to be:

- Not to be Enrolled in an ELE Program (Pre-K only)**
- An English Learner**
- Not an English learner, and therefore does not require a specific ELE program.**

**Blackstone-Millville Regional School District
uses the SEI model for its ELE 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 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:

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 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 are want to opt out of language services for your child, please meet with Jovanna Tetreault at jtetreault@bmrtd.net or (508)876-0119.

SECTION II Exit Criteria

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:**

Earned a score of at least 5 in all language domains on ACCESS for ELLs	AND	Demonstrated ability to perform ordinary classroom work in English, as indicated by: Assessments, teacher interviews, student interviews, class work evidence, parent interviews, etc.
---	-----	---

Final classification:

- The student met the criteria and no longer considered an English Learner. We will monitor his/her academic performance for four years.**
- The student has not met the criteria. He / she is still considered an English Learner, and will be placed in the English as a Second Language program offered by the district.**

Comments:

The school district staff is available to speak to you or meet with you about any questions or concerns you have.

Thank you.

Jovanna Tetreault
English as a Second Language Teacher
(508)876-0119 jtetreault@bmrdsd.net

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrdsd.net.

Blackstone-Millville Regional School District
Students with Limited or Interrupted Formal Education (SLIFE)
Pre-Screener

ESL personnel should administer this pre-screener only after the Home Language Survey and MODEL have been completed.

Student's Name: _____	Date of Birth: _____
School: _____	Date: _____
Interviewer's Name: _____	Role: _____
Location of interview: _____ Who is being interviewed? Student / Parent / Other	
What language(s)? _____ Interpreter's Name: _____	

If all four items are checked, then administer SLIFE Interview.

		Criterion for SLIFE	Notes
<input type="checkbox"/>	1.	English learner as defined at §2(d) of chapter 71A of the General Laws.	
<input type="checkbox"/>	2.	Aged 8 to 21 years.	
<input type="checkbox"/>	3.	EL entered a school the U.S. after grade 2 OR Exited the United States for six months or more.	
<input type="checkbox"/>	4.[1]	Extent of prior exposure to formal schooling is characterized by a. no formal schooling OR b. interruptions in formal schooling OR c. consistent, but limited formal schooling	

Blackstone-Millville Regional School District SLIFE Interview

The following interview is to be conducted when developing the student's individual learning plan. It should be completed with the student and, if applicable, parent(s). It should not be conducted during 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.

Student's Name: _____ Date of Birth: _____
 School: _____ Date of interview: _____
 Interviewer's Name: _____ Role: _____
 Who is being interviewed? Student Parent Other _____
 In what language is this interview being conducted in? _____
 Interpreter's Name: _____

Background Information

Who do you live with? Are you related to them? If so, how?	
Where have you lived before coming here?	
Who raised you?	
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?	
Where did you go to school? Describe the school setting.	

What was your favorite subject?	
Did you always attend school? Are there times you did not attend school? 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? Did you have books at home?	
In what language(s) can you read and/or write?	
What is your favorite book/magazine/website?	
Do you like Math?	
How well can you add/subtract/multiply/divide?	
Can you show me any advanced Math?	
Do you have a computer/tablet/cell phone? What language do you use with your technology?	

Outside interests/Future plans

What do you like to do outside of school? Examples: sports, music, crafts, art, work, cook, babysit?	
What are your goals as a student?	
What would you like to do job after high school? Go to college? Work?	
Are you interested in participating in clubs and/or playing a school sport after school?	

**Blackstone-Millville Regional School District
Opt-Out Form**

Student: _____
School: _____
SASID: _____

Grade: _____
Date of Birth: _____
Language: _____

Name and Role at Opt-Out Meeting Opt-Out Meeting Date: _____

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.

I want to opt out my child and I understand that it is a refusal of direct support services.

Parent/Guardian Signature: _____

Date: _____

**Blackstone-Millville Regional School District
Opt Out Monitoring Form**

Student Name: _____ **Grade:** _____ **School Year:** _____

Classroom Teacher: _____ **ESL Teacher Reporting:** _____

December Update

Speaking:

Listening:

Reading:

Writing:

June Update

Speaking:

Listening:

Reading:

Writing:

Starting ACCESS Overall Score: _____ **Ending ACCESS Overall Score:** _____

**Blackstone-Millville Regional School District
Notification of Four Years Completed Monitoring Services**

Student Name _____ Date _____

School _____ Grade _____

To Whom It May Concern:

After monitoring this FEL student for four years, reviewing student records and consulting with the current classroom teacher(s) and ESL team, the district has determined that this student will no longer need monitoring by the English as a Second Language Department.

If you have any questions regarding your child's instructional placement, please feel free to contact Jovanna Tetreault, ESL Teacher, at the Blackstone-Millville Regional High School (508-876-0119).

Sincerely,

The ESL Team
Mary Lovely
Jovanna Tetreault
Kathleen Waterman

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

Blackstone-Millville Regional School District Waiver Form For Students Under 10 Years of Age

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:	State average for student's grade level:
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?

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

**Blackstone-Millville Regional School District
Waiver Form For Students 10 Years of Age or Older**

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

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)

We believe that an alternate course of educational study would be better suited to this child's overall educational progress and rapid acquisition of basic English language skills. 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 (school officials must sign here)

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

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?

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

Blackstone-Millville Regional School District Waiver Form For English Learner with Special Needs

G.L. c.71A School District Program Waiver Application Form for English Learner with Special Needs

The existence of such special individual needs 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?

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

**Blackstone-Millville Regional School District
Program Waiver - Parent/Guardian Consent Form**

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 XXXX-XXXX 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 the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

**Blackstone-Millville Regional School District
Written Description of Waiver Approval**

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

Instructions: A written description of no less 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

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrds.net.

Blackstone-Millville Regional School District Reclassification Team Review Form

Student Name: _____ 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 preschool and 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).
- Students in Level 6 have achieved English proficiency and should no longer be classified as EL.

RECLASSIFICATION CRITERIA FOR ELLS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING)		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned an Overall Composite score of at least 5 on ACCESS for ELs		
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) 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.

Signatures and roles of meeting participants:

Name

Role

Name

Role

Name

Role

Name

Role

**Blackstone-Millville Regional School District
Former English Learner Monitoring Form**

Student Name: _____ Grade: ____ School Year: _____

Classroom Teacher: _____ ESL Teacher Reporting: _____

Please circle one: First Year Second Year Third Year Fourth Year

December Update

Absences: _____ Tardies: _____ Dismissals: _____

English:

Math:

Science:

Social Studies:

Socio/Emotional Concerns:

June Update

Absences: _____ Tardies: _____ Dismissals: _____

English:

Math:

Science:

Social Studies:

Socio/Emotional Concerns:

**Blackstone-Millville Regional School District
Completion of FEL Monitoring Form**

Student Name: _____

Birthdate: _____

This student has been monitored for a period of no shorter than four academic years as a Former English Learner. He/she has shown full proficiency of English and has succeeded in accessing the mainstream curriculum.

Therefore, this student will no longer be officially monitored by the ESL team.

ESL Team Member Name

Date

It is the policy of the Blackstone-Millville Regional School District not to discriminate on the basis of race, color, gender, religion, national origin, homelessness, sexual orientation, gender identities, age or disability in its educational programs, services, activities, or employment practices; as defined and required by state and federal laws. Further information may be obtained by contacting Dr. Janis Laporte at 508-876-0190 or jlaporte@bmrdsd.net.

Blackstone-Millville Regional School District

Interpreter Request Form

Laws related to civil rights, English learner education and special education indicate the requirement that translations and interpretation services be made available to families that request them. A parent has a right to access linguistic support, if requested, for school events related to a child's education (Parent Teacher Conferences, Parent Informational Nights, IEP Meetings, etc.)

Please fill out the form below if you would like to arrange for an interpreter. Please allow enough time for the translation coordinator to make arrangements.



Contact Information

Date of Event:	
Start Time:	
End Time:	



- Parent Teacher Conference / Meeting
- Meeting with IEP Team
- Other _____

Student's Name _____

Parent/Guardian _____



Event Site: _____

Address: _____

At the event site, interpreter shall report to:

Name: _____

Room: _____

Contact Person: _____

Phone #: _____

Email Address: _____

Date of Request: _____

Language Requested

- Arabic
- Spanish
- Portuguese
- Other _____

Approximate number of attendees who will need interpretation services: _____

Please send to: Tina Poirier, Administrative Assistant to the Assistant Superintendent at the high school or to tpoirier@bmrdsd.net

Blackstone-Millville Regional School District

Written Translation Request Form

Laws related to civil rights, English learner education and special education indicate the requirement that translations and interpretation services be made available to families that request them.

Please fill out the form below if you would like to have a document translated. Please allow enough time for the translation coordinator to make arrangements.



Contact Information

Contact Person: _____

Phone #: _____

Email Address: _____

Date of Request: _____



Completion of Request

Student Name: _____

Student Grade: _____

Student School: _____

Parent Name: _____

Person Receiving Completed Document:

Email Address: _____

School Location: _____

Date Document Needed: _____



Hard Copy - Interoffice Mail

Email Copy

Arabic

Spanish

Portuguese

Other _____

Please send to: Tina Poirier,
Administrative Assistant to the Assistant
Superintendent at the high school or to
tpoirier@bmrds.net

Blackstone-Millville Regional School District
ELE Annual Program Evaluation Form

1. Are ELLs appropriately identified and served?
2. Does the district have a sufficient number of appropriately licensed teachers? If not, how can this problem be resolved?
3. Do the buildings/grades with the most ESL licensed teachers also have the most ELLs?
4. Are core content teachers appropriately trained and endorsed in SEI?
5. Given the ELE program model provided in the district, do all students receive meaningful services to allow them to increase proficiency in English and in content areas?
6. Compared to the general student population, how do ELLs perform on the MCAS tests (by ELE program type)?
7. Do all ELLs receive instruction by SEI endorsed teachers in all content areas?
8. To what degree are ELLs participating in services and courses such as SPED, AP, and Honors (as well as extracurricular programs and specials)?
9. How do ELL graduation and dropout rates compare to non-ELL students?
10. To what degree are all staff in the district aware of ELLs' cultures and backgrounds and how to address or understand cultural adjustment?
11. Has the district considered cultural competency training for its staff?
12. Is communication with parents provided in languages they understand? Are translations and interpreted sessions provided by trained and competent people?
13. What action steps will be taken to address challenges? What program changes are recommended for next year or following years?