

Ipswich Public Schools

EL Services Manual

2024-2025



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Introduction:

The Ipswich Public School District is committed to provide English Learners (EL) the opportunity to become proficient in English by providing complete access to curriculum, co-curricular activities and interscholastic sports. To that end, the English Learner Education (ELE) program ensures students are screened and assessed carefully, instructed appropriately, and monitored diligently. EL students enter the district at various stages of proficiency in oral language and literacy development. The development of essential skills in listening, speaking, reading, and writing in English may be required. In order to attain these skills, English Learners will participate in a Sheltered English Immersion (SEI) program which consists of Sheltered Content Instruction and direct English as a Second Language instruction in accordance with state and federal laws. SEI addresses concepts and skills required in the curriculum as well as assisting students with language development and acquisition. Massachusetts is part of the World-Class Instruction Design and Assessment (WIDA) consortium and has adopted the WIDA curriculum standards..

Definitions:**EL:**

General Laws c. 71A, §2(d) defines "English Learner" as "a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary class work in English."

Sheltered Content Instruction:

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:

The goal of ESL instruction is to advance English language development and to promote academic achievement. ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language. ESL instruction, with its own dedicated time and curriculum, is a necessary component of any program serving ELs.

PROGRAM DESCRIPTION

The goal of the SEI program in Ipswich is to teach English Language Learners (ELs) to use English to demonstrate academic achievement in all content areas. Under state and federal law, English language learners must be taught to the same academic standards and be provided the same opportunities to master such standards as other students. (G.L. c. 71A § 7; Equal Educational Opportunities Act, 20 USC § 1703(f); Title III of NCLB § 3102.) Instruction provided to ELs must be meaningful and appropriate for their individual English language proficiency level. The program is designed to meet the educational needs of EL students and to develop proficiency in each of the four language domains: listening, speaking, reading, and writing. The Ipswich

program provides a strategic combination of grade-appropriate, content-based, immersion (classroom) and direct vocabulary and grammar instruction. Eligible students will receive appropriate ESL instruction until exit criteria is reached. A licensed ESL teacher and licensed Content Area Teacher (CAT) will provide students with appropriate instruction. The student's schedule is developed after initial assessment at the beginning of each school year or upon entering a school in the District. Eligible students will be provided the appropriate number of ESL instructional hours according to their English Language Proficiency Level as determined by their performance on the initial assessment or prior years' ACCESS test, as well as other relevant data. The ESL teacher will evaluate student performance and provide classroom teachers with input regarding progress. A progress report completed by the ESL teacher will be sent home with report cards. The ESL teacher and Content Area Teacher(CAT) will collaborate on instruction regularly.

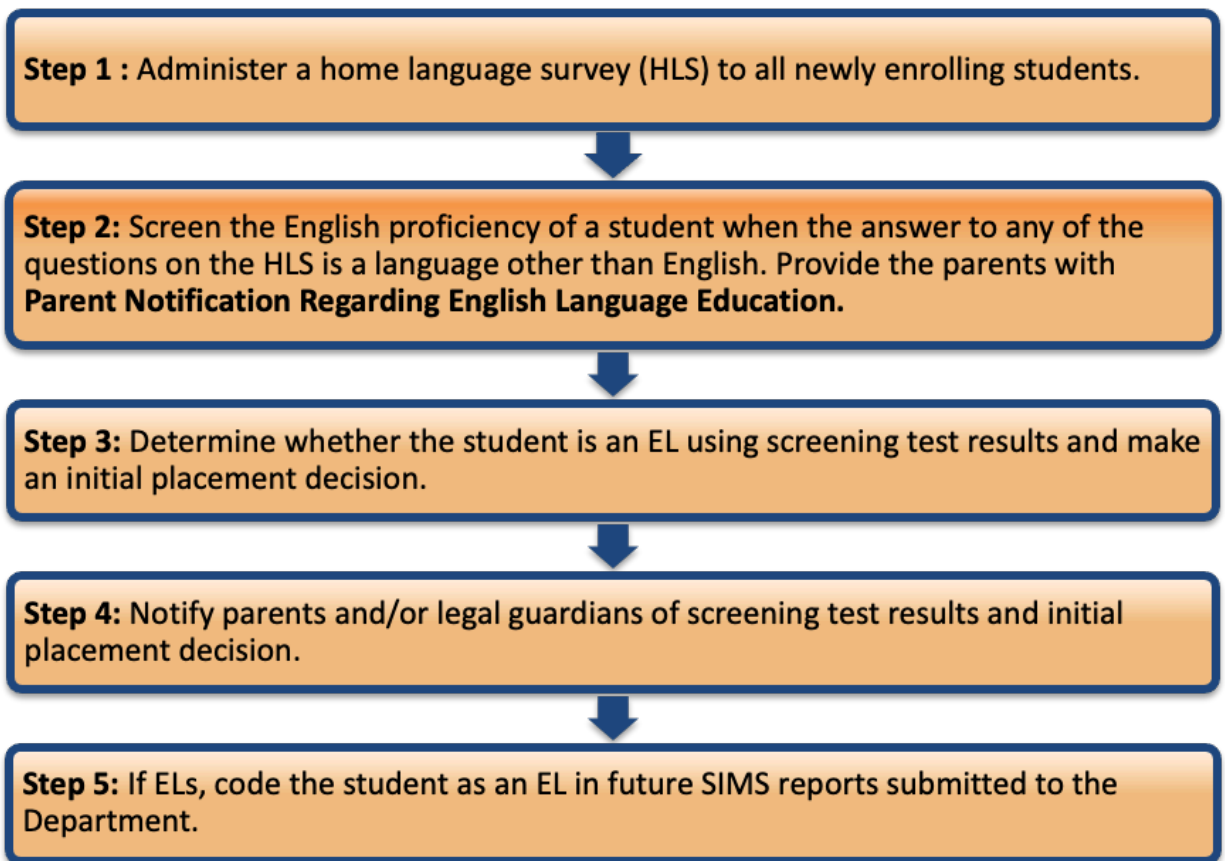
Identification of English Learners:

Upon enrollment in the Ipswich Public Schools, parents and/or guardians receive an enrollment packet that contains a Home Language Survey (available in 28 languages). Upon completion of that survey, if the parent/guardian has indicated that a language other than English is spoken at home (including dual language households), the student will be screened by a licensed ESL Teacher using the WiDA Screener for grades K-12 and the Pre IPT Oral test for Preschool. Children in Pre-K and first-semester Kindergarten are assessed only in the domains of listening and speaking while all other students (1-12) are assessed in all four language domains; speaking, listening, reading and writing. If the student is found to have limited proficiency in English the student will be classified as an English Learner in the School Information Management System (SIMS) database that is reported to the Massachusetts Department of Elementary and Secondary Education (DESE).

Notification:

Parents/guardians will be notified in writing if their child is required to be screened for EL identification prior to screening. After screening parents/guardians will be notified if their student is eligible for EL services. This letter will also provide information about declining EL services (opt-out). After the student has been identified as EL, and the parents/guardians have been notified, the student will be provided appropriate ESL instruction unless parents/guardians have completed (opt-out) paperwork. The provision of EL services must begin within the first four weeks of enrollment.

Decision Guide for Language Program Processes



OPTING OUT & WAIVER PROCEDURES

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who are identified as EL 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; if available in the District, may not do so unless they have received a waiver from the requirements of G.L. c. 71A.

Opting Out Procedure

Parents/guardians may notify the district of their wish to have their child “opt-out” of the EL program. This means that a parent/guardian has chosen to deny their child’s entry into the SEI program in the Ipswich Public School District. The form titled *Parents’ Choice to Opt out of English Language Program* must be signed in order to make this official. Parents/guardians of children under 10 may “opt-out” even if that student has not been enrolled in an SEI program for 30 days. The Ipswich Public School District encourages parents/guardians to allow their children to participate in our SEI program for a limited time before they make a final determination to “opt-out” of the program. Federal law establishes a district’s obligation to provide EL students with meaningful access to the education program. Because of this, when a parent/guardian 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. When 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 (ACCESS 2.0, MCAS) appropriate for their grade. 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 ESL Teacher recommends; based on the language assessment, the family has a right to request a waiver for alternate placement in a bilingual or other educational program; if available in the District (**currently not available in Ipswich**).

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 EL programs. ACCESS 2.0 is the EL assessment associated with the WIDA standards. It is administered annually by WIDA certified educators.

Descriptions of Assessments:

The WIDA Screener is an English language proficiency assessment given to incoming students in Grades K–12 to assist educators with the identification of students as English Learners (ELs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services.

The Pre-K Identification Screening Tool developed by the State of Massachusetts is a simple questionnaire designed for the preschool child. Any student who receives 4 or more “No” responses to the questions in the screening tool will be placed in an English learner program and begin to receive services that will target rapid English language acquisition.

ACCESS 2.0 is the annual assessment required by the Department of Education. The ACCESS 2.0 test measures English language skills in reading, writing, listening, and speaking. It determines if the student has mastered the language at a level that will allow him/her to access regular content materials in English with limited scaffolds.

Progress Monitoring

Each EL student will be evaluated annually for English proficiency and content skills. Students in grades K- 12 will be assessed annually in reading, writing, listening, and speaking skills using the WIDA ACCESS 2.0. All eligible students will participate in MCAS. ELs that have been in the USA for less than six months (newcomers) have the option NOT to take the ELA MCAS. These results will be documented in the student’s cumulative file and submitted to the EL Teacher. Copies of the ACCESS 2.0 and MCAS results will be provided to the parents/guardians and maintained in the student’s cumulative file. Regularly scheduled progress reports will be prepared for each EL student by the EL teacher and submitted to the parents/guardians at report card intervals. Copies of the progress reports will be kept in the EL student’s cumulative and EL file folder. Parents/guardians will be notified in writing of their child’s placement as continuing EL status or reclassification as FEL (Former English Learner) at the beginning of each school year or when appropriate. Chapter 71A and Title VI require that students with limited English 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.

Monitoring tools used to determine placement include but are not limited to:

State Testing (MCAS)

The Pre-K Identification Screening Tool

WIDA Screener

WIDA ACCESS 2.0

Student writing samples

District Common Assessments

Reading Assessments

IEP status

Other assessments as needed

EXITING STUDENTS FROM EL PROGRAMS

(Reclassification from EL(English Learner) to FEL(Former English Learner))

Exit Procedures

Each building's ESL Teacher(s) and Content Area Teachers will meet to review the progress of all EL students twice per year (September and June). The team will conduct a review of each student's progress and determine if that student no longer requires services and can be reclassified as FEL.

Exit Criteria

Specific ELE Exit Requirements:

When a student 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 ESL instruction. Students who are no longer classified as EL will be monitored for four years to ensure that they are succeeding academically. If a student struggles to meet grade-level academic expectations due to lack of English language proficiency the district will provide language support services to the student and/or recommend re-entry to the ELE program. Students identified, as Limited English will continue to receive SEI instruction until he or she meets the following criteria:

Obtains an Overall Composite score of at least an Overall Score of Level 4.2 and a Composite Literacy Score of Level 3.9 on ACCESS 2.0 for ELLs. In addition the student must demonstrate the ability to perform ordinary classroom work in English, as indicated by other relevant data. EL students who meet the exit criteria of the Ipswich Public School District will exit the program and be reclassified as FEL. Students who do not meet the exit criteria outlined will be recommended for continuing services. Any change in the instructional program will be documented in the student's school record. The ESL Teacher will inform the parents in writing as to whether the student will remain as EL or be reclassified as FEL. The letter will then be filed in the student cumulative and EL folders.

Post-Service Monitoring

The EL Teacher will review FEL student report cards and conduct periodic consultations with classroom teachers to ensure that the FEL student is continuing to obtain success in the regular classrooms. This monitoring will continue for four years thus adhering to the DESE regulations. If the FEL student is not meeting with success, the EL Teacher will consult with the Content Area Teachers to determine if it is necessary to re-designate the student to EL status and SEI services will resume. If the FEL student continues to make adequate progress for four years, an Exit from FEL to Regular Education form will be placed in their cumulative and EL folders. Evidence of sustained performance will include, but is not limited to: progress reports, report cards, content area assessments and standardized test scores.

Special Education Referrals

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

Equal Access to Academic and Nonacademic/Extracurricular Activities

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

Program Evaluation

Every district in Massachusetts is expected to conduct periodic evaluations of its ELE program in developing student's English language skills and increasing their ability to participate meaningfully in the district's general educational program. Where the district documents that the program is not effective, it must take steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation. The Ipswich Public Schools EL Teacher team will meet annually (end of school year) to review and evaluate data pertinent to the effectiveness of the EL program. This data will include but is not limited to; reports from SIMS(Student Information Management System), ACCESS 2.0 for Ells (Assessing Comprehension and Communication in English State-to-State for English Language Learners) and MCAS (Massachusetts Comprehensive Assessment System). Additionally every three years the District evaluation team (consisting of teachers and administrators will conduct a thorough evaluation of the program to ensure it's effectiveness and make necessary adjustment to services provided if necessary.

HOME LANGUAGE SURVEY

Home Language Survey

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

Student Information

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 (mm/dd/yyyy) **Name of Former School and Town** **Current Grade**

Questions for Parents/Guardians

What is the primary language used in the home, regardless of the language spoken by the student?

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?

How many years has the student been in U.S. Schools? (not including pre-kindergarten)

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** **N**

If yes, what language? _____

Will you require an interpreter/translator at Parent-Teacher meetings? **Y** **N**

If yes, what language? _____

Parent/Guardian Signature:

X

_____ / _____ /20
Today's Date: (mm/dd/yyyy)

PARENT NOTIFICATION



Ipswich Public Schools

One Lord Square
Ipswich, MA 01938
978-356-2935
Fax: 978-356-0445
www.ipsk12.net

Ipswich Public Schools

School Year 2024-2025

Parental Notification Regarding English Language Education

Dear Parent(s)/Guardian(s):

In order to comply with state requirements, school districts must inform parents of students whose home language is other than English of the rights they may have regarding English language education (ELE). The district will test your child in English reading, writing, speaking and listening to determine if your child is an English learner. If your child is found to be an English learner and eligible for placement in an ELE program, you will receive further notification with your child's English proficiency test results and program placement information.

If your child is determined to be an English learner, you have the right to:

- choose an ELE program among those offered by the district as described in state law and regulations;
- visit an ELE program in the district;
- attend available conferences or meetings to learn more about the ELE programs offered in the district;
- request a new ELE program in accordance with state law; and
- withdraw your child from an ELE program.

Available ELE programs include (check all that apply):

☒ **Sheltered English Immersion (SEI)** – an ELE program in which sheltered grade-level content instruction is used.

Sheltered content instruction is content instruction that is modified so that an English learner can comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.

☐ **Dual Language Education or Two-Way Immersion (TWI)** – an ELE program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

☐ **Transitional Bilingual (TBE)** – an ELE program in which the English learner's native language is used to support the student's development of English and content learning, and is then gradually phased out of instruction as the student's English proficiency increases.

☐ **Other Bilingual** – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

All ELE programs include **English as a Second Language (ESL)** instruction. ESL classes provide direct English language instruction that focuses on developing speaking, listening, reading and writing skills in English.

English Learner Parent Advisory Council (ELPAC)

Districts serving 100 or more English learners or in which English learners comprise at least 5% of the student population, whichever is less, are required to establish an English learner parent advisory council (ELPAC). Similarly, any school

designated as underperforming or chronically underperforming and operating an ELE program is required to establish an ELPAC. Parents of English learners are encouraged to participate in such councils.

Massachusetts State Seal of Bilingualism

The Massachusetts State Seal of Bilingualism recognizes students who are proficient in English and one or more languages. The insignia is placed on the diploma and/or transcripts upon graduation to inform institutions of higher education and potential employers of the graduate's multilingual skills. Ipswich Public Schools does offer the Massachusetts State Seal of Bilingualism to multilingual graduates.

For more information about the topics discussed in this notice, please contact: Ipswich Public Schools at 978-356-2935.



Ipswich Public Schools

One Lord Square
Ipswich, MA 01938
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School Year 2024-2025 Initial Parental Notification of English Language Education (ELE) Program Placement

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

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
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment
Speaking (ACCESS for ELLs test)			
Listening (ACCESS for ELLs test)			
Reading (ACCESS for ELLs test):			
Writing (ACCESS for ELLs test)			
English Language Proficiency Level based on language assessment data:			
<input type="checkbox"/> L1 - Entering		<input type="checkbox"/> L4 - Expanding	
<input type="checkbox"/> L2 - Beginning		<input type="checkbox"/> L5 - Bridging	
<input type="checkbox"/> L3 - Developing		<input type="checkbox"/> L6 - Reaching	

ELE Program Types:

Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.

Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

☐ **Enrolled in an ELE Program:** The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE Programs in the District	Proposed Student Placement	
<input type="checkbox"/>	<input type="checkbox"/>	Sheltered English Immersion (SEI)
<input type="checkbox"/>	<input type="checkbox"/>	Dual Language Education (DLE) or Two-Way Immersion (TWI)
<input type="checkbox"/>	<input type="checkbox"/>	Transitional Bilingual Education (TBE)
<input type="checkbox"/>	<input type="checkbox"/>	Other Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

☐ **General Education** – Your child was not found to be an English learner and therefore does not need an ELE program.

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child's teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** 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 ELE programs. ESL 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 decline placement of your child in or withdraw your child from an ELE program, please inform

SECTION II - Exit Criteria

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.		
Your child will continue to receive ELE program services until he or she meets the following criteria:		
<input type="checkbox"/> Earned a qualifying score ¹ on ACCESS for ELLs	AND	<input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by his/her report card
Final classification: <input type="checkbox"/> The student met the criteria. He or she is no longer considered an English learner. The student's academic performance will be monitored for four years. <input type="checkbox"/> The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.		
Comments: 		

School district staff is available to speak or meet with you about your child's placement and the school's ELE 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.

¹ Please see <http://www.doe.mass.edu/ell/guidance/guidance.pdf> for more information about exit requirements.

RECLASSIFICATION FORM

Name of District Public Schools

School Year 20__-20__

English Language Education Program Reclassification Form

Name:	SASID#	Date of Birth:
School:	Grade:	Reclassification Date:

Students should earn at least an overall score of 4.2 and a composite score of 3.9 on ACCESS for ELLs 2.0 in order to be considered as Former English Learner (FEL).

RECLASSIFICATION CRITERIA		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs 2.0		<i>Students who do not have an overall score of 4.2 and a composite literacy score of 3.9 cannot be considered for reclassification based on the other relevant data.</i>
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) 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; and**
- **the student's performance on MCAS content area tests.**

OPT OUT FORM

Name of District Public Schools
School Year 2000-2000
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 ELE services. I understand that my decision to opt-out of ELE services 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 ELE services 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: _____