

# Ipswich Public Schools

## EL Services Manual

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2018-2019



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**Introduction:**

The Ipswich Public School District is committed to providing English Learners (EL) the opportunity to become proficient in English through 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 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 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 communicate regularly.

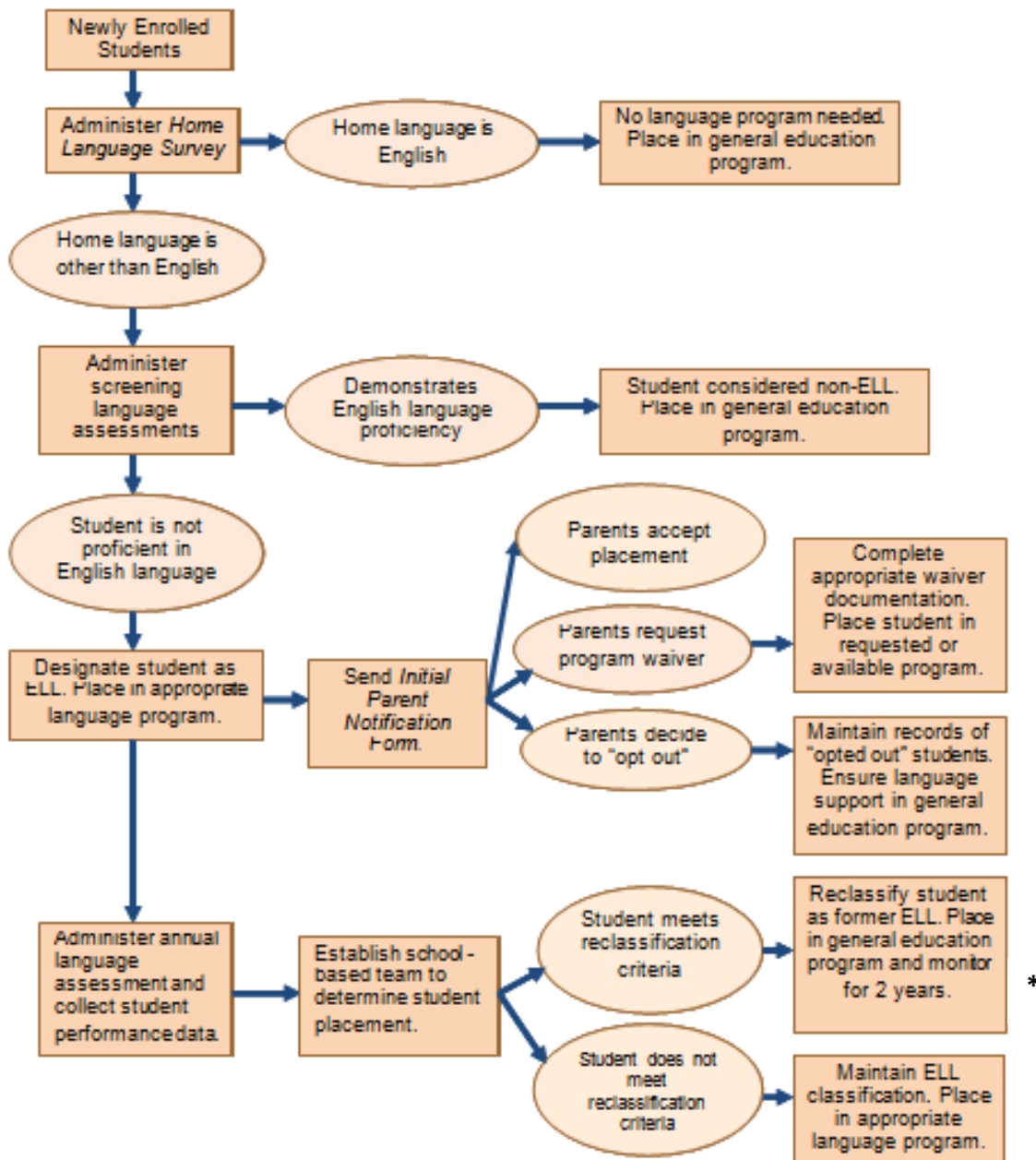
**Identification of English Learners:**

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 ACCESS Placement Test (W-APT)Pre K-12. 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 eligible for EL services. This letter will also provide information about requesting a waiver for an alternate placement or to decline 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 granted a waiver or 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



\*As of April 2016 monitoring duration was changed to 4 years

## **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, 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. General Laws Chapter 71A provides for waivers based on parent or administrator request under certain circumstances, assuming that the parent/guardian annually applies by visiting the student’s school and by providing written informed consent. For students under the age of 10, with parental/guardian consent, waivers are allowed under all of the following conditions:

- The student has been placed in an EL classroom for at least 30 days prior to the parent’s/guardian’s application for a waiver.

- Documentation by school officials in no less than 250 words that the student has special and individual physical or psychological needs, separate from lack of English proficiency, that require an alternative course of educational study and inclusion of such documentation in the student’s permanent school record.
- Authorizing signatures on the waiver application of both the school superintendent and the school principal.

For students over the age of 10, with parental consent, waivers are allowed when it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better for the student’s overall educational progress and rapid acquisition of English language skills. If there are 20 students or more of a given grade level in one particular language group whose parents have waived the SEI program in favor of a bilingual or other type of language support program, the district will be required to offer that type of program.

### **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. All eligible students will participate in MCAS. ELs that have been in the USA for less than one year (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 ESL Teacher. Copies of the ACCESS 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 ESL 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)
- W-APT Placement Test
- WIDA ACCESS
- Student writing samples
- District Common Assessments
- Reading Assessments
- Other assessments as needed

## **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 is the EL assessment associated with the WIDA standards. It is administered annually by WIDA certified educators.

### **Descriptions of Assessments:**

**WIDA ACCESS Placement Test (W-APT)** is a language ability and proficiency assessment consisting of speaking, reading, writing, and listening components. This assessment is administered upon entry to a public school.

### **Assessing Comprehension and Communication in English State-to-State for English Language Learners. (ACCESS)**

Massachusetts Public Schools are required by the Department of Elementary and Secondary Schools to annually administer the WIDA ACCESS test to assess students' English language proficiency in speaking, listening, reading and writing. ACCESS test scores, along with other relevant materials, are used to determine the number of service hours that a student will receive from a licensed English as a Second Language teacher.

### **Massachusetts Comprehensive Assessment System (MCAS)**

ELs that have been in the United States for less than one year (newcomers) may opt NOT to take the English Language Arts MCAS. However, all ELs must take MCAS exams in other subject areas. Results will not be averaged in to the schools' cumulative scores until students have been in the United States for over one year. Results will be stored in the student's cumulative file and will be available to the ESL Teacher. Copies of the ACCESS and MCAS results will be provided to parent/guardian. Regularly scheduled progress reports may be prepared for each EL student by the ESL 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.

Parent/guardian will be notified in writing of the child's placement as continuing EL or reclassification as FEL (Former English Learner) at the beginning of each school year or when appropriate. Chapter 71A and Title VI require that Limited English Proficient students are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education programs.



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

### **Exit Procedures**

Each building's ESL Teacher and Content Area Teachers will meet to review the progress of all EL students. 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 two 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:

For the 2016-17 school year only, districts may consider reclassifying students who achieve ACCESS scores of:

- 4.0 or higher in the domains of Writing and Speaking, and
- 5.0 or higher in Listening and Reading

and 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 ESL 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 ESL 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 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.

# 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 <input type="checkbox"/> <input style="float: right;" type="checkbox"/>	
<b>M</b>	
<b>First Name</b>	<b>Middle Name</b> <b>Last Name</b> <b>Gender</b>
_____	_____ / _____ / _____
<b>Country of Birth</b> (mm/dd/yyyy)	<b>Date of Birth (mm/dd/yyyy)</b> <b>Date first enrolled in ANY U.S. school</b>
_____	_____ / _____ / _____
School Information	
_____ / _____ /20	_____
<b>Start Date in New School (mm/dd/yyyy)</b>	<b>Name of Former School and Town</b> <b>Current Grade</b>
_____	_____
Questions for Parents/Guardians	
<b>What is the primary language used in the home, regardless of the language spoken by the student?</b> _____	<b>Which language(s) are spoken with your child?</b> (include relatives - <i>grandparents, uncles, aunts, etc.</i> - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
<b>What language did your child first understand and speak?</b> _____	<b>Which language do you use most with your child?</b> _____
<b>How many years has the student been in U.S. Schools? (not including pre-kindergarten)</b> _____	<b>Which languages does your child use? (circle one)</b> _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
<b>Will you require written information from school in your native language?</b> Y <input type="checkbox"/> N <input type="checkbox"/> <b>If yes, what language?</b> _____	<b>Will you require an interpreter/translator at Parent-Teacher meetings?</b> Y <input type="checkbox"/> N <input type="checkbox"/> <b>If yes, what language?</b> _____
<b>Parent/Guardian Signature:</b> X	_____ / _____ /20 <b>Today's Date:</b> (mm/dd/yyyy)

**PARENT NOTIFICATION LETTER**

**Ipswich Public Schools  
School Year 20XX-20XX  
Initial/Annual Parental Notification<sup>1</sup> 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		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment
<b>Speaking</b> (ACCESS for ELLs test)			day / month / year
<b>Listening</b> (ACCESS for ELLs test)			day / month / year
<b>Reading</b> (ACCESS for ELLs test):			day / month / year
<b>Writing</b> (ACCESS for ELLs test)			day / month / year
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	

<sup>1</sup> **Note to districts:** This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.

<input type="checkbox"/> L3 - Developing	<input type="checkbox"/> L6 - Reaching
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**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"/>	<b>Sheltered English Immersion (SEI)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Dual Language Education (DLE) or Two-Way Immersion (TWI)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Transitional Bilingual Education (TBE)</b>
<input type="checkbox"/>	<input type="checkbox"/>	<b>Other Bilingual Education</b>

**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 district staff (*add contact information here*).

**SECTION II - Exit Criteria**

<p><b>Specific ELE Exit Requirements:</b> 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.</p>		
<p>Your child will continue to receive ELE program services until he or she meets the following criteria:</p>		
<input type="checkbox"/> Earned a qualifying score <sup>2</sup> on ACCESS for ELLs	<p>AND</p>	<input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: <i>(include information about other relevant data)</i>
<p><b>Final classification:</b></p> <p><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.</p> <p><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.</p>		
<p><b>Comments:</b></p>		

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.

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

<sup>2</sup> Please see <http://www.doe.mass.edu/ell/guidance/guidance.pdf> for more information about exit requirements.

**RECLASSIFICATION FORM**

**Ipswich Public Schools  
School Year XXXX-XXXX  
English Language Education Program Reclassification Form**

Name: \_\_\_\_\_ SASID# \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Reclassification Date: \_\_\_\_\_

- Students performing at Levels 1-4 require significant support to access content area instruction delivered in English. Such students should remain classified as ELL.
- Students designated as ELL in pre-school and kindergarten continue to be designated as ELL 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 Limited English Proficient (FLEP).
- Students in Level 6 have achieved English proficiency and should no longer be classified as ELL.

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

**OPT OUT FORM**

**Ipswich Public Schools  
School Year XXXX-XXXX  
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 ESL services. I understand that my decision to opt-out of ESL services will not affect the following requirements the district need to follow in order to comply with the state and federal laws:

1. As per this request, my child will not receive ESL instruction delivered by an ESL licensed teacher.
2. My refusal of the 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 participation in the specialized EL program until my child attains English proficiency, and two 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: \_\_\_\_\_

**WAIVER REQUEST**

**Ipswich Public Schools  
XXXX-XXXX**

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

**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? Please attach relevant documentation.

**WAIVER**

**Ipswich Public Schools  
2015-2016**

**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 an IEP shall not compel issuance of a waiver, and I have been fully informed of my right to refuse, or 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.