

Dover Public Schools, Sherborn Public Schools and the  
Dover Sherborn Regional School District's

**English Language Education  
Programming, Policies and Practices**

Table of Contents

Introduction..... 4

English Language Education Program and Structure ..... 5

Process for Identifying English Language Learners ..... 8

    Table 3.1: Flow Chart ..... 12

Process for Annually Assessing English Language Learners ..... 13

Process for Transferring a Student from the ELE Program ..... 15

Monitor Procedures for Former English Language Learners ..... 16

Waiver Procedures ..... 17

State Mandated MCAS Testing ..... 19

    ELL Participation Requirements for Spring 2016 MCAS/PARCC Tests ..... 19

Professional Development Plan ..... 22

Program Evaluation Plan ..... 25

Special Education Pre-Referral, Referral and IEP Process ..... 26

Home Language Survey - Form 1 ..... 28

Bilingual Translation Activities - Form 2 ..... 29

Parent Letter Scheduling Testing to Identify ELL - Form 3 ..... 30

Student Oral Language Observation Matrix - Form 4 ..... 31

Identification, Annual & Transition Assessment of ELL’s - Form 5..... 32

Parent/Guardian Letter Assessment of Newly Enrolled Students - Form 6 ..... 33

Parent/Guardian Letter About Re-assessment - Form 7 ..... 37

School District Program Waiver - Form 8..... 38

Parent/Guardian Waiver Application for Alternative Program - Form 9..... 39

Parent/Guardian Declines Services for their Child - Form 10..... 40

Parent/Guardian Letter about WIDA Test Schedules - Form 11..... 41

Parent Letter Regarding WIDA Access - Form 12 ..... 42

ESL Quarterly Progress Report (Schools with 4 Terms) - Form 13..... 43

Form 13 - Continued ..... 44

ESL Quarterly Progress Report (Schools with 3 Terms) - Form 14..... 45

Form 14 Continued ..... 46

Parent/Guardian Letter When Student Appears to be Proficient in English and Transfers from ELE  
Program - Form 15 ..... 47

Two Year Monitor Report of Former ELLs in Schools with Quarterly Reporting - Form 16..... 48

Form 16 - Continued ..... 49

Two Year Monitor Report of Former ELLs in Schools with Three Terms - Form 17..... 50

Form 17 - Continued ..... 51

## Introduction

Welcome to the Public Schools of Dover and Sherborn, where we seek to inspire, challenge and support all students as they discover their full potential.

The goal of our English Language Learner (ELL) program is to provide an education that supports the linguistic and culturally diversity of our students. This English Language Learner Handbook contains an overview of policies, practices, and programming for our English Language Learners, and is aligned to federal and Massachusetts' laws and guidelines about educator public school ELLs. The focus of this document is for: administrators who oversee programming for English Language Learners; educators and support staff who facilitate the programming in the areas of English and other academics; for guidance counselors and others who work to build relationships for all; and for school administrative assistants who first greet our new families and assist them in the process of enrolling and registering new students.

## English Language Education Program and Structure

In September 2012, the Massachusetts Department of Elementary and Secondary Education (MA DESE) adopted the English language development standards and assessments of the World-Class Instructional Design and Assessment (WIDA) Consortium

<https://www.wida.us/standards/eld.aspx>

Its five Standards state that English language development is:

1. for social and academic purposes
2. to communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
3. to communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
4. to communicate information, ideas and concepts necessary for academic success in the content area of Science
5. to communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Drawing from the MA DESE's adoption of the WIDA Standards, there are five levels of English Language development identified English Language Learners and a sixth level, labeled *reaching*, when a student appears to be proficient in English.

Each of the five levels of English language development (ELD) are detailed in WIDA's "Can-Do" descriptors". [http://www.wida.us/standards/CAN\\_DOs/](http://www.wida.us/standards/CAN_DOs/) They are separated by grade span and are based on a core philosophy that all English Learners can be active contributors to their learning communities when instruction is planned and delivered according to each student's level of ELD. Figure 1 provides a description of the WIDA levels.

Figure 1: English Language Development Levels

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

In our district, identified English learners in levels 1-5 are provided with a program of study in English as a Second Language (ESL) that addresses their particular English learning needs. ESL classes are provided until a student demonstrates that he/she is proficient in English. Further, ESL instructors work with elementary grade level and secondary content teachers to create as seamless an instructional program as possible. Note: ESL classes are considered regular education and should be provided in learning environments that are equitable to typical English Language Arts classes.

Students progress from one ESL level to the next as they acquire more proficiency in English. Progress is determined through the use of various assessments, including student performance in class, the WIDA Model assessment, and state mandated WIDA ACCESS and MCAS testing. When students demonstrate proficiency in English they are transitioned to classes that do not use a sheltered approach.

We believe in an inclusionary instructional program model whereby English Language Learners are placed in math, science, and social studies classes with native speakers of American English. English Language Learners, at all levels, will be placed in these classes with bilingual tutorial support/ESL support as needed. When a bilingual support cannot be secured, an English tutor will be employed to assist students in meaningfully understanding content. In these classrooms, teachers use a sheltered instructional approach so that English Language Learners actively participate in their learning most of the time. In these classrooms, lessons are planned to be:

- appropriate for English Language Learners at all levels of proficiency as described by the WIDA English language development standards;
- guided by language and content objectives appropriate for English Language Learners who are at different proficiency levels;
- aligned with the Common Core State Standards and WIDA English Language Development Standards; and
- characterized by student interaction, students' questions, group work, theme based units of study, and other important strategies for effective sheltered instruction.

Further, subject matter teachers are being trained to use RETELL strategies that:

- make language objectives, content objectives and academic tasks visible;
- use supplementary materials, graphic organizers, visuals and manipulatives to make content more comprehensible;
- group students so that all English Language Learners may actively participate; and
- integrate language instruction with content instruction so that students may acquire English and the academic language that is needed across subject matters.

In addition to instruction in ESL, students will be placed in English language arts classes as they acquire more proficiency in English.

The goal of our district's English language education program is to provide its English learners with a program of study that is inclusive and that honors the various language and cultural representatives found within our student population. To this end, we have created processes by which students and their families are welcomed into our school community and supported to become active members of it.

# Process for Identifying English Language Learners

## Including the Administrative Processing of Formats and Procedures

### Identifying English Language Learners

Elementary, Middle and High School administrators or designees will take steps needed to ensure that families of English Language Learners are welcomed and informed about their child's school routines and procedures. The parents/guardians of every child entering the Dover Sherborn Public Schools will be given a Home Language Survey (Form 1).

Every student whose parents or guardians have indicated on the school's Home Language Survey form that their child uses a language other than English must be assessed in English in the areas of listening and speaking and, where age appropriate, reading and writing.

#### ***When should students be tested?***

- Each student will be assessed and parents notified within 30 days after beginning of school year or within two weeks if student enrolls during school year.

The following steps will be followed (a flow chart of these steps are illustrated in Figure 3.1 on Page 11).

#### **A. School Secretaries will:**

1. Review the Home Language Survey of every student with parent/guardian to ensure that it is completed successfully. Bilingual translators will be employed when there is a parent/guardian that cannot communicate in English (see Step 2c).
2. Immediately contact the ELL Coordinator-Teacher where there is a:
  - a. Home Language Survey in which a language other than English is stated,
  - b. Teacher and/or parent/guardian concern that a student may be an English Language Learner.
  - c. Bilingual translator needed. The Assistant Superintendent will secure a bilingual translator (see "C" in this section) when it is stated that the parent/guardian "prefers oral and written communication from the school in their home language" to support the registration process and ongoing communication.

3. Immediately send a copy of the Home Language Survey and School Registration form to the English Language Program Coordinator/ESL teacher.
4. File original Home Language Survey in the student's cumulative record.

**B. ELL Coordinator-Teacher will do the following (note: at the secondary level, guidance counselor will join when possible):**

1. Meet with parents/guardians to learn as much as possible about the student's prior schooling. This includes learning about the student's prior school schedule/day. (Note: there can be significant differences between American public school practices and school practices in other countries including limited access to schooling, shorter number of days attended in a week, and the age in which students begin school.) Obtaining this information will greatly help in developing an understanding about the student's prior school experiences. In addition, some students may have had limited or interrupted prior schooling. In these instances, it may be important to provide assessments in a language that the student understands to determine the most appropriate instructional program. Further, it is important to share this information with the student's teachers.
2. Assist parents/guardians and their child in completing the registration process.

\*Note: Students and parents/guardians who are not able to communicate in English will be afforded every opportunity to understand the school's registration process and become active members of the school community. The district's Assistant Superintendent will employ bilingual translators for this purpose. A record of parent/guardian bilingual translation activities should be documented (Form 2) and filed in each student's cumulative record.

**a. Review the following with the student and his/her parent/guardian (with support of translator, when needed):**

- Student's class schedule
- School schedule
- Extracurricular activities available to all students
- Lunch procedure and an explanation of the process by which students may participate in "free and reduced lunch"
- Student's right to equal access to an education

**b. Provide parents/guardians and students (with support of translator, when needed) with support to:**

- Complete the emergency card
- Understand the student handbook
- Be informed about school related activities and procedures
- Respond to parents/guardians questions, concerns and ideas about their child or school

- Be apprised of their child’s academic progress
- Be routinely notified about important school-related information or extracurricular activities that were not communicated at enrollment
- Assist parents/guardians to be active members of the school community.
- Assist parents/guardians and students with post graduate plans that routinely occur for all students

**C. Assistant Superintendent will:**

1. Work with ELL Coordinator-Teacher to employ bilingual translators when needed for parents/guardians conferences/meetings and when students require clarification during instruction.
2. Work with guidance counselors, headmaster, and/or designee, when needed, to learn about the student’s math skills (this activity may require the support of bilingual translator).

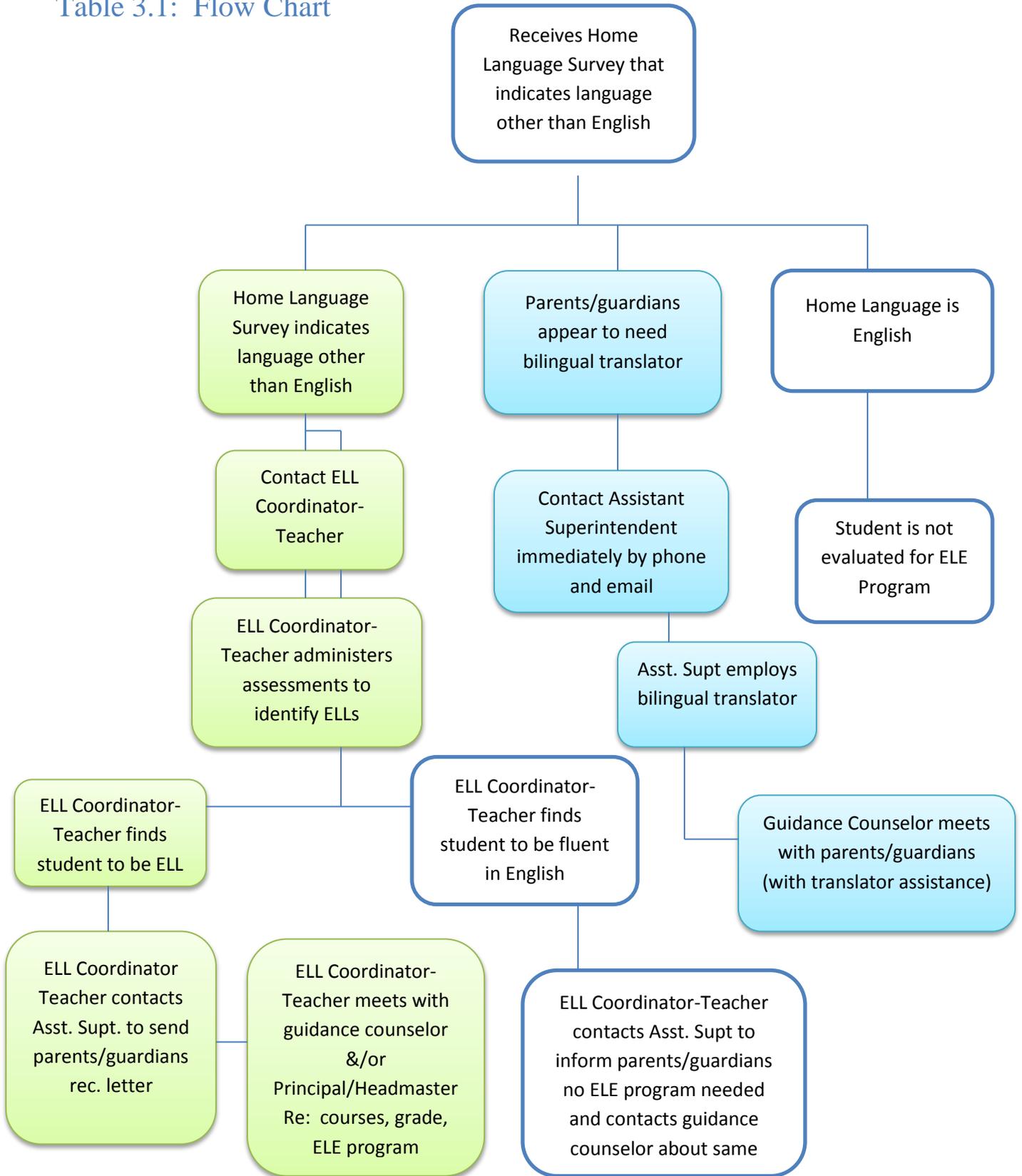
**D. ELL Coordinator-teacher will:**

1. Meet with guidance counselor to review the completed registration forms and learn about the student’s prior schooling.
2. Administer identification testing [including WIDA-MODEL for Grades K-12 and WIDA-Apt or Pre-IPT for preschool students when appropriate] or assign testing to appropriate ESL educator.
3. Ask bilingual translator (when employed) to informally assess students home language using SOLOM matrix (Form 4). Note: The ESL instructor should take time to explain how the matrix is used and that it is typical for a student to receive a 5 in all areas.
4. Assign an ESL level to identified English Language Learners drawing from WIDA Screener or Pre-IPT.
5. Complete the Identification, Annual and Transfer Assessment form (Form 5) by:
  - designating whether or not the student appears to be an English Language Learner;
  - Assigning an ESL level for students that have been identified as English Language Learners;
  - Checking box that indicates whether bilingual tutorial support is needed. Bilingual tutors are generally recommended for students assigned ESL levels 1 and 2. However, students may continue to

need clarification in the native language until they are able to learn independently in a monolingual English instructed classroom.

6. Confer with guidance counselors and administrators at each school about testing results to determine recommendations for grade level classroom and course placement.
7. Make a copy of the appropriate *Assessment* form, attach it to the original WIDA testing protocols and send these to the ELL Coordinator-Teacher
8. Mail letter to parents/guardians about the recommendation (Form 6).

Table 3.1: Flow Chart



## Process for Annually Assessing English Language Learners

English Language Learners are assessed periodically and in a variety of ways to assess their progress of English language development and core subject matter learning.

### Each marking term:

#### The ELL Coordinator-Teacher will:

- A. Assess the English language development of each English Language Learner and complete the appropriate ELL progress report. The originals will be sent home.

### Annually:

Following the schedule assigned by the MA Department of Elementary and Secondary Education, each English Language Learner will be assessed using the state WIDA ACCESS or Alternative ACCESS for WIDA assessment.

<http://www.wida.us/assessment/alternateaccess.aspx>

#### A. ELL Coordinator-Teacher or designee will perform testing and will:

1. Administer appropriate WIDA ACCESS or Alternative ACCESS for WIDA assessments. <http://www.wida.us/assessment/alternateaccess.aspx>
2. Analyze WIDA ACCESS findings, benchmark assessments and student performance in core subject matter instruction drawing from the progress reports that have been completed by core subject matter teachers.
3. Complete *Identification, Annual and Transfer Assessment* form (Form 5) for each student to summarize annual findings and recommendations.
4. Check box indicating that bilingual tutorial support is needed when it is needed. Note: Bilingual tutors are generally recommended for students assigned ESL levels 1 and 2. However, students may continue to need clarification in the native language until they are able to learn independently in a monolingual English instructed classroom.
5. Confer with guidance counselor for Middle School and High School students about testing results and recommendations.
6. Copy *Identification, Annual and Transfer Assessment* form (Form 5) and send to Assistant Superintendent.
7. File original *Identification, Annual and Transfer Assessment* form in student's cumulative folder.

8. Confer with the Assistant Superintendent to mail letter to parents/guardians about the ELE Program recommendation.
9. Mail information about student reassessment and program recommendation to parents/guardians (Form 7).
10. File copy of student's *Identification, Annual and Transfer Assessment* form and testing protocols in ELE program files.

## Process for Transferring a Student from the ELE Program

Student readiness for ordinary classroom work in English without reliance on a specifically designed program for learning English is the major criteria for determining whether a student may be reclassified as a former English language learner. Reclassification planning will occur at the end of the school year.

### **ELL Coordinator-Teacher will:**

- A. Administer WIDA ACCESS testing as part of the state assessment of English learners.
- B. Draw from the results of the WIDA ACCESS testing and any prior state assessments (including PARCC and MCAS) as factors to determine student readiness to transfer from the ELE program. Students should score well within the competent literate range.
- C. Analyze student classroom performance across all core subject matters to determine student readiness for reclassification to former English Language Learner. Document findings on the appropriate *Assessment* form (Form 5).
  1. Meet with student's academic teachers to learn about the student's progress in these subject matters.
- D. When the student appears to be proficient in English:
  1. Confer with student's teacher(s) and guidance counselor
  2. Meet with the parents/guardians to discuss the assessment findings and recommendations.
  3. Arrange transition process
  4. Mail parent/guardian letter (Form 15)

## Monitor Procedures for Former English Language Learners

In accordance with federal and the Massachusetts Department of Education Guidelines, public school districts must periodically monitor the progress of a student for at least two years after the student has been reclassified from an English Language Learner to a Former English Language Learner.

The monitor process includes periodic evaluations of student progress in all academic areas.

Forms 16 and 17 should be used for this process.

### **In the beginning of each school year:**

- 1. Assistant Superintendent or ELL Coordinator-Teacher** will furnish school with a master list of students that transferred from the program during the prior two years to ensure that students are monitored for two full years after completing the ELE program the ELE program.
- 2. ELL Coordinator-Teacher** will furnish English Language Arts, math, science and social studies teachers of each of these students with a copy of the monitor form so that they may begin observing their students' performance according to the activities included in it.

### **Each marking and progress reporting period:**

- 1. Grade level and secondary content teachers** will complete the monitor form and return it to his/her school ELL Coordinator-Teacher.
- 2. ELL Coordinator-Teacher** will:
  - a. Review the form
    - 1.** When a student does not appear to be successfully transitioning, meet with the student and student's parents/guardians to determine whether the student should be reclassified as an English Language Learner and receive any additional support that is needed. If yes, an assessment form (Form 5) should be completed and letter should be sent to the parents informing them that their child and letter should be sent to the parents informing them that their child has been reassessed and re-entered into the ELE program (Form 7).
    - 2.** File original in student's cumulative folder.

## Waiver Procedures

When a student is identified as an English Language Learner (based on the assessment findings of the ELL Coordinator-Teacher) a letter is sent to the student's parents/guardians recommending English Language Education services. There are two versions of the letter.

1. New Students
2. Returning English Language Learners who have been re-assessed annually.

Each version indicates that parents/guardians have the right to decline the recommendation for services for their child. Parents/guardians must complete the form declining services to inform the school of this decision.

**When parents/guardians decline services for their child, the ELL Coordinator-Teacher, with support from the School Principal/Headmaster and Assistant Superintendent should:**

- Encourage parents/guardians to allow their child to participate in the English Language Education program for a limited period of time before they decline.
- Continue to monitor the academic progress of the student.
- Ensure that English learners are placed with teachers that are endorsed by the MA DESE to provide sheltered English instruction. <http://www.doe.mass.edu/retell/>
- Meet with parents/guardians when a student is not progressing to recommend that services be reinstated.
- Send a copy of any declined services form (Form 10) to the Assistant Superintendent.
- File the original declined services form in the student's cumulative record.

**When parents/guardians request an alternative program:**

- Parents/guardians may seek a waiver from the recommended program by requesting an alternative program, such as bilingual education, or some other type of language support.
- To do so, they must apply for a waiver (Form 9).
- The decision to issue a waiver will be made by Dover-Sherborn Public School's administrators, who are "under guidelines established by and subject to the review of the local school community." The district's guidelines may, but are not required to, include

an appeals process. Dover Sherborn Public School's officials will make the final decision about the waiver request.

- Records of requested waivers should be retained in the student's cumulative record with copies sent to the Assistant Superintendent.

**When Dover Sherborn Public school official(s) issue waivers:**

- Dover Sherborn Public Schools should offer waivers only when it is our informed belief that an alternative course of study is better suited to a student's overall educational process. Waivers should be recommended in consultation with the Assistant Superintendent and School Superintendent.
- If there are 20 or more students in a given grade who receive a waiver, bilingual classes or some other type of language support must be offered, or students must be permitted to transfer to a public school within the district in which such classes are offered.
- Further, if a point is reached in which there are 20 English Language Learners from the same language group and in the same grade and parents/guardians request a waiver, Dover Sherborn Public Schools are required to offer classes in bilingual education or another recognized educational methodology permitted by law.
- The laws regarding students under the age of ten require that waivers can be provided, with parents/guardians consent, when it is the informed belief of the ELL Coordinator-Teacher in concert with school principal/headmaster that an alternative course of educational study would be better suited to the student's overall progress. Further, the laws regarding students under the age of ten also require the following:
  1. The student must be placed in a Sheltered English Instruction classroom for at least 30 calendar days before the parent/guardian can apply for a waiver.
  2. School officials must write a document of no less than 250 words that the student's special and individual physical or psychological needs, separate from the lack of proficiency in English, makes an alternative course study better suited for the student's overall academic development and rapid acquisition of English.
- The laws regarding students with an Individualized Educational Plan (IEP), or 504 Plan, allows for instruction to occur in the native language when this instruction has been determined as the course of action due to a learning disability. Waivers are not required to conduct bilingual special education programming.
- A waiver for a student under the age of ten should NOT be completed by school officials without the consent of the Assistant Superintendent and School Superintendent.

# State Mandated MCAS Testing

## A. MCAS Participation Requirements for English Language Learners

### 1. Participation

All identified English Language Learners will participate in MCAS tests scheduled for their grades. To ensure that this occurs properly, the **ELL Coordinator-Teacher will work closely with each school's MCAS Coordinator.**

### 2. Optional Participation

The sole exception applies to English Language Learners who are in their **first** year of enrollment in U.S. schools. According to the MA DESE, public schools have the option of assessing first year English Language Learners in the English Language Arts and Reading tests.

## ELL Participation Requirements for Spring 2016 MCAS/PARCC Tests

Source: <http://www.doe.mass.edu/mcas/participation/ell.docx>

	Content Area Test		
	MCAS or PARCC ELA	MCAS or PARCC Mathematics	MCAS STE
<b>First-Year ELL Students</b> <sup>1</sup>	<i>Optional</i> <sup>2</sup>	Required	Required
<b>All Other Students</b>	Required	Required	Required

<sup>1</sup> Results for first-year ELL students are **not** included in MCAS school and district summary results.

<sup>2</sup> Optional provided that the student has participated in ACCESS for ELLs.

### a. English/Spanish Tests

Spanish-speaking ELL students in Grade 10 who have been enrolled in school in the continental United States for **fewer than three years** may choose to take the English/Spanish version of the Grade 10 Mathematics test if they can read and write in Spanish at or near grade level. English/Spanish editions of the Mathematics test are available for the Grade 10 Mathematics tests and retest only. The designated test administrator must be fluent in both English and Spanish. Students may respond to test questions in English or in Spanish.

### 3. Use of Word-to-Word Dictionaries on MCAS Tests

Any ELL student, including students who have been identified as ELL in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS tests:

- ELA - authorized word-to-word dictionary (if available)

- Mathematics - authorized word-to-word dictionary and glossary (if available)
- Science and Technology/Engineering - authorized word-to-word dictionary and glossary (if available)

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

A list of authorized bilingual dictionaries and glossaries, updated in 2012, is available on the Department's website at [www.doe.mass.edu/mcas/participation/?section=ell](http://www.doe.mass.edu/mcas/participation/?section=ell). To discuss the approval of a word-to-word dictionary not included in the list, please call 781-338-3625.

#### **4. Participation of ELL Students with Disabilities in MCAS**

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

The ELL student's Individualized Education Program (IEP) Team or 504 team must determine how the student will participate in MCAS testing and must document this information in the student's IEP or 504 plan. Additional information is available in the *Requirements for the Participation of Students with Disabilities in MCAS (2012-2013 Update)*, which is posted on the Department's website at [www.doe.mass.edu/mcas/participation/sped.doc](http://www.doe.mass.edu/mcas/participation/sped.doc).

#### **5. Reporting MCAS Results for ELL Students**

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

**MCAS/State and Federal Accountability Reporting for First-Year ELL Students**

**How Results are Reported for Each Content Area Test**

	<b>English Language Arts (Testing required)</b>	<b>Mathematics  (Testing required)</b>	<b>Science and Technology/Engineering (Testing required)</b>
<b>Student-level MCAS Results</b>	Student item analysis roster report	Student item analysis roster report	Student item analysis roster report
<b><i>Participation for Accountability</i></b>	Counted as <i>Participating</i> whether tested or not, provided that student participated in ACCESS for ELLs	Counted as <i>participating</i> unless absent	Counted as <i>participating</i> unless absent
<b><i>Achievement and Growth for Accountability</i></b>	Not included in state and federal accountability calculations	Not included in state and federal accountability calculations	Not included in state and federal accountability calculations

**6. High School Competency Determination (CD)**

All Massachusetts students, including English language learners, are required to meet the CD standard in English language arts (ELA), mathematics, and science and technology/engineering (STE) in order to graduate.

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

Students eligible to take the English/Spanish edition of the MCAS grade 10 Mathematics test may meet the CD requirement in Mathematics through this test but must also pass ELA and STE tests in English.

Since the CD requirement may present a challenge for ELL students who have recently enrolled in a U.S. school, some ELL students may need to continue their education beyond grade 12 in order to attain the requisite knowledge and skills in ELA, mathematics and STE. After grade 12, students who still need to pass one or more of the required MCAS tests may take the MCAS retest(s) at the school in which they were last enrolled. Some students may also be eligible for an MCAS performance appeal.

For more information on meeting the graduation requirement, please refer to the Department’s website at [www.doe.mass.edu/mcas/graduation.html](http://www.doe.mass.edu/mcas/graduation.html).

## Professional Development Plan

The laws and regulations governing the education of Massachusetts' public and public charter schools require teachers of the English language development program to be licensed in ESL and core subject matter teachers be qualified to shelter English instruction.

<http://www.doe.mass.edu/ell/teacherqual.html>

### **Prior Professional Development Activities for Core Subject Matter Teachers**

Between 2002 and 2012, many core subject matter teachers voluntarily participated in sheltered English instruction [SEI] professional development activities across the Commonwealth.

Commonly referred to as SEI category training and described Figure 10.1, its purpose was to increase the preparedness of the state's public and public charter school teachers of ELLs as many of the state's teachers had not been trained in this essential area.

<http://www.doe.mass.edu/ell/sei/qualifications.pdf>

#### **2002-2012**

#### **MA Department of Elementary and Secondary Education Approved Trainings**

Category 1: Second language learning and teaching

Category 2: Sheltering content instruction

Category 3: Assessment of speaking and listening

Category 4: Teaching reading and writing to ELLs

### **Educator licensure & license renewal regulations of teachers & supervisors of ELLs- RETELL**

In June 2012 the MA Board of Elementary and Secondary Education approved amendments to the regulations governing educator licensure and educator license renewal for teachers and supervisors of teachers of English learners. The regulations made training of teachers and administrators of teachers of ELLs mandatory as opposed to voluntary.

Figure 9.2 Prior and Current Regulations for Core Subject Matter Teachers of ELLs  
<http://www.doe.mass.edu/retell/ELL-ChangesInstruction.pdf>

Previously	RETELL
Voluntary	Mandatory
4 Category Trainings	1 Sheltered English Instruction (SEI) Core Courses
No credential/endorsement	SEI Endorsement
Core subject teachers	Core subject teachers + Administrators
No SEI MTEL test	SEI MTEL test (optional)
Infused in some teacher prep program (not required)	Must be infused in all teacher preparation programs
Not tied to licensure	Required for licensure
Not tied to license renewal	15 additional PDPs in SEI required for each renewal cycle
ESE guidance	Oversight by ESE and Dept. of Justice
ELD Standards: ELPBO	ELD Standards: WIDA
ELD Assessment: MEPA/MELA-O	ELD Assessment: ACCESS for ELLs

Under the RETELL regulations, the following is required by these dates:

**July 1, 2014:** Require all applicants for an initial license as a core academic teacher or as a principal/assistant principal or supervisor/director to meet requirements for SEI Teacher and SEI Administrator Endorsement, respectively.

**July 1, 2016:** Prohibit assignment of a core academic teacher to provide SEI unless the teacher holds an SEI Teacher Endorsement or will obtain one within one year. Take all reasonable steps to make sure that English Language Learners are assigned to core academic teachers with SEI endorsements in subsequent school years.

**July 1, 2016:** Require a principal/assistant principal or supervisor/director who supervises or evaluates a core academic teacher providing SEI to one or more ELLs to hold an SEI Administrator Endorsement or SEI Teacher Endorsement, or to obtain one within one year.

**July 1, 2016:** Require all educators who seek to renew their professional educator licenses to earn at least 15 Professional Development Points (PDPs) related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles.  
<http://www.doe.mass.edu/retell/sei-guidelines.docx>

## Program Evaluation Plan

Massachusetts Department of Education requires that district's develop a plan for evaluating the effectiveness of their ELE programming. We have developed the following process for this purpose.

Each spring, the school-based team including ELL Coordinator-Teacher, Ell Teacher, content area teachers, Assistant Principal/Headmaster or Principal/Headmaster and others deemed appropriate will meet to review student performance in the ELE program including student performance on:

- progress reports (in content areas including science, math, social studies and ESL);
- report cards (in content areas including science, math, social studies and ESL);
- two-year monitor report of former ELLs;
- district annual testing used to measure student's English proficiency (WIDA-Model);
- state-wide assessments including the WIDA ACCESS and MCAS

The review will include an analysis of individual as well as groups of students to determine the effectiveness of the program.

The results of this analysis will help to inform our practice. Revisions will be made to better ensure that students are making progress to learn English and academic subject matters successfully.

## Special Education Pre-Referral, Referral and IEP Process

Every effort will be made to ensure that students receive an educational program that is specifically designed for the English language and subject matter learning needs of students. Several steps will be taken when there is concern that a student who is learning English (ELL) is not making academic progress and/or might have a special education need.

1. Classroom teachers should meet with the student's guidance counselor and ELL Teacher to discuss concerns that he/she has about the student's academic programming. This meeting will occur to ensure that (a) the sheltering of instruction is occurring and (b) that accommodations are being made (including Response to Intervention [RTI] to assist students in learning English and academic subject matter. This may be in reference to academic, social, cultural and/or emotional concerns. The ELL Coordinator and Assistant Superintendent will be involved in intervention discussions and recommendations.
2. The ELL Teacher will attend all pre-referral meetings for any student enrolled in the ELE program to ensure that the student's language learning needs are being met and that all pre-referral strategies are included.
3. When a student is referred for a special education evaluation, the ELL Coordinator-Teacher will attend referral, IEP and all other related meetings to ensure that the student's English language and cultural learning needs are addressed and met.
4. Every effort will be made to assess students in their primary/dominant language so that the student's learning needs are best assessed and addressed. This may include a bilingual specialist or bilingual translator.
5. Bilingual translators will be provided when a parent/guardian is not able to fully communicate in English and/or understand the special education process to ensure that parent/guardian's participate to every extent possible in the pre-referral, referral and IEP process of their child.
6. Bilingual translators will provide oral and/or written translations of IEPs to ensure that parents/guardians are appropriately informed about this plan.
7. Special education programs for students with disabilities and who are English Language Learners "shall be completely unaffected. If a student with disabilities has an IEP or a 504 Plan that requires instruction to be provided to the student in a language other than English, then the district must comply with the IEP and 504 Plan in this regard and no waiver is required. Further a student is not eligible for special education services if the determinant factor for eligibility determination is limited English proficiency" (MA DOE Questions and Answers regarding laws and regulations.  
[http://www.doe.mass.edu/ell/chapter71A\\_faq.pdf](http://www.doe.mass.edu/ell/chapter71A_faq.pdf))

8. Students with identified learning disabilities will continue to receive instruction in ESL unless stated otherwise in the student's IEP. The ESL teacher will work as a consultant with special education staff when the IEP calls for the student to receive instruction from the special education staff in all content areas. In these cases, the ESL teacher will meet with the special education staff on a regular and consistent basis and will attend all related IEP meetings to best ensure that the student's English language learning needs are met.

# Home Language Survey - Form 1

Dover Sherborn Public Schools  
 157 Farm Street  
 Dover, MA 02030  
 Telephone: 508.785.0036  
 Fax: 508.785.2239  
 URL: www.doversherborn.org

## Home Language Survey

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

Student Information	
First Name _____	Middle Name _____
Country of Birth (mm/dd/yyyy)	Date of Birth (mm/dd/yyyy)
Last Name _____	
Date first enrolled in ANY U.S. school _____	
Gender F <input type="checkbox"/> M <input type="checkbox"/>	
School Information	
Start Date in New School (mm/dd/yyyy) _____ / _____ /20	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: _____ / _____ /20 (mm/dd/yyyy)

# Bilingual Translation Activities - Form 2

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: www.doversherborn.org

Date bilingual translator provided service: \_\_\_\_\_

Name of parent/guardian: \_\_\_\_\_

Name of student \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Type of Activity in which bilingual translator was employed:

Describe activity (e.g., parent/guardian conference, open house, college meeting)

Name of Translator \_\_\_\_\_

Language \_\_\_\_\_

Number of translator hours provided \_\_\_\_\_

-----  
Note: Assistant Superintendent will furnish Headmaster, Special Education Director, and Head of Guidance with copies of this form.

# Parent Letter Scheduling Testing to Identify ELL - Form 3

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: www.doversherborn.org

Dover Sherborn Public Schools provide instructional programming for students who are learning English as a new language. Children whose parents/guardians indicate that their child speaks or uses language other than English are assessed to determine if the child is able to learn in English.

Your child, \_\_\_\_\_,  
has been scheduled for an assessment for this purpose. The assessment has been scheduled at the following time and location:

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Location: \_\_\_\_\_

An ESL assessor will administer these assessments. The assessor will provide the assessments, evaluate the results, make recommendations for courses, and provide recommendations to your child's guidance counselor so that your child can be scheduled for courses. Your child may also need to be given a math assessment. These assessments must take place before you and your child meet with the guidance counselor to schedule your child's classes for the academic year.

A program of instruction in English is provided for students who are learning English as a new language. The purpose is to assist students to become proficient in English. Bilingual clarification tutorial support is also offered in math and science for students who are not yet able to understand this instruction.

Each student that is identified as an English Language Learner is assigned to one of 5 English levels. These depend on the student's level of English proficiency. A specific program of instruction is provided for students at each level. Students also enroll in math, science, social studies, physical education and vocational and elective courses. When a student has demonstrated proficiency in English, instruction to learn English as a new language & support in the native language is no longer provided.

Please contact the Assistant Superintendent if you have any questions about the assessment at telephone number 508.785.0036, extension 7502.

# Student Oral Language Observation Matrix - Form 4

Dover Sherborn Public Schools  
 157 Farm Street  
 Dover, MA 02030  
 Telephone: 508.785.0036  
 Fax: 508.785.2239  
 URL: www.doversherborn.org

STUDENT'S NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_ LANGUAGE \_\_\_\_\_

TUTOR: \_\_\_\_\_ DATE OF OBSERVATION: \_\_\_\_\_

Based on your observation of the student, please indicate, with an "X" in the appropriate box, each level, which best describes the student and return the completed form to ESL instructor. Thank you.

Levels	1	2	3	4	5
A. COMPREHENSION	Cannot be said to understand even simple conversation <input type="checkbox"/>	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions. <input type="checkbox"/>	Understands most of what is said at slower-than-normal speed with repetitions. <input type="checkbox"/>	Understands nearly everything at normal speed, although occasional repetition may be necessary. <input type="checkbox"/>	Understands every day conversation and normal classroom discussions without difficulty. <input type="checkbox"/>
B. FLUENCY	Speech is so halting and fragmentary as to make conversation virtually impossible. <input type="checkbox"/>	Usually hesitant, often forced into silence by language limitations. <input type="checkbox"/>	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression. <input type="checkbox"/>	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression. <input type="checkbox"/>	Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker. <input type="checkbox"/>
C. VOCABULARY	Vocabulary limitations so extreme as to make conversation virtually impossible. <input type="checkbox"/>	Misuse of words and very limited vocabulary make comprehension quite difficult. <input type="checkbox"/>	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary. <input type="checkbox"/>	Occasionally uses inappropriate terms an/or must rephrase ideas because of inadequate understanding of vocabulary. <input type="checkbox"/>	Use of vocabulary and idioms approximates that of a native speaker. <input type="checkbox"/>
D. PRONUNCIATION	Pronunciation problems so severe as to make speech virtually unintelligible. <input type="checkbox"/>	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make self understood. <input type="checkbox"/>	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding. <input type="checkbox"/>	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns. <input type="checkbox"/>	Pronunciation and intonation approximates that of a native speaker. <input type="checkbox"/>
E. GRAMMAR	Errors in grammar and word order so severe as to make speech virtually unintelligible. <input type="checkbox"/>	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict self to basic patterns. <input type="checkbox"/>	Makes frequent errors of grammar and word order, which occasionally obscure meaning. <input type="checkbox"/>	Occasionally makes grammatical and/or word order errors, which do not obscure meaning. <input type="checkbox"/>	Grammatical usage and word order approximates that of a native speaker. <input type="checkbox"/>

# Identification, Annual & Transition Assessment of ELL's - Form 5

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: www.doversherborn.org

Student Name: \_\_\_\_\_ Gender: M F Grade: \_\_\_ Date Tested: \_\_\_\_\_

Student Assessed By: \_\_\_\_\_ Position: \_\_\_\_\_

Assessment Type: New Student  Annual  - \_\_\_ #Years in ELE Program  Exit/transfer from program

**Summary of Listening and Speaking (Include name of the assessment, score, and summary of test findings and attach protocols).**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Summary of Reading & Writing (Include name of the assessment, score, and summary of test findings and attach protocols).**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Placement Recommendations:**

Does not need ELE services:

Needs ELE Services

**English language development level for identified English Learners (check box that applies).**

ENGLISH LANGUAGE DEVELOPMENT FOR IDENTIFIED ENGLISH LEARNER:	
1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>

**Clarification in native language needed No  Yes**

If yes, in math , science , social studies , and /or  other and Language needed: \_\_\_\_\_

*For office use: Original should be filed in student's cumulative record. Copy should be sent to Asst. Superintendent.*

# Parent/Guardian Letter Assessment of Newly Enrolled Students - Form 6

Dover Sherborn Public Schools  
 157 Farm Street  
 Dover, MA 02030  
 Telephone: 508.785.0036  
 Fax: 508.785.2239  
 URL: www.doversherborn.org

Date \_\_\_\_\_

Dear Parent/Guardian of \_\_\_\_\_

In order to identify students who are English Language Learners, districts must assess the English language proficiency of students whose Home Language Survey indicates a language other than English is spoken at home. Such students must be tested in reading, writing, speaking and listening. Your child was assessed in these areas to determine if your child is an English Language Learner and needs a specific program designed to meet his/her English language learning needs.

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

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

Student Information			
First Name _____		Middle Name _____	Last Name _____
Current School Name _____		Grade _____	Start Date in ELE Program _____
Assessment Tool	Domain	Results	Date of Assessment
	<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 ELL Students and/or Transfer Students	Results	Date of Assessment
Speaking (ACCESS for ELLs test)		day / month / year
Listening (ACCESS for ELLs test)		day / month / year
Reading (ACCESS for ELLs test):		day / month / year
Writing(ACCESS for ELLs test)		day / month / year
MCAS (if applicable)		day / month / year
<b>English Language Proficiency Level based on language assessment data and other measures:</b>		
<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	
<input type="checkbox"/> <b>Not Enrolled in an ELE Program (Pre-K only)</b>		
<input type="checkbox"/> <b>Enrolled in an ELE Program:</b> The school district proposes to place your child in the indicated program:		
<input type="checkbox"/> <b>Sheltered English Immersion Program (SEI)</b> – 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): <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>English as a Second Language (ESL) classes:</b> direct English language instruction focused on developing speaking, listening, reading, and writing skills in English.</li> <li><input type="checkbox"/> <b>Sheltered content instruction classes:</b> content area instruction that integrates sheltering strategies to make content comprehensible and develop content area academic language. The student receives sheltered content instruction in (check all that apply): <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Mathematics</b></li> <li><input type="checkbox"/> <b>ELA</b></li> <li><input type="checkbox"/> <b>Social Studies</b></li> <li><input type="checkbox"/> <b>Science</b></li> </ul> </li> </ul>		<input type="checkbox"/> <b>Two-Way Immersion Program</b> (where available) – a program that develops students language skills in two languages (English + another language). This program includes native English speaking students and students who are native speakers of the other language.

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

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

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

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

You also have the right to opt out of the language program chosen for your child, and other programs for English Learners offered by the district. Federal and state laws require that the district provide your child with support so he or she can understand instruction taught in English and develop his or her English skills. This means that if you choose to opt out, your child’s teachers will support your child in the regular classroom. But if you opt out of language programs, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** We think ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our language programs. This type of instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to opt out of language services for your child, please inform the ELL Coordinator, Christine Luczkow at (508) 785-0480 Ex 2022 or email Christine at [luczkowc@doversherborn.org](mailto:luczkowc@doversherborn.org).

**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:**

- |  |     |   |
|--|-----|---|
| <input type="checkbox"/> Earned a score of at least 5 in all language domains on ACCESS for ELLs | AND | <input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: |
|--|-----|---|

Final classification:

- The student met the criteria. He or she is no longer considered an English Learner. His or her academic performance will be monitored for four years.**
- The student has not met the criteria. He or she is still considered an English Learner, and will be placed in the \_\_\_\_\_ program offered by the district.**

Comments:

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

---

Christine Luczkow, ELL Coordinator  
(508) 785-0480 Ex 2022  
luczkowc@doversherborn.org.

## Parent/Guardian Letter About Re-assessment - Form 7

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: www.doversherborn.org

Date:

Dear Parent/Guardian of: \_\_\_\_\_  
name of student

Your child was re-assessed in English to determine if your child is an English Language Learner and whether he/she needs a specific program designed to meet his/her English Language Learning needs.

Based on these assessments:

1.  Your child appears to be fluent in English and will not require coursework that is designed for students that are learning English as a new language.
2.  It appears that your child is an English language Learner at level  of 5 stages of English language development and would benefit from taking courses that are designed for students that are learning English.
  - a. This includes classes in English as a Second Language.
  - b. It also includes a course of 'sheltered instruction' that is specifically for English Language Learners to be actively engaged in learning content and English. It is recommended that sheltered instruction be provided for your child in math , science , and social studies .
  - c. Your child would also benefit from receiving Bilingual Language Clarification in math , science , and social studies  to assist your child in understanding subject matter.

According to Massachusetts' regulations, you have the right to opt out of this specifically designed English language education course of study. Please contact me at telephone number \_\_\_\_\_ if you have any questions about these recommendations and/or your right to opt out of it.

Sincerely,

\_\_\_\_\_  
Assistant Superintendent

# School District Program Waiver - Form 8

Dover Sherborn Public Schools  
 157 Farm Street  
 Dover, MA 02030  
 Telephone: 508.785.0036  
 Fax: 508.785.2239  
 URL: www.doversherborn.org

## Dover Sherborn Public Schools School Year:

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

**A. Background Information**

1. Name of student	
2. Date of birth	
3. Date student was placed in an English Language classroom	
4. Date parent(s)/legal guardian(s) visited school to apply for waiver (at least 30 calendar days after student was placed in an English Language classroom)	

**B. Parent/Guardian Informed Consent**

Parents/guardians must review and sign the Parent/Guardian Informed Consent Form. This form must be provided in a language the parent/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):

*It is our informed belief that an alternate course of educational study is better suited to the student's overall educational progress and rapid acquisition of English. The student will be placed in a transitional bilingual class or (describe other type of language support) on (insert date)*

\_\_\_\_\_  
 Superintendent/Principal/headmaster signature & date

\_\_\_\_\_  
 Other educational staff who participate in this decision & 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 the student's overall educational progress and rapid acquisition of English.*

\_\_\_\_\_  
 Superintendent/Principal/headmaster signature & Date

\_\_\_\_\_  
 Other educational staff who participate in this decision

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s)/legal guardian(s) appeal the decision? Yes  No  If yes, what was the final determination of the school officials?

# Parent/Guardian Waiver Application for Alternative Program - Form 9

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: www.doversherborn.org

## Dover Sherborn Public Schools

School Year:

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

#### Parent/Guardian Informed Consent Form\*

I am knowingly and voluntarily requesting that my child receive a waiver from the requirements of G.L. c. 71A, as amended ("Question 2"). I understand that is school officials grant my waiver, request my child will receive bilingual instruction or some other type of language support rather than sheltered English immersion instruction. Upon my personal visit to the school, school officials provided me with a full description, in a language that I understand, of the educational materials to be used in the different educational program choices and of all the educational opportunities available to my child.

Based on this information, which I have read and understood, I am requesting a program waiver for my child for the following school year \_\_\_\_\_.  
I have been fully informed of my right not to apply for or agree to a program waiver.

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

\*If the Parent/Guardian Informed Consent Form is provided in a language other than English, attach that form to the waiver application.

# Parent/Guardian Declines Services for their Child - Form 10

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: www.doversherborn.org

## Decline Services Form

### G.L.c.71A School District Program

1. Name of Student	
2. Date of Birth	
3. Date student was placed in ELL Program	
4. Date Parent(s)/Legal Guardian(s) visited school to decline services	

I./we \_\_\_\_\_ parent(s)/guardian(s)  
of \_\_\_\_\_, having been fully  
and clearly informed about Dover Sherborn Public Schools' program for  
English Language Learners and the services available to enable my child to  
learn English rapidly and to be academic successful in core subjects do  
decline such services at this time. I understand that I have the right to have  
these services reinstated at my request as long as my child qualifies for these  
services. I also understand that my child's academic progress will be closely  
monitored.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Parent/Guardian Letter about WIDA Test Schedules - Form 11

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: www.doversherborn.org

Date

Dear Parent/Guardian:

We are glad that your child attends the Dover Sherborn Public Schools.

State and federal laws require schools to assess the English proficiency of all public school English Language Learners. To comply with these laws, the Massachusetts Department of Elementary and Secondary Education requires public schools to administer the following assessment: ACCESS for ELLs® – *Assessing Comprehension and Communication in English Language Learners* according to the following schedule.

Based on your child's profile and testing history, he/she

\_\_\_\_\_ Is required to take the WIDA ACCESS test and will do so between

\_\_\_\_\_.

\_\_\_\_\_ Is not required to take the WIDA ACCESS at this time.

These evaluations provide information about students' English proficiency.

For more information about these assessments, please contact the central office at the number above.

Sincerely,

\_\_\_\_\_

## Parent Letter Regarding WIDA Access - Form 12

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: [www.doversherborn.org](http://www.doversherborn.org)

DATE

Dear Parent / Guardian,

Attached is a report of your child's English language proficiency scores from an assessment that was administered over the winter. The report details your child's English language skills in the area of listening, speaking, reading and writing, a comprehension score (listening and reading scores combined) and an overall score. The assessment, called ACCESS for ELLs® – *Assessing Comprehension and Communication in English from State to State for English Language Learners*, is used throughout Massachusetts and in other states. This report identifies your child's language skills in both social and academic English. Social language is used to communicate for everyday purposes. Academic language is used to communicate in the content of language arts, mathematics, science and social studies. Information on English language proficiency levels is also given at the bottom of the report.

Please contact your child's school if you have questions regarding this report. More information about this assessment can be found at: [www.wida.us](http://www.wida.us).

Thank you.

# ESL Quarterly Progress Report (Schools with 4 Terms) - Form 13

Dover Sherborn Public Schools  
 157 Farm Street  
 Dover, MA 02030  
 Telephone: 508.785.0036  
 Fax: 508.785.2239  
 URL: www.doversherborn.org

ESL progress reports are written during the time in which each school completes student progress and report cards. They are intended to provide parents/guardians with information about your child's progress in learning English.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Academic year: \_\_\_\_\_

ESL Staff: \_\_\_\_\_ Date: \_\_\_\_\_

Quarter: 1<sup>st</sup> Quarter  2<sup>nd</sup> Quarter  3<sup>rd</sup> Quarter  4<sup>th</sup> Quarter

Please rate the student's academic progress in English Language Arts using the code below:

<b>1</b> = Secure in communicating grade level concepts and skills <b>2</b> = Developing communication in grade level concepts and skills <b>3</b> = Communication is below current grade level expectations and may need more experiences, support and time to develop communicative skills and concepts. <b>+</b> = Indicates subset is a significant strength relative to overall performance in the subject <b>-</b> = Indicates subset is a significant weakness relative to overall communicative performance	
<b>I. Listening/Speaking</b> shows that student can gain, evaluate, and present increasingly complex information, ideas and evidence to answer questions, build understanding and solve problems A. One to one interactions 1. With Peers 2. With Adults	
B. Small Group Discussion	
C. Large Group-Whole Class Discussions	
<b>II. Reading</b> shows student can read challenging informational text in subject matter content (e.g., classic myths and stories from around the world, foundational US documents, seminal works of literature) to build knowledge, gain insights, explore possibilities, and broaden his/her perspective. A. Reading Comprehension B. Reading for Information	
C. Oral Reading	
D. Functional Reading in the classroom (directions, etc.)	
<b>III. Writing</b> shows student can write logical arguments based on substantive claims, sound reasoning, and relevant evidence; can express research through writing, can express, informational/explanatory texts, and narrative at the appropriate grade level A. Functional Writing	
B. Journal Writing	
C. Writing for Reports	
D. Note Taking	
D. Fictional Writing	

**Form 13 - Continued**

\_\_\_\_\_ Title I

---

---

\_\_\_\_\_ Additional Support Services

---

---

\_\_\_\_\_ Special Education Services in the following areas: \_\_\_\_\_

---

---

Comments/Concerns:

---

---

---

---

---

---

---

---

---

---

# ESL Quarterly Progress Report (Schools with 3 Terms) - Form 14

Dover Sherborn Public Schools  
 157 Farm Street  
 Dover, MA 02030  
 Telephone: 508.785.0036  
 Fax: 508.785.2239  
 URL: www.doversherborn.org

ESL progress reports are written during the time in which each school completes student progress and report cards. They are intended to provide parents/guardians with information about your child's progress in learning English.

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Academic year: \_\_\_\_\_

ESL Staff: \_\_\_\_\_ Date: \_\_\_\_\_

Term: 1st Term  2nd Term  3rd Term

Please rate the student's academic progress in ESL using the code below:

- 1 = Secure in communicating grade level concepts and skills
- 2 = Developing communication in grade level concepts and skills
- 3 = Communication is below current grade level expectations and may need more experiences, support and time to develop communicative skills and concepts.
- + = Indicates subset is a significant strength relative to overall performance in the subject
- = Indicates subset is a significant weakness relative to overall communicative performance

<b>I. Listening/Speaking</b> shows that student can gain, evaluate, and present increasingly complex information, ideas and evidence to answer questions, build understanding and solve problems	
A. One to one interactions	
1. With Peers	
2. With Adults	
B. Small Group Discussion	
C. Large Group-Whole Class Discussions	
<b>II. Reading</b> shows student can read challenging informational text in subject matter content (e.g., classic myths and stories from around the world, foundational US documents, seminal works of literature) to build knowledge, gain insights, explore possibilities, and broaden his/her perspective.	
A. Reading Comprehension	
B. Reading for Information	
C. Oral Reading	
D. Functional Reading in the classroom (directions, etc.)	
<b>III. Writing</b> shows student can write logical arguments based on substantive claims, sound reasoning, and relevant evidence; can express research through writing, can express, informational/explanatory texts, and narrative at the appropriate grade level	
A. Functional Writing	
B. Journal Writing	
C. Writing for Reports	
D. Note Taking	
D. Fictional Writing	

**Form 14 Continued**

\_\_\_\_\_ Title I  
\_\_\_\_\_

\_\_\_\_\_ Additional Support Services  
\_\_\_\_\_

\_\_\_\_\_ #  
\_\_\_\_\_

\_\_\_\_\_ Special Education Services in the following areas: \_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

Comments/Concerns:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Parent/Guardian Letter When Student Appears to be Proficient in English and Transfers from ELE Program - Form 15

Dover Sherborn Public Schools  
157 Farm Street  
Dover, MA 02030  
Telephone: 508.785.0036  
Fax: 508.785.2239  
URL: www.doversherborn.org

Date:

Dear Parent/Guardian,

Your child, \_\_\_\_\_, has demonstrated that he/she is proficient in English and will no longer require an English Language Learning [ELL] component to his/her instructional program.

We congratulate your child on this fine achievement!

The Massachusetts Department of Education requires that we monitor the progress of every student who transfers from the English Language Learners Program for a period of two years. The purpose of this requirement is to assure the successful transition of students. We will follow the progress of your child to support a successful transition from the English Language Learner Program.

You may have some questions about this transition process. Please do not hesitate to contact me. I can be reached at telephone \_\_\_\_\_.

Sincerely,

\_\_\_\_\_

# Two Year Monitor Report of Former ELLs in Schools with Quarterly Reporting - Form 16

Dover Sherborn Public Schools  
 157 Farm Street  
 Dover, MA 02030  
 Telephone: 508.785.0036  
 Fax: 508.785.2239  
 URL: www.doversherborn.org

From: ELL Coordinator-Teacher

To: \_\_\_\_\_

Date student was reclassified \_\_\_\_\_ Report Year: 1\_\_ 2\_\_ of two

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Academic year: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject Matter \_\_\_\_\_

The above named student demonstrated the ability to do ordinary classroom work in English and has been reclassified from an *English Language Learner* to a *Former English Language Learner*. In accordance with Massachusetts Dept. of Education regulation, the student's performance and progress will be monitored for two consecutive school years to assure a successful reclassification. Please complete this double-sided form and return it to me.

Please rate the student's academic progress in English Language Arts using the code below:

- 1 = Secure in communicating grade level concepts and skills
- 2 = Developing communication in grade level concepts and skills
- 3 = Communication is below current grade level expectations and may need more experiences, support and time to develop communicative skills and concepts.
- + = Indicates subset is a significant strength relative to overall performance in the subject
- = Indicates subset is a significant weakness relative to overall communicative performance

	1 <sup>st</sup> term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term	4 <sup>th</sup> term
<b>I. Listening/Speaking</b> shows that student can gain, evaluate, and present increasingly complex information, ideas and evidence to answer questions, build understanding and solve problems				
A. One to one interactions				
1. With Peers				
2. With Adults				
B. Small Group Discussion				
C. Large Group-Whole Class Discussions				
<b>II. Reading</b> shows student can read challenging informational text in subject matter content (e.g., classic myths and stories from around the world, foundational US documents, seminal works of literature) to build knowledge, gain insights, explore possibilities, and broaden his/her perspective.				
A. Reading Comprehension				
B. Reading for Information				
C. Oral Reading				
D. Functional Reading in the classroom (directions, etc.)				

## Form 16 - Continued

	1 <sup>st</sup> Term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term	4 <sup>th</sup> Term
III. <b>Writing</b> shows student can write logical arguments based on substantive claims, sound reasoning, and relevant evidence; can express research through writing, can express, informational/explanatory texts, and narrative at the appropriate grade level				
A. Functional Writing				
B. Journal Writing				
C. Writing for Reports				
D. Note Taking				
D. Fictional Writing				

\_\_\_\_\_ Title I \_\_\_\_\_

\_\_\_\_\_ Additional support in the following areas \_\_\_\_\_

\_\_\_\_\_ Special Education Services in the following areas: \_\_\_\_\_

Comments/Concerns:

1st Term \_\_\_\_\_

2<sup>nd</sup> Term \_\_\_\_\_

3<sup>rd</sup> Term \_\_\_\_\_

4<sup>th</sup> Term \_\_\_\_\_

# Two Year Monitor Report of Former ELLs in Schools with Three Terms - Form 17

Dover Sherborn Public Schools  
 157 Farm Street  
 Dover, MA 02030  
 Telephone: 508.785.0036  
 Fax: 508.785.2239  
 URL: www.doversherborn.org

From: ELL Coordinator-Teacher

To: \_\_\_\_\_

Date student was reclassified \_\_\_\_\_ Report Year: 1\_\_ 2\_\_ of two

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Academic year: \_\_\_\_\_

Teacher: \_\_\_\_\_ Subject Matter \_\_\_\_\_

The above named student demonstrated the ability to do ordinary classroom work in English and has been reclassified from an *English Language Learner* to a *Former English Language Learner*. In accordance with Massachusetts Dept. of Education regulation, the student's performance and progress will be monitored for two consecutive school years to assure a successful reclassification. Please complete this double-sided form and return it to me.

Please rate the student's academic progress in English language arts using the code below:

- 1 = Secure in communicating grade level concepts and skills
- 2 = Developing communication in grade level concepts and skills
- 3 = Communication is below current grade level expectations and may need more experiences, support and time to develop communicative skills and concepts.
- + = Indicates subset is a significant strength relative to overall performance in the subject
- = Indicates subset is a significant weakness relative to overall communicative performance

	1 <sup>st</sup> term	2 <sup>nd</sup> Term	3 <sup>rd</sup> Term
<b>I. Listening/Speaking</b> shows that student can gain, evaluate, and present increasingly complex information, ideas and evidence to answer questions, build understanding and solve problems			
A. One to one interactions			
1. With Peers			
2. With Adults			
B. Small Group Discussion			
C. Large Group-Whole Class Discussions			
<b>II. Reading</b> shows student can read challenging informational text in subject matter content (e.g., classic myths and stories from around the world, foundational US documents, seminal works of literature) to build knowledge, gain insights, explore possibilities, and broaden his/her perspective.			
A. Reading Comprehension			
B. Reading for Information			
C. Oral Reading			
D. Functional Reading in the classroom (directions, etc.)			

**Form 17 - Continued**

<p><b>III. Writing</b> shows student can write logical arguments based on substantive claims, sound reasoning, and relevant evidence; can express research through writing, can express, informational/explanatory texts, and narrative at the appropriate grade level</p> <p>A. Functional Writing</p>			
B. Journal Writing			
C. Writing for Reports			
D. Note Taking			
D. Fictional Writing			

\_\_\_\_\_ Title I \_\_\_\_\_

\_\_\_\_\_ Additional support in the following areas \_\_\_\_\_

\_\_\_\_\_ Special Education Services in the following areas: \_\_\_\_\_

Comments/Concerns:

1st Term \_\_\_\_\_

2nd Term \_\_\_\_\_

3rd Term \_\_\_\_\_