Annual Assessment  

Criterion Number: ELE 1

Implementation Practices:

The Scituate Public Schools annually assess the English proficiency of all English Language Learners through the ACCESS for ELLs Test. This is administered in grade k-12 by qualified ELL staff (Patricia Bowers and Nancy Molla) who have participated in WIDA Trainings and passed the certification tests for the assessment. Students who have opted out of ELL services are assessed using ACCESS for ELLs.

Students are assessed using the W-APT upon entry into the ELL Program. W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA's comprehensive assessment system.

The WIDA-ACCESS Placement Test is designed to be individually administered and adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his or her performance "ceiling." W-APT test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

When determining whether a student should enter the ELL Program and receive services from a certified ELL teacher two components of the WIDA Model are looked at. For a student to be eligible they will…

- Receive an overall composite score of less than 5.0 on the WIDA Model
- AND/OR a literacy score (reading and writing) of less than 4.0.

For a Kindergartener to be eligible they will…

- Receive an oral Language Proficiency level of less than 5.0
WIDA ACCESS Models are administered by a licensed ELL teacher. All ELL teachers are trained through WIDA to administer these assessments.

MCAS is administered to all LEP students in the spring, with make-ups or retakes in November and March, if necessary. Scituate High School offers a Language Arts MCAS Acceleration course, available to 9th and 10th grade students, including LEP and FLEP, who received a Needs Improvement on their 8th grade MCAS. Tutoring is available (through a grant from the Commonwealth of Massachusetts) in Mathematics and English for all students, including LEP and FLEP, in grades 10-12 that do not pass the mandatory MCAS Mathematics and English MCAS in order to graduate.
State Accountability Assessment  

Implementation Practices:

ELLs participate in the annual administration of the MCAS or PARCC exams as required by the Department of Education. LEP Students in their first year of enrollment in U.S. schools may opt-out of taking the MCAS English Language Arts test scheduled for their grade. LEP students who are in their second year or beyond must participate in all MCAS testing. All MCAS results for ELLs are placed in their student record folder. All LEP students participate in MCAS mathematics and science and technology/engineering tests for their appropriate grade level, regardless of the year of enrollment in U.S. schools.

A list of LEP/FLEP students and their first language is provided to the person in charge of MCAS testing from each building. Bilingual dictionaries approved by the DOE are available in the testing classrooms.

Prior to PARCC Testing ELL Teachers and the Department Chair meet to discuss student accommodations for PARCC Testing. Depending on students’ English Language proficiency levels students may be given extended time, small group setting for testing, directions read aloud to them and/or scribes.

LEP students with IEPs or 504 Plans are accommodated according to Special Education rules. The principal of each school is ultimately responsible for the administration of MCAS, as well as ELE regulations.

The Scituate Public Schools review MCAS information for all students, including LEP and FLEP students. Scituate High School offers a Language Arts MCAS Acceleration course, available to 9th and 10th grade students, including LEP and FLEP, who received a Needs Improvement on their 8th grade MCAS. Tutoring is available (through a grant from the Commonwealth of Massachusetts) in Mathematics and English for all students, including LEP and FLEP, in grades 10-12 that do not pass the mandatory MCAS Mathematics and English MCAS in order to graduate.
Initial Identification

Criterion Number: ELE 3

Implementation Practices:

If the home language survey received by the person responsible for new student registration in each building indicates a language other than English in the home, a referral is made to the ELL teacher and Department Chair for ELL.

The ELL teacher (Tricia Bowers or Nancy Molla) uses the W-APT stands for the WIDA-ACCESS Placement Test. It is an English language proficiency "screener" test given to incoming students who may be designated as English language learners. It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is one component of WIDA’s comprehensive assessment system. The assessment tools were purchased from WIDA and are locked and secured when not used. The ELL teacher confers with the classroom teachers, guidance counselors, parents and building principals to review the assessment results. A determination is made, based on the assessment results, whether or not to offer ELL services.

To be eligible for EL status, a student must score the following on the WIDA Screener:

At or below:
- an Overall Score of Level 4.0; and
- a Composite Literacy Score of Level 4.0

If services are deemed necessary, a letter is sent home in the language that is understood in the home. The letter indicates notification of the right to apply for a waiver and turn down ELL services. These waivers must be in written form to the building principal.

*Please see Home Language Survey* (English), Parental Notification and Opt-Out Forms in the Appendix of this document.

**Home Language Surveys are available in other languages and provided when necessary.**
Right to Apply for a Waiver

Implementation Practices:

The Scituate Public Schools offers ELL students’ families the right to apply for a waiver. If the district receives applications for waivers from 20 or more students at the same grade level, a bilingual or other type of language support program will be offered. Students in special education programs and students on Section 504 plans are exempt from the waiver requirement if their educational plan provides for program access in their native language.

Waivers may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. Parents must be informed of their right to apply for a waiver and provided with program descriptions in a language they can understand. Translators are provided by the district for purposes of communicating with the family. *Waiver Sample Form can be found in the Appendix of this manual.

Students who are under age 10 may only be granted waivers if (a) the student has been placed in an English language classroom for at least 30 calendar days, (b) the school certifies in no less than 250 words that the student has “special and individual, physical or psychological needs, separate from lack of English proficiency” that requires an alternative program, and (c) the waiver is authorized by both the school superintendent and principal. All waiver requests and school district responses (approved or disapproved waivers) must be placed in the student’s permanent school record. For students under age 10, both the superintendent and the principal must authorize the waiver, and it must be made under guidelines established by, and subject to the review of the local school committee. These guidelines may, but are not required to, contain an appeals process. Students who are over age 10 may be granted waivers when it is the informed belief of the school principal and educational staff that an alternative program would be better for the student’s overall educational process. Students receiving waivers may be transferred to an educationally recognized and legally permitted English language learner program other than a Sheltered English immersion or two-way bilingual program. See 603 CMB 14.04 and ELE 5.

*Waiver Forms are in this document’s Appendix.

Authority: M.G.L. c. 71A, 603 CMR 14.04(3)
Program Placement and Structure

Implementation Practices:

The Scituate Public Schools place LEP students in Sheltered English Immersion (SEI) classes where reading, writing and subject matter are taught in English. Teachers of these classes are SEI Endorsed. In some cases where a classroom teacher does not speak the language of an ELL student a translator is provided in the student’s classroom.

All students identified as Limited English Proficient in the Scituate Public Schools receive English Language development instruction by an appropriately certified teacher. ELD Curriculum is designed using WIDA Standards and the Understanding by Design Model.

At the elementary school level, students receive instruction for varying lengths of time based upon grouping and the student’s proficiency levels. Depending on a student’s English Proficiency Level some students are pulled out of classrooms to receive English Language Development support. Others receive Push-In Services or Co-Teaching services depending on their strengths and needs. The instructional focus is on English Language Development regardless of Push-In or Pull-Out Service delivery.
Program Placement Structure

Implementation Practices:

The Scituate Public Schools place LEP students in Sheltered English Immersion (SEI) classes where reading, writing and subject matter are taught in English.

Program Services for English Language Learners: The major components of the Scituate Public Schools Program for English Language Learners combine to provide a comprehensive educational experience for each English Language Learner. The elements of the program are:

English Language Education: Non-English speakers and/or those in need participate in a class or classes with an ELL teacher; the class uses a focus on listening, speaking, reading, writing, vocabulary development, study skills and cultural orientation and/or the ELL Teacher across the curriculum.

At the high school, the support classes are assigned as credit courses. Students attend ELL class and receive support in all academic courses as well as English Language Development. At the middle school level, ELL supports are a combination of push-in and pull-out services. ELL teachers push into content classes with the ELL students and they meet with them during one block of each rotation for English Language Development. Elementary school students receive instruction for varying lengths of time based upon grouping. Again we combine both push-in and pull-out services depending on student levels.

Structured English Immersion – participation in general classes throughout the day with teachers who have and are or will be receiving appropriate professional development for teaching ELL students in the general classroom.

Academic Support – participation in supplemental programs; at the primary level, additional reading instruction, literacy blocks with students grouped by ability and tutors are provided. There are after-school enrichment programs, math tutoring, and MCAS tutoring. At the middle school level, students have academic support blocks. There is a homework club after school. At the high school level, there is MCAS tutoring. There is also an Honor Society Student available for tutoring.

ELL Students and Other District Programs – The Scituate Public Schools believe that all students, including ELL students, should have access to all district programs. Among these programs are Special Education, Honors/AP Courses, enrichment programs, extracurricular activities, summer school and athletic programs.
Program Exit and Readiness

Implementation Practices:

The Scituate Public Schools use a variety of determinations to ascertain if an LEP is proficient enough in English to be designated a FLEP.

Parents are notified of the change in designation.

ELL teachers with classroom teachers and the Department Chair use WIDA Access results to determine whether a student should be exited. Teachers will look at assessment data from the ACCESS Test. Students may be exited from the Scituate Public School’s ELL Program when they achieve…

a. An Overall Score of Level 4.2; and
b. A Composite Literacy Score of Level 3.9

ELL teachers will also examine student work in regards to WIDA CAN DO Descriptors. The team looks at student MCAS scores. Report cards, student scores on locally administered academic assessments such as DIBELS, writing samples, District Determined Measures (where available), class work and teacher input are also used, as well as consultation with the students’ parents.
Parental Involvement

Implementation Practices:

ELL teachers communicate with parents through telephone calls, letters, home visits and meetings.

ELL teachers are available to parents during Open House, Portfolio Day, and Parent/Teacher Conferences.

When requested to do so, the ELL teachers attend IEP meetings and Child Study meetings. They also attend meetings arranged by individual teachers and parents.

Interested parents are invited to attend an annual meeting with the ELL teacher, ELL Department Chair for the purpose of sharing their own experiences in the program as well as offering suggestions to improve the program.

If a parent is in need of a translator in order to comprehend school to home communications, meetings or other school events the school district will fund them. Parents will contact either the ELL teachers or the Department Chair for ELL to request translators.

*Please see Translator Request Form in Appendix.
Declining Entry to a Program

Implementation Practices:

All Scituate Public Schools LEP students are placed in general education classes, including English, which employ the SEI model. Parents/guardians of LEP students may choose to have their child not participate in an ELL program.

Scituate Public Schools allow declining entry to a program to students over the age of ten upon receipt of a parental request. Parents may opt-out of an ELL class even if their child has not been enrolled in an ELL classroom for an initial 30-day period.

Parents/guardians will be notified of ELL services that their children are receiving, in writing, with a translation, if needed. Parents/guardians will be given the option of declining services based on DOE guidelines.

Program descriptions will be provided to the parent/guardian in a language they understand. The parent/guardian will provide written informed consent to decline services.

The declining services request and the school district’s response are placed in the student’s permanent school record.

The ELL teacher is available to provide advice to the general education classroom teachers to help ensure progress in English and the general curriculum. The District’s Curriculum Accommodation Plan can serve as a resource for ELL students who have declined ELL services.

The ELL teacher and Department Chair monitor student progress throughout the district. The district is obligated under federal law to provide Limited English Proficient students whose parents have chosen to decline services with meaningful access to the educational program, including the obligation to monitor student’s progress. The district continues to report LEP students whose parents have declined services on SIMS data.
Instructional Grouping

Implementation Practices:

The Scituate Public Schools group LEP students by level of proficiency. Students at the middle and high school level are grouped by similar levels of proficiency as well. The same is done at the elementary level. Students at the elementary and middle school level are also grouped with students of like ages. If a student does not have a similar proficiency level grouping in his/her school, that student is instructed one-on-one or within the general classroom setting.

The district uses the WIDA English Language Development Standards as well as the Massachusetts Curriculum Frameworks to design ESL instruction.
Parental Notification

Criterion Number: ELE 10

Implementation Practices:

When a Scituate Public School student is placed in the ELL program, parents/guardians are notified of their child’s assessment and the services being offered. The reasons for identification of the student as ELL are shared with the parents as well as the students English proficiency level. The school will also communicate the ways in which they will support the student in learning English. Parents are also notified of the exit requirements and their right to seek a waiver or opt-out. Student’s current English language proficiency level will be included.

Parents will be sent a progress report from their child’s ELL teacher at the same time as report cards are given out. The progress report will be, as far as possible, in the student’s home language.

Parents may receive the home language survey and the ELL parent letter in the home language, if needed. Translators are made available to families as well. Parents will contact either the ELL teachers or the Department Chair for ELL to request translators.

*Program Entry Parent Letter as well as Sample Progress Reports can be found in this document’s Appendix.
Equal Access to Academic Programs and Services

Criterion Number: ELE 11

Implementation Practices:

The integration of LEP students into the regular education classes, as well non-core academic classes such as art, music and physical education is a standard policy for the Scituate Public Schools. The district ensures that ELL students are taught to the same academic standards and curriculum as all students. Scituate Public Schools uses grade appropriate content objectives for ELL students based on state curriculum frameworks.

LEP students have access to guidance and nursing services. They also have access to academic support classes. They may elect a full range of curriculum offerings. They are included in special education programs if they are eligible. They are also included in 504 student accommodation plans, if they are eligible.

Students have the right to receive any guidance or counseling materials in their native languages. Translators are provided to families for these purposes.
Scituate Public Schools
ELL Manual

Equal Access to NonAcademic Programs
and Extracurricular Activities

Criterion Number: ELE 12

Implementation Practices:

The Scituate Public Schools include LEP students in programs that are nonacademic and/or extracurricular.

The Scituate Public Schools hope to provide LEP students with opportunities to improve both their language proficiency and their social integration.

When it is necessary, LEP students will receive notification of non-academic programs and extracurricular activities in their home language. Each school will notify its own students of available activities through the normal channels. In addition, clarification of such notification will be made by the ELL teacher. Notification may be given in any of the home languages when needed. Translators are provided when necessary.
Follow-Up Support

Implementation Practices:

Upon exiting the Scituate Public Schools ELL Program, FLEP students are monitored for two years. The ELL teacher, classroom teachers, and the department chairperson monitor these students. Student work is reviewed using the WIDA CAN DO Descriptors. Student report cards are reviewed each term as well. If grades seem low, the classroom teacher(s), students’ parents and/or guidance counselor(s) are consulted for further recommendations.

If English language needs are identified, assistance is provided. The student may be reclassified as LEP, given extra help from the classroom teacher, placed in a reading lab, or referred for Special Education evaluation.

Scituate Public Schools LEP students who leave the school before reaching English proficiency are encouraged to access adult education programs.

Program descriptions for adult education available in the area (Quincy College, Massasoit Community College, Scituate’s Community Education Program) are available in the Guidance Office, and students are apprised of their existence by the ELL teacher.

*See FLEP Progress Report Review in Appendix.
Licensure and Fluency Requirements

Implementation Practices:

The Scituate Public Schools assure that all teachers in English language classrooms are literate and fluent in English. They hold a teaching or vocational license. They receive a passing score on the Communication and Literacy Skills portion of the Massachusetts Test of Educator Licensure. They have a bachelor’s degree from a college or university where English was the language of instruction.

All Scituate Public Schools ELL teachers hold the appropriate license with the state of Massachusetts. The current Department Chair holds licensure in ELL as well as Principal/Assistant Principal Licensure and Director/Supervisor Licensure.

All Administrators who evaluate teachers with ELL students in their classes participated in the SEI Administrator Course in the spring of 2014. The district has taken steps to ensure that each core academic teacher of one or more ELLs participates in cohort training to obtain the SEI Teacher Endorsement. The district reached its enrollment cap of 9 teachers for the SEI Teacher Endorsement Course and actually enrolled 12 teachers for the 2013-2014 school year. An additional cohort of 12 teachers was trained during school year 2014-2015. 25 teachers were informed that they needed to complete the SEI Endorsement for school year 2015-2016. Scituate Public Schools will continue to work to communicate with teachers about the SEI Trainings.
Professional Development Requirements

Criterion Number: ELE 15

Implementation Practices:

The Scituate Public Schools applied to be a host site for the SEI Teacher Endorsement Course. The district has hosted one teacher course and one administrator course. Those who will supervise or evaluate teachers with ELL students in their classes all attended the SEI Admin Course. All building principals, and department chairs participated in the training. Scituate will host two courses during school year 2015-2016.

We communicated to all staff at the opening professional development meeting in 2013 who would need to sign up for the course as well as how to do so. We continue to send teachers emails at the conclusion of each school year informing them of the need to acquire the SEI Endorsement.

We also inform teachers of the new ELL PDP requirements for relicensure effective in July 2016. The district will work to bring ELL professional development workshops into the district to help all teachers fulfill this requirement. We plan to offer an SEI Strategies Course offered by ELL Staff to teachers during school year 2015-2016.

ELL teachers have participated in several WIDA professional development opportunities. They have trained in the new ACCESS Test Administration (2012, 2013). They have also attended curriculum trainings to learn how to implement the new WIDA Standards into curriculum design. In addition, the teachers have participated in co-teaching trainings with grade level teams to support the SEI Model.
Equitable Facilities

Criterion Number: ELE 16

Implementation Practices:

LEP students in the Scituate Public Schools enjoy the same facilities, materials and services as those provided to the general student population.
DOE Data Submission Requirements and  
Program Evaluation  

Criterion Number: ELE 17 

Implementation Practices: 

The Scituate Public Schools report all required LEP student information annually to the department. 

The ELL teachers and Department Chairperson, as well as the Assistant Superintendent of Curriculum, Instruction and Staff Development, meet to discuss and evaluate the effectiveness of the ELL program. The group makes suggestions and makes appropriate program adjustments or changes that are responsive to the outcomes of their evaluation of the program. 

Student testing data is monitored by the group and used in the evaluation of the program. 

The overall program is examined, as well as individual student programs, to increase the efficacy of instruction.
Records of LEP Students

Criterion Number: ELE 18

Implementation Practices:

Cumulative records of English language learners are maintained in a confidential fashion, as required by the Massachusetts Student Record Regulation, and are available to parents upon request. LEP student records include:

a) Home Language Survey
b) Results of identification and proficiency tests and evaluation, including MELA-O, MEPA,
c) ACCESS for ELLs test
d) MCAS or PARCC
e) Information about students’ previous school experiences.
f) Copies of parent notification letters
g) Progress reports
h) Report card (in native language, if necessary).
i) Evidence of follow-up monitoring
j) Documentation of a parent’s consent to opt-out of English learner education
k) Waiver Documentation (if applicable)
l) Individual Learning Plan (optional)
SCITUATE PUBLIC SCHOOLS
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

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Name</th>
<th>Last Name</th>
<th>Gender</th>
</tr>
</thead>
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<td>F</td>
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<td>M</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Country of Birth</th>
<th>Date of Birth (mm/dd/yyyy)</th>
<th>Date first enrolled in ANY U.S. school</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mm/dd/yyyy)</td>
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</table>

### School Information

<table>
<thead>
<tr>
<th>Start Date in New School (mm/dd/yyyy)</th>
<th>Name of Former School and Town</th>
<th>Current Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>(mm/dd/yyyy)</td>
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</tbody>
</table>

### 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)
  - __________ always
  - __________ seldom / sometimes / often

**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)
  - __________ always
  - __________ seldom / sometimes / often

**Will you require written information from school in your native language?**
- Y ☐ ☐ N ☐ ☐

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

**Parent/Guardian Signature:**
- X

<table>
<thead>
<tr>
<th>Today’s Date: (mm/dd/yyyy)</th>
<th>/</th>
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<tbody>
<tr>
<td>(mm/dd/yyyy)</td>
<td>20</td>
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</table>

cc: School Principal, ELL Services Coordinator, Guidance Counselor, Student Cum. File
Dear Parent(s)/Guardian(s):

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

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

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

<table>
<thead>
<tr>
<th>Student Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name ___________</td>
</tr>
<tr>
<td>Current School Name __________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Domain</th>
<th>Results</th>
<th>Date of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking (ACCESS for ELLs test)</td>
<td>S L R W</td>
<td></td>
<td>day / month / year</td>
</tr>
<tr>
<td>Listening (ACCESS for ELLs test)</td>
<td>S L R W</td>
<td></td>
<td>day / month / year</td>
</tr>
<tr>
<td>Reading (ACCESS for ELLs test)</td>
<td>S L R W</td>
<td></td>
<td>day / month / year</td>
</tr>
<tr>
<td>Writing (ACCESS for ELLs test)</td>
<td>S L R W</td>
<td></td>
<td>day / month / year</td>
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</table>

<table>
<thead>
<tr>
<th>Continuing ELL Students and/or Transfer Students</th>
<th>Results</th>
<th>Date of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking (ACCESS for ELLs test)</td>
<td></td>
<td>day / month / year</td>
</tr>
<tr>
<td>Listening (ACCESS for ELLs test)</td>
<td></td>
<td>day / month / year</td>
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<tr>
<td>Reading (ACCESS for ELLs test)</td>
<td></td>
<td>day / month / year</td>
</tr>
<tr>
<td>Writing (ACCESS for ELLs test)</td>
<td></td>
<td>day / month / year</td>
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<tr>
<td>MCAS (if applicable)</td>
<td></td>
<td>day / month / year</td>
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</tbody>
</table>

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

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

1 Note to districts: This notification is an annual requirement, and should be sent not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be carried out within 2 weeks of the child being placed in the program. Section I must be completed in all districts; Section I and II must be completed in all districts that receive Title III funds for students who receive Title III services. Additional parental notification requirements apply related to AMAO reports in districts receiving Title III funds.
ELE Program: The school district proposes to place your child in the indicated program:

| ☐ | Sheltered English Immersion Program (SEI) – a program that incorporates strategies to make content area instruction more comprehensible to ELLs and to promote language development. This type of instruction is based on students’ language proficiency levels. As part of the SEI program, your child is enrolled in (check all that apply): |
| ☐ | English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. |
| ☐ | Sheltered content instruction classes: content area instruction that integrates sheltering strategies to make content comprehensible and develop content area academic language. The student receives sheltered content instruction in (check all that apply): |
| ☐ | Mathematics |
| ☐ | ELA |
| ☐ | Social Studies |
| ☐ | Science |

| ☐ | Dual Language Education Program (DLEP)/Two-way bilingual (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 Language Learner (ELL):

| ☐ | General Education – The mainstream, general education classroom. Your child was not found to be an English language 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 Language 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 specific English as a Second Language (ESL) instruction focused on language skills. We think ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our language programs. This type of instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to opt out of language services for your child, please inform district staff; Kathryn Ciulla, Department Chair for ELL (kciulla@scit.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 ELL. 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 Language Learners must be monitored by the district for two 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:

- Obtains an Overall Composite score of at least 4 on ACESS for ELLs, and scores Proficient (240 or above) on the MCAS ELA test,
- OR
- Obtains an Overall Composite score of at least 5, and Reading and Writing scores of at least 4 on ACCESS for ELLs;

- Demonstrated ability to perform ordinary classroom work in English, as indicated by:
  - (include information about other relevant data)

Final classification:

- The student met the criteria. He or she is no longer considered an English Language Learner. His or her academic performance will be monitored for two years.
- The student has not met the criteria. He or she is still considered an English Language 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.
SCITUATE PUBLIC SCHOOLS

English Language Learner Program

Parent/Guardian Informed Consent Form/Waiver Form

G.L. c.71A Program Waiver

I/we am/are knowingly and voluntarily requesting that my/our child receive a waiver from the requirement of G.L. c.71A. I/We understand that if school officials grant my waiver request, my child will receive some other type of language support rather than Sheltered English immersion instruction. Upon my/our 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/our child. A bilingual classroom will be provided if sufficient students request waivers in a given year.

Based on this information, which I have understood, I/we am/are requesting a program waiver for my/our child for the 20____-20____ school year. I have been fully informed of my/our right not to apply or agree to a program waiver.

__________________________________   __________________________________
Student Name                             School

__________________________________   __________________________________
Parent/Guardian Signature               Parent/Guardian Signature

__________________________________   __________________________________
Date                                     Date
As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL). My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline 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. 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 Language Learner (ELL) 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 ELL 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.
Dear Parent/Guardian:

After evaluating the results of your child’s MCAS/PARCC Scores, and ACCESS tests, as well as considering writing samples, District Determined Measures, grades, class work, teacher input and ELL Department Chairperson input, we recommend that your child:

______________________________________________

be exited from the English Language Learners Program.

__________________________________________

ELL Teacher Date
SCITUATE PUBLIC SCHOOLS

English Language Learner Program

Translator Request Form
This form will be used to request a translator for ELL students and their families. Please fill out the form below. ELL Teachers should be the one to fill out the form. Once completed please submit this form to Kate Ciulla, Department Chair for ELL. Kate will forward the request to Dr. Proulx, Assistant Superintendent, and the building principals. In addition Paul Donlan, Director of Financing, will need to approve funding.
Translators must be CORI checked prior to beginning work.
***Please note that the translators will need to submit weekly invoices.

Name of Requesting Teacher: __________________________________________
Student Name: ______________________________________________________

A description of how translator will be used (attend conferences or school meetings, translate documents etc.):
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

ELL Teacher’s Signature: ___________________________ Date: ______________

Requesting Parent’s Signature (not required): ___________________________ Date: ______________

Department Chair for ELL’s Signature: ___________________________ Date: ______________

Assistant Superintendent’s Signature: ___________________________ Date: ______________
Dear Parent/Guardian of ________________________:

As you may remember, your child was eligible to receive extra support in learning English within the past few years. We have continued to monitor your child’s progress, as we do with all our FLEP (former Limited English Proficient) students, to make sure any additional help is available. After conferring with your child’s teachers and the guidance department, we feel it is in your child’s best interest to return to the program. This means your child will be getting extra help with his/her English reading and writing, as well as speaking, if needed. The Massachusetts Department of Education tests students each year in their English proficiency and you will be notified of their progress. Once your child reaches the transitional level as determined by the Massachusetts Department of Education, and meets our exit criteria as well, he/she will be exited from the ELL program.

Sincerely,

____________________________________
ELL Teacher
ELL Progress Report  
Report of Academic Progress  

Date:_________________

Teacher: ________________________________  School: ______________________________

Student:  ________________________________  Grade:  ____________________________

<table>
<thead>
<tr>
<th></th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listens with understanding.</td>
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<tr>
<td>Demonstrates social language development.</td>
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<tr>
<td>Demonstrates academic language development.</td>
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<tr>
<td>Understands basic concepts.</td>
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<tr>
<td>Reads with understanding.</td>
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<tr>
<td>Expresses ideas in writing.</td>
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<tr>
<td>Demonstrates learning of English grammar.</td>
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<tr>
<td>Understands reading readiness skills (Grades K-1).</td>
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<tr>
<td>Follows directions.</td>
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<tr>
<td>Works independently.</td>
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<tr>
<td>Works cooperatively with classmates.</td>
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<tr>
<td>Participates in class discussions.</td>
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</tbody>
</table>

**KEY**

4 = outstanding progress  
3 = good progress  
2 = average progress  
1 = needs improvement  
N/A = not applicable

*Please sign and return this report. Thank you.*

Signature of Parent:  ___________________________________  Date:  ___________________

Signature of Parent:  ___________________________________  Date:  ___________________
### INTERVIEW RECORD

Name of Student: __________________________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
<th>Initials</th>
<th>Successful Conference</th>
<th>Did Not Attend</th>
<th>Further Comment</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
ELL STUDENT RECORD FOLDER

Scituate Public Schools
ELE Program Folder Checklist

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
<th>SASID:</th>
<th>DATE OF BIRTH:</th>
<th>SCHOOL:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>SCHOOL YEAR</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>GRADE</td>
<td></td>
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<tr>
<td>STUDENT SCHEDULE</td>
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<tr>
<td>HOME LANGUAGE SURVEY</td>
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<tr>
<td>MCAS/PARCC RESULTS</td>
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<tr>
<td>ACCESS SCORES</td>
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<tr>
<td>PARENT NOTIFICATION FORM</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ESL PROGRESS REPORT(S) FALL</td>
<td></td>
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<tr>
<td>ESL PROGRESS REPORT (S) SPRING</td>
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<tr>
<td>REPORT CARD(S)</td>
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<tr>
<td>WAIVER FORM (IF APPLICABLE)</td>
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<tr>
<td>OPT-OUT FORM (IF APPLICABLE)</td>
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<tr>
<td>END OF THE YEAR TEAM MEETING DECISIONS</td>
<td></td>
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<tr>
<td>FOLLOW-UP MONITORING (IF APPLICABLE)</td>
<td></td>
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<tr>
<td>PREVIOUS SCHOOL EXPERIENCE</td>
<td></td>
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</tr>
<tr>
<td>INDIVIDUALIZED LEARNING PLANS (OPTIONAL)</td>
<td></td>
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</tbody>
</table>
SCITUATE PUBLIC SCHOOLS
ELL Student Evaluation Form

To be completed by classroom teachers

Date: ____________________

Please complete this evaluation form and return to the ELL specialist for your school.

Name of Student: ____________________________ Grade: ______________

Teacher: ____________________________ School: _________________________

Subject: ____________________________ GPA: __________________________

Notebooks organized, up to date? ________________ Attentive? ________________

Generally prepared for class? ____________________________

Understands assignments? ________________ Completes homework on time? __________

Test results are: ____ above ____below____ at the same level as the majority of the
students in the class.

Participates in class? ________________ Follows directions? ________________


Able to work independently? ________ Able to work in small groups? __________

Comprehension: Understands material read? ____________________________

Comprehension: Understands material discussed? ____________________________

Has confidence in own abilities? ____________________________

Please comment on students writing ability: ____________________________

____________________________________________________________________

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____________________________________________________________________

continued
Additional comments: __________________________________________________________
__________________________________________________________________________
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To be completed at the end of the academic year:

I recommend that this child continue to receive ELL services: ____________________
# SCITUATE PUBLIC SCHOOLS
## FLEP MONITORING SHEET
### Gates Intermediate School and Scituate High School

Name of Student: ____________________________________  Date Exited from ELL: ________________________________

ELL Teacher: ________________________________  Student will be monitored for two years:  from __________ to __________

Review student at the end of every term (i.e., check report card, talk to teachers, talk to student, etc.)

<table>
<thead>
<tr>
<th>Year 1, Term #1</th>
<th>Year 1, Term #2</th>
<th>Year 1, Term #3</th>
<th>Year 1, Term #4</th>
<th>Year 2, Term #1</th>
<th>Year 2, Term #2</th>
<th>Year 2, Term #3</th>
<th>Year 2, Term #4</th>
<th>End of Year Evaluation</th>
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  □ Student is NOT making progress  
  (consult ELL teacher) |
| □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | Notes: _______________  
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<th>Year 1, Term #2</th>
<th>Year 1, Term #3</th>
<th>Year 1, Term #4</th>
<th>Year 2, Term #1</th>
<th>Year 2, Term #2</th>
<th>Year 2, Term #3</th>
<th>Year 2, Term #4</th>
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<th>Year 1, Term #3</th>
<th>Year 1, Term #4</th>
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<th>Year 2, Term #2</th>
<th>Year 2, Term #3</th>
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<th>End of Year Evaluation</th>
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  (consult ELL teacher) |
| □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | Notes: _______________  
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<th>Year 1, Term #3</th>
<th>Year 1, Term #4</th>
<th>Year 2, Term #1</th>
<th>Year 2, Term #2</th>
<th>Year 2, Term #3</th>
<th>Year 2, Term #4</th>
<th>End of Year Evaluation</th>
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  □ Student is NOT making progress  
  (consult ELL teacher) |
| □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | □ Conferrered with teachers | Notes: _______________  
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### SCITUATE PUBLIC SCHOOLS
### FLEP MONITORING SHEET
### Elementary School Form

**Name of Student**: _________________________  **DateExited from ELL**: _________________________

**ELL Teacher**: _________________________  **Student will be monitored for two years**: from ________ to _________

Review student at the end of every term (i.e., check report card, talk to teachers, talk to student, etc.)

<table>
<thead>
<tr>
<th>Year 1, Term #1</th>
<th>Year 1, Term #2</th>
<th>Year 1, Term #3</th>
<th>End of Year Evaluation</th>
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<tbody>
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<td>□ Checked report card</td>
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<td>□ Student is making progress</td>
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<td>□ Conferred with teachers</td>
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<td>□ Conferred with teachers</td>
<td>□ Student is NOT making progress (consult ELL teacher)</td>
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<table>
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<tr>
<th>Year 2, Term #1</th>
<th>Year 2, Term #2</th>
<th>Year 2, Term #3</th>
<th>End of Year Evaluation</th>
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<td>□ Checked report card</td>
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<td>□ Checked report card</td>
<td>□ Student is making progress</td>
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<td>□ Conferred with teachers</td>
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<td>□ Conferred with teachers</td>
<td>□ Student is NOT making progress (consult ELL teacher)</td>
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<td>Notes: ___________________</td>
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</table>
# ELL PROGRAM CHECKLIST

<table>
<thead>
<tr>
<th>Needs Immediate Attention</th>
<th>Could be Improved</th>
<th>This is Done Well</th>
<th>We Excel in This Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>All entering students have been given a Home Language Survey</td>
<td></td>
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<tr>
<td>The English Language proficiency of all potential ELL students is assessed to place students appropriately.</td>
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<tr>
<td>The academic needs of ELL students are assessed and a language development program is offered</td>
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<tr>
<td>ELL students are provided instruction using ELL methodology</td>
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<tr>
<td>ELL students are provided opportunities to develop identification with and positive images of their cultural heritage</td>
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<tr>
<td>Appropriate instructional materials are provided</td>
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<td>ELL students have equitable access to all district programs and services</td>
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<tr>
<td>Staff training opportunities are offered that enhance all teachers’ abilities to instruct ELL students</td>
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</tr>
<tr>
<td>Description</td>
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<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>Students are given appropriate services when needed (SPED)</td>
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<td>The schools involve parents and appropriately communicate with them</td>
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<tr>
<td>Student exit criteria are clear and follow-up procedures are implemented</td>
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## SCITUATE PUBLIC SCHOOLS ELL PROGRAM EVALUATION PLAN

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Anticipated Goal (what success will look like)</th>
<th>Actual Success Rate (how close we come to meeting our goal)</th>
<th>Data Collection Source and Procedure</th>
<th>Staff Responsible</th>
<th>Strategies for Improvement</th>
<th>Date Needed</th>
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</thead>
<tbody>
<tr>
<td><strong>Identification:</strong></td>
<td>Are ELL students identified and referred for testing upon enrollment?</td>
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<tr>
<td><strong>Evaluation:</strong></td>
<td>Are ELL students evaluated for English language proficiency in a timely manner (i.e. within two weeks of referral to ELL)?</td>
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<tr>
<td><strong>Placement:</strong></td>
<td>Are services for students who are identified as LEP made available in a timely manner (i.e. within 5 business days)?</td>
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<tr>
<td><strong>Placement:</strong></td>
<td>Are LEP students receiving an appropriate amount of ELL service commensurate with their ELL Proficiency Level?</td>
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<tr>
<td><strong>Placement:</strong></td>
<td>Are students who are identified as LEP participating in ELL services?</td>
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<td><strong>Exiting:</strong></td>
<td>Are LEP students being exited from the ELL program in a consistent manner?</td>
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<td><strong>Monitoring:</strong></td>
<td>Is the academic progress of students who have exited the ELL program being monitored?</td>
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<td><strong>Facilities:</strong></td>
<td>Are LEP students provided services in facilities comparable to other students?</td>
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<td><strong>Staffing:</strong></td>
<td>Do certificated staff providing ELL services have appropriate qualifications?</td>
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<td><strong>Staffing:</strong></td>
<td>Are paraprofessionals under the supervision of certificated staff members?</td>
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<td><strong>Professional Development:</strong></td>
<td>Is appropriate professional development offered to ELL</td>
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<td>Instructional Staff?</td>
<td>Special Education: Are LEP students being provided Special Educational services appropriately?</td>
<td>Gifted and Talented: Are LEP students provided access to Gifted and Talented programs in an appropriate manner?</td>
<td>Parents: Are parents of LEP students provided meaningful access to the District’s programs and services?</td>
<td>Program Evaluation: Is the ELL program being periodically and effectively evaluated to determine if modifications are needed?</td>
<td>Data Collection: Measures of Achievement</td>
<td>Data Collection: Attendance</td>
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