



Lowell Middlesex Academy Charter School

English Language Education Handbook

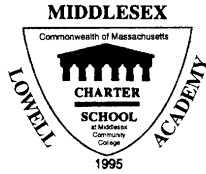
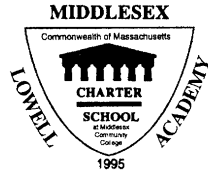
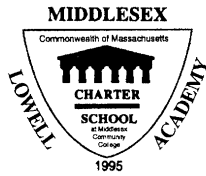


Table of Contents

Program Overview	4
Initial Identification and Placement of ELLs in the Program	5
Parental Notification of Student's LEP Status	6
Opting Out of the ELE Program	6
English Language Placement and Development	7
Assessments for English Language Learners	8
MCAS Accommodations for ELL Students	8
Monitoring of ELL Students	9
Equal Access to Academic and Non-Academic/Extracurricular Activities	9
Maintenance of Student Records	10
District Monitoring Tools	10
Determination of Exit from SEI Program	11
Post Service Monitoring	11
Licensure and Fluency Requirements	12
Annual Evaluation of the ELE Program	12



LMACS is an affirmative action/equal opportunity school/employer and does not discriminate on the basis of race, color, national origin, sex, disability, religion, age, veteran status, genetic information, homelessness, gender identity or sexual orientation in its programs and activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and policies. LMACS prohibits sexual harassment, including sexual violence. Inquiries or complaints concerning discrimination, harassment, retaliation or sexual violence shall be referred to the Executive Director and/or the Assistant Director, the Massachusetts Commission Against Discrimination, the Equal Employment Opportunities Commission or the United States Department of Education's Office for Civil Rights.



Program Overview

At LMACS, the goal for ELLs, as it is for all students, is to become college and career ready. In order to meet the needs of ELLs, we strive to provide a culturally responsive, quality curriculum that is supported by differentiated instruction and flexible grouping. Though we are a low-incidence school, it is recognized that an ELL of any level may enroll for any of our trimesters over the course of the school year, and as a staff, we need to be prepared to best meet the needs of that student. Because of the very small nature of our school, faculty and instructors work closely with the ELL coordinator to ensure that there are frequent and regular conversations about content lessons, modifications and support for each ELL student.

Definition of Limited English Proficient (LEP):

- A. A student who was not born in the United States and whose native tongue is a language other than English and who is incapable of performing ordinary class work in English **and/or**
- B. A student who was born in the United States of Non-English speaking parents and who is incapable of performing ordinary class work in English.

Definition of Formerly Limited English Proficient (FLEP/FEL):

- A. A student who is deemed English proficient and can participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials; **and**
- B. A student with scores in the proficient range on state mandated tests.

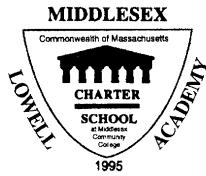
The terms ELL and LEP are used interchangeably. LEP students are placed in Sheltered English Immersion (SEI) in classrooms in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development. Students may participate in English Language Development (ELD) classes, if necessary.

What is Sheltered English Immersion (SEI)?

Students with limited command of English require both ESL instruction and sheltered instruction. Sheltered English Instruction (SEI) is carried out entirely in English per MCL 71 A. Sheltered instruction is content area (i.e. math, science, social studies) teaching which includes language learning objectives that help ELs practice the language of the content area. Sheltered instruction incorporates the following key components:

- language objectives to accompany each content objective
- vocabulary instruction
- building students' background knowledge
- integration of listening, speaking, reading, and writing about the content concepts
- practice and application

To the greatest extent possible, the ELL teacher extends the learning that is taking place in the content classes in support of English language acquisition in all four domains: listening, speaking, reading and writing. English language development in all the content areas will ensure that ELLs make connections to the content and concepts that deepen understanding of both language and content.



Initial Identification and Placement of ELLs in the Program

All LMACS applicants complete the same application, which includes a Home Language Survey. When a student's Home Language Survey responses suggest he/she may be an English Language Learner, a copy of the survey must be sent by the school intake person to the District English Language Learner Coordinator within 5 school days. Additionally, the Registrar requests student scores from the student's sending school, and will notify the ELL Coordinator if any student has previous ELL testing scores (ACCESS, MEPA/MELA-O).

Any student identified as a potential ELL is assessed using the WIDA-APT assessment tool. A student who scores below an overall composite proficiency level of 5.0 **and** a composite literacy (reading/writing) proficiency level of 4.0 is considered to be an ELL and is eligible for ESL services. Only students who achieve a 5.0 composite proficiency level **as well as** 4.0 composite literacy (reading/writing) proficiency level are considered English proficient.

Upon identification as LEP, the student will be placed in an SEI program and provided with ELD instruction as needed according to W-APT and other assessments. This placement must occur within the first four weeks of school.

The ELL Coordinator will contact the parent/guardian:

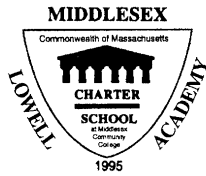
- To establish a working relationship with the family.
- To inform the parent/guardian about the programs that are available for ELL.
- To inform the parent/guardian about the school expectations, policies and procedures.
- To assist parents in finding community resources that may facilitate cultural adjustment for the family.
- To inform the parent or guardian of the District ELL procedures
- To offer an opportunity to opt-out of the program.

The Registrar is notified so that:

- the student may be reported to the state as LEP;
- a request can be made of previous schools for ACCESS/MEPA/MELA-O scores, if they have not yet been received.

The staff is informed of the student's status so that

- they may accurately place a student when scheduling;
- they are aware of the special needs of an individual student;
- they may accurately complete the student observation.



Parental Notification of Student's LEP Status

The student's parent must be notified about the screening test results and the placement decisions no later than 30 days after the beginning of the school year or within two weeks if the student enrolls in the school district during the school year. Such notifications will be provided in English and in a language that the parent can understand, to the maximum extent practicable.

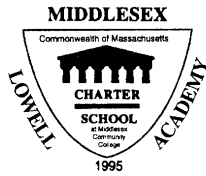
Massachusetts law requires districts to inform parents of their rights: (1) to "opt out" of specialized language programs; and (2) to request a waiver from the state-mandated sheltered English immersion (SEI) program model. G.L. c. 71A, §5. "Opt out" indicates an informed decision by the parent to not have the child placed in any ELE formal instruction program. A "waiver" indicates a desire by the parent to waive the child from participation in the SEI program. ELL students whose parents decline entry into the district SEI programs will continue to be provided English language support.

Opting Out of the ELE Program

If a parent of an ELL decides to "opt out" of a language program, LMACS will place the student in an English language mainstream classroom with an SEI-endorsed teacher and maintain appropriate documentation of the parent "opt out" notice in the student's file.

Under federal law, districts must provide instructional support to ensure all ELLs, including those whose parent(s) has chosen to "opt out" of language programs, have access to the curriculum and be provided the same opportunities to master the same academic standards and curriculum frameworks as their native English speaking peers (Title VI of the Civil Rights Act of 1964 (Title VI); Equal Educational Opportunities Act of 1974, 20 USC §1703(f) (EEOA)). Districts are also required to annually assess the language proficiency of all ELL students with the state mandated English language proficiency test, ACCESS for ELLs.

Therefore, in practice in Massachusetts, a parent's choice to "opt out" means their child will not receive separate English as a Second Language (ESL) instruction focused on language development, but the district will provide the necessary support and actively monitor the student's progress to ensure that the student's English-language and academic needs resulting from lack of English proficiency are met.



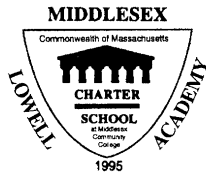
English Language Placement and Development

Any student identified as a potential ELL is assessed using the WIDA-APT assessment tool. A student who scores below an overall composite proficiency level of 5.0 **and** a composite literacy (reading/writing) proficiency level of 4.0 is considered to be an ELL and is eligible for ESL services. Only students who achieve a 5.0 composite proficiency level **as well as** 4.0 composite literacy (reading/writing) proficiency level are considered English proficient.

The support team will refer to data available on the student (including, but not limited to, English language proficiency assessment scores, MCAS scores, report cards, and teacher classroom assessments) to decide on the level of support that is needed:

- placement in an ELD class in addition to the SEI content classrooms;
- specific English-language tutoring;
- accommodations and modifications to instruction and class work;
- regular progress reports from the ELL Coordinator to the parent/guardian.

The support team will be at the end of each academic term to assess student progress and make necessary changes to the Individual Student Success Plan. All ELL students will have access to word-to-word dictionaries for their primary language. These dictionaries are provided to ELL students upon request. All ELL students will have access to an interpreter for any meeting focused on academic counseling. The ELL Coordinator and/or School Director is responsible for scheduling interpreters for these meetings.



Assessments for English Language Learners

W-APT

W-APT stands for the WIDA-ACCESS Placement Test. This assessment tool, known as a "screener", used by educators to measure the English language proficiency to help to determine whether or not a child is in need of English language instructional services.

ACCESS

ACCESS for ELLs 2.0 is an English language proficiency assessment administered annually to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). ACCESS:

- Helps students and families understand students' current level of English language proficiency along the developmental continuum.
- Serves as one of multiple measures used to determine whether students are prepared to exit English language support programs.
- Generates information that assists in determining whether ELLs have attained the language proficiency needed to participate meaningfully in content area classrooms without program support.
- Provides teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provides districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.
- Meets, and exceeds, federal requirements for the monitoring and reporting of ELLs' progress toward English language proficiency.

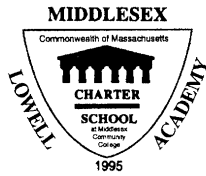
MCAS Accommodations for ELL Students

ELL students are permitted to use bilingual dictionaries and specialized glossaries during MCAS testing. The authorized list of bilingual dictionaries for use on MCAS tests by students with Limited English Proficiency can be found at: www.doe.mass.edu/mcas.

Please contact the ELL teacher at your school if you require assistance obtaining dictionaries and/or glossaries.

Principals may assign testing groups and spaces for ELL students other than regular classrooms, as long as other conditions and staffing requirements are met.

If an ELL student does not seem to be responding to any test questions, the test administrator may ask the student if he/she is finished. If the student is finished, the administrator should collect the test materials and ask the student to sit quietly or read a book.



Monitoring of LEP students

Each LEP student will be evaluated annually for English proficiency and content skills using the WIDA-ACCESS assessment. All LEP students will also participate in the MCAS/PARCC testing appropriate for their grade levels. These results will be documented in the student's file and submitted to the ELL Specialist who will document these also in the ELL Folder. Copies of the ACCESS for ELLs and PARCC results will be provided to parents.

In addition, the LEP student will be monitored in the following ways:

Weekly Staff Meetings: Weekly staff meetings provide the opportunity to discuss a LEP student's progress. If there are concerns about an LEP student's progress, a meeting will be held with the student's Advisor, the ELL Coordinator and the student's parents or guardians to discuss any necessary modifications to the student's classwork and/or class schedule.

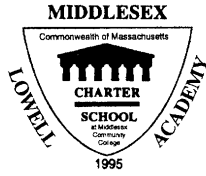
Bi-Weekly Parent Phone Calls: The Advisor will maintain regular contact with the LEP student's parents or guardians. Should any concerns arise, these will be addressed first with the ELL Coordinator, and then with the student's teachers, if necessary. If needed, a meeting will be held with the parents or guardians to address any concerns.

Review of Student Records: The ELL Coordinator will review LEP and FLEP students' records at midterm and at the conclusion of each term. If there are any concerns, the ELL Coordinator will address them with the student's Advisor and/or the student. Should any modifications to a student's classwork and/or class schedule be necessary, this will be addressed in the weekly staff meetings. Additionally, the parents or guardians will be notified by phone or mail and will be given an opportunity to meet with the ELL Coordinator and/or teachers.

Chapter 71A and Title VI require that Limited English Proficient students are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education program.

Equal Access to Academic and Non-Academic/Extracurricular Activities

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



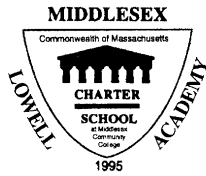
Maintenance of Student Records

ELL student records include:

- Home language survey
- Results of identification and proficiency tests and evaluations including WIDA-APT, WIDA-ACCESS, MEPA, MELAO, LAS and MCAS
- Information about student's previous school experiences
- Copies of parent notification letters, progress reports, and report cards (in native language if necessary)
- Evidence of follow-up monitoring (if applicable)
- Documentation of a parent's consent to "opt-out" of English language education (if applicable)
- ISSPs (if applicable)

District Monitoring Tools

- ACCESS for ELLs
- W-APT
- State Testing (MCAS/PARCC)
- Local Assessments in all courses
- Student Portfolios; writing samples
- Reading Assessments (online differentiated reading programs)
- Other assessments as needed by the ELL team to assist in making their decision.



Determination of Exit from SEI Program

Multiple measures are used when making decisions regarding the partial or full exit from the SEI program. If students exit the program, their classification changes from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP). In order to be re-designated as FLEP, the student must be deemed to be English proficient and able to participate meaningfully in all aspects of the district's general education program without the use of adapted or simplified English materials.

The criteria used for this determination will include:

- a. Transitioning ACCESS scores of 4.5;
- b. Ability to compete with same-age peers in the regular education setting with little or no support as determined by instructor observation;
- c. Language proficiency at the level where the student will be able to fully participate in the goals set by the State in the ELA Curriculum Framework as determined by instructor observation;
- d. Report cards
- e. Input from student, parent/guardian and advisor.

Post Service Monitoring

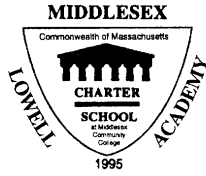
Periodic student performance meetings will be held by the support team, principal and the classroom teachers on all FLEP students. Evidence of sustained performance (progress reports, report cards, standardized test scores) will be reviewed on at the start and end of each term by the ELL Coordinator. Appropriate accommodations will be put in place for the classroom and the MCAS as needed.

In addition, the FLEP student will be monitored in the following ways:

Weekly Staff Meetings: Weekly staff meetings provide the opportunity to discuss a FLEP student's progress. If there are concerns about a FLEP student's progress, a meeting will be held with the student's Advisor, the ELL Coordinator and the student's parents or guardians to discuss any necessary modifications to the student's classwork and/or class schedule.

Bi-Weekly Parent Phone Calls: The Advisor will maintain regular contact with the FLEP student's parents or guardians. Should any concerns arise, these will be addressed first with the ELL Coordinator, and then with the student's teachers, if necessary. If needed, a meeting will be held with the parents or guardians to address any concerns.

Review of Student Records: The ELL Coordinator will review LEP and FLEP students' records at midterm and at the conclusion of each term. If there are any concerns, the ELL Coordinator will address them with the student's Advisor and/or the student. Should any modifications to a student's classwork and/or class schedule be necessary, this will be addressed in the weekly staff meetings. Additionally, the parents or guardians will be notified by phone or mail and will be given an opportunity to meet with the ELL Coordinator and/or teachers.



Licensure and Fluency Requirements

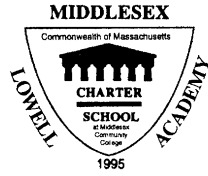
All teachers in English language classrooms must be literate and fluent in English. These determinations will be made by the Director in accordance with the criteria set by the Massachusetts Department of Education. Content teachers are SEI-endorsed or are in the process of attaining their endorsement.

Annual Evaluation of the ELE Program

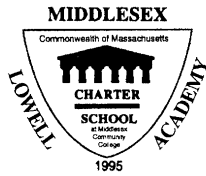
The district ELL Program will be assessed annually through the analysis of a variety of data including but not limited to:

- MCAS, PARCC, ACCESS, as well as other standardized assessments
- District created student assessments
- Attendance rates
- Graduation rates
- Discipline referrals
- Teacher attendance at ELL related workshops
- Teacher surveys
- Home surveys

This data will be analyzed and reported out on annually by the District ELE Coordinator.



APPENDICES



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

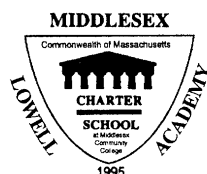
School Information

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

Questions for Parents/Guardians

What is the primary language used in the home, regardless of the language spoken by the student? _____ _____	Which language(s) are spoken with your child? (include relatives - <i>grandparents, uncles, aunts, etc.</i> - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
What language did your child first understand and speak? _____	Which language do you use most with your child? _____
How many years has the student been in U.S. Schools? (not including pre-kindergarten) _____	Which languages does your child use? (circle one) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always
Will you require written information from school in your native language? <input type="checkbox"/> Y <input type="checkbox"/> N	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/>
Parent/Guardian Signature: X	_____ / _____ /20____ Today's Date: (mm/dd/yyyy)

[illegible]

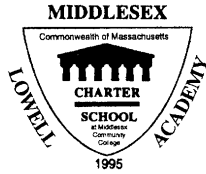


Encuesta del idioma hablado en el hogar

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

Información del estudiante	
Nombre _____	Segundo nombre _____
Apellido _____	
Sexo: F <input type="checkbox"/> M <input type="checkbox"/>	
País de nacimiento _____	Fecha de nacimiento (mm/dd/aaaa) _____
Fecha de matriculación inicial en CUALQUIER escuela de EE.UU. (mm/dd/aaaa) _____	
Información de la escuela	
Fecha de comienzo en la escuela nueva (mm/dd/aaaa) _____	Nombre de la escuela y ciudad anterior _____
Grado actual _____	
Preguntas para los padres/cargados	
¿Cuál es el idioma principal que se habla en el hogar, independientemente del idioma que hable el estudiante?	¿Qué idioma(s) se habla(n) con su hijo? (incluya parientes -abuelos, tíos, etc. - y en cargados del cuidado) _____ infrecuentemente / algunas veces / frecuentemente / siempre _____ infrecuentemente / algunas veces / frecuentemente / siempre
¿Cuál fue el primer idioma que entendió y habló su hijo?	¿Qué idioma usa usted principalmente con su hijo?
¿Cuántos años ha asistido el estudiante a escuelas en los Estados Unidos (sin incluir el pre-kínder)?	¿Qué idiomas usa su hijo? (enciérre uno en un círculo) _____ infrecuentemente / algunas veces / frecuentemente / siempre _____ infrecuentemente / algunas veces / frecuentemente / siempre
¿Requerirá usted la información impresa de la escuela en su idioma natal? Sí <input type="checkbox"/> No <input type="checkbox"/>	¿Requerirá usted un intérprete/traductor en reuniones de padres y maestros? Sí <input type="checkbox"/> No <input type="checkbox"/>
Si contesto que sí, ¿qué idioma? _____	Si contesto que sí, ¿qué idioma? _____
Firma del padre/la madre/cargado: _____ X	Fecha de hoy: _____ (mm/dd/aaaa)

Spanish



Lowell Middlesex Academy Charter School
School Year 2017-2018
Initial / Annual Parental Notification of
English Language Education (ELE) and Title III Program Placement

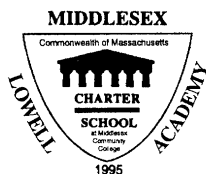
Dear Parent(s)/Guardian(s):

In order to identify students who are English 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)

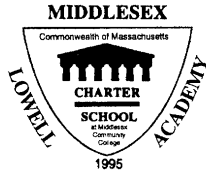
The following are the results of this English language assessment(s):

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
English Language Proficiency Level based on language assessment data and other measures:			
<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"/> Enrolled in an ELE Program: The school district proposes to place your child in the indicated program:	
<div style="margin-bottom: 10px;"> <input type="checkbox"/> Sheltered English Immersion Program (SEI) – a program that incorporates strategies to make content area instruction more comprehensible to ELs and to promote language development. This type of instruction is based on students’ language proficiency levels. As part of the SEI program, your child is enrolled in (check all that apply): </div> <div style="margin-left: 20px;"> <input type="checkbox"/> English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. </div> <div style="margin-left: 20px; margin-top: 10px;"> <input type="checkbox"/> 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): </div> <div style="margin-left: 40px;"> <input type="checkbox"/> Mathematics <input type="checkbox"/> LA <input type="checkbox"/> Social Studies <input type="checkbox"/> Science </div>	
Program placement and or method of instruction for student whose assessment indicates that s/he is not an English Learner (EL):	
<input type="checkbox"/> General Education – The mainstream, general education classroom. Your child was <u>not</u> found to be an English learner and therefore does <u>not</u> 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, however, 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 Erika Lanier, ELL Coordinator, at 978-656-3293.



**Lowell Middlesex Academy Charter School
G.L. c. 71A Program Waiver
ELL Programs**

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 if school officials grant my waiver my child will receive some other type of language support 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 all of the educational opportunities available to my child.

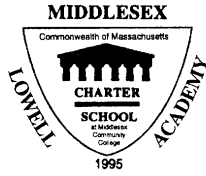
Based on this information, which I have read and understood, I am requesting a program waiver for my child for the _____ school year. I have been fully informed of my right not to apply for or agree to a program waiver.

This waiver will be kept in the student's permanent record folder.

Child's Name: _____

Parent/ Guardian Signature: _____ Date: _____

Director's Signature _____ Date: _____



Lowell Middlesex Academy Charter School
G.L. c.71A Program Waiver
Approved G.L. c.71A Program Waiver for Students with Special Individual Needs

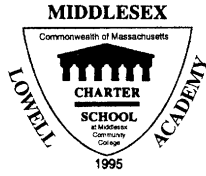
Instructions: A written description of no fewer than 250 words documenting that the child has been placed for a period of not less than thirty calendar days in an English language classroom and has special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, and that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English.

This written description of the special individual needs for this child must be permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools.

School principal date

District superintendent date

Lowell Middlesex Academy Charter School
School Year 2017-2018
English Language Education Program Reclassification Form



ELE Program Folder Checklist

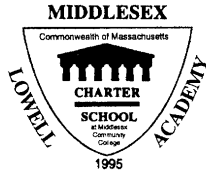
STUDENT NAME:

SASID:

DATE OF BIRTH:

SCHOOL:

SCHOOL TERM					
GRADE					
STUDENT SCHEDULE					
HOME LANGUAGE SURVEY					
MCAS/PARCC RESULTS					
ACCESS SCORES					
PARENT NOTIFICATION FORM					
REPORT CARD(S)					
WAIVER FORM (IF APPLICABLE)					
OPT-OUT FORM (IF APPLICABLE)					
FOLLOW-UP MONITORING (IF APPLICABLE)					
INDIVIDUALIZED LEARNING PLANS (OPTIONAL)					



ELE Program Folder Insert

Student Name: _____ SASID: _____

Semester Accepted: _____

Self-Identified Home
Language

Code: _____

Date Designated LEP: _____

Opt-out? _____ Date: _____

Entrance ACCUPLACER
Score

ELA _____

Math: _____

Entrance Essay Scoring
(circle one)

1. No demonstrated proficiency
2. Emerging
3. Developing
4. Transitioning
5. Approximates that of a native speaker

Scored by: _____

Notes:

Entrance Interview
Scoring
(circle one)

1. No demonstrated proficiency
2. Emerging
3. Developing
4. Transitioning
5. Approximates that of a native speaker

Interviewed by: _____

Notes:

Initial Placement

Grade: _____

Advisor: _____

ELA: _____

Math: _____

MCAS

Date: _____ ELA: _____

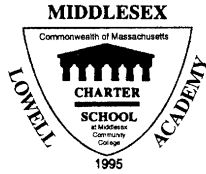
Date: _____ Math: _____

Date: _____ ELA: _____

Date: _____ Math: _____

Date: _____ ELA: _____

Date: _____ Math: _____



English Language Learner Classroom Observation

This form is to be completed for by each instructor for each student identified as an English Language Learner. Please return this form to the ELL Coordinator no later than _____.

Student Name: _____

Term: _____

Instructor: _____

Class: _____

Please rate the student on the following categories: (1=never, 5=all the time)

1. Student comprehends readings assigned at grade level	1	2	3	4	5
2. Student works independently at grade level	1	2	3	4	5
3. Student needs accommodations to complete classwork	1	2	3	4	5
4. Student understands teachers' verbal directions	1	2	3	4	5
5. Student understands written directions	1	2	3	4	5
6. Student asks for help when needed	1	2	3	4	5

Other language skills observations/concerns and/or specific examples of student performance:

Instructor's Signature

Date

