



## English Language Learner Program Exiting and Monitoring Policy

### Criteria for Exiting Students in ELL Program

All Limited English Proficient students who have achieved proficiency in English and can access all content knowledge without additional support (according to the District’s assessment procedures) will be identified and fully mainstreamed.

Either classroom or ELL teachers may initiate consideration for exit from the ELL program. ELL staff will gather pertinent information to make a decision that is in the student’s best educational interests.

Parent requests for exit from the ELL program may at times supersede some of the above criteria, but in order to do this, parents must sign an Opt-Out form requesting that their child be withdrawn from the program. We ask that every parent considering this option first meet with the classroom teacher, ELL teachers, and the ELL director to discuss the possible educational consequences of this decision

**The following are a list of some of the criteria which we consider in order for a student to exit the ELL program:**

List of Exiting Criteria	Minimum Requirements	GR K – 2	GR 3 - 12
Oral Proficiency in English	Student must have a 4 or 5 on both Comprehension and Production on the MELA-O <b>OR</b> a FES (Fluent English Speaker) score on the IPT	✓	✓
Reading Proficiency in English	Student must be reading on grade level <b>OR</b> must score as a CER (Competent English Reader) on the IPT Reading test	✓	✓
	<b>OR</b> Student must score "At or Above" Transitioning level on the MEPA Reading test.		✓
Writing Proficiency in English	A sample of student’s writing must be judged as being on grade level by a team of teachers <b>OR</b> must score as a CEW (Competent English Writer) on the IPT Writing test.	✓	✓
	<b>OR</b> Student must score "At or Above" Transitioning level on the MEPA Writing test.		✓

List of Exiting Criteria	Minimum Requirements	GR K – 2	GR 3 - 12
MCAS Test Results	If student fails the MCAS ELA and Reading test, he or she must have met all other criteria for exiting. He or she will be included in MCAS intervention services		✓

	provided by each school		
School Grades	A student must receive at least a C average (or "Proficient" designation in grades K – 3) in all combined ACADEMIC area subjects on his/her most recent report card	✓	✓
Teacher Feedback	A student must be able to function without English Language Development support in core academic subjects, based on teacher feedback	✓	✓

## Monitoring of FLEP (Formerly Limited English Proficient) Students

All students who have been exited from the ELL program will be monitored for satisfactory academic progress for at least two years, and if necessary, will be offered additional language support.

Once the students have been exited from the program, we provide a system that provides for monitoring the success of the student in the mainstream program.

The ELL teacher will be responsible for liaising with the mainstream teachers of our FLEP (Formerly Limited English Proficient) students at least twice a year. A **Monitoring Form for Reclassified Students** will be completed by the mainstream teachers, in collaboration with the ESL teachers, and provide documentation to support the information. Some of this information will include:

- Progress reports and report cards
- Test score documents (MCAS, Dibels, etc.)
- Individual Student Success Plans (ISSPs) and Individual Education Plans (IEPs)
- Teacher feedback regarding areas of concern in the different curriculum areas
- Teacher recommendations for continued academic progress
- Interventions already in place
- Student participation in class and completion of daily work

As students move from one level of education to another, or one school to another, it is possible to "lose track" of the students who are in this "FLEP" category. To prevent this, all of the ELL teachers in the district will receive up-to-date lists of FLEPs student rosters at least twice a year.

The ELL teacher and other members of the instructional team will try to determine the reasons for an individual student's lack of academic success. The student will be referred to the school's Response to Intervention (RTI) team if there is uncertainty as to whether this lack of progress is due to learning differences, disability, or language differences. The District will then provide additional services to develop English language skills and/or will provide tutorial or support services to address other academic problems. The student will be considered for reclassification as a Limited English Proficient student, and parents will be appropriately informed of service options.