

Medway Public Schools
Medway, MA

SCHOOL COMMITTEE POLICY

Policy #72

English Language Learners

Medway Public Schools shall provide suitable research-based language instructional programs for all identified English language learners in grades kindergarten through twelve, in accordance with the requirements of state and federal statutes and Massachusetts Department of Education regulations and guidance.

Medway Public Schools shall identify students whose dominant language may not be English through home language surveys that identify a primary home language is other than English, observations, intake assessments, and recommendations of parents, teachers and other persons. Identified students shall be assessed annually to determine their level of proficiency in the English language.

Medway Public Schools shall certify to the Massachusetts Department of Education each year those students whose dominate language is not English, including specification of the number of non-English languages identified as dominant languages and the number and percent of students who speak each non-English language as their dominate language.

Monitoring of FLEP (Formerly Limited English Proficient) Students

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

Once the students have been exited from the program, the district will provide a system for monitoring the success of the student in the general education setting.

The ELL/ESL instructor(s) will be responsible for meeting with the general education teachers of the FLEP students at least twice a year. A monitoring form for reclassified students will be completed by the general education teachers, in collaboration with the ELL/ESL teacher(s), and the general education teacher will provide supportive documentation. Some of this information might include:

- progress reports, report cards
- test scores (MCAS/PARCC, GRADE, GMADE, DRA, etc.)
- Individual Student Success Plans (ISSPs) and Individual Educational Plans (IEPs)
- teacher feedback
- teacher recommendations for continued academic progress
- interventions in place through tiered supports
- student participation in class and completed work products

All ESL/ELL teachers will keep updated lists of FLEP students yearly and check status twice yearly. In years of transitioning grades, the reports will be forwarded to the building principals.

If the FLEP student is experiencing academic challenges, members of the instructional support team will assess the reasons for individual student difficulties. The student will be referred to the school's intervention team/tiered support team for tracking, if needed. The district will provide additional language support services to address learning difficulties, as appropriate. The student will be considered for reclassification as a Limited English Proficient student, and parental notification will be provided outlining service options.

Medway Public Schools shall provide additional information as required by the Massachusetts Department of education to comply with the No Child Left Behind Act.

First Reading: **September 7, 2006**

Adopted: **September 21, 2006**

Revised: **January 16, 2014**