

Old Rochester Regional School District
Massachusetts School Superintendency Union #55

English Learner



Education Handbook

April 2022

District ELL Specialist

ELL Program Director and
Assistant Superintendent of Teaching & Learning

Statement of Non-Discrimination

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Introduction

The Old Rochester Regional School District Massachusetts Superintendency Union No. 55 English Learner Handbook was created with guidance from the Massachusetts Department of Elementary and Secondary Educations English Learner Education Vision & Blueprint. For more information on the MA DESE English Learner Education Vision & Blueprint please click on the links provided below:

[English Learner Education Vision & Blueprint](#)
[Guidance on the Initial Identification of English Learners](#)
[Identification, Assessment, Placement, & Reclassification of English Learners](#)
[English Learner Education Program Resources: District-Family Communications](#)
[English Proficiency Benchmarks](#)

Identification and Placement of English Learners

The term “English learner” is defined in the Elementary and Secondary Education Act (ESEA), Section 8101(20), as amended by the Every Student Succeeds Act (ESSA) as follows.

"English learner," when used with respect to an individual, means an individual -

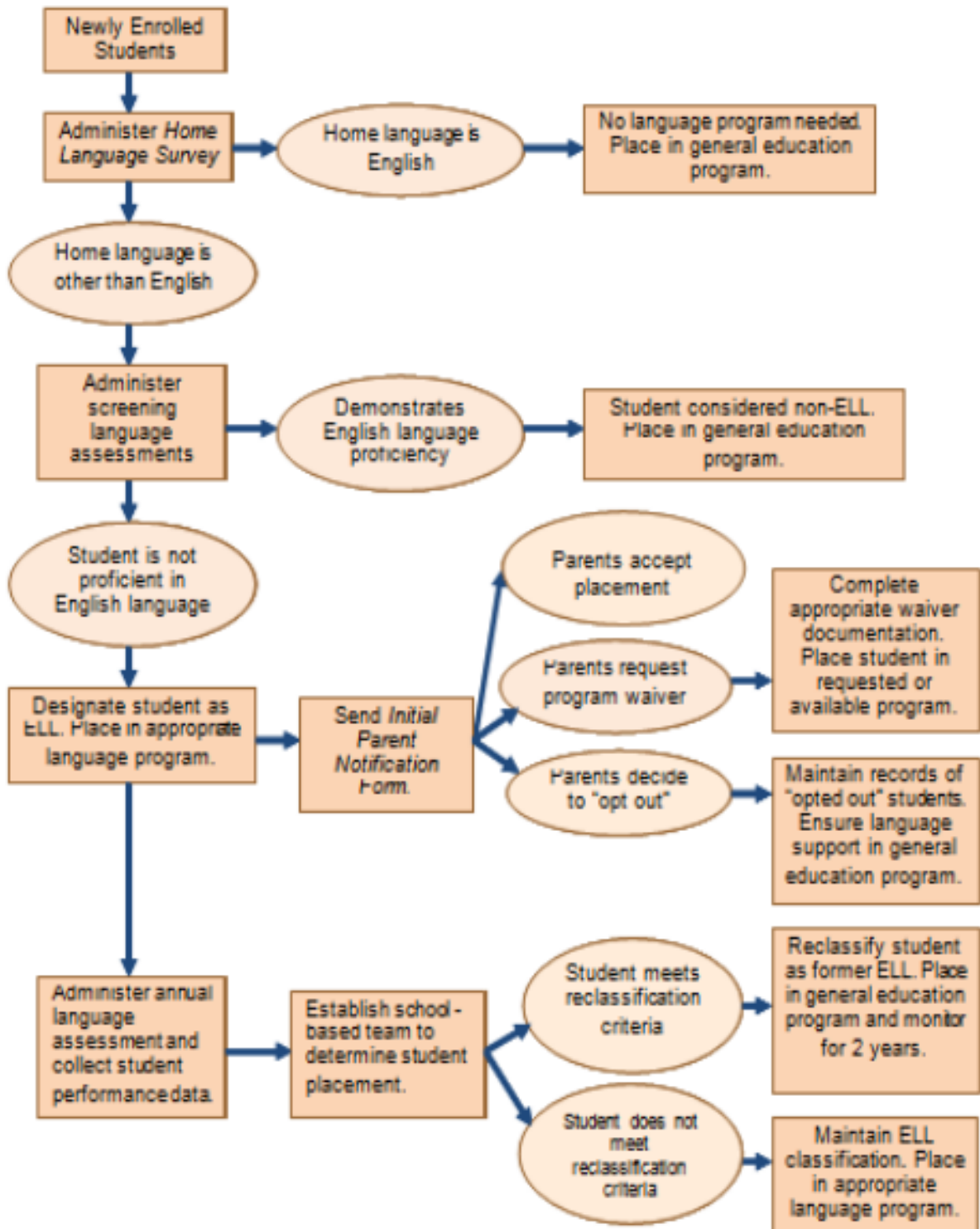
- A. who is aged 3 through 21
- B. who is enrolled or preparing to enroll in an elementary school or secondary school
- C. (i) who was not born in the United States or whose native language is a language other than English;
 - (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
 - (i) the ability to meet the challenging State academic standards;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

State *law* defines the term “English learner” as: “a student who does not speak English or whose native language is not English, and who is not currently able to perform ordinary classroom work in English.”

Under federal and state law, The District must take appropriate steps to identify ELs so they can receive instruction designed to assist them in learning the English language and subject matter content, and their parents can participate in the decision-making process relative to the type of program the identified ELs will receive. When a new student enrolls in the District, it is our obligation to determine whether the student is an EL by following appropriate procedures and

placing the student in the appropriate instructional program to support content area and English language learning. The District also identifies Former English learners (FELs) upon their registration in the District and monitors them to ensure that they are meaningfully participating in the standard instructional program and provide support as needed.

In order to meet ELs' diverse needs, the District starts by properly identifying students who need English language support. The diagram below provides a process for determining whether a newly enrolled student is an EL. However, the District will consider the student's placement in their previous district and review available documents and the data available in Edwin Analytics for any student transferring from another Massachusetts district. Regardless of the information provided in the Home Language Survey (HLS), the District will place students identified as ELs in their former district in an English Learner Education (ELE) program. ELE services will be provided upon enrollment. Please note that if there is documentation of the student's status as a FEL (Former English Learner), then the District will monitor the student's progress for four years.



Home Language Survey

During the registration process, parents/guardians must fill out a Home Language Survey, as per federal and state (DESE) policy. The Home Language Survey is presented to families/guardians at each school and is completed by ALL parents at the time of registration and enrollment into the Old Rochester Regional School District Massachusetts Superintendency Union No. 55. It is available in English and the other major languages spoken in the district – specifically, Spanish, Hindi and Portuguese. If a language other than English is used in the home, Old Rochester Regional School District Massachusetts Superintendency Union No 55 is required to assess the child in English to determine an initial proficiency level in speaking, listening, reading, and writing in English. The Home Language Survey will reside in each student's cumulative folder. The District keeps a record of the parents' preferred language for future communication. The district also has an online Family Engagement Site with a [School Contact information and Family/Guardian Language Survey](#) to support families with translation/interpretation needs. The Google Survey is a record-keeping system that provides building administrators, central office staff and classroom teachers with information regarding translation/interpretation needs for family and guardians. If requested, the District must ensure that all families and guardians have access through translation to all written information from their student's school in their native language. This includes report cards, progress reports, classroom bulletins, school notices, etc. Also, interpreters must be made available for parent/guardian conferences if requested.

Initial Identification of English Learners

After the home language survey has been completed and the student has been registered and initially identified as a student speaking a language other than English, they will be assessed for appropriate placement in an English Language Learner program. The assessment tools used for initial identification follow the WIDA-ELD (English Language Development) Standards, assist the language assessment team in making programmatic decisions, and vary according to the student's age and grade. In preschool, the Pre-LAS 2000 and Pre-LAS Observational Tool are used for initial identification of students in the BLOCKS Program. The W-APT (WIDA-ACCESS Placement Test) is the initial screening tool that is used to measure the English language proficiency of students entering K until the first semester of grade 1. The WIDA Screener, both the paper and/or online version, is used for students in the second semester of grade 1 until grade 12. These screening tools are used to determine whether a child is eligible for English language instructional services. Test items are written from indicators of WIDA's five English Language Proficiency (ELP) standards: Social & Instructional Language, Language for Language Arts, Language for Mathematics, Language for Science, and Language for Social Studies. Students who have already been in an ELE program and reclassified in that particular district do not need to be screened again for English language proficiency. Also, any student who transfers in from another WIDA state or a district within Massachusetts and has participated in the annual ACCESS for ELLs test during the last calendar year can be placed according to the results of the language proficiency ACCESS test. The results of these assessments support programmatic placement and give coaches and teachers a more well-rounded view of what students can do in their native language to build from when developing their English proficiency. Initial Identification Assessments, administered by language assessment specialists

Meeting with the Family/Guardian

Our English Language Learner Educator will meet with family members, parents, and/or guardians and explain the results, either in the native language with the support of an interpreter or translator or in English, and discuss program options and recommendations for placement. The Registrar and the English Language Learner Educator are able to gather information on the educational background of the students. Families have the opportunity to ask clarifying questions about each of the programs for English Language Learners offered in the Old Rochester Regional School District MA Superintendency Union No. 55 at the various grade levels and also have the option of opting out of any language services if it is their wish. Parents wishing to opt-out of any ELE programs and decline ESL instruction are required to meet with the Assistant Superintendent of Teaching and Learning/ Director of English Language Learners, to review placement information and assessment results. They then sign a form indicating they will opt out their child. Families are given informational brochures on our programs in English and in their native language along with contact information. Additional educational history is gathered along with pertinent information on each student. The original assessments and the results of assessment data are recorded on the District Data form, with copies of forms and assessments placed in the student's purple /cumulative folder if identified as EL.

Program Placement, Annual Assessment, and Reclassification of ELLs

Program Placement: Making Placement and Instructional Decisions for ELLs Under state and federal law, English language learners must be taught to the same academic standards and be provided the same opportunities to master such standards as other students. (G.L. c. 71A § 7; Equal Educational Opportunities Act, 20 USC § 1703(f); Title III of NCLB § 3102.) Instruction provided to ELLs must be meaningful and appropriate for their individual English language proficiency level.

Students should only be classified as ELLs (or “Limited English Proficient – LEP”) when the results of language screening assessments or annual language proficiency assessments indicate that they are not proficient in English. The following steps are recommended for evaluating the educational needs of ELLs and making placement and reclassification decisions. These actions should provide a foundation for equal educational opportunities.

Step 1: Establish a school-based ELL placement and reclassification team In order to make effective instructional and assessment decisions for ELLs, our districts' establishes a school-based team charged with reviewing relevant ELL data and making instructional decisions for each student. Our school-based team is composed of educators, administrators, and/or support service staff that regularly interacts with the student; including:

- the student's ESL

- the student's sheltered content area teachers

- school guidance and adjustment counselors, psychologists, special education teachers, or related providers if the student receives such services
- the school’s assistant principal or principal
- the ELL Program Coordinator

We also consult with parents when making instructional and assessment decisions for ELLs. Our students’ parents provide a wealth of information regarding the students’ linguistic, academic and sociocultural background that may not be otherwise known to educators.

Step 2: We review relevant data to determine the student’s language classification or reclassification

Our district collects relevant data and information for each student in an individual purple student record that can be used by the school-based team. This student record contains general information about the student such as the student’s first language, country of origin, number of years in U.S. schools, previous educational experiences, language assessment results, content area assessment results, English language proficiency level, grade level, special education status (if applicable), as well as student writing samples, teacher observation notes, grade and progress reports, and any other information related to the students general performance in school.¹

Step 3: Screen the English proficiency of a student when the answer to any of the questions on the HLS is a language other than English.

The EL Specialist will screen every newly enrolled student whose HLS indicates that there is a language other than English spoken at home. The District administers a language proficiency screening test when the answer to any question on the HLS is a language other than English with the following limited exceptions:

- students who were previously classified as ELs and were then reclassified as FELs in their former districts;
- students who transferred from another district within Massachusetts or another WIDA state and who did not qualify as ELs on the English proficiency screening test administered in their former districts; and
- students who transferred from another district within Massachusetts or another WIDA state with ACCESS results from the last calendar year.

We plan an instructional program for the student .After reviewing student data related to language proficiency and ability to perform ordinary class work in English, the school-based team may decide to maintain the students’ status as an ELL or to reclassify the student as a former ELL (FLEP). The following section outlines instructional programming recommendations for both ELLs and reclassified ELLs (former ELLs).

ELE Program Implementation

When determining whether the school district’s ELE program complies with federal and state

laws and regulations, the Department will apply the three-prong test established by the United States Court of Appeals for the Fifth Circuit in *Castañeda v. Pickard*² (Appendix K & L), which the US Department of Justice and the US Department of Education's Office for Civil Rights also use to determine ELE program compliance under the federal EEOA and Title VI laws respectively³. *Castañeda's test* sets forth the following analytical framework that districts are expected to consider in developing, implementing, and evaluating their own ELL program and activities:

- The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.
- The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.

An ELL program succeeds when producing results indicating that students' language barriers are actually being overcome.

To screen students in grades 1-12, the District uses the WIDA screening assessments, including WIDA Screener online and paper forms. To screen students in kindergarten, the District uses Kindergarten W-APT (K W-APT). For students in pre-kindergarten the District must use Pre-IPT, pre-LAS or pre-LAS Observational Tool.

Step 4: Determine whether the student is an EL using screening test results and make an initial placement decision.

The District uses the results of the language screening assessment to determine whether the student **is** or **is not** an EL.

Initial Identification of ELs in the Pre-K program:

The District provides a standardized screening instrument (preLAS, preLAS Observational Tool, Pre-IPT) to assess English proficiency of potential ELs in Pre-K. The District reports all students eligible for ELE services DESE through regular data submissions.

Table 1: Initial Identification of ELs in pre-school			
TEST	AGE	DOMAINS ASSESSED	Not EL
Pre-IPT Oral	Age 3	Listening; Speaking	Score at Level C (on a scale of A-E)
Pre-IPT Oral	Age 4	Listening; Speaking	Score at Level D (on a scale of A-E)
Pre-IPT Oral	Age 5	Listening; Speaking	Score at Level E (on a scale of A-E)
preLAS Observational Assessment	Age 3-3.5 years old	Oral Language and Early Literacy	60 or higher (Oral Language 41 and Early Literacy 19)
preLAS Observational Assessment	Age 3.6-3.11 years old	Oral Language and Early Literacy	69 or higher (Oral Language 45 and Early Literacy 24)
preLAS	Age 3-5	Listening; Speaking	Total score higher than 77 (3-4 years old) Total score higher than 82 (5-6 years old)

Initial Identification of ELs in Kindergarten

Kindergarten students that enroll at the beginning of the school year will take only the Speaking and Listening components of the K W-APT or MODEL test. If a student enrolls in the District in the second half of his/her kindergarten year, then this student will take all four components of the test: Listening, Speaking, Reading, and Writing. The results of the K W-APT will guide ELE program placement determinations. Students whose HLS indicates a language other than English is spoken at home, but who were not classified as ELs based on their Listening and Speaking results in the first half of the kindergarten year, may take the Reading and Writing components of the test in the second half of the kindergarten year to determine whether or not they should be classified as an EL.

Table 2: Initial Identification of ELs in Kindergarten			
TEST	Kindergarten	DOMAINS ASSESSED	Not EL
W-APT Kindergarten	First semester	Listening; Speaking	Oral proficiency raw score 29 or higher
WIDA MODEL Kindergarten	First semester	Listening; Speaking	Oral proficiency level 5 in both Listening and Speaking

W-APT Kindergarten	Second semester	Listening; Speaking; Reading; Writing	Oral proficiency raw score of 29 or higher Reading raw core of 14 or higher Writing raw score of 17 or higher
WIDA MODEL Kindergarten	Second semester	Listening; Speaking; Reading; Writing	overall composite proficiency level higher than 5 and composite literacy proficiency level higher than 4

Initial Identification of ELs in grades 1-12

Any student who takes the WIDA Screener and scores an overall composite proficiency level and a composite literacy (reading/writing) proficiency level of 4.0 or below is an EL and is eligible for ELE services. Only students who achieve a 4.5 composite proficiency level as well as 4.5 composite literacy (reading/writing) proficiency level are deemed English proficient. Students in the first half of Grade 1 will take W-APT or WIDA MODEL as the Screener Test Administration Manual recommends and the cut scores used for the second semester of Kindergarten will determine eligibility for ELE services.

Table 3: Initial Identification of ELs in grades 1-12		
GRADE	DOMAINS ASSESSED	Not EL
1-12	All four	overall composite proficiency level 4.5 or higher and composite literacy proficiency level 4.5 or higher

The District must place students identified as ELs in an ELE program to address their limited English proficiency so that they have the opportunity to participate meaningfully and equally in the District’s educational program (G.L. c. 71A, § 4; 603 CMR 14.04).

Initial Identification of Students with Interrupted or Limited Formal Education (SLIFE)

State law requires that all ELs receive instruction designed to meet their academic and language development needs in an appropriate instructional program. Similarly, the District should ensure that they identify SLIFE properly and that the District’s academic decisions are appropriate to meet the needs of these students.

Step 5: Notify parents and/or legal guardians of screening test results and initial placement decisions.

The District will, at least annually, provide parents of ELs with a notification that must be sent by mail **no later than 10 days from enrollment of the student in the school district**. This notification will include:

- a simple, easy to understand description of the purpose, method, and the content of the available ELE programs in the district;

- information regarding parents' right to choose an ELE program among those offered by the district;
- information regarding parents' rights to request a new language acquisition program in accordance with the law;
- information about available conferences or meetings for parents to learn about the ELE programs offered in the school district;
- information regarding parents' rights to visit an ELE program in the school district; and
- information regarding the parents' right to withdraw a student from a language acquisition program.

The District will provide parents of ELs identified for participation or participating in an ELE program with a notification **within the first 30 days of the school year**. This notification will include:

- the reasons for the identification of their child as an EL and the need for the child's placement in an ELE program;
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is, or will be, participating, will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the district's ELE program, including the expected rate of transition from such program into mainstream classrooms, and the expected rate of graduation from high school (including the four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for students in such a program) if funds are used for children in high schools;
- in the case of a child with a disability, how the district's ELE program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance:
 - detailing the right that parents have to have their child immediately removed from their ELE program upon their request;
 - detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

The District will provide both notifications in a language that the parent can understand, to the extent practicable. [Notification letters](#) are available in English and other languages on the Districts' EL webpage.

Program Exit Readiness

The following steps are recommended for evaluating the educational needs of ELs and making placement and reclassification decisions to ensure they are provided with equal educational opportunities. “Exit from EL status is a high-stakes decision because a premature exit may place a student who still has linguistic needs at risk of academic failure, while unnecessary prolongation of EL status (particularly at the secondary level) can limit educational opportunities, lower teacher expectations, and demoralize students (see Linqunti, 2001; Callahan, 2009; Robinson, 2011).(DESE Guidance 2016)

Old Rochester Regional School District Massachusetts Superintendency Union No. 55 will re-designate a student from EL to FEL (Former English Learner) when the student is deemed English proficient and can participate meaningfully in all aspects of the general education program without the use of adapted or simplified English materials. Once FEL status is determined the child’s name is added to the monitoring list for immediate follow-up and parental notification is made.

When a student exit from EL Status Old Rochester Regional School District Massachusetts Superintendency Union No. 55 Schools will re-designate a student from EL to former English learner (FEL) when the student is deemed English proficient and can participate meaningfully in all aspects of the general education program without the use of adapted or simplified English materials. Deciding whether an EL student can participate in English only classes without support is determined by multiple measures, including but not limited to the following: 1. *ACCESS results (Assessing Comprehension and Communication in English State-to-State). Score of 4.2+ and a composite literacy score of 3.9 on ACCESS for ELLs may have acquired enough English language skills to be reclassified. Students may be reclassified as former English learners (FELs) if they are able to demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed below. 2. Classroom grades and local assessments – academic performance at grade level in the content areas of instruction results of local grade appropriate standardized assessments e.g. DRA, 2. AIMSWEB 3. MCAS score in ELA – a state standardized achievement test in English language arts. Score of EE/ME. 4. Teacher observation – professional observation and input from the classroom teacher relating to academic performance and readiness to master content in English.

*Complex and varied language demands on ELs in late elementary, middle and high school may necessitate the decision to maintain the EL classification of some students. If a student remains in the program, the student must still receive services and support appropriate for the student’s ELP level in each domain.

Additional Criteria to be considered: School-based teams must review ACCESS results and other relevant data to determine whether a student should still be classified as an EL or should be reclassified as a FEL and exited from language acquisition programs. They should evaluate and consider a range of other evidence of the student’s performance, including a review of:

- Student's scores on locally-administered reading and other academic assessments as appropriate to grade and levels. (BAS, MAP etc.), writing samples, all should indicate that students are reading and writing on grade level or above.

- Observations, recommendations and feedback given by the student’s classroom teachers indicate that the student is able to access grade level content without additional support from the ESL teacher.
- Students must demonstrate that he/she is able to perform ordinary classwork in English. A student should have a minimum overall average of C (70%) in Math, Science, English and Social Studies on his/her most recent report card for middle and high school students and “Meeting or Exceeding” in all core content subjects at the elementary level.
- Parental observations and consultation (ie. parent conference or meeting invite)
- WIDA Performance Definitions which describe the criteria used to define performance at each WIDA proficiency level, and the CAN DO Descriptors, which provide examples of realistic expectations of ELLs for each of the four language domains and five levels of English language proficiency, student performance on other MCAS content area tests.

Additionally, student must meet 1 of the 2 criteria below:

- _____ 1. Student has demonstrated that he/she can function without support in his/her academic classes.
- _____ 2. Student has demonstrated he/she is reading and writing at or above grade level and can successfully access all other grade level content.

“Opt Out” Requests

Parents of ELS may notify the District of their wish to have their child “opt out” of the ELE program. The decision to opt out must be voluntary and informed, and not the product of district practices or influence, the result of inadequate or inaccurate information, or inadequate district resources. In opt-out cases, the district must inform the parent of the services the child would receive in the district’s English learner education programs, as well as the type of support that the district will provide to the student if the parent decides to “opt out”. **Parents should revisit their decision to opt-out every year and submit a new request for the current academic year.**

If a parent of an EL decides to “opt out” of a language program, the District will make every effort to place the student in an English language mainstream classroom with an SEI-endorsed teacher and maintain the parent’s opt out notice for each year in the student’s file. Under federal law, the District must provide instructional support to ensure all ELs, including those whose parent(s) has chosen to “opt out” of ELE programs, have access to the curriculum and receive the same opportunities to master the academic standards and curriculum frameworks as their native English speaking peers. The District must also classify them as “ELs” on district reports, annually assess their language proficiency with the state mandated English language proficiency test ACCESS for ELLs, and notify parents of their child’s participation in such assessments, as well as assessment results. Therefore, in practice, a parent’s choice to opt their child out of an ELE program 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 so as to meet the student’s English-language and academic needs. The District may also provide additional literacy and language support through reading specialists qualified to teach ELs or establish structured opportunities for the students’

content area teachers to plan content area instruction in collaboration with a licensed ESL teacher.

The District will also keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. When a student demonstrates English proficiency through ACCESS for ELLs and schoolwork, the Districts will reclassify the student and document the change in the student’s EL classification, including evidence used to inform the reclassification, in the student’s record.

Step 6: Code the student determined to be an EL in all future SIMS reports submitted to the Department.

The District submits data for DESE’s Student Information Management System (SIMS) three times each year (i.e., in October, March, and June). The District must code all students identified as “Limited English Proficient (LEP)” on SIMS Data Element DOE025 in all SIMS reports. The following SIMS Data Elements are also relevant to students identified as ELs:

Table 4: SIMS Codes		
SIMS CODES	VALUES	DESCRIPTIONS IN SIMS
DOE021		LEP (EL) Students in their first year in U.S. schools
DOE022		Immigrant status
DOE023		Country of Origin
DOE024		First (Native) Language
DOE025	00	Student is not an English Learner.
	01	Student is an English Learner.
DOE026	00	Not enrolled in an English language education program
	01	Sheltered English immersion - A full day of sheltered grade-level content instruction and English as a Second Language (ESL) instruction. Sheltered content instruction is content instruction that is modified such that an EL student may comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
	02	Two-Way Immersion — A bilingual program designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and English learners from a single language background.
	03	Other bilingual programs — Other bilingual instructional program for English learners (i.e., not Two-Way Immersion or Transitional Bilingual Education)
	04	EL student whose parent/guardian has consented to opt out of all ELE programs offered in the district.

Table 4: SIMS Codes		
SIMS CODES	VALUES	DESCRIPTIONS IN SIMS
	05	Transitional Bilingual Education - An instructional program in which the native language of the EL student is used to support the student's development of English and content learning and is then gradually phased out of instruction as a student's English proficiency increases.
DOE41	00	Not SLIFE
	01	SLIFE

The District will maintain records of each student enrolled in an ELE program. These records include, but are not limited to, entry/exit information, ACCESS and MCAS scores, screening test results, report cards and progress reports, documentation of monitoring for FELs and opt-out students and documentation of conferences and written communication with the parent.

Placement of English Learners (ELs)

After the identification of a student as an EL, the District places the student in an English language education (ELE) program. G.L. c. 71A requires that students classified as ELs receive ELE services in a program that will meet their linguistic and academic needs. The requirement to provide ELE services to ELs applies to all school districts in Massachusetts that enroll one or more ELs.

The District prioritizes students' linguistic needs when they assign them to an ELE program and plans the level of services students will receive when they first enroll. The EL Specialist will produce initial English proficiency information about a student. A more detailed profile is developed after the EL Specialist reviews the students' previous academic records and monitor their progress. The program must incorporate flexibility to make adjustments in service delivery based on the additional data gathered following the initial placement.

English Learners with Disabilities

Some ELs may have a disability and qualify for special education services. Language development programming and special education programming are not mutually exclusive and all ELs must receive all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for ELE programming if they are ELs.

Parents of ELs may submit a request to the District for the placement or transfer of their child into a specific ELE program available in the District as long as the program is appropriate for the age and grade level of the student. The superintendent or the superintendent's designee must review such requests and respond to them in no more than 20 school days after the receipt of the request.

EL parents may also request the implementation of a specific ELE program. When at least parents of twenty ELs submit such a request, the District has to provide the parents with a

response in no later than 90 days and either offer a plan for the implementation of the requested program or deny the request in writing with an explanation of the denial.

Access to Curricular and Extracurricular Programs and Activities

The District must ensure that ELs across all levels of language proficiency can access and fully engage with the rigorous grade-level standards.

School leaders and teachers are responsible for making the challenging academic standards accessible to students who must learn rigorous academic content while learning the language of the content instruction. Instructional content for ELs must be age-appropriate and standard based. The District must award ELs credit that will count towards graduation and promotion upon successful completion of the coursework.

ELs have access to all educational program opportunities and instructional programs or extracurricular activities available within the school for which they qualify. Their level of English proficiency does not determine participation in academic programs and services including career and technical education programs, counseling services, special education services, gifted and talented programs, performing and visual arts, athletics, and any elective classes offered in the school.

The District will locate, identify and evaluate ELs who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, for special education and disability-related services in a timely manner. To avoid inappropriately identifying ELs as students with disabilities because of their limited English proficiency, the District will evaluate ELs in an appropriate language based on the student's needs and language skills.

ELs also have a right to receive any guidance and counseling offered by the district in a language they can understand, including, e.g., academic, psychological, college and career counseling as provided by the school psychologist, school adjustment counselor/social worker, guidance counselor or career counselor.

Monitoring Progress of ELs

The District has an adequate system in place to screen, track, and evaluate ELs' growth in both English proficiency and academic achievement by using diagnostic, formative, interim, and summative assessments. District staff including the District EL Specialist, has had the necessary training to effectively administer and analyze the assessment data.

Annual Summative Assessment: ACCESS for ELLs

As noted earlier, federal and state laws require the District to assess ELs annually to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English.

ACCESS for ELLs is based on the WIDA English Language Development standards and administered once annually to ELs in K-12 in January-February. It is a standards-based, criterion-referenced English language proficiency test designed to measure ELs' social and academic proficiency in English. It assesses social and instructional English used within the school context as well as the language associated with language arts, mathematics, science, and social studies across the four language domains (listening, speaking, reading, and writing). The scores produced by ACCESS for ELLs will identify which proficiency level an EL has achieved at the time of the assessment (mid-year) in each of the single domains of speaking, listening, reading, and writing and the composite areas of literacy, oral language, and overall proficiency.

Formative Assessments

Formative assessment practices are an integral component of monitoring students' progress toward objectives and goals. The District integrates formative assessment practices into the ongoing social process of teaching and learning, so that teachers can recognize and respond to student learning in order to enhance that learning, during the learning. This dynamic process of assessment, timely feedback, deployment of expert scaffolding, and adjustment of instruction enables teachers to adjust teaching through formative moves that help students make progress toward goals. Moreover, formative assessment create a teaching and learning space that also acknowledges that language development is not a simple linear process, but rather a more complex series of actions that requires sustained, explicit, and systematic processes of feedback, scaffolding, and constant adjustment through meaningful interaction. Ongoing formative assessments accompanied by effective teacher feedback also give students a steady flow of information about their learning in relation to instructional goals.

Benchmark Requirements

English language proficiency benchmarks for ELs support district staff to strengthen student outcomes for ELs. DESE will annually determine the English language proficiency benchmarks for individual ELs and provide them to each district every fall. Meeting benchmarks means that an EL is on track to attain English proficiency within six years of entering a Massachusetts public school. DESE will define and disseminate to the District each fall the English language proficiency benchmarks, or individual targets, for each student's annual progress toward English proficiency.

The LOOK Act establishes the following requirements for districts:

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks;
- Establish a process for the district to:
 - identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
 - assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement;
 - review resources and services available to assist ELs in the identified areas in need of improvement; and
 - incorporate input from the parents or legal guardian of the identified EL.

Reclassification of ELs

The District will annually assess ELs' language proficiency and academic achievement to determine whether such students are able to do regular schoolwork in English, and to *remove* the English learner classification once ELs demonstrate the ability to do regular schoolwork in English. Another term used to refer to the process of removing a student's EL classification is "reclassification". Exit from EL status is a high-stakes decision because a premature exit may place a student who still has linguistic needs at risk of academic failure, while unnecessary prolongation of EL status (particularly at the secondary level) has consequences as well since it can limit educational opportunities, lower teacher expectations, and demoralize students.

ACCESS for ELLs is the state's language proficiency assessment, and the District must **first** consider the results of ACCESS for ELLs to identify students as candidates for reclassification. The evaluating team will consider other relevant data to determine whether students can perform ordinary classroom work in English, and whether or not such students should exit the ELE program. It is a violation of EEOA when the District does not exit ELs from a language acquisition program after they have acquired English proficiency.

ACCESS for ELLs Results

The evaluating team will first review the annual ACCESS for ELLs results and then, other relevant data when making placement or reclassification decisions for ELs. The District will not reclassify students solely based on the number of years an EL has been in an ELE program.

Language Classification Recommendations Based on ACCESS for ELLs 2.0 Results

- Students with an overall score of 1.0-3.4 on the ACCESS for ELLs require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.

- Students with an overall score of 3.5-4.1 on the ACCESS for ELLs require continued language and instructional support to access content area instruction delivered in English. Such students should remain classified as ELs.
- Students with at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs may have acquired enough English language skills to be reclassified by the District. Such students may be reclassified as former English learners (FELs) if they are able to demonstrate the ability to perform ordinary class work in English as indicated by one or more of the measures listed on *Other Relevant Data* (described below) as ELs.
- Complex and varied language demands on ELs in late elementary, middle, and high school may necessitate the decision to maintain the EL classification of some students. If a student remains in the program, the student must still receive services and supports appropriate for the student's English proficiency level in each domain.

Other Relevant Data

The evaluating team will evaluate and consider a range of data to determine whether students can perform ordinary classroom work in English, and whether or not such students are ready to exit the ELE program. The data reviewed are:

- The student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);
- The student's scores on locally-administered diagnostic language assessments;
- The student's academic grades;
- The written observations and recommendations documented by the student's classroom teachers;
- The *WIDA Performance Definitions* which describe the criteria used to define performance at each WIDA proficiency level, and the *CAN DO Descriptors*¹ which provide examples of realistic expectations of ELs for each of the four language domains and five levels of English language proficiency; and
- The student's performance on MCAS content area tests.

Sometimes an EL might not have an MCAS ELA score, because the student:

- is a student in kindergarten through grade 2; or
- is a first-year EL student and was not required to participate; or
- participated instead in the MCAS-Alt,

In such cases the most recent MCAS ELA results should serve as a key indicator of the student's likelihood of performing ordinary class work in English. The District can use those results to support and validate the preliminary decisions made each spring about the student's instructional programming and EL classification.

1

It is also important to determine the level of support the student needs during instruction in other content areas, and whether an achievement level of *Partially Meeting Expectations/Not Meeting Expectations* on MCAS is due to the student's English language proficiency. If the student's MCAS results provide evidence to contradict the instructional or classification decisions made earlier based on the student's ACCESS for ELLs 2.0 test results and other district data, the district will seek additional consultation and input from the EL Specialist and general education teachers familiar with the student before making final determinations.

Instructional Programs for Former ELs (FELs)

After evaluating the available student data, if the evaluating team determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support, the team should remove the EL classification and change the student's language proficiency status in the next SIMS district report.

The District will:

- remove the student's coding as LEP on the SIMS report to the Department (i.e., SIMS: DOE025 – record 00 under “LEP”). Typically, this decision will be made before the start of the following school year, in time for the October SIMS data collection);
- notify the parent/guardian of the change in the student's classification;
- update all school/district records; and
- design and implement a process for routinely monitoring the students' academic progress for four years.

Monitoring the Progress of FELs

The District has a monitoring process that includes:

- regular, structured meetings between the EL Specialist and the students' content instruction teachers to discuss the student's academic progress and progress in developing English language proficiency;
- regular observations of student participation and performance; and
- conversations with parents about student's academic performance and English language development.

The District monitors FELs for four years and provide support as needed. In addition, the District offers former ELs the following:

- assigns FELs, at least initially, to SEI endorsed teachers licensed in the appropriate content area to enhance the likelihood of continued growth in their English language Proficiency and content learning;
- provides regular, structured times during the school day or week for sheltered content area and the EL Specialist to plan instruction collaboratively for FELs;
- provides additional opportunities for the student to participate in small group instruction and learning throughout the school day, as well as after school and during the summer; and
- allows for and provides additional individualized learning support and opportunities to check on academic progress.

If a FEL fails to make academic progress, as measured by their grades and content area assessments after their classification as ELs have been removed, and if a school-based team familiar with the student determines that this failure is due to the lack of English proficiency, then the District will classify such student as an EL and start providing ELE services. The District will notify the parents of the student and document the bases for the reentry and the parents' consent to such reentry.

Appendices A-M

**APPENDIX A: Home Language Survey
Old Rochester Regional School District
Massachusetts School Superintendency Union #55**

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 _____	Date of Birth (mm/dd/yyyy) _____	Date first enrolled in ANY U.S. school (mm/dd/yyyy) _____	

School Information

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

Questions for Parents/Guardians

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

APPENDIX B:
Parental Notification Regarding English Language Education
Old Rochester Regional School District (ORRSB)
Massachusetts School Superintendency Union #55

School Year **20__-20__**

Parental Notification Regarding English Language Education

Dear Parent(s)/Guardian(s):

In order to comply with state requirements, the school district must inform parents of students whose home language is other than English of the rights they may have regarding English language education (ELE). The district will test your child in English reading, writing, speaking and listening to determine if your child is an English learner. If your child is found to be an English learner and eligible for placement in an ELE program, you will receive further notification with your child's English proficiency test results and program placement information.

If your child is determined to be an English learner, you have the right to:

- choose an ELE program among those offered by the district as described in state law and regulations;
- visit an ELE program in the district;
- attend available conferences or meetings to learn more about the ELE programs offered in the district;
- request a new ELE program in accordance with state law; and
- withdraw your child from an ELE program.

Available ELE programs include (check all that apply):

- Sheltered English Immersion (SEI)** – an ELE program in which sheltered grade-level content instruction is used. Sheltered content instruction is content instruction that is modified so that an English learner can comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
- Dual Language Education or Two-Way Immersion (TWI)** – an ELE program that develops students' language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.
- Transitional Bilingual (TBE)** – an ELE program in which the English learner's native language is used to support the student's development of English and content learning, and is then gradually phased out of instruction as the student's English proficiency increases.
- Other Bilingual** – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

All ELE programs include **English as a Second Language (ESL)** instruction. ESL classes provide direct English language instruction that focuses on developing speaking, listening, reading and writing skills in English.

English Learner Parent Advisory Council (ELPAC)

Districts serving 100 or more English learners or in which English learners comprise at least 5% of the student population, whichever is less, are required to establish an English learner parent advisory council (ELPAC). Similarly, any school designated as underperforming or chronically underperforming and operating an ELE program is required to establish an ELPAC. Parents of English learners are encouraged to participate in such councils.

Massachusetts State Seal of Biliteracy

The Massachusetts State Seal of Biliteracy recognizes students who are proficient in English and one or more languages. The insignia is placed on the diploma and/or transcripts upon graduation to inform institutions of higher education and potential employers of the graduate's multilingual skills. Old Rochester Regional School District Massachusetts School Superintendency Union No. 55 does not offer the Massachusetts State Seal of Biliteracy to multilingual graduates.

For more information about the topics discussed in this notice, please contact: The Old Rochester Regional School District Office of Teaching & Learning at 508-758-2772 extension 1963. You may also obtain additional information about ELE programs offered by the district at a meeting or conference on _____ [date] at _____ [location].

APPENDIX C

Old Rochester Regional School District
Massachusetts School Superintendency Union No. 55
School Year 20__-20__
Initial/Annual Parental Notification² of
English Language Education (ELE) Program Placement

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to assess the English language proficiency of all students whose home language is other than English. Such students must be tested in English reading, writing, speaking and listening. Your child has been tested in these areas. This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child's proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

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 English Learner 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
English Language Proficiency Level based on language assessment data:			
<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	
ELE Program Types:			
Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop			

² **Note to districts:** This notification is an annual requirement, and should be provided 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 provided within two weeks of the child being placed in the program.

content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.

Dual Language Education (DLE) or Two-Way Immersion Program – a program that develops students’ language skills in two languages (English and another language). This program includes native English speaking students and students who are native speakers of another language.

Transitional Bilingual Program – a program where content instruction is initially provided in the native language of the student and English. As the student develops English language proficiency, instruction is increasingly provided in English.

Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).

English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English. ESL instruction is a required component of all ELE programs above.

Enrolled in an ELE Program: The school district proposes to place your child in the indicated program. All programs will also have an English as a Second Language component.

ELE Programs in the District	Proposed Student Placement	
<input type="checkbox"/>	<input type="checkbox"/>	Sheltered English Immersion (SEI)
<input type="checkbox"/>	<input type="checkbox"/>	Dual Language Education (DLE) or Two-Way Immersion (TWI)
<input type="checkbox"/>	<input type="checkbox"/>	Transitional Bilingual Education (TBE)
<input type="checkbox"/>	<input type="checkbox"/>	Other Bilingual Education

Alternate ELE Program – If you believe that your child should be placed in a different ELE program than the one proposed, you have the right to request placement in an alternate ELE program. Please contact district staff for further information.

Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:

General Education – Your child was **not found to be an English learner and therefore does not need an ELE program.**

You have the right to decline placement of your child in an ELE program or withdraw your child from the program at any time. Federal and state laws, however, require that the district provide your child with support so that he or she can understand instruction provided in English and develop his or her English skills. This means that if you choose to decline placement of your child in or withdraw your child from an ELE program, your child’s teachers will support your child in the classroom and your child will continue to be assessed for English language proficiency until he or she meets criteria needed to exit the program. It is important to understand that if you decline placement of your child in or withdraw your child from an ELE program, **your child will not receive specialized English as a Second Language (ESL) instruction focused on language skills.** 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 ELE programs. ESL 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 decline placement of your child in or withdraw your child from an ELE program, please inform district staff (*add contact information here*).

SECTION II - Exit Criteria

Specific ELE Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an English learner. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE services. Students typically exit English learner status in six years, although some may exit sooner or later. English learners are expected to graduate at a similar rate as non-English learners when they have sufficient opportunities to complete graduation requirements. Students who are no longer classified as English Learners will be monitored by the district for four years to ensure that they are succeeding academically. If these students struggle to meet grade-level academic expectations due to lack of English language proficiency, the district must provide language support services to such students and/or recommend re-entry into the ELE program.

Your child will continue to receive ELE program services until he or she meets the following criteria:

<input type="checkbox"/> Earned a qualifying score ³ on ACCESS for ELLs	AND	<input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: <i>(include information about other relevant data)</i>
<p>Final classification:</p> <p><input type="checkbox"/> The student met the criteria. He or she is no longer considered an English learner. The student's academic performance will be monitored for four years.</p> <p><input type="checkbox"/> The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.</p>		
<p>Comments:</p>		

School district staff is available to speak or meet with you about your child's placement and the school's ELE 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.

Old Rochester Regional Old District MA School Superintendency Union No. 55

Name:

Title:

Telephone Number:

Email:

³ Please see <http://www.doe.mass.edu/ell/guidance/guidance.pdf> for more information about exit requirements.

Appendix D: **INTERSCHOOL ENGLISH LEARNER EDUCATION PROGRAM TRANSFER
REQUEST FOR PARENTS**
Old Rochester Regional School District
Massachusetts School Superintendency Union #55

School Year 20__-20__

**INTERSCHOOL ENGLISH LEARNER EDUCATION PROGRAM TRANSFER
REQUEST FOR PARENTS**

This form is to be used by parent(s) or legal guardian(s) who are requesting a transfer of their child to an English language education program available in a different school within the district. Parents are encouraged to contact the school before completing this form to discuss their child's needs and learn about the benefits of the different programs that may be available in the district.

Student Information

Last Name First Name Middle Name Date of Birth

Current School: _____ Current Grade: _____

Type of English language education program child is currently enrolled in (if known):

- Sheltered English Immersion
- Dual Language Education or Two-Way Immersion
- Transitional Bilingual Education
- Other: _____

Transfer Request Information

I am requesting that my child be transferred to _____ [school name] and placed in the following English language education program [check program requested]:

- Sheltered English Immersion
- Dual Language Education or Two-Way Immersion
- Transitional Bilingual Education
- Other: _____

Parent/Legal Guardian Name: _____

Parent/Legal Guardian Signature: _____ Date: _____
month/day/year

Address: _____

Telephone Number(s): _____

Please submit this request to the Office of the Superintendent.

Appendix E: **DISTRICT RESPONSE TO ENGLISH LEARNER SCHOOL TRANSFER REQUEST**
Old Rochester Regional School District
Massachusetts School Superintendency Union #55

School Year 20__-20__

DISTRICT RESPONSE TO ENGLISH LEARNER SCHOOL TRANSFER REQUEST

Transfer Request From: School Parent/Legal Guardian Date Received: _____
month/day/year

Name of Student: _____ Student ID: _____ Grade: _____

Requested Transfer From: _____ [School Name]

Program student is currently enrolled in:

- Sheltered English Immersion
- Dual Language Education or Two-Way Immersion
- Transitional Bilingual Education
- Other: _____

Requested Transfer To: _____ [School Name]

Program school or parent is requesting for student:

- Sheltered English Immersion
- Dual Language Education or Two-Way Immersion
- Transitional Bilingual Education
- Other: _____

Superintendent's or Designee's Response:

Request Approved Request Denied

Comments:

Printed Name: _____ Title: _____

Signature (Superintendent or Designee): _____

Date: _____

CC: **Parent or legal guardian**
Relevant personnel at school and district

Appendix F: OPT-OUT FORM

Old Rochester Regional School Regional
Massachusetts School Superintendency Union No. 55
School Year 20__-20__

Parents' Choice to OPT-OUT of English Learner Education

Student Name:	Home Language:
Opt-out Date:	Years in U.S. Schools:
SASID:	DOB:
School:	Grade:

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 ELE services. I understand that my decision to opt-out of ELE services will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of ELE services 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 Learner (EL) 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 receiving specialized ESL instruction until my child attains English proficiency, and four 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.

Parent/Guardian Signature: _____ Date: _____

APPENDIX G: ELL TEAM REVIEW OF STUDENT PROGRESS

**Old Rochester Regional School District
Massachusetts School Superintendency Union #55**

ELE TEAM REVIEW OF STUDENT PROGRESS

Student _____ Date _____

School _____

ELE Team Members Present (Name/Position) _____

Evaluate student status/progress in each of the following areas:

Oral/Listening Skills:

Reading:

Writing:

Speaking:

Social Relationships:

RECOMMENDATION:

___ Student needs language support and should continue in the ELE Program.

___ Student is able to do regular school work in English and should be reclassified as a FEL and monitored for continued progress as required.

Signature of EL Specialist:

Date:

Appendix H: English Learner Education Student Progress Report

**Old Rochester Regional School District
Massachusetts School Superintendency Union #55**

ELE STUDENT PROGRESS REPORT

Date:

Dear Parents/Guardian of:

Your child has been receiving additional academic support in the area of English Language Development. The following information is a summary of his/her progress:

READING:

WRITING:

LISTENING:

SPEAKING:

Other Comments:

If you have any questions, please feel free to contact me by sending a note with your child OR emailing me at kathydranchak@oldrochester.org. Our goal is to provide the best education possible for the students of the Old Rochester Regional School District.

Kathy Dranchak, C.A.G.S.
EL Specialist
Old Rochester Regional School District
Massachusetts School Superintendency Union #55

Appendix I: MONITORING ACADEMIC PROGRESS OF FEL STUDENTS
Old Rochester Regional School District
Massachusetts School Superintendency Union #55
School Year _____

This FEL monitoring form is to be used for four consecutive years after students are removed from EL status and no longer require specialized ESL instruction. . In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for specialized ESL instruction.

Student Name: _____ Home language: _____
 Date Reclassified: _____ Years in U.S. Schools: _____
 SASID: _____ DOB: _____
 School: _____ Monitoring Year: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

E N G L I S H	Test Scores					
	Academic Achievement Test:			OTHER:		
	Term 1€	Term 2€	Term 3 €	Term 4€		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with listening comprehension					
	Struggles with reading comprehension					

M A T H	Test Scores					
	Academic Achievement Test:			OTHER:		
	Term 1€	Term 2€	Term 3 €	Term 4€		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					

	Struggles with reading comprehension					
S C I E N C E	Test Scores					
	Academic Achievement Test:	OTHER:				
	Term 1€	Term 2€	Term 3 €	Term 4€		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
Struggles with oral comprehension						
	Struggles with reading comprehension					

Test Scores						
Academic Achievement Test:			OTHER:			
Term 1€		Term 2€		Term 3 €	Term 4€	
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
S O C I A L S T U D I E S	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
	Struggles with oral comprehension					
	Struggles with reading comprehension					

Please, check the one that applies:

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that he/she meets grade level academic standards.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- € Restore EL status
- € After school tutoring
- € Daytime pull-out for remediation
- € Parent communication
- € Summer school
- € Other (please, explain)

Date: _____

Team members: _____

Signatures: _____

Appendix J: MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS

Old Rochester Regional School District Massachusetts School Superintendency Union #55 School Year _____

Federal law establishes a district's obligation to provide ELs with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met.

Student Name: _____ Home language: _____
 Opt-out Date: _____ Years in U.S. Schools: _____
 SASID: _____ DOB: _____
 School: _____ Grade: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4
Attendance				
Tardy				

E N G L I S H	Test Scores					
	MCAS:		ACCESS:		OTHER:	
	Term 1€		Term 2€		Term 3 €	
			RARELY	SELDOM	SOMETIMES	OFTEN
						ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

M A T H	Test Scores					
	MCAS:		OTHER:			
	Term 1€		Term 2€		Term 3 €	
			RARELY	SELDOM	SOMETIMES	OFTEN
						ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

S C I E N C E	Test Scores							
	MCAS:			OTHER:				
	Term 1€		Term 2€		Term 3 €		Term 4€	
			RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS	
	Communicates effectively in English							
	Homework completion							
	Struggles with oral expression							
	Struggles with written expression							
	Classroom participation							
	Discipline issues that interfere with his or her progress							
Struggles with oral comprehension								
Struggles with reading comprehension								

S O C I A L S T U D I E S	Test Scores							
	MCAS:			OTHER:				
	Term 1€		Term 2€		Term 3 €		Term 4€	
			RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS	
	Communicates effectively in English							
	Homework completion							
	Struggles with oral expression							
	Struggles with written expression							
	Classroom participation							
	Discipline issues that interfere with his or her progress							
Struggles with oral comprehension								
Struggles with reading comprehension								

Please, check the one that applies:

- At a meeting on (date) _____ the Language Acquisition Team reviewed the student’s performance and concluded that he/she meets grade level academic standards.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS NOT** a significant reason the student is not meeting grade level academic standards. Student was/ will be referred to Student Support Team on (date) _____.
- At a meeting on (date) _____ the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards.

Action Steps (check all that apply)

- € English language support
- € After school tutoring
- € Core academic tutoring
- € Parent communication
- € Summer school
- € Other (Please, explain)

Date: _____

Team members: _____

Signatures: _____

**Appendix K: ELE Reclassification Form
Old Rochester Regional School District
Massachusetts School Superintendency Union No. 55**

**English Learner Education Reclassification Form
School Year 20__ - 20__**

Name:	SASID#	Date of Birth:
School:	Grade:	Reclassification Date:

Students should earn at least an overall score of 4.2 and a composite score of 3.9 on ACCESS for ELLs 2.0 in order to be considered as a Former English Learner (FEL).

RECLASSIFICATION CRITERIA		
Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned at least an overall score of 4.2 and a composite literacy score of 3.9 on ACCESS for ELLs 2.0		<i>Students who do not have an overall score of 4.2 and a composite literacy score of 3.9 cannot be considered for reclassification based on the other relevant data.</i>
Demonstrate the ability to perform ordinary class work in English, as indicated by more than one of the measures listed on Other Relevant Data (described below) Data used: _____		
Comments:		

Other Relevant Data

School-based teams must also evaluate and consider a range of evidence of the student's performance, including a review of:

- the student's scores on locally-administered reading and other academic assessments, such as DIBELS, GRADE, DRA, Terra Nova, Stanford 9, and/or other District Determined Measures (DDMs);
- the student's scores on locally-administered diagnostic language assessments;
- the student's academic grades;
- the written observations and recommendations documented by the student's classroom teachers; and
- the student's performance on MCAS content area tests.

EL Specialist Signature:

Date:

Appendix L: ELE Program Folder Checklist

Old Rochester Regional School District Massachusetts Superintendency Union No. 55

ELE Program Folder Checklist

Student Name:

SASID:

Date of Birth:

School:

FAMILY'S PRIMARY LANGUAGE FROM HOME LANGUAGE SURVEY:

School Year and Grade Level						
Has The Family Requested Translation/Interpretation Services? Y/N						
Student Schedule						
Home Language Survey						
Mcas/Parcc Results						
Access Scores						
Initial & Annual Parent Notification Forms (In Student And Parents Primary Language)						
EI Student Success Plans (Every 6 Weeks If Not Progressing)						
EI Progress Report(S) Fall						
EI Progress Report(S) Spring						
Report Card(S)						
Waiver Form (If Applicable)						
Opt-Out Form (If Applicable)						
End Of The Year Team Meeting Decisions						
Follow-Up Monitoring (If Applicable)						
Previous School Experience						
Individualized Learning Plans (Optional)						

Appendix M: ELE Program Waiver Application

Old Rochester Regional School District

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

A. Student information

Name of student:	
Date of birth:	
Student's level of English: Student's grade level:	State average for student's grade level: Fifth-grade average:
Date parent(s) or legal guardian(s) visited school:	

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (*Attachment A*). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

1. Waiver request approved (school officials must sign here)

Based on the Student's level of English documented above, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower, the student will be placed in (*describe language support services to be provided*) on (*date*).

School principal (signature and date)

Educational staff (signature and date)

2. Waiver request denied (school officials must sign here)

Based on the Student's level of English documented above, this waiver request is denied because the student's level of English does not meet the lower of:

State average for student's grade level

Fifth grade average

School principal (signature and date)

Educational staff (signature and date)

D. Appeals process (optional). If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials? Please attach relevant documentation.

**Sample Waiver Form 2 (Older Students)
Old Rochester Regional School District**

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

A. Student information

Name of student:
Date of birth:
Date parent(s) or legal guardian(s) visited school:

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (*Attachment A*). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

1. Waiver request approved (school officials must sign here)

Based on the Student's level of English documented above, in which the child scores approximately at or above the state average for his grade level or at or above the 5th grade average, whichever is lower, the student will be placed in (*describe language support services to be provided*) on (*date*).

School principal (signature and date)

Educational staff (signature and date)

2. Waiver request denied (school officials must sign here)

Based on the Student's level of English documented above, this waiver request is denied because the student's level of English does not meet the lower of:

State average for student's grade level

Fifth grade average

School principal (signature and date)

Educational staff (signature and date)

D. Appeals process (optional)

If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials? Please attach relevant documentation.

Sample Waiver Form 3 (Students with a Disability)
Old Rochester Regional School District
G.L. c.71A School District Program Waiver Application Form for English Learners

The existence of a disability shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

A. Student Information

Name of student:	Date of birth:
Date student was placed in an English language classroom:	Date parent(s) or legal guardian(s) visited school:
Date waiver applied for:	

This waiver process must be renewed each and every school year.

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (*Attachment A*). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

1. Waiver request approved (school staff must sign and complete *Attachment B*)

This child has been placed in an English language classroom for not less than 30 calendar days. It is our informed belief that this child 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 education development and rapid acquisition of English. This child will be placed in (*describe educational setting to be provided*) on (*date*).

_____ School principal (signature and date)

_____ Educational staff (signature and date)

2. Waiver request denied

This child has been placed in an English language classroom for not less than 30 calendar days. It is our informed belief that this child 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 **not** be better suited to the child’s overall education development and rapid acquisition of English.

_____ School principal (signature and date)

_____ Educational staff (signature and date)

D. Appeals process (optional): If the waiver is denied and if the district guidelines contain an appeals process, did the parent(s) or legal guardian(s) appeal the decision? If yes, what was the final determination of the school officials?

**Appendix N: English Learner Success Plan (ELSP) Data Collection Form
Old Rochester Regional School District**

Name of Student :			Grade:		Academic Year
ACCESS Scores	Speaking:	Listening:	Reading	Writing	Total
Access Target:	ACCESS Overall Score:		Next Year ACCESS Target:		
Student Strengths:					
Student Long- term Goals:					
Student academic Goals:					
Tier 1 Instruction:					
Tier 2 Culturally Responsive Teaching intervention					
Data Collected:	<p>Every 6 weeks the team will review :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Assessments <input type="checkbox"/> AIMSWEB Data <input type="checkbox"/> Data using the Can Do Descriptors to support language acquisition <input type="checkbox"/> Social Emotional/ Family Engagement information 				

Appendix O: Use of Benchmarks Towards attaining English Proficiency Old Rochester Regional School District

Guidelines for the Use of Benchmarks Towards Attaining English Proficiency - Executive Summary

Benchmarks for Making Progress toward English Language Proficiency

The [Language Opportunity for Our Kids Act \(LOOK Act\)](#) provides for greater flexibility in English learner education (ELE) programs, greater focus on individual English learner (EL) success, and better support for the academic achievement of ELs. It also requires that the Department of Elementary and Secondary Education (the Department) develop benchmarks for attaining English language proficiency for ELs. The Department will define and disseminate to districts each fall the English language proficiency benchmarks, or individual targets, for each student's annual progress toward English proficiency.

Meeting benchmarks means that an EL is on track to attain English proficiency within six years of entering a Massachusetts public school. Some ELs will attain English proficiency before year six, while others may take longer. Students are not required to become proficient within a specific period, but research indicates that ELs typically achieve proficiency in four to seven years. The Department determined six years to be a reasonable period for an EL to attain English proficiency.

Calculating Benchmarks

Based on a student's current year [ACCESS](#) score, the Department determines a target for the following year that is the minimum score needed by the student to remain on track to attaining English proficiency (i.e., attaining a score of at least Level 4.2 on ACCESS) within six years. For students taking the [Alternate ACCESS](#), the Department will determine progress toward proficiency by comparing the prior year's results and the current year's results to see whether the scores for one or more subdomains of the test have increased by at least one proficiency level.

Each year after the Department reports ACCESS scores, schools and districts will receive a *future progress target* and a *difficulty index* for the following school year for each student. If the student has taken the ACCESS test for at least two consecutive years, they will also receive a *growth percentile for ACCESS* (SGPA) and a *progress indicator* (expressed as

"yes" if the student made progress or "no" if the student did not make progress). For more information on future progress targets and difficulty indices, refer to Section III of the Guidelines for the Use of Benchmarks toward Attaining English Proficiency (the Benchmark Guidelines).

District Requirements:

The LOOK Act establishes the following requirements for districts:

The mission of our school system is to inspire all students to think, to learn and to care. The Old Rochester Regional School District does not discriminate on the basis of race, color, national origin, age, sex, religion, gender identity, sexual orientation, homelessness or disability in admission to, access to, treatment in or employment in its programs and activities.

- Adopt procedures to identify ELs who do not meet English proficiency benchmarks;
- Establish a process for the district to:
 - Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency;
 - Assess and track the progress of ELs who did not meet benchmarks in the identified

- areas in need of improvement;
- Review resources and services available to assist ELs in the identified areas in need of improvement; and ^{1 2}
- Incorporate input from the parents or legal guardian of the identified EL .

English Learning Success Template

The Department developed an English Learning Success Template (ELST) to assist districts in helping ELs receive the planning and support they need to make progress. The template identifies the steps that schools and districts can take to help students meet their goals and benchmarks.

Methods for Establishing EL Personalized Goals

In order to establish goals for success, districts should review the available data on an EL's performance, and identify areas of improvement. By involving various stakeholders, including students, parents, and staff, districts can implement successful strategies for improvement. Further, by consulting with other districts during network meetings, districts can gather additional strategies for helping ELs succeed. In addition, there are many resources available with helpful information for working with ELs included in the Benchmark Guidelines.

Parent Notification

Districts must adopt procedures to identify ELs who do not meet English proficiency benchmarks and establish a process that incorporates input from the parents of the identified ELs. The LOOK Act requires districts to provide parents of ELs with the Benchmark Guidelines, materials describing the benchmarks, and the ELST. The Department will make the Benchmark Guidelines and the ELST available in languages most commonly spoken in Massachusetts and will post them on the Department's [English Learner Resources](#) webpage to assist districts with this effort. Districts must begin parent notification at the beginning of each school year or upon enrollment of the child in an ELE program if the enrollment is not concurrent with the beginning of the school year.

¹ The term "parent" means "parent or legal guardian" throughout this document.

²[G.L. c. 71A, § 11.](#)

Directrices para el Uso de Puntos de Referencia Hacia la Adquisición de la Competencia en el Inglés - Resumen Ejecutivo

Puntos de referencia para progresar hacia el dominio del idioma inglés

La [Language Opportunity for Our Kids Act \(LOOK Act\)](#) (Ley de Oportunidades de Lenguaje para Nuestros Niños, Ley LOOK) ofrece una mayor flexibilidad en los programas de Educación para Aprendices de Inglés (ELE por sus siglas en inglés), un mayor enfoque en el éxito individual de los Aprendices de Inglés (EL por sus siglas en inglés) y un mejor apoyo para el logro académico de los EL. También requiere que el Departamento de Educación Primaria y Secundaria (Department of Elementary and Secondary Education) (el Departamento) desarrolle puntos de referencia para alcanzar el dominio del idioma inglés para los EL. El Departamento definirá y difundirá a los distritos cada otoño los puntos de referencia de competencia en el idioma inglés, o metas individuales, para el progreso anual de cada estudiante hacia la competencia en el idioma inglés.

Cumplir con los puntos de referencia significa que un EL está en camino de alcanzar el dominio del idioma inglés dentro de los seis años de ingresar a una escuela pública de Massachusetts. Algunos estudiantes EL alcanzarán el dominio del inglés antes del sexto año, mientras que otros pueden tardar más. No se requiere que los estudiantes adquieran competencia dentro de un período específico, pero las investigaciones indican que los EL generalmente alcanzan la competencia en cuatro a siete años. El Departamento determinó que seis años son un período razonable para que un EL logre el dominio del idioma inglés.

Cálculo de Puntos de Referencia

Basado en el puntaje [ACCESS](#) del año en curso del estudiante, el Departamento determina un objetivo para el año siguiente, que es el puntaje mínimo que necesita el estudiante para mantenerse en el camino para alcanzar el dominio del idioma inglés (es decir, obtener un puntaje de al menos el Nivel 4.2 en ACCESS) dentro de seis años. Para los estudiantes que toman [Alternate ACCESS](#), el Departamento determinará el progreso hacia la competencia al comparar los resultados del año anterior y los del año en curso para ver si los puntajes para uno o más subdominios de la prueba han aumentado en al menos un nivel de competencia.

Cada año después de que el Departamento informe los puntajes de ACCESS, las escuelas y distritos recibirán una *meta de progreso futuro* y un *índice de dificultad* para el siguiente año escolar para cada estudiante. Si el estudiante ha tomado la prueba ACCESS durante al menos dos años consecutivos, también recibirá un *percentil de crecimiento* para ACCESS (SGPA) y un *indicador de progreso* (expresado como "sí" si el estudiante progresa o "no" si no progresa). Para obtener más información sobre futuros objetivos de progreso e índices de dificultad, consulte la Sección III de las Pautas para el Uso de Puntos de Referencia para Alcanzar el Dominio del Idioma Inglés (Pautas de Puntos de Referencia) (the Guidelines for the Use of Benchmarks toward Attaining English Proficiency (the Benchmark Guidelines).

Requisitos del Distrito:

La Ley LOOK establece los siguientes requisitos para los distritos:

- Adoptar procedimientos para identificar a los EL que no cumplan con los puntos de referencia de competencia en idioma inglés;
- Establecer un proceso para que el distrito:
 - Identificar las áreas en las que los EL identificados necesitan mejoras y establecer metas personalizadas para alcanzar el dominio del idioma inglés;
 - Evaluar y hacer un seguimiento del progreso de los estudiantes EL que no cumplieron con los puntos de referencia en las áreas identificadas que necesitan mejorar;
 - Revisar los recursos y servicios disponibles para ayudar a los EL en las áreas identificadas que necesitan mejorar; y
 - Incorporar aportes de los padres o tutores legales del EL identificado .

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Plantilla de Éxito de Aprendizaje de Inglés

El Departamento desarrolló una Plantilla de Éxito en el Aprendizaje del Idioma Inglés (English Learning Success Template, ELST por sus siglas en inglés) para ayudar a los distritos a ayudar a los EL a recibir la planificación y apoyo que necesitan para progresar. La plantilla identifica los pasos que las escuelas y los distritos pueden tomar para ayudar a los estudiantes a alcanzar sus metas y puntos de referencia.

Métodos para Establecer Objetivos Personalizados para el EL

Con el fin de establecer metas para el éxito, los distritos deben revisar los datos disponibles sobre el desempeño de un EL e identificar áreas de mejora. Al involucrar a varias partes interesadas, incluidos estudiantes, padres y personal, los distritos pueden implementar estrategias exitosas para mejorar. Además, al consultar con otros distritos durante las reuniones de la red, los distritos pueden reunir estrategias adicionales para ayudar a los EL a tener éxito. Además, hay muchos recursos disponibles con información útil para trabajar con los EL incluidos en las Directrices de los Puntos de referencia.

Notificación a los padres

Los distritos deben adoptar procedimientos para identificar a los EL que no cumplan con los puntos de referencia de dominio del idioma inglés y establecer un proceso que incorpore aportes de los padres de los EL identificados. La Ley LOOK requiere que los distritos proporcionen a los padres de los EL las Directrices de los Puntos de Referencia, materiales que describen las referencias y ELST. El Departamento hará que las Directrices de los Puntos de referencia y ELST estén disponibles en los idiomas más comúnmente hablados en Massachusetts y los publicará en la página web de [English Learner Resources](#) (Recursos para Estudiantes de Idioma Inglés) del Departamento para ayudar a los distritos con este esfuerzo. Los distritos deben comenzar la notificación a los padres al comienzo de cada año escolar o al inscribir al niño en un programa ELE si la inscripción no es concurrente con el comienzo del año escolar.

³ El término "padre" significa "padre o tutor legal" a lo largo de este documento.

⁴[G.L. c. 71A, §11](#).