

COHASSET PUBLIC SCHOOLS



ENGLISH LANGUAGE EDUCATION PROGRAM

Procedures

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I. Introduction to Cohasset Public School's English Language Education Program

The goal of Cohasset's English Learner program is to provide all students with appropriate and challenging educational programs that are in alignment with Cohasset Public School's Vision Statement. The procedures outlined in this booklet take into account federal and Massachusetts' laws and guidelines about educating English Learners in the public schools.

Vision Statement

The vision of the Cohasset Public Schools is to provide all students with challenging educational The Cohasset Public Schools is a district committed to excellence. We hold high expectations for all students and staff and provide the support and resources that enable all to meet or exceed those expectations. We collaboratively support an academically challenging, safe, respectful, and student-centered learning environment in preparing them to be responsible citizens of a global and digital twenty-first century environment.

Massachusetts General Law Regarding English Learners: Chapter 71A

Chapter 71 A:

- Requires districts annually to determine, not earlier than April 1, the number of English learners in the district, and to classify them according to grade level, primary language, and the English learners program in which they are enrolled.
- Unless a waiver is granted or the student is placed in a two-way bilingual program, requires students in grades 1-12 who are English learners to learn English through a sheltered English immersion program for a period of time not normally intended to exceed one school year.
- Allows for kindergarten students to be placed in: a) sheltered English immersion classrooms; b) English language mainstream classrooms with assistance in English language acquisition; or, c) two-way bilingual classrooms.
- Provides for waivers based on parent request under certain circumstances, assuming that the parent annually applies by visiting the student's school and providing written informed consent.
- For students under age 10, with parental consent, allows waivers under the following conditions: (a) the student has been placed in an English language classroom for at least 30 calendar days prior to the parent's application for a waiver; (b) documentation by school officials in no less than 250 words that the student has special and individual physical or psychological needs, separate from lack of English proficiency, that require an alternative course of educational study and inclusion of such documentation in the student's permanent school record; and (c) authorizing signatures on the waiver application of both the school superintendent and the school principal.
- For students age 10 and older, with parental consent, allows waivers when it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better for the student's overall educational progress and rapid acquisition of English.
- Allows students receiving waivers to be transferred to bilingual programs or "other generally recognized educational methodologies permitted by law."
- Requires individual schools in which 20 students or more of a given grade level receive a waiver to offer a bilingual or other type of language support program; in all other cases students with waivers must be permitted to transfer to a public school within the district in which such a program is offered.

- Requires the following tests to be administered annually to students who are English learners: (a) a standardized, nationally-normed written test of academic subject matter in English (only for grades 2-12); and (b) a nationally-normed test of English proficiency (grades K-12). The Board of Education must select both tests.
- Requires districts to send report cards and other school information to parents and guardians of English learners in the same manner and frequency as such information is sent to other parents and guardians, and, to the maximum extent possible, in an understandable language.
- Requires districts regularly to assess English learners' mastery of academic standards and curriculum frameworks.
- Gives parents legal standing to sue for enforcement of the provisions of the law and allows school district employees and officials to be personally liable if they willfully and repeatedly refuse to implement the terms of the law, or induce a parent to apply for a waiver by fraud or intentional misrepresentation.
- Requires the Office of Educational Quality and Accountability to conduct onsite visits to school districts at least once every 5 years to evaluate the effectiveness of programs serving English learners.

Defining English Learner (EL) students:

The Elementary and Secondary Education Act, reauthorized in 2001 as the No Child Left Behind Act., defines “limited English proficient” as follows: The term limited English proficient, 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 State's proficient level of achievement on State assessments described in section 1111(b)(3); (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 child who does not speak English or who is not currently able to perform ordinary classroom work in English.”

Guiding Principles of Language Development and English Language Instruction:

Massachusetts formally joined the WIDA consortium in 2012. WIDA provides a rigorous system of standards and assessments to advance the language development and academic achievement of EL students. The WIDA English proficiency standards and assessments were developed by national English language experts and are already in use in 27 other states. The WIDA standards promote academic language development for EL

students in four content areas-language arts, mathematics, science, and social studies-and thereby facilitate students' success in school. Of particular significance is that these standards align with the 2011 MA English language arts curriculum frameworks (which incorporate the Common Core State Standards) and have been embraced by professional associations such as TESOL and MATSOL.

The Cornerstone of the WIDA Standards:

Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction.
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
8. Students' development of academic language and academic content knowledge are inter-related processes.
9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.

II. Cohasset Public School's English Language Education Program Overview

A. English Language Proficiency (ELP) Levels

In our schools, there are six levels of ESL instruction provided for identified English Learners based on the WIDA English Language Proficiency levels.

WIDA English Language Proficiency Levels

1. Entering
2. Beginning
3. Developing
4. Expanding
5. Bridging

English Learners are identified as one of the above levels by using data from an initial English language proficiency screening assessment tool approved by the Massachusetts Department of Elementary and Secondary Education or by their ACCESS scores if they transfer from another WIDA consortium state and the test results are from a test given within the last year.

B. Instruction

In Cohasset Public Schools, EL students are enrolled in age-appropriate grade levels so that they can have meaningful access to grade-appropriate curricula and an equal opportunity to graduate.

Students at each of these levels are provided with a Sheltered English Immersion (SEI) program that consist of two components: Sheltered Content Instruction and English as a Second Language (ESL) Instruction as defined below.

Sheltered Content Instruction Defined: Sheltered content instruction (SCI) includes approaches, strategies and methodology to make the content of lessons more comprehensible and to promote the development of academic language needed to successfully master content standards. Sheltered content instruction must be taught by qualified content area teachers. It must be based on district-level content area curriculum that is aligned to the Massachusetts Curriculum Frameworks (Frameworks) and that integrates components of the WIDA ELD Standards.

English as a Second Language (ESL) Instruction Defined: The goal of ESL instruction is to advance English language development and to promote academic achievement. English language proficiency includes social and academic language in listening, speaking, reading, and writing. ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a necessary component of any program serving ELs. Academic tutoring of content subjects or sheltering the content for ELs in a regular education classroom as a part of a push-in model is not a substitute for the ESL component of SEI programs.

Sheltered Content Instruction Guidelines:

The district will make all possible efforts to ensure that EL students are placed with SEI Endorsed content area teachers. In these classrooms, teachers use a sheltered content instructional approach so that English Learners actively participate in their learning. In these classrooms, lessons are planned to be:

- Appropriate for English Learners at all levels of proficiency as described by the WIDA English Proficiency levels and standards;
- Guided by language and content objectives appropriate for English Learners who are at different proficiency levels;
- Aligned with WIDA standards; and
- Characterized by student interaction, students' questions, group work, theme based units of study, and other important strategies for effective sheltered instruction.

Further, content teachers are trained to use strategies that:

- Make language objectives, content objectives and academic tasks visible;
- Use supplementary materials, graphic organizers, visuals and manipulatives to make content more comprehensible;
- Group students so that all English Learners may actively participate;
- Integrate language instruction with content instruction.

English as a Second Language Instruction Guidelines:

EL students are provided with a program of study in English as a Second Language (ESL) provided by a licensed ESL teacher that addresses their particular English learning needs and is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD Standards. The Cohasset ESL curriculum guides the ESL instruction and addressed the English language needs of the EL population at all levels. ESL teachers communicate and collaborate with grade level content area teachers, and if time allows, ESL teachers help support and assist ELs in their content area classrooms. Due to the need for systematic, explicit and structured language instruction, much of ESL instruction occurs outside of the general education classroom. ESL Instructional Services will follow the below listed guidelines and groupings will be appropriate by age and ELP Level. Students shall only be grouped with students in the same level, Foundational or Transitional, and in grade level groupings that consider students ages, academics skills, and social development.

Foundational Level 1-2

- At least two to three periods (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher

Transitional Level 3-5

- At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher.

Student will progress from one level to the next as they acquire increased English proficiency.

Progress is determined through the use of various assessments, including student performance in class and on state mandated ACCESS and MCAS testing. Students are provided with instruction in ESL until a school-based 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 criteria for determining this is provided further in this document. For more information see *ESL Instruction* (Appendix 1).

III. Bilingual Translation and Interpreter Process

Bilingual interpreters will be employed or secured by the school principal when there is a parent/guardian who cannot communicate in English as indicated on the home language survey or noted by school staff during the registration process. The interpreter will review all registration information with the student and his/her parent/guardian including the following:

- Student's class schedule
- School's schedule
- Extracurricular activities
- Lunch procedure and "free and reduced lunch" programming
- Student's right to equal access to an education
- Completing the emergency card
- Student handbook and code of conduct
- Additional activities and procedures important to the school community
- Asking questions

Further, bilingual interpreters will routinely communicate with parents or guardians throughout the school year to ensure that parents are:

- Apprised of their child's academic progress
- Notified of any additional important school-related information or extracurricular activities that were not communicated at the time of enrollment
- Sharing information about any concerns that they have about their child or their child's educational program
- Assisting parents/guardians to participate in Cohasset Public School's parent-related activities
- Assisting parents/guardians and students with post graduate plans that routinely occur for all students

Written translations of important school documents will also be provided. *The Home Language Survey* (Form 1) is available in 27 different languages at <http://www.doe.mass.edu/EL/hlsurvey/>. Staff should submit *Bilingual Interpreter Request* (Form 5) to the school principal to request a bilingual interpreter for a meeting. *Documentation of Translation Activities* (Form 6) should be used to document all formal bilingual translator activities. For more information on translation services see *Cohasset Translation Services* (Appendix 1)

IV. Procedures for Identifying English Learners in Cohasset Public Schools

A. Office of Student Services or designated trained school professional will:

1. Ensure that the *Home Language Survey* (Form 1) is included in all student intake packets and are completed fully for each new student in their native language as well as English.
2. Notify Principal of any home language surveys **when the answer to any of the questions on the *Home Language Survey* is a language other than English** and give photocopy of any *Home Language Surveys* that have an answer to any of the questions as a language other than English to the school principal
3. File original *Home Language Survey* in the student's cumulative record
4. Upon EL designation, code students accordingly for SIMS Data in iPass.
5. School principal will assign student to age-appropriate grade level classes with SEI Endorsed teachers to the best of the school district's ability.

B. School Principal will:

1. Notify ESL administrator and building ESL teacher of all *Home Language Surveys* received that have an answer to any of the questions as a language other than English.
2. Assign building ESL Teacher to a) review student's previous ESL documents or b) administer initial identification testing to all students whose:
 - a. *Home Language Survey* indicates that a language other than or in addition to English is used in the home.
 - b. Teacher and/or parent/guardian is concerned that a student may be an English Learner.
3. Assign students identified as EL to age-appropriate grade level classes with content area teachers who have earned, or are in the process of earning, the SEI Endorsement.
4. Assign students identified as EL to ESL classes and services as appropriate to grade, age, and English language proficiency level. **Note:** Some ELs may have a disability and qualify for special education services. This could be determined at the time

of enrollment (for example, student arrives with a valid IEP) or at some point during the school year based on progress monitoring. Language development programming and special education programming are not mutually exclusive and all ELs must be afforded 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 identified as an EL. Additionally, some ELs may have experienced interrupted or have limited formal education prior to enrolling in the district. The principal will ensure that SLIFE are properly identified and placed. More information on SLIFE identification and programming can be found in the *Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance* document.

5. Assign teachers and staff to, and convene a meeting of, the Language Acquisition Team (LAT). The LAT should include the principal, classroom teacher, ESL teacher, ESL coordinator, and any other staff working with the student.

C. Licensed ESL Teacher will: (see Form 13 *Intake Checklist for (Possible) New EL Student*)

1. Interview parents/guardians and/or student to learn as much as possible about the student's prior schooling.
2. Within 30 days of the start of the school year, or within 2 weeks of enrolling in the district during the school year assess the English language proficiency of a student when the answer to any of the questions in the *Home Language Survey* is a language other than English using an approved screener for grades K-12 and preschool as determined by MDESE's most recent publication of the "Guidance on Identification, Assessment, Placement, and Reclassification of English Learners" document. A screening test is not necessary for the students who come from another Massachusetts district or another WIDA state with ACCESS results if the test was administered within the last calendar year.
3. Determine EL or Non-EL status and as detailed in the "Guidance on Identification, Assessment, Placement, and Reclassification of English Learners" document most recently published by MDESE. For identified EL students, assign English Language Proficiency level.
4. Notify Elementary School Secretaries / Middle & High School Guidance counselors and Principals of EL or Non-EL status.

5. Notify parents of screening test results and the placement decisions using *Initial / Annual Parent Notification Letter of ELE Program Placement* (Form 2) in English and in a language that the parent can understand.
6. For identified EL students create a “EL file” and include the following records: parent notification, WIDA Screener, *Home Language Survey*, information of past ESL services, and any other important data and parent communications regarding English Language Proficiency. “EL File” should be placed behind the student’s cumulative folder in the school’s file system. For Non-EL students who were assessed, include copy of parent notification and WIDA Screener results in cumulative file.
7. For identified EL students, assign “EL Alert” in iPass and indicate translation requirements

V. Opt-Out Procedures and Program Waivers for English Learners

Parents will be notified about the screening test results and the placement decisions no later than 30 days after the beginning of the school year or within two weeks if the student enrolls in the school district during the school year using the *Initial/Annual Parental Notification of ELE Program Placement* (Form 2). The form will be provided in English and in a language that the parents can understand to the maximum extent practicable. Included in this notification the school district will inform parents of their rights: (1) to “opt out” of specialized language programs; and (2) to request a waiver from the state-mandated Sheltered English immersion (SEI) program model.

1) Parents may have their child “Opt out” of EL services

- Parents of ELs may notify the district of their wish to have their child “opt out” of English language development programs. The decision to opt out must be voluntary and informed, and not the product of district practices or influence, or the result of inadequate or inaccurate information, or inadequate district resources. In opt-out cases, the district will inform the parent of the services the child would receive in the district’s English language development programs, as well as the type of support that would be provided to the student if the parent decides to “opt out”.
- If a parent of an EL decides to “opt out” of a language program, districts will make every attempt to place the student in an English language mainstream classroom with an SEI-endorsed teacher. Appropriate documentation of the parent “opt out” notice should be placed in the student’s EL file.
- The district will provide instructional support to ensure all ELs, including those whose parent(s) has chosen to “opt out” of language programs, have access to the curriculum and be provided the same opportunities to master the same academic standards and curriculum frameworks as their native English speaking peers. The district will annually assess the language proficiency of all EL students with the state mandated English language proficiency test, ACCESS for ELs, including students whose parent(s) have "opted out" of EL services. Parents must be notified of their child’s participation in such assessments, as well as assessment results.
- The district will also keep a record of how "opt out" EL students are provided meaningful access to the curriculum, how such students are progressing academically, and, if a student demonstrates English proficiency through ACCESS for ELs and school work, documentation of that demonstration and any determination that the student’s EL classification has changed.

In this case the school principal, with support of the Superintendent and/or designee, should:

1. Encourage parents/guardians to allow their child to participate in the English Language Education program for a limited period of time before they decline.
2. Continue to monitor the academic process of the students.
3. Provide the student's academic teachers with training to support the student's English language and subject matter learning needs.
4. Meet with the parents/guardians when a student is not progressing to recommend that services be reinstated.
5. Send a copy of the opt-out form to the Superintendent or designee.
6. File the original opt-out form in the student's cumulative record.

2) Parents may apply for a waiver and a waiver may only be granted:

- to students under age 10 if the student has been placed in an English language classroom for at least 30 days. All documentation will be kept in the student's permanent school record with authorizing signatures of both the Superintendent (or designee) and the school Principal on the application waiver. This waiver must be renewed annually.
- to children who already know English: the child already possesses English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.
- to student's age 10 or older, where the school Principal and education staff determined that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills

Students receiving waivers may be transferred to educationally recognized programs other than SEI or two way bilingual.

In this case the school principal, with support of the Superintendent and/or designee, should:

1. Parents/guardians may apply for a waiver from the recommended program by requesting an alternative program, such as bilingual education, or some other type of language support. When there are 20 or more students in 2 consecutive grades, receiving a waiver, school must offer bilingual program or other language support program.
2. The decision to issue a waiver will be made by the Cohasset Public Schools' administrators subject to the review of its associated School Committee. The district's guidelines may, but are not required to, include an appeals process. The final decision about the waiver request will be made by the Cohasset Public Schools' official
3. Records of requested waivers should be retained in the student's cumulative record with copies sent to the Superintendent or designee.

Additional Requirements of General Laws Chapter 71 A: School District Program Waivers for English Learners

General Laws Chapter 71A requires that all children in Massachusetts public schools who are English learners be instructed through the use of sheltered English immersion during a temporary transition period not normally intended to exceed one school year, unless the student is placed in a two-way bilingual program or wishes to “opt out” and be placed in a general classroom not tailored for English learners. Kindergarten English learners shall be educated either in sheltered English immersion or English language mainstream classrooms with assistance in English language acquisition, including, but not limited to, English as a second language. English learners who wish to participate in a transitional bilingual program or receive some other type of language support may not do so unless they have received a waiver from the requirements of G.L. c. 71A.

Local schools are permitted but not required to place in the same classroom English learners of different ages but whose degree of English proficiency is similar. Local schools are encouraged to mix together in the same classroom English learners from different native-language groups but with the same degree of English fluency. Once English learners acquire a good working knowledge of English and are able to do regular school work in English, they shall no longer be classified as English learners and shall be transferred to English language mainstream classrooms.

Section 5 of G.L. c. 71A provides for waivers for individual students under certain conditions if the parent or guardian **annually** applies for the waiver by visiting the student’s school and providing written informed consent. At the time of the visit, parents are to be provided with “*a full description in a language they can understand*” of the educational materials to be used in the different educational program choices and all the educational opportunities available to the student. Foreign language classes for students who already know English, two-way bilingual programs for students in kindergarten through grade 12, and special education programs for students with disabilities do not need waivers to participate in such classes or services.

The decision to issue a waiver is made by school district officials, under guidelines established by, and subject to the review of, the local school committee. The district’s guidelines may, but are not required to, contain an appeals process for parents whose waiver requests are denied by school officials. However, the final decision on waiver requests remains with the district.

Individual schools in which 20 ELL students or more of a given grade level receive a waiver shall be required to offer such students classes in bilingual education or other generally recognized educational methodologies permitted by law. In all other cases, such students must be permitted to transfer to a Individual schools in which 20 ELL students or more of a given grade level receive a waiver shall be required to offer such students classes in bilingual education or other generally recognized educational methodologies permitted by law. In all other cases, such students must be permitted to transfer to a public school in which such a class is offered.

The circumstances under which a waiver may be applied for are as follow:

- Children who already know English: the child already possesses good English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading, and writing, 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; or
- Older children: the child is age 10 years or older, and it is the informed belief of the school principal and educational staff that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills; or
- Children with special individual needs: the child already has been placed for a period of not less than thirty calendar days during that particular school year in an English language classroom and it is subsequently the informed belief of the school principal and educational staff that the child has such special and individual physical or psychological needs, above and beyond the child's lack of English proficiency, that an alternate course of educational study would be better suited to the child's overall educational development and rapid acquisition of English. A written description of no less than 250 words documenting these special individual needs for the specific child must be provided and permanently added to the child's official school records, and the waiver application must contain the original authorizing signatures of both the school principal and the local superintendent of schools. Waivers granted under this section cannot be applied for until after thirty calendar days of a given school year have passed, and this waiver process must be renewed each and every school year. Any such decision to issue such an individual waiver is to be made subject to the examination and approval of the local school superintendent, under guidelines established by and subject to the review of the local school committee and ultimately the state board of education. The existence of such special individual needs shall not compel issuance of a waiver, and the parents shall be fully informed of their right to refuse to agree to a waiver.

VI. Monitor Progress of English Learners

A. Building Based Ongoing Progress Monitoring: Language Acquisition Teams

Building Principals assign teachers and staff to, and convene a meeting of, the Language Acquisition Team (LAT) for each EL and FEL in their school. The Language Acquisition Team (LAT) should be comprised of the student's core academic content teachers (past year and present year in the fall), ESL Educators, the student's adjustment/guidance counselor, the school principal, and any applicable special education teachers or other content area specialists who work with the student. The parents of the student should also be invited to be a part of and/or have communication with the LAT.

The LAT meets two to three times a year for ELs, and at least once a year for FELs, to determine ELs /FELs English language development, set language development goals, align classroom and ESL curriculum as much as possible, identify areas of concern, and determine any scheduling needs and issues. Ideally the team meets in the beginning of the school year, mid-year, and after the results of the ACCESS are reported. LAT teams will document their meetings and decisions made on the *English Learner Progress Form* (Form 7).

B. Core Academic Classroom Grading

ELs will be placed with SEI Endorsed content area teachers to the best of a school's ability. SEI Endorsed teachers instruct ELs using the same content objectives for all students, and differentiate both their instructional approach and materials, as well as their assessments, formative and summative, for ELs as guided by the WIDA Can-Do Descriptors and SEI best practices. EL students should be taught the same grade level standards as their English speaking peers and with the same rigor. Assessments can and should be modified and differentiated so that EL students can have access to them and show the evidence of their learning.

For EL Newcomers during their first year in US Schooling, the LAT team should determine how best to grade each student. **MDESE indicates that due to OCR guidelines** Pass/Fail cannot be used if this kind of grading is not used with other students in the same class.

For all other ELs, students should receive grades in the same manner and using the same system as the general population of students in their grade level. The content objectives must inform the instruction of the entire class and the grading of each student, but the method of assessment and instruction must be differentiated for ELs.

C. ESL Class Grading:

ELs shall receive report cards and progress reports in their ESL Class that address progress in becoming proficient in using the English language, and will be sent home in the same manner and the same frequency as report cards and progress reports to the other students enrolled in the school. The reports are, to the maximum extent practicable, written in a language understandable to the parent/guardian.

See Appendix C for *District ESL Class Report Cards*.

D. Annual Summative Assessment: ACCESS for ELs

Each year, each English Learner must be assessed in the areas of listening, speaking, reading, and writing. This will be completed in order to inform annual placement decisions and to monitor progress. The assessment used will be ACCESS for ELs and is based on the WIDA English Language Development standards and administered once annually in January-February.

Each school's Certified ACCESS Test Coordinator will:

1. Annually update any certifications required for Test Coordinators.
2. Identify staff to become certified as Test Administrators and monitor and obtain proof of any required certification and/or updates for all Test Administrators.
3. Identify all ELs to be tested including any ELs who have opted out of ESL services.
4. Assist building principals in ordering all necessary testing supplies.
5. Along with building principals and support staff, notify parents of testing schedule and requirements.
6. Schedule and supervise the administration of appropriate grade level and tiered ACCESS English Language Proficiency Assessments to all identified EL students.
7. Assist building principals and support staff in return of all testing materials.
8. Upon reporting of student results, make the information available to principals, teachers, parents and support staff as required and necessary.
9. Along with building principals and support staff, notify parents of testing results in a language the family can best understand.

VII. Monitor Process of Opt-Out English Learners

Students whose parents/guardians have opted-out of ESL services must be monitored to keep a record of how students are provided meaningful access to the curriculum, demonstrate how they are progressing academically, and if a student demonstrates English proficiency through ACCESS for ELLs and school work, documentation of that demonstration and any determination that the student's EL classification has changed. The monitor process consists of periodic assessments of student progress in all academic areas. Documentation will be kept using the *Monitoring Academic Progress of Student Who Has Opted-Out of ESL Services* (Form 12).

A. ESL Coordinator / Teacher will:

1. Maintain a master list of all students who have opted-out of the ELE program.
2. Furnish English Language Arts, math, science, and social studies teachers of each of these students with a copy of the monitor form.
3. Review monitor forms.
4.
 - a. If student is successfully progressing, file form in student's cumulative record. If after demonstrating at least level 5 in English Proficiency on the ACCESS for ELLs, meet with team to determine reclassifying the student as FEL.
 - b. When student is not progressing successfully:
 1. Contact student and student's teachers for further information;
 2. Bring any concerns to the attention of the school principal so that he/she may consider meeting with the student's teachers / parents to discuss solutions and additional supports.

B. Content Area teachers of English language arts, math, science/technology, and social studies and any other support staff that work with Opt-Out EL Students will:

1. Observe student's academic performance using Monitor Form as a guide.
2. Complete the monitor form during each reporting period.
3. Return completed form to the ESL Teacher
4. Meet with ESL coordinator/teacher and school principal and guidance staff if necessary to discuss student's progress.

C. School principal, along with guidance staff, will:

1. Review monitoring information provided by ESL Coordinator/teacher to identify areas of concern.
2. If a student who has opted-out of ESL services is struggling in academic classes, schedule a meeting with the ESL coordinator, guidance staff, content area teachers and any other support staff who work with the student to determine possible solutions.
3. If after demonstrating at least level 5 in English Proficiency on the ACCESS for ELLs, meet with team to determine reclassifying the student as FEL.

VIII. Program Exit Procedures

Student readiness to do ordinary classroom work in English without reliance on a specifically designed program for learning English is the major criteria for determining whether a student may be reclassified as a Former English Learner (FEL).

Note: Students with identified learning disabilities in areas that impact the language domains may score lower on standardized assessments due to the disability. In these cases, student ESL class performance as compared to “True ESL Peers” may be the important criterion for reclassification.

A. ESL Coordinator/ Teacher will:

1. Review student’s ACCESS for ELs results.
2. Review student performance on other MCAS content area tests.
3. Review report cards and any pertinent reading and/or other academic assessments.
4. Provide *English Learner Progress Form* to content area teachers to supply comments and determine success.
5. Meet with the school based Language Acquisition team and facilitate completion of appropriate forms and documentation related to results of the meeting including the *EL Student Progress Form* (Form 7) from the Content Area Teachers, *ELE Program Reclassification Form* (Form 9), and *Parental Notification of Student Proficiency* form (Form 10).
6. If the LAT determines that the student is ready to be reclassified as a FEL, begin monitoring process of student for 4 years.
7. Update student’s EL File to reflect FEL status

B. The school based Language Acquisition team will:

1. Meet and analyze ACCESS for ELs English Language Proficiency assessment results and student classroom performance to determine student readiness for reclassification to FEL. (Refer to DESE Guidelines). Also examine:
 - Scores on local-administer academic assessments such as DIBELS, Benchmark, and other DDMs.
 - Report cards
 - Recommendations of teachers
 - Parental observations

- WIDA Can Do Descriptors
- Performance on MCAS

Note: If a formerly LEP student fails to make academic progress after reclassification as FEL, as measured by grades and assessments; and if a school-based team familiar with the student determines that this failure is due to lack of English proficiency, the student must be reclassified as LEP and the instructional programming redesigned consistent with this guidance.

2. When the student appears to be proficient in English:
 1. Complete and sign the *ELE Program Reclassification Form* (Form 9).
 2. Design and implement a process for routine monitoring of students' academic progress for four years.

C. The Principal, along with guidance staff, will:

1. Reclassify the students as FEL (Former English Learner) and remove the student's coding as LEP on the SIMS data collection (SIMS: DOE 25 – record 00 under “LEP”). Typically, this decision will be made in time for the October SIMS data collection.
2. Notify parents/guardians of the student's reclassification by signing and sending the completed *Parental Notification of Student Proficiency* form (Form 10).
3. Update all appropriate school/district records.

IX. Monitor Process for Former English Learners

Students exited from the ELE program will be monitored for 4 years following their exit to ensure continued academic success. This is in accordance with federal and Massachusetts DESE guidelines. The monitor process consists of periodic assessments of student progress in all academic areas. Documentation will be kept using the *Monitoring Academic Progress of a Student Who Is a Former English Learner* (Form 11).

A. ESL Coordinator / Teacher will:

1. Maintain a master list of students that transferred from the ELE program during the prior four years. This will be done to ensure that students are monitored for four full years after completing the ELE program.
2. Furnish English Language Arts, math, science, and social studies teachers of each of these students with a copy of the monitor form.
3. Review monitor forms.
4.
 - a. If student is successfully transitioning, file form in student's cumulative record. After 4 years of successful transitioning, exit student from the ELE program.
 - b. When student is not transitioning successfully:
 1. Contact student and student's teachers for further information;
 2. Confer with Principal to determine if additional testing or re-assessments are indicated to assist in determining if the student continues to be an EL and need services;
 3. Administer testing as indicated to determine needs
 4. Bring any concerns to the attention of the school principal so that he/she may consider convening a meeting of the LAT.

B. Content Area teachers of English language arts, math, science/technology, and social studies and any other support staff that work with FEL will:

1. Observe FEL's academic performance using Monitor Form as a guide.
2. Complete the monitor form during each reporting period.
3. Return completed form to the ESL teacher/coordinator.
4. Meet with ESL teacher/coordinator and school principal and guidance staff if necessary to discuss student's progress.

C. School principal, along with guidance staff, will:

1. Review monitoring information provided by ESL Coordinator/teacher to identify areas of concern.
2. If FEL is struggling in academic classes, schedule a meeting with the LAT: ESL teacher/coordinator, guidance staff, content area teachers and any other support staff who work with the student, to determine possible reclassification using the criteria listed above.

FORM 1**Home Language Survey (available in multiple languages)**

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 F ☐ M ☐
Gender

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

School Information

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

Questions for Parents/Guardians

What is the native language(s) of each parent/guardian? (circle one)

(mother / father / guardian)

(mother / father / guardian)

Which language(s) are spoken with your child?

(include relatives -*grandparents, uncles, aunts, etc.* - and caregivers)

seldom / sometimes / often / always

seldom / sometimes / often / always

What language did your child first understand and speak?

Which language do you use most with your child?

Which other languages does your child know? (circle all that apply)

speak / read / write

speak / read / write

Which languages does your child use? (circle one)

seldom / sometimes / often / always

seldom / sometimes / often / always

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

Will you require an interpreter/translator at Parent-Teacher meetings?

Y ☐ ☐

Parent/Guardian Signature:

X

_____/_____/20
Today's Date: (mm/dd/yyyy)

Please complete both sides.

Please complete both sides.

Name of Student _____ Grade _____

Name of Parent _____ School _____

Please respond to the following two questions to guide you in completing the entire form:

1. Are you Hispanic or Latino? Select only one.

_____ No, not Hispanic or Latino

_____ Yes, Hispanic: a person of Cuban, Mexican, Chicano, Puerto Rican, or other Spanish culture or origin regardless of race.

_____ Yes, Latino: a person of South American or Central American origin.

2. What is your race? You may select one or more races.

_____ White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

_____ Black or African American: a person having origins in any of the black racial groups of Africa.

_____ American Indian or Alaska Native: a person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment.

_____ Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

_____ Native Hawaiian or Other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

FORM 2**Initial / Annual Parental Notification¹ of English Language Education (ELE) Program
Placement (available in multiple languages)****Cohasset Public Schools School Year _____**

Dear Parent(s)/Guardian(s):

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

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

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

Student Information			
First Name _____		Middle Name _____	Last Name _____
Current School Name _____		Grade _____	Start Date in ELE Program _____
Assessment Tool	Domain	Results	Date of Assessment
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
Continuing EL Students and/or Transfer Students		Results	Date of Assessment
Speaking (ACCESS for ELs test)			day / month / year
Listening (ACCESS for ELs test)			day / month / year
Reading (ACCESS for ELs test):			day / month / year
Writing (ACCESS for ELs test)			day / month / year
MCAS (if applicable)			day / month / year
English Language Proficiency Level based on language assessment data and other measures:			
<input type="checkbox"/> L1 - Entering		<input type="checkbox"/> L4 - Expanding	
<input type="checkbox"/> L2 - Beginning		<input type="checkbox"/> L5 - Bridging	
<input type="checkbox"/> L3 - Developing		<input type="checkbox"/> L6 - Reaching	

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

<input type="checkbox"/> Not Enrolled in an ELE Program (Pre-K only)	
<input type="checkbox"/> Enrolled in an ELE Program: The school district proposes to place your child in the indicated program:	
<input type="checkbox"/> Sheltered English Immersion Program (SEI) – a program that incorporates strategies to make content area instruction more comprehensible to ELs and to promote language development. This type of instruction is based on students' language proficiency levels. As part of the SEI program, your child is enrolled in (check all that apply):	
<input type="checkbox"/> English as a Second Language (ESL) classes: direct English language instruction focused on developing speaking, listening, reading, and writing skills in English.	
<input type="checkbox"/> Sheltered content instruction classes: content area instruction that integrates sheltering strategies to make content comprehensible and develop content area academic language. The student receives sheltered content instruction in (check all that apply):	
<input type="checkbox"/> Mathematics	
<input type="checkbox"/> ELA	
<input type="checkbox"/> Social Studies	
<input type="checkbox"/> Science	
Alternate ELE Program – If you believe that your child should be placed in a program other than the SEI program (if indicated above), you have the right to request a waiver into an alternate program. Please contact district staff for further information. You may request a specific waiver for your child to be enrolled in:	
<input type="checkbox"/> Transitional Bilingual Education (TBE) – a program where content instruction is initially taught in the native language of the student, and English. As the student develops English language proficiency, instruction is increasingly taught in English. This type of program is only allowed after a waiver for TBE has requested by at least 20 parents of students in the same grade level and such waiver been granted, or if the student's school has an approved Level 4 Turnaround Plan that includes a TBE program.	
Program placement and or method of instruction for student whose assessment indicates that s/he is not an English Learner (EL):	
<input type="checkbox"/> General Education – The mainstream, general education classroom. Your child was <u>not</u> found to be an English Learner and therefore does <u>not</u> require a specific ELE program.	

You also have the right to opt out of the language program chosen for your child, and other programs for English Learners offered by the district. Federal and state laws require that the district provide your child with support so he or she can understand instruction taught in English and develop his or her English skills. This means that if you choose to opt out, your child's teachers will support your child in the regular classroom. But if you opt out of language programs, **your child will not receive specific English as a Second Language (ESL) instruction focused on language skills.** We think ESL instruction would help your child learn English and succeed in school, so we recommend that you allow your child to be part of our language programs. This type of instruction is especially important if your child is just beginning to learn English or struggles to understand, speak, read or write in English. If you decide to opt out of language services for your child, please inform your child's principal.

SECTION II Exit Criteria

Specific ELE/Title III Exit Requirements: When your child demonstrates proficiency in English, he or she will no longer be classified as an EL. Therefore, he or she will be exited from the ELE program and will not be eligible for ELE/Title III services. Students who are no longer classified as **English Learners** must be monitored by the district for **two years** to ensure that they are succeeding academically. The district must provide language support services to such students and/or recommend re-entry to the ELE program, if these students struggle to meet grade-level academic expectations due to lack of English language proficiency. **Your child will continue to receive ELE support services until he or she meets the following criteria:**

<input type="checkbox"/> Obtains an Overall Composite score of at least 5 on ACCESS for ELs	AND	<input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: <i>(include information about other relevant data)</i>
---	-----	---

Final classification:

- ☐ **The student met the criteria. He or she is no longer considered an English Learner. His or her academic performance will be monitored for two years.**
- ☐ **The student has not met the criteria. He or she is still considered an English Learner, and will be placed in the SEI and ESL program offered by the district.**

Your student will attend ESL class for _____ minutes _____ days per week.

Your student's ESL teacher is: _____

Email: _____ Phone Number: _____

Comments:

The school district staff is available to speak to you or meet with you about your child's placement and the school's ELE and/or Title III programs. We strongly encourage you to call us if you have any questions. Please contact us through the district contact person listed below. Thank you.

ESL Department
781-982-2185

FORM 3

Opt-Out of ESL Services Form

Cohasset Public Schools **School Year** _____

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

1. Per this request, my child will not receive ESL instruction delivered by an ESL licensed teacher.
2. My refusal of the ESL instruction provided by an ESL licensed teacher does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
3. The school district will report my child to *Student Management Information System* (SIMS) as an English 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 participation in the specialized EL program until my child attains English proficiency, and two years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Signature: _____

FORM 4.1-4.5

Waiver Forms: (available in multiple languages)
Choose the forms that best apply to the student's unique situation

FORM 4.1

Cohasset Public Schools
G.L. c.71A School District Program Waiver Application Form for English Learners: *Generic Form*

A. Student information

Name of student:	
Date of birth:	
Student's level of English:	State average for student's grade level:
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 (Form 4.4). 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?

FORM 4.2

G.L. c.71A School District Program Waiver Application Form for English Learners: *Older child*

Cohasset Public Schools

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 (Form 4.4). 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)

We believe that an alternate course of educational study would be better suited to this child's overall educational progress and rapid acquisition of basic English language skills. 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 (school officials must sign here)

It is our informed belief that an alternate course of educational study would **not** be better suited to this child's overall educational progress and rapid acquisition of basic English language skills.

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?

FORM 4.3

G.L. c.71A School District Program Waiver Application Form for English Learners: *Child with special needs*

Cohasset Public Schools

The existence of such special individual needs 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 (Form 4.4). 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?

FORM 4.4

G.L. c.71A Program Waiver

Cohasset Public Schools

Parent or Legal Guardian Informed Consent Form*

I am knowingly and voluntarily requesting that my child receive a waiver from the requirements of G.L. c.71A. I understand that if school officials grant my waiver request my child will receive bilingual instruction or some other type of language support rather than sheltered English immersion instruction. Upon my personal visit to the school, school officials provided me with a full description in a language that I understand, of the educational materials to be used in the different educational program choices and of all the educational opportunities available to my child.

For a child with special needs: I understand that the existence of special individual needs shall not compel issuance of a waiver, and I have been fully informed of my right to refuse to agree to a waiver.

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

Child's name

Parent or Guardian signature

Parent or Guardian signature

Date

Date

***If the Parent or Legal Guardian Informed Consent Form is provided in a language other than English, attach that form to the waiver application.**

FORM 4.5

Approved G.L. c.71A Program Waiver for *Students with Special Individual Needs*

Cohasset Public Schools

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

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

School Principal

District Superintendent

FORM 5

Bilingual Interpreter/Translator Request

Staff should contact the school principal if a bilingual interpreter/translator is needed. Please submit this form to the Principal who will work with the ESL Administrator to locate an interpreter/translator. Please place request as far in advance of the need as possible to allow time to locate and schedule an interpreter/translator.

Today's Date: _____

Person Making Request: _____ **Student Name:** _____

Person and position requesting the meeting and who should be contacted with any questions related to the meeting:

Meeting Date: _____

Meeting Time and Length: _____

Meeting Location: School: _____ Room: _____

To whom should the interpreter report for the meeting? _____

Name: _____ Position: _____

Reason for Meeting: _____

If the parent/guardian needs to be contacted prior to the meeting, please provide their name and phone number below:

Name(s): _____

Phone Number: _____

For office follow-up

Date Request Received: _____ Person Receiving Request: _____

Language Needed: _____

Action/Follow-up:

FORM 6

Documentation of Translation Services

In order to keep a record of translation activities and to be able to reimburse interpreters/translators appropriately, the staff convening the meeting should complete this form. Please have the interpreter/translator sign the form at the completion of the meeting. Place a copy of completed form in the student's cumulative ESL record and submit original to Principal, who should sign and assure payment procedure for bilingual interpreter/translator.

Date bilingual translator provided service: _____

Number of hours: _____

Name of parent/guardian: _____

Primary Language: _____

Type of meeting or activity that bilingual interpreter/translator provided services for:

Number of hours provided: _____

Person completing the form: _____ Date: _____

Interpreter/Translator's signature: _____ Date: _____

Principal's signature: _____ Date: _____

FORM 7

English Learner Progress Form

Cohasset Public Schools School Year: _____ **DATE OF MEETING:** _____

The EL (English Learner) Student Progress form is to be used for meetings with the student's Language Acquisition Team (LAT). The LAT should be comprised of the student's core academic content teachers, ESL Educators, the student's adjustment/guidance counselor, the school principal, and any applicable special education teachers or other content area specialists who work with the student. The parents of the student should also be invited to be a part of and/or have communication with the LAT.

Student Name: _____ DOB: _____ Age: _____
 Date entered district: _____ Grade at time: _____ Years in U.S. Schools: _____
 Current School: _____ Home language: _____
 Grade: _____ Current LEP Level: ☐1☐2☐3☐4☐5 Fluent in Native Language? ☐S☐L☐R☐W
 Refugee: ☐Y☐N Migrant: ☐Y☐N TAG: ☐Y☐N SLIFE: ☐Y☐N IEP/504: ☐Y☐N

Most current Test Results and Academic Grades/Progress

Assessment	Date of Assessment	Teacher Name	Grade
MCAS ELA:		ELA:	
MCAS Math:		MATH:	
ACCESS Score:		Social Studies:	
Other:		Science:	
Other:		ESL:	

To be filled out at the conclusion of the LAT Progress meeting

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 and that English language proficiency is not a concern in the student's overall academic and social success. The student should be considered to begin the reclassification process to transition to FEL (Former English Learner) with the review of most recent ACCESS scores and other relevant data. *Continue with ELE Program Reclassification Form.*

☐ At a meeting on (date) _____ the Language Acquisition Team reviewed the student's performance and concluded that the student is not meeting grade level academic standards and language proficiency **IS NOT** a significant reason for the lack of progress. Student was/ will be referred to Student Support Team.

☐ 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. The student will continue to be classified as an EL.

The Student's New ELD Level, as determined by the LAT is _____

Additionally, the following steps are recommended by the LAT.

Action Steps (check all that apply)

- ☐ Continue services as they currently are. Progress is evident and on track.
- ☐ Progress is not evident and not on track. The LAT recommends:
 - ☐ Increasing English language support time
 - ☐ After school tutoring
 - ☐ Core academic tutoring
 - ☐ Parent communication
 - ☐ Summer school
 - ☐ Other (Please, explain) _____

LAT Team Member Name	Position	Signature

FORM 8

ACCESS Results Parent Letter (available in multiple languages)

Dear Parent or Guardian,

This past winter, English Language Learner (ELL) students in grades kindergarten through twelfth grade participated in the administration of the ACCESS for ELLs® language proficiency test. ACCESS provides a standardized measurement of academic language proficiency for ELL students throughout the state of Massachusetts, and in other states. With this information, we will be able to monitor individual ELL student progress on an annual basis.

Enclosed you will find your child's results on ACCESS. The Parent/Guardian Report provides information about your child's **English Language Proficiency Level**. This information is for you to review and keep.

If you have any questions regarding this test or the information that is being sent to you about how your child performed on this test, please contact me, your child's ELL teacher, or the school principal.

Sincerely,

FORM 9**English Language Education Program Reclassification Form****Cohasset Public Schools School Year _____**

Name: _____ SASID# _____ Date of Birth: _____

School: _____ Grade: _____ Reclassification Date: _____

- Students performing at Levels 1-4 require significant support to access content area instruction delivered in English. Such students should remain classified as EL.
- Students designated as EL in pre-school and kindergarten continue to be designated as EL until they complete grade 1 (at minimum).
- Students should earn at least an overall score of Level 5 in order to be considered as Former English Learner (FEL).
- Students in Level 6 have achieved English proficiency and should no longer be classified as EL.

RECLASSIFICATION CRITERIA FOR ELS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING)

Additional Requirements	Meets Criteria	Does Not Meet Criteria
Earned an Overall Composite score of at least 5 on ACCESS for ELs		
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) Data used: _____		
Comments:		

Other Relevant Data

The Language Acquisition Team (LAT) 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;
- the *WIDA Performance Definitions* (Appendix E) which describe the criteria used to define performance at each WIDA proficiency level, and the *CAN DO Descriptors* (Appendix F), 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.

LAT Team Member Name	Position	Signature

FORM 10

Parental Notification of Student Proficiency Form

September 12, 2016

Dear Parent or Guardian,

Your child, _____, has demonstrated that he/she is proficient in English and will no longer require an English Language Learning (EL) component to his/her instructional program.

We congratulate your child on this achievement.

The Massachusetts Department of Elementary and Secondary Education requires that we monitor the progress of every student who transfers from the English Learners Program for a period of four years. The purpose of this requirement is to assure the successful transition of students. We will follow the progress of your child to support a successful transition from the English Learner Program.

If you have any questions about this transition process, please do not hesitate to contact me.

Sincerely,

FORM 11

Monitoring Academic Progress of a Student Who Is a Former English Learner

Cohasset Public Schools School Year: _____

FEL (Former English Learner) monitoring form is to be used for two consecutive years after students are removed from EL status and no longer require ESL support. In some cases, when concerns are present during FEL monitoring, the student may be reclassified as EL and re-qualify for ESL services.

Student Name: _____

Home language: _____

Date Reclassified: _____

Years in U.S. Schools: _____

SASID: _____

DOB: _____

School: _____

Monitoring Year 1st ☐ 2nd ☐ 3rd ☐ 4th ☐

TEST RESULTS: MCAS ELA: _____ MCAS MATH: _____ ACCESS SCORE: _____

Form to be filled out by the following teachers each term:

ELA: _____ ☐ T1 ☐ T2 ☐ T3 (☐ T4 AHS)

MATH: _____ ☐ T1 ☐ T2 ☐ T3 (☐ T4 AHS)

SCIENCE: _____ ☐ T1 ☐ T2 ☐ T3 (☐ T4 AHS)

SOCIAL STUDIES: _____ ☐ T1 ☐ T2 ☐ T3 (☐ T4 AHS)

THIS SECTION TO BE FILLED OUT BY Language Acquisition Team (LAT)

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: _____

ELA CLASS

Teacher Name: _____ Student Name: _____ SY: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4 (AHS only)
Attendance				
Tardy				

ELA	Class Grade for Term 1: _____ Class Grade for Term 3: _____ Class Grade for Term 2: _____ Class Grade for Term 4 AHS: _____				
	Please indicate using the scale of 1-5 how your EL student performs in the following areas. 1 RARELY 2 SELDOM 3 SOMETIMES 4 OFTEN 5 ALWAYS				
		Term 1	Term 2	Term 3	Term 4 AHS
	Communicates effectively in English				
	Completes Homework				
	Participates in class discussion				
	Demonstrates appropriate grade level oral expression				
	Demonstrates appropriate grade level written expression				
	Demonstrates appropriate grade level oral comprehension				
	Demonstrates appropriate grade level reading comprehension				
Demonstrates appropriate school & classroom behavior and discipline is not a concern					

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

MATH CLASS

Teacher Name: _____ Student Name: _____ SY: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4 (AHS ONLY)
Attendance				
Tardy				

MATH	Class Grade for Term 1: _____ Class Grade for Term 3: _____ Class Grade for Term 2: _____ Class Grade for Term 4 AHS: _____ Please indicate using the scale of 1-5 how your EL student performs in the following areas. 1 RARELY 2 SELDOM 3 SOMETIMES 4 OFTEN 5 ALWAYS				
		Term 1	Term 2	Term 3	Term 4 AHS
	Communicates effectively in English				
	Completes Homework				
	Participates in class discussion				
	Demonstrates appropriate grade level oral expression				
	Demonstrates appropriate grade level written expression				
	Demonstrates appropriate grade level oral comprehension				
	Demonstrates appropriate grade level reading comprehension				
	Demonstrates appropriate school & classroom behavior and discipline is not a concern				

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

SCIENCE CLASS

Teacher Name: _____ Student Name: _____ SY: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4 (AHS Only)
Attendance				
Tardy				

SCIENCE	Class Grade for Term 1: _____ Class Grade for Term 3: _____ Class Grade for Term 2: _____ Class Grade for Term 4 AHS: _____ Please indicate using the scale of 1-5 how your EL student performs in the following areas. 1 RARELY 2 SELDOM 3 SOMETIMES 4 OFTEN 5 ALWAYS				
		Term 1	Term 2	Term 3	Term 4 AHS
	Communicates effectively in English				
	Completes Homework				
	Participates in class discussion				
	Demonstrates appropriate grade level oral expression				
	Demonstrates appropriate grade level written expression				
	Demonstrates appropriate grade level oral comprehension				
	Demonstrates appropriate grade level reading comprehension				
	Demonstrates appropriate school & classroom behavior and discipline is not a concern				

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

SOCIAL STUDIES CLASS

Teacher Name: _____ Student Name: _____ SY: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4 (AHS only)
Attendance				
Tardy				

SOCIAL STUDIES	Class Grade for Term 1: _____ Class Grade for Term 3: _____ Class Grade for Term 2: _____ Class Grade for Term 4 AHS: _____ Please indicate using the scale of 1-5 how your EL student performs in the following areas. 1 RARELY 2 SELDOM 3 SOMETIMES 4 OFTEN 5 ALWAYS				
		Term 1	Term 2	Term 3	Term 4 ASH
	Communicates effectively in English				
	Completes Homework				
	Participates in class discussion				
	Demonstrates appropriate grade level oral expression				
	Demonstrates appropriate grade level written expression				
	Demonstrates appropriate grade level oral comprehension				
	Demonstrates appropriate grade level reading comprehension				
	Demonstrates appropriate school & classroom behavior and discipline is not a concern				

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

FORM 12

Monitoring Academic Progress of Student Who Has Opted-Out of ESL Services

Cohasset Public Schools School Year _____

Federal law establishes a district's obligation to provide EL students 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: _____

TEST RESULTS: MCAS ELA: _____ MCAS MATH: _____ ACCESS SCORE: _____

Form to be filled out by the following teachers each term:

ELA: _____ ☐T1 ☐T2 ☐T3 (☐T4 AHS)

MATH: _____ ☐T1 ☐T2 ☐T3 (☐T4 AHS)

SCIENCE: _____ ☐T1 ☐T2 ☐T3 (☐T4 AHS)

SOCIAL STUDIES: _____ ☐T1 ☐T2 ☐T3 (☐T4 AHS)

THIS SECTION TO BE FILLED OUT BY Language Acquisition Team (LAT)

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: _____

ELA CLASS

Teacher Name: _____ Student Name: _____ SY: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4 (AHS only)
Attendance				
Tardy				

ELA	Class Grade for Term 1: _____ Class Grade for Term 3: _____ Class Grade for Term 2: _____ Class Grade for Term 4 AHS: _____ Please indicate using the scale of 1-5 how your EL student performs in the following areas. 1 RARELY 2 SELDOM 3 SOMETIMES 4 OFTEN 5 ALWAYS				
		Term 1	Term 2	Term 3	Term 4 AHS
	Communicates effectively in English				
	Completes Homework				
	Participates in class discussion				
	Demonstrates appropriate grade level oral expression				
	Demonstrates appropriate grade level written expression				
	Demonstrates appropriate grade level oral comprehension				
	Demonstrates appropriate grade level reading comprehension				
	Demonstrates appropriate school & classroom behavior and discipline is not a concern				

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

MATH CLASS

Teacher Name: _____ Student Name: _____ SY: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4 (AHS ONLY)
Attendance				
Tardy				

MATH	Class Grade for Term 1: _____ Class Grade for Term 3: _____ Class Grade for Term 2: _____ Class Grade for Term 4 AHS: _____ Please indicate using the scale of 1-5 how your EL student performs in the following areas. 1 RARELY 2 SELDOM 3 SOMETIMES 4 OFTEN 5 ALWAYS				
		Term 1	Term 2	Term 3	Term 4 AHS
	Communicates effectively in English				
	Completes Homework				
	Participates in class discussion				
	Demonstrates appropriate grade level oral expression				
	Demonstrates appropriate grade level written expression				
	Demonstrates appropriate grade level oral comprehension				
	Demonstrates appropriate grade level reading comprehension				
	Demonstrates appropriate school & classroom behavior and discipline is not a concern				

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

SCIENCE CLASS

Teacher Name: _____ Student Name: _____ SY: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4 (AHS Only)
Attendance				
Tardy				

SCIENCE	Class Grade for Term 1: _____ Class Grade for Term 3: _____ Class Grade for Term 2: _____ Class Grade for Term 4 AHS: _____ Please indicate using the scale of 1-5 how your EL student performs in the following areas. 1 RARELY 2 SELDOM 3 SOMETIMES 4 OFTEN 5 ALWAYS				
		Term 1	Term 2	Term 3	Term 4 AHS
	Communicates effectively in English				
	Completes Homework				
	Participates in class discussion				
	Demonstrates appropriate grade level oral expression				
	Demonstrates appropriate grade level written expression				
	Demonstrates appropriate grade level oral comprehension				
	Demonstrates appropriate grade level reading comprehension				
	Demonstrates appropriate school & classroom behavior and discipline is not a concern				

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

SOCIAL STUDIES CLASS

Teacher Name: _____ Student Name: _____ SY: _____

ATTENDANCE / TARDY DATA				
	Term 1	Term 2	Term 3	Term 4 (AHS only)
Attendance				
Tardy				

SOCIAL STUDIES	Class Grade for Term 1: _____ Class Grade for Term 3: _____ Class Grade for Term 2: _____ Class Grade for Term 4 AHS: _____ Please indicate using the scale of 1-5 how your EL student performs in the following areas. 1 RARELY 2 SELDOM 3 SOMETIMES 4 OFTEN 5 ALWAYS				
		Term 1	Term 2	Term 3	Term 4 ASH
	Communicates effectively in English				
	Completes Homework				
	Participates in class discussion				
	Demonstrates appropriate grade level oral expression				
	Demonstrates appropriate grade level written expression				
	Demonstrates appropriate grade level oral comprehension				
	Demonstrates appropriate grade level reading comprehension				
	Demonstrates appropriate school & classroom behavior and discipline is not a concern				

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

FORM 13

Intake Checklist for (Possible) New EL Students

To be used by ESL Teacher/Coordinator

Student Name: _____ Grade: _____ Age: _____ L1: _____

ESL Coordinator/Teacher Name: _____ Date: _____ Classroom Teacher: _____

For all Students when the answer to any of the questions on the Home Language Survey is a language other than English

1. ☐ Meet with parents/guardians and/or student. Date accomplished: _____
2. ☐ Assess the English proficiency within 30 days of the start of the school year, or within 2 wks of enrolling in the district during the school year. Date accomplished: _____
3. ☐ Determine EL or Non-EL status. Date accomplished: _____
4. ☐ Notify Elementary School Secretaries / Middle & High School Guidance counselors and Principals of EL or Non-EL status via email. Date accomplished: _____
5. ☐ Mail home Parent Notification Letter(s). Date accomplished: _____

For Non-EL students

6. ☐ Place copy of Parent Notification Letter and WIDA Screener results in cumulative file.
Date accomplished: _____

For Identified EL students continue below:

7. ☐ For identified EL students, assign English Language Proficiency level. Date accomplished: _____
8. ☐ Create a yellow "EL file" and include in it
 - ☐ ELE Program Folder Checklist
 - ☐ copy of parent notification letter(s)
 - ☐ WIDA Screener
 - ☐ Home Language Survey
 - ☐ information of past ESL services, and any other important data and parent communications regarding English Language Proficiency.
9. ☐ Flag identified EL students in X2 and indicate translation requirements. Date accomplished: _____
10. ☐ Work with EL teachers, classroom teachers and principal to determine service times and schedule. Date accomplished: _____

FORM 14**Cohasset Public Schools: ELE Program Folder Checklist****STUDENT NAME:****SASID:****DOB:****Date entered EL program:****Date entered US schools:**

SCHOOL YEAR					
GRADE					
STUDENT SCHEDULE					
HOME LANGUAGE SURVEY					
MCAS/PARCC RESULTS					
ACCESS SCORES					
PARENT NOTIFICATION FORM					
ESL PROGRESS REPORT(S) FALL					
ESL 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 1

Cohasset Public Schools Translation Services

Translations for handbooks:

www.foxtranslate.com

Translations for languages:

www.translate.google.com

www.freetranslation.com

translation2.paralink.com

translate.google.com

translate.reference.com

District-Wide Portuguese Paraprofessional

District translation software on all building level computers:

SDL Desk Top Translator Software

Catholic Charities: Interpreters and Translations

http://www.ccab.org/cis_requests.html

MAPA Translations & Language Solutions

302 Union Avenue, Suite 100

Framingham, MA 01702

www.mapatranslation.com

drita@mapatranslation.com

508-309-6309 office

508-309-6303 fax

Owner: Drita Protopapa, MA, MPH

[Home Language Survey \(English and Translations\) - English Learners](http://www.doe.mass.edu/EL/hlsurvey/) <http://www.doe.mass.edu/EL/hlsurvey/>

MCAS :

The EL student's Individualized Education Program (IEP) Team or 504 team must determine how the student will participate in MCAS testing and must document this information in the student's IEP or 504 plan.

Additional information is available in the *Requirements for the Participation of Students with Disabilities in MCAS (2012–2013 Update)*, which is posted on the Department's website at

www.doe.mass.edu/mcas/participation/sped.doc.

A list of authorized bilingual dictionaries and glossaries, is available on the Department's website at

www.doe.mass.edu/mcas/participation/?section=EL

Appendix 2

ESL INSTRUCTION as Defined by MDESE

The goal of English as a second language (ESL) instruction in Massachusetts public schools is to advance English Learners' (ELs) language development and promote their academic achievement. English language proficiency includes *social and academic* language in listening, speaking, reading, and writing (WIDA, 2012a). ESL instruction provides systematic, explicit, and sustained language instruction, and prepares students for general education by focusing on academic language² while also attending to social instructional language. Effective ESL instruction supports student success in school, including improvement of ACCESS scores and acceleration of academic achievement. It also supports long-term goals such as college and career readiness. ESL instruction, with its own dedicated time and curriculum, is a required component of any program serving ELs in Massachusetts (Sheltered English Instruction, Two-Way Immersion, Transitional Bilingual Education).

The ESL curriculum is aligned to WIDA's [English Language Development Standards](#) and to the [Massachusetts Curriculum Frameworks](#).

ESL is its own subject matter. The subject matter knowledge required of licensed ESL educators is outlined in [603 CMR 7.00](#).

ESL instruction is based on the research, theory, and pedagogy of second language acquisition within the context of the Massachusetts Curriculum Frameworks. ESL is language driven, but draws from general education content as the vehicle for language development within a sociocultural context. Language functions and forms targeted during ESL instruction are taught within rich, contextualized, and meaningful circumstances (WestEd, 2015).

Although ESL educators must be knowledgeable about the academic language across disciplines, they are not expected to be multidisciplinarians (Valdés, Kibler, & Walqui, 2014b). They cannot be expected to be experts in all content area standards and the full range of corresponding content-specific academic language practices, just as SEI educators are not expected to teach the full range of English language development subject matter. Therefore, the ESL educator should focus on the academic language, common academic habits of thinking (i.e., use evidence to support claims, question evidence, etc.) and analytical practices, and standards that support students across all content areas.

The language development of EL students is the responsibility of both ESL and other academic teachers. ESL teachers, in collaboration with other content teachers, should continue to develop awareness of the language ELs need to be able to process and produce English in order to reach high levels of performance in all academic classes. Likewise, all academic teachers need to develop awareness and strategies to support the disciplinary language needs of EL students. Gaining proficiency in the academic language of American schools requires more than linguistic knowledge. Teachers of ELs must also consider cultural knowledge and ways of being, interacting, negotiating, speaking, listening, reading, and writing as connected to cultural and social roles.

² Although research on academic language for ELs in K–12 settings is incomplete, we are defining “academic language” as the language one needs to succeed in general education classrooms. For more information about how to conceptualize academic language, see Anstrom et al. (2010).

Considerations must be made for **special populations** (e.g., newcomers, [students with limited or interrupted formal education](#), students with disabilities, long-term ELs, gifted and talented ELs, etc.).³

Note for newcomers: “for students at the earliest levels of English language proficiency, curricula must clearly be different. They should...move students as quickly as possible forward and toward the analytical tasks that are inside of our standards and outlined in the frameworks...” (Valdés, Kibler, & Walqui, 2014a, p. 16). Furthermore, for students who are just beginning to learn a language, everyday language becomes the basis for academic language. However, while attending to everyday language, educators must simultaneously guide students toward the skills, knowledge, and analytical practices embedded in the Frameworks. Regardless of students’ proficiency levels or educational needs, language forms and functions should still be taught in a contextualized, rich, and meaningful manner. ESL instruction incorporates multiple forms of assessment to gather evidence of students’ progress toward standards that focus on speaking, listening, reading, and writing. Any other content (science, math, social studies, etc.) that becomes part of a language assessment is incidental—a context for language instruction and development. ESL assessments are not meant to assess students’ content area-specific knowledge or skills. For example, an educator who holds an ESL license can design assessments that measure the academic *language* of the content areas, but should not assess the *content* of science, math, English language arts, or other areas that require additional, related teaching licenses.

³ Click [here](#) for more guidance about students with interrupted or limited formal education (SLIFE). OELAAA guidance for ELs with disabilities is coming soon.

Appendix 3

ESL Report Cards by Grade Cluster (available in landscape format and multiple languages)

Cohasset Public Schools

Kindergarten ESL Class Report Card:

Student Name: _____ Date: _____
 Term ____ Date: ____ ELP Level: Overall: ____ Speaking: ____ Writing: ____ Listening: ____ Reading: ____
 ESL teacher Name: _____

Speaking	1	2	3	Listening	1	2	3
Answer yes/no questions about personal information				Match oral language to classroom and everyday objects			
Name classroom and everyday objects				Find familiar people and places named orally			
Restate some facts from illustrated short stories				Follow one-step oral directions			
Describe pictures, classroom objects or familiar people using simple phrases				Sort pictures or objects according to oral instructions			
Retell short narrative stories through pictures				Follow two-step oral directions, one step at a time			
Make predictions & answer explicit questions from stories read aloud				Respond non-verbally to confirm or deny facts			
Retell narrative stories through pictures with emerging detail				Follow oral directions and compare with visual or nonverbal models			
Compare attributes of real objects (e.g., size, shape, color)				Distinguish between what happens first and next in oral activities or readings.			
Indicate spatial relations of real-life objects using phrases and short sentences				Order pictures of events according to sequential language			
Explain situations with emerging detail (e.g. involving feelings & opinions)				Identify pictures/realia associated with grade-level academic concepts from oral descriptions			
Express likes, dislikes, or preferences with reasons				Match oral language to classroom and everyday objects			
Writing				Reading			
Circle, or underline pictures, symbols, and numbers				Identify name in print			
Trace figures and letters				Find labeled real-life classroom objects			
Connect oral language to print (e.g., language experience)				Match labeled pictures to those in print			
Reproduce letters, symbols, and numbers from models in context				Distinguish between same and different forms of print (e.g., letters, symbols, numbers)			
Communicate using letters, symbols, and numbers in context				Demonstrate concepts of print (e.g. left to right, beginning, middle & end, title, author, illustrator)			
Reproduce familiar words from labeled models or illustrations				Sort labeled pictures by attribute (e.g., number, initial sound)			
Produce symbols and strings of letters associated with pictures				Identify some high-frequency words in context			
Label familiar people and objects from models.				Order a series of labeled pictures described orally to tell stories			
Create content-based representations through pictures and words				Find school-related vocabulary items			
Make "story-books" with drawings and words				Differentiate between letters, words, and sentences.			

P-Proficient Student can apply the skill correctly and understands and applies the concepts

D-Developing Student shows some understanding, however some errors do occur

B-Beginning Students cannot complete the task independently and shows little understanding.

Blank Spaces –Skill not addressed at this time

The student developed his/her English language proficiency for communicating in Social and Instructional purposes within the school setting in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Language Arts in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Mathematics in the following ways:
Term 1
Term 2
Term 3

The student developed his/her English language proficiency for communicating information, ideas & concepts necessary for academic success in the content area of Science in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Social Studies in the following ways:
Term 1
Term 2
Term 3
ESL Teacher Comments:
Term 1
Term 2
Term 3

Grades 1-2 ESL Class Report Card:

Cohasset Public Schools Student Name: _____ **Date:** _____

Term _____ Date: _____ ELP Level: Overall: _____ Speaking: _____ Writing: _____ Listening: _____ Reading: _____
 ESL teacher Name: _____

Speaking	1	2	3	Listening	1	2	3
Respond to visually-supported questions of academic content with one word or phrase.				Follow modeled one-step oral directions			
Identify and name everyday objects				Identify real-life objects reflective of content-related vocabulary as stated orally.			
Describe what people do from action pictures				Carry out two – to three-step oral commands			
Compare real life objects (e.g., "smaller", "biggest")				Sequence a series of oral statements using real objects or pictures			
Ask questions of a social nature and express feelings.				Follow modeled multi-step oral directions			
Sort and explain grouping of objects				Sequence pictures of stories read aloud			
Retell stories with details				Compare / contrast objects according to physical attributes based on oral information.			
Sequence stories with transitions				Find details in illustrates, narrative, or expository text read aloud			
Use academic vocabulary in classroom discussion to express and support ideas with examples				Use context clues to gain meaning from grade-level text read orally			
Give oral presentations on content-based topics approaching grade level				Interpret information from oral reading of narrative or expository text			
Respond to visually-supported questions of academic content with one word or phrase.				Identify ideas/concepts expressed with grade-level content-specific language.			
Writing				Reading			
Copy written language				Match real-life familiar objects to labels			
Label familiar objects or pictures				Follow directions using diagrams or pictures			
Complete modeled sentence starters				Identify and interpret pre-taught labeled diagrams.			
Describe people, places, or objects from illustrated examples and models				Match voice to print by pointing to icons, letter, or illustrated words			
Form simple sentences using word/phrase banks				Make text-to-self connections with prompting			
Participate in interactive journal writing				Match phrases and sentences to pictures			
Use classroom resources to compose original sentences				Put words in order to form sentences			
Compose journal entries about personal experience				Distinguish between general and specific language			
Create a related series of sentences in response to prompts				Identify main idea			
Explain processes or procedures using connected sentences				Match figurative language to illustrations (e.g., "as big as a house")			

P-Proficient Student can apply the skill correctly and understands and applies the concepts

D-Developing Student shows some understanding, however some errors do occur

B- Beginning Students cannot complete the task independently and shows little understanding.

Blank Spaces –Skill not addressed at this time

The student developed his/her English language proficiency for communicating in Social and Instructional purposes within the school setting in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Language Arts in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Mathematics in the following ways:
Term 1
Term 2
Term 3

The student developed his/her English language proficiency for communicating information, ideas & concepts necessary for academic success in the content area of Science in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Social Studies in the following ways:
Term 1
Term 2
Term 3
ESL Teacher Comments:
Term 1
Term 2
Term 3

Grades 3-5 ESL Class Report Card

Cohasset Public Schools **Student Name:** _____ **Date:** _____

Term _____ Date: _____ ELP Level: Overall: _____ Speaking: _____ Writing: _____ Listening: _____ Reading: _____
 ESL teacher Name: _____

Speaking	1	2	3	Listening	1	2	3
Express basic needs or conditions				Follow one-step oral directions			
Recite words or phrases from pictures of everyday objects and oral modeling				Identify objects, figures, people from oral statements or questions.			
Ask simple, everyday questions				Categorize content-based pictures or objects from oral descriptions			
Describe pictures, events, objects, or people using phrases or short sentences				Follow two-step oral directions			
Re/tell short stories or events				Follow multi-step oral directions			
Make predictions or hypotheses from discourse				Identify illustrated main ideas from paragraph-level oral discourse			
Answer opinion questions with supporting details and give content-based oral reports				Sequence pictures from oral stories, processes, or procedures			
Justify/defend opinions or explanations with evidence				Identify illustrated main ideas and supporting details from oral discourse			
Give content-based presentations using technical vocabulary				Infer from and act out on oral information			
Sequence steps in grade-level problem-solving				Carry out oral instructions containing grade-level, content-based information			
Explain in detail results of inquiry				Form opinions of people, places, or ideas from oral scenarios			
Writing				Reading			
Label objects, pictures, or diagrams from word/phrase banks				Make sound/symbol/word relations			
Answer oral questions with single words				Match Illustrated word/phrases in differing contexts			
Make lists from labels or with peers				Identify elements of story grammar			
Complete/produce sentences from word/phrase banks or walls				Follow visually supported written directions			
String related sentences together				Identify main ideas and some details			
Describe events, people, processes, procedures				Sequence events in stories or content-based processes			
Summarize content-based information				Match graphic organizer to different texts			
Explain strategies or use information in solving problems				Find details that support main ideas			
Apply content-based information to new contexts and create grade-level reports				Summarize Information from multiple related sources			
Connect or integrate personal experiences with literature/content				Draw conclusions from explicit and implicit text at or near grade level			

P-Proficient Student can apply the skill correctly and understands and applies the concepts

D-Developing Student shows some understanding, however some errors do occur

B-Beginning Students cannot complete the task independently and shows little understanding.

Blank Spaces –Skill not addressed at this time

<p>The student developed his/her English language proficiency for communicating in Social and Instructional purposes within the school setting in the following ways:</p>
Term 1
Term 2
Term 3
<p>The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Language Arts in the following ways:</p>
Term 1
Term 2
Term 3
<p>The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Mathematics in the following ways:</p>
Term 1
Term 2
Term 3

<p>The student developed his/her English language proficiency for communicating information, ideas & concepts necessary for academic success in the content area of Science in the following ways:</p>
Term 1
Term 2
Term 3
<p>The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Social Studies in the following ways:</p>
Term 1
Term 2
Term 3
<p>ESL Teacher Comments:</p>
Term 1
Term 2
Term 3

Grades 6-8 ESL Class Report Card

Cohasset Public Schools **Student Name:** _____ **Date:** _____

Term _____ Date: _____ ELP Level: Overall: _____ Speaking: _____ Writing: _____ Listening: _____ Reading: _____
 ESL teacher Name: _____

Speaking	1	2	3	Listening	1	2	3
Answer yes/no and choice questions				Follow one-step oral commands/instructions			
Answer select WH- questions within context of lesson or personal experience				Identify objects, people or places from oral statements or questions.			
Describe situations from modeled sentences				Follow multi-step oral directions			
Express everyday needs and wants and make requests				Identify information on charts or tables based on oral statements			
Give brief oral content-based presentations				Match main ideas of familiar text read aloud to visuals			
State big/main ideas with some supporting details				Associate oral language with different time frames			
Paraphrase and summarize ideas presented orally				Identify main ideas and details of oral discourse			
Defend a point of view and substantiate opinions with reasons and evidence				Role play, dramatize, or re-enact scenarios from oral reading			
Communicate with fluency in social and academic contexts				Use oral information to complete grade-level tasks			
Discuss and give examples of abstract, content-based ideas.				Make inferences from grade-level text read aloud			
				Discriminate among multiple genres read orally			
Writing				Reading			
Draw content-related pictures and label				Match content-related objects/pictures to words			
Create vocabulary/concept cards				Identify common symbols, signs, and words			
Complete graphic organizers/forms with personal information				Follow text read aloud			
Respond to yes/no, choice, and some WH- questions				Use pre-taught vocabulary to complete simple sentences			
Produce short paragraphs with main ideas and some details				Identify topic sentences, main ideas, and details in paragraphs			
Compare/contrast information, events, characters				Answer questions about explicit information in texts			
Create multiple-paragraph essays composed with into/body/conclusion				Order paragraphs and identify summaries of passages			
Paraphrase or summarize text				Interpret adapted classics or modifies text			
Create expository text to explain graphs/charts				Differentiate and apply multiple meanings of words/phrases			
Produce research reports using multiple sources/citations				Infer meaning from modified grade-level text			

P-Proficient Student can apply the skill correctly and understands and applies the concepts

D-Developing Student shows some understanding, however some errors do occur
B- Beginning Students cannot complete the task independently and shows little understanding.
Blank Spaces –Skill not addressed at this time

The student developed his/her English language proficiency for communicating in Social and Instructional purposes within the school setting in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Language Arts in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Mathematics in the following ways:
Term 1
Term 2
Term 3

The student developed his/her English language proficiency for communicating information, ideas & concepts necessary for academic success in the content area of Science in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Social Studies in the following ways:
Term 1
Term 2
Term 3
ESL Teacher Comments:
Term 1
Term 2
Term 3

Grades 9-12 ESL Class Report Card

Cohasset Public Schools Student Name: _____ **Date:** _____

Term _____ Date: _____ ELP Level: Overall: _____ Speaking: _____ Writing: _____ Listening: _____ Reading: _____
 ESL teacher Name: _____

Speaking	1	2	3	4	Listening	1	2	3	4
Answer yes/no and choice questions within context of lessons or personal experience					Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally				
Name everyday objects and pre-taught vocabulary					Identify resources, places, products, figures from oral statements, and visuals.				
Describe persons, places, events, or objects					Match or classify oral descriptions to real-life experiences of visually-represented, content-related examples				
Ask WH- questions to clarify meaning					Sort oral language statements according to time frame				
Compare/contrast features, traits, characteristics using general and some specific language					Distinguish main ideas from supporting points in oral, content-related discourse				
Sequence processes, cycles, procedures, or events					Evaluate information in social and academic conversations				
Take a stance and use evidence to defend it					Distinguish between multiple meanings of oral words or phrases				
Compare and contrast points of view					Analyze content-related tasks or assignments based on oral discourse				
Give multimedia oral presentations on grade-level materials					Compare traits based on visuals and oral descriptions using specific and some technical language				
Explain strategies for solving problems					Make inferences from oral discourse containing satire, sarcasm, or humor				
Engage in debates on content-related issues using technical language					Evaluate intent of speech and act accordingly.				
Writing					Reading				
Produce short answer responses to oral questions with visual support					Match visual representations to words/phrases				
Supply missing words in short sentences					Respond to WH- questions related to illustrated texts				
Take notes using graphic organizers or models					Locate main ideas in a series of related sentences				
Formulate yes/no, choice, and some WH- questions from models					Match sentence-level descriptions to visual representations				
Compose short narratives and expository pieces.					Identify topic sentences, main ideas, and details in paragraphs				
Organize ideas and details using graphic organizers					Answer questions about explicit information in texts				
Summarize content-related notes from lectures or text					Interpret visually- or graphically-supported information				
Justify or defend ideas or opinions					Infer meaning from text				
Create original pieces that represent the use of a variety of genres and discourses					Interpret and synthesize grade-level literature and expository texts				
Produce research reports using multiple sources/citations					Infer significance of data or information in grade-level material				

P-Proficient Student can apply the skill correctly and understands and applies the concepts

D-Developing Student shows some understanding, however some errors do occur

B- Beginning Students cannot complete the task independently and shows little understanding.

Blank Spaces –Skill not addressed at this time

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Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Language Arts in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Mathematics in the following ways:
Term 1
Term 2
Term 3

The student developed his/her English language proficiency for communicating information, ideas & concepts necessary for academic success in the content area of Science in the following ways:
Term 1
Term 2
Term 3
The student developed his/her English language proficiency for communicating information, ideas and concepts necessary for academic success in the content area of Social Studies in the following ways:
Term 1
Term 2
Term 3
ESL Teacher Comments:
Term 1
Term 2
Term 3