November 2017

NORWELL PUBLIC SCHOOLS

**English Language Learner
and
Students with Limited or Interrupted Formal Education
Education Guidelines**

This handbook has been prepared to assist school personnel in the assignment of students whose first language is not English. This handbook provides the necessary protocols that meet the state and federal requirements that assure students are receiving the program services they need to be academically and socially successful in the Norwell Public Schools. It is hoped that staff find this handbook helpful in their work.

Statement of Non-Discrimination

The Norwell School District ensures equal employment and educational opportunities for its employees and students and does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, or gender identity (M.G.L. c. 151B and 151C, Title VI, Title VII and Title IX), or on the basis of disability (Section 504 of the Rehabilitation Act of 1973/ADA).

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I. INTRODUCTION AND BACKGROUND

In an effort to educate each child individually, it is important to consider how each child can best learn. In the Norwell School District, it is important that we provide English language learners (ELLs) or English learners (ELs) with the opportunity to become proficient in English and provide them with full access to the curriculum. Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. As Norwell is considered a low incidence school district in regard to the number of enrolled ELs, in order to accomplish these goals, English language learners will receive sheltered English instruction (SEI) in classrooms in accordance with state and federal laws. Sheltered instruction addresses the concepts and skills as defined in the district curriculum and assists students with language development while providing an appropriate and challenging educational program. Furthermore, an increasing and diverse number of ELs with limited or interrupted formal education have been enrolling in Massachusetts schools. Students with limited or interrupted education (SLIFE) often do not possess the school readiness skills, sociolinguistic proficiencies, content knowledge, and academic ways of thinking demonstrated by students who have consistently attended schools. Norwell students designated as EL and SLIFE will be educated in a culturally and linguistically responsive teaching program consistent with their level of English language proficiency and academic needs.

Federal and state law requires proper identification and annual language proficiency assessment of students whose first language is not English or who struggle to complete ordinary classroom work in English (G.L. c. 71A; Title III of the *No Child Left Behind Act - NCLB*). The law and its successor, the *Every Student Succeeds Act of 2016* (ESSA), also requires that students identified as ELs (also referred to as "students with limited English proficiency," or "LEP students" in federal laws and guidance, and "English learner" in state law) are provided with opportunities to receive instruction that is appropriate for their individual language proficiency level, allows them to develop English language proficiency, and affords them equal access to rigorous content area instruction and academic achievement alongside their native English speaking peers. In Massachusetts this means that, with limited exceptions, districts are required to provide ELs SEI instruction until they are proficient in English. SEI consists of both sheltered content area instruction and English as a Second Language (ESL) instruction. Once proficient in English, ELs are to be exited from language programs (G.L. c. 71A § 4) and monitored for a period of four years.

In 2012, the Massachusetts Board of Elementary and Secondary Education adopted new regulations and launched an initiative to improve the academic achievement of ELs and close the persistent proficiency gaps between ELs and their English proficient peers. Three major components of the Rethinking Equity and Teaching for English Language Learners (RETELL[1]) initiative are designed, in tandem, to strengthen teaching and learning for ELs: 1) required professional development about sheltering content instruction and promoting language development for ELs (the SEI Endorsement and related courses for teachers and administrators), 2) a new set of English language development standards (the World-class Instructional Design and Assessment English Language Development standards – or WIDA ELD standards, and 3) an annual language proficiency assessment, Assessing Comprehension and Communication in English State to State for ELs (ACCESS for ELs).

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[1] For more information about the RETELL initiative, visit http://www.doe.mass.edu/retell/.

As a result of these laws and regulations, districts must do the following:

- establish a process and set of criteria to determine whether students are ELs upon initial enrollment, and if so, establish a process and set of criteria for placing such students in language programs appropriate to their English language proficiency level;
- notify parents or legal guardians[2] of students identified as ELs of their language status and initial program placement, and inform them of their rights to "opt out" of language programs or to waive state requirements for participation in SEI instruction;
- annually assess the language proficiency of ELs; and
- establish a process and set of criteria for determining whether ELs are still considered ELs at the end of each school year, and a method for exiting and monitoring students who have been determined to be proficient in English.

As the same time, Norwell is required to identify and place EL students who are also SLIFE in appropriate programs. Steps would be to:
- identify the students using the home language survey, review the student's academic records, and interview the parents;
- assess language proficiency using the WIDA Screener;
- administer literacy and numeracy assessments if deemed necessary;
- record the SLIFE designation;
- develop a SLIFE Individualized Learning Plan that includes equitable, intentional, responsive, and strategic academic programming; and
- provide socio-academic and socio-cultural supports through the school-based team.

This document will provide an overview of the program and regulations for Norwell.

A. WIDA Overview

In the fall of 2012, Massachusetts joined the WIDA (World Class Instructional Design and Assessment) consortium including over 32 states in the US to guide EL programs. Originally, this research effort that began in 2004 was a collaboration of Wisconsin, Illinois, Delaware and Arkansas (thus the acronym) but later purchased by corporate America to evolve into WIDA. The EL assessment is known as ACCESS 2.0.

WIDA Highlights:

- WIDA has a 'Can Do' philosophy with significant research background that believes that: "Every teacher is a teacher of language." WIDA is content based and aligned with the Common Core standards.
- The four pillars of WIDA foundation are research-based language development principles, constructive academic language, theoretical foundations, and WIDA's 'Can Do' philosophy.
- Academic language is the bridge. Content language is emphasized.
- Each grade will have a matrix for standards.
- The Model Performance Indicators (MPI) are the blueprint for instruction transformation.
- The Matrix will include knowledge associated with grade level and skills associated with that knowledge corresponding to Common Core Standards.
- The strands of the MPI will provide scaffolding for instruction (e.g. identifying, distinguishing, analyzing and drawing conclusions).
- Student-based assessments (ACCESS) will target language proficiency and academic language proficiency together.
- WIDA-ACCESS (ELL testing) is 15% listening, 35% reading, 35% writing, and 15% speaking.
- ACCESS will provide raw scores, scaled scores, proficiency scores, reports for parents and teachers, student roster, school frequency, and district frequency.

[2] Hereafter throughout the document, the term "parent" shall mean parent or legal guardian.

A. Overview Chart of the WIDA Proficiency Levels

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	• Point to stated pictures, words, phrases • Follow one-step oral directions • Match oral statements to objects, figures or illustrations	• Sort pictures, objects according to oral instructions • Follow two-step oral directions • Match information from oral descriptions to objects, illustrations	• Locate, select, order information from oral descriptions • Follow multi-step oral directions • Categorize or sequence oral information using pictures, objects	• Compare/contrast functions, relationships from oral information • Analyze and apply oral information • Identify cause and effect from oral discourse	• Draw conclusions from oral information • Construct models based on oral discourse • Make connections from oral discourse	**Level 6 Reaching**
SPEAKING	• Name objects, people, pictures • Answer WH- (who, what, when, where, which) questions	• Ask WH- questions • Describe pictures, events, objects, people • Restate facts	• Formulate hypotheses, make predictions • Describe processes, procedures • Retell stories or events	• Discuss stories, issues, concepts • Give speeches, oral reports • Offer creative solutions to issues, problems	• Engage in debates • Explain phenomena, give examples and justify responses • Express and defend points of view	
READING	• Match icons and symbols to words, phrases or environmental print • Identify concepts about print and text features	• Locate and classify information • Identify facts and explicit messages • Select language patterns associated with facts	• Sequence pictures, events, processes • Identify main ideas • Use context clues to determine meaning of words	• Interpret information or data • Find details that support main ideas • Identify word families, figures of speech	• Conduct research to glean information from multiple sources • Draw conclusions from explicit and implicit text	
WRITING	• Label objects, pictures, diagrams • Draw in response to a prompt • Produce icons, symbols, words, phrases to convey messages	• Make lists • Produce drawings, phrases, short sentences, notes • Give information requested from oral or written directions	• Produce bare-bones expository or narrative texts • Compare/contrast information • Describe events, people, processes, procedures	• Summarize information from graphics or notes • Edit and revise writing • Create original ideas or detailed responses	• Apply information to new contexts • React to multiple genres and discourses • Author multiple forms/ genres of writing	

B. Common Acronyms and Terms

ELL or EL	English Language Learner or English Learner
ESL	English as a Second Language
LEP	Limited English Proficient - students who have a non-English language background
FEL	Former English Learner
LAT	Language Assessment Team
Low Incidence	Fewer than twenty LEP students of one language group
High Incidence	Program usually having 20 or more of one language group enrolled in a school district or schools
Integration	In the context of Chapter 71 A, integration means students receiving services are engaged in meaningful learning activities with their peers
SEI	Sheltered English Immersion – a program model whereby instruction and materials are in English and utilize sheltered instruction techniques.
ELD	English Language Development – a methodology through which the development of language and academic content skills are promoted simultaneously and may utilize native language for clarification purposes.
MA SIMS Classification	Massachusetts Student Information Management System classification. Students requiring services are labeled as LEP, students who no longer receive EL services are coded as FEL.
Native Language	First language of the learner
SLIFE	Students with Limited or Interrupted Formal Education
WIDA	A consortium of 40 states that provides curriculum frameworks, assessment, and English language proficiency standards for ELs. The WIDA ELD standards promote academic language development for ELs in four core content areas: language arts, mathematics, science, and social studies, and thereby facilitate students' success in school. The standards promote a collaborative instructional approach in which EL and content area teachers work together to promote ELs' language development throughout the school day – thus maximizing language and content area learning.
ACCESS	Assessing Comprehension and Communication in English State-to-State for English Language Learners - a secure large-scale English language proficiency assessment given to K-12 students who have been identified as English learners (ELs).
RETELL	Rethinking Equity and Teaching English for English Language Learners. RETELL brings a systemic approach that combines professional development in Sheltered English Immersion (SEI) for educators and a new set of English language development standards and assessments for ELLs.

II. STEP-BY-STEP PROCEDURES FOR INITIAL PLACEMENT

Below you will find an overview chart of the step-by step process along with explicit details and directions for each step. Following that is a graphic representation in the form of a flowchart.

A. Overview

	Accomplished By	Task	Deadline
STEP 1: Registration of new student	Building administration	Administer Home Language Survey. If language other than English is spoken at home, interview parents for language skills and contact EL teacher.	Immediately upon enrollment in NPS
STEP 2: Assessment	EL teacher Literacy Specialist Math Specialist	Assess language proficiency using WIDA Screener for K-12 or Pre-LAS for Pre-K. If FEL, identify need to monitor. If SLIFE, administer literacy and numeracy diagnostics.	Within 10 days of enrollment in NPS
STEP 3: Placement (or reassignment)	Building administration, EL teacher, literacy specialist, guidance counselors, LAT	Review prior student records, interview parent/guardian, review assessment results. Determine placement in SEI classroom and EL classes. If EL, develop SLEP using ACCESS, WIDA Screener, and MCAS (if available), interviews with parent/guardian, teacher, and student. If EL and SLIFE, develop Individualized Learning Plan	No later than 5 days after language assessment
STEP 4: Notification of Parents	LAT and EL teacher	Notify parents in writing of program, options, and rights.	No later than 30 days after the beginning of the school year or 2 weeks during the school year
STEP 5: Code all students	Data and Compliance Specialist	Code students in SIMS as appropriate.	October, March, June
ANNUALLY: Assessment of language proficiency. Review/Reassignment of EL Designation	EL Teacher and LAT	Administer ACCESS in January. Review ACCESS, MCAS, report cards, writing samples. Update SLEP.	October or June of each year
AS NEEDED: Integration into mainstream curriculum	LAT	Review classroom performance, MCAS	Once FELed, monitor student for 4 years.

B. Procedure Details

STEP 1: Administer a Home Language Survey

At the time of registration, ALL parent(s)/guardian will be asked to complete the Home Language Survey (HLS) (online or Form C; other languages are available at http://www.doe.mass.edu/ell/hlsurvey/). If the HLS shows that the student's language exposure is all English, the original form will be placed in the student's cumulative folder. If the HLS indicates a language other than English is spoken in the home, a copy of the HLS will be forwarded to the EL teacher, and the student will be tested within 30 days. The testing results will determine if the student should be classified as and EL or SLIFE and if services are necessary based on English proficiency criteria set by the district. Results of the testing and parental notification will be placed in the student's cumulative folder, and a copy will be placed in the student's ELL folder maintained by the EL teacher. (Form B). If the student was a Former English Learner (FEL) in their prior school, the student must be monitored for the balance of the four year monitoring period.

STEP 2: Assess the Student using WIDA-Screener, WIDA-APT, or Pre-LAS

The parents of all students enrolling in Pre-K through 12th grade must complete a Home Language Survey. If the Home Language Survey indicates a language other than or in addition to English is spoken at home, interview the parent/guardian about the student's academic and language background. If needed, the EL teacher will assess the English proficiency of the student. An EL teacher assesses the new student using the WIDA-Screener or WIDA-MODEL for 1-12, WIDA-APT for Kindergarten, or Pre-LAS for Pre-K upon entry into the school district. A screening test is not necessary for students who come from another MA district or another WIDA state if the district is able to obtain ACCESS results from the last calendar year. WIDA Screener test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies.

If it appears that the EL student is also a SLIFE, the literacy and math specialists will assess the student using relevant literacy and numeracy diagnostics.

When determining whether a student should enter the EL Program and receive services from a certified EL teacher, two components of the WIDA MODEL are examined. For a Kindergartener to be eligible, s/he will need to receive an Oral Proficiency level of less than 5.0 on the MODEL or under a 29 on the W-APT. For a student in grades 1-12 to be eligible, s/he must receive an overall composite score of 4.0 or below on the WIDA-Screener **and** receive a literacy score (combined reading and writing) of 4.0 or below.

The EL teacher will put the scores, recommendations and parent notifications into the student's files. (Form D)

Any students in the Pre-K program who speak another language at home must be assessed using the Pre-LAS, Pre-IPT, etc. to identify English proficiency. If the student is an EL (score below 77 for a three- or four year old or below an 82 for a five or six year old), Norwell will report the student as such to the Department. Teachers will provide the supports necessary to overcome language barriers.

Regardless of whether or not a student was identified as an EL in Pre-K, all potential ELs in Kindergarten must be screened using a WIDA screener. If a student previously identified as an EL in Pre-K exceeds the cutoff score for identification as an EL in Kindergarten, then that student will be considered a non-EL, but must be monitored for four full school years from the time of the Kindergarten screening.

STEP 3: Determine EL, Non-EL or SLIFE Status and Make Placement Decisions
Using the results of the language screening assessment and other pertinent information and assessments, the Language Assessment Team will determine whether or not the student is an EL or SLIFE. Because each screening assessment will have different "cut scores" for determining English language proficiency, interpretation of the screening assessment scores and subsequent decision about whether a student is an EL should be made by a licensed EL teacher or administrator trained to interpret the specific screening test used.

A student identified as an EL after a language screening assessment should be placed in a language program that will provide sheltered content area instruction in English and English language instruction appropriate for the student's level of English language proficiency unless the student's parent chooses to "opt out" of such language programs or requests a waiver.

A student identified as SLIFE after pertinent assessments will receive supports that are equitable, responsive, and strategic.

In addition to SEI instruction, the EL teacher and team may develop a Second Language Education Plan (SLEP) to address the student's language and literacy needs. Targeted language instruction may range from 30 minutes a week for bridging students to eight or more hours a week for beginning students. If needed, the SLEP may also specify additional supports to meet the needs of the SLIFE.

STEP 4: Notify Parents and/or Guardians
Parents will be notified in writing about the screening results and placement decisions (EL and/or SEI) within 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 (Form E). This letter will also provide information about requesting a waiver for an alternate placement or opting out of EL services. If needed, these letters will be in the parent's native language (See http://www.doe.mass.edu/ell/resources.html).

Massachusetts law requires districts to inform parents of their rights to "opt out" of language programs or to request a waiver from the state-mandated SEI program model.

Parents of ELLs may notify Norwell of their wish to have their child opt out of English language learner programs. In such cases, the district must inform the parent of the services the child would have received if enrolled in the district's language programs, as well as the type of support that will be provided to the student if the parent decides to opt out. If parents of ELs decide to opt out of language programs, districts must place the student in an English language mainstream classroom and maintain appropriate documentation of the parent opt out notice in the student's file. However, federal and state law requires that districts provide instructional support to ensure *all* ELs, including those whose parent(s) have chosen to opt out of language programs, have access to the curriculum and meet the same academic standards as their native English speaking peers (Title VI of the Civil Rights Act of 1964; Equal Educational Opportunities Act of 1974, 20 USC §1703(f); G.L. c. 71A § 7). Districts are also required to annually assess the language proficiency of all EL students. Therefore, in practice, a parent's choice to opt out means their child will not receive separate EL instruction focused on language development, but Norwell still must ensure that it continues to meet the student's English-language and academic needs. For example, Norwell could place such students in classrooms where they receive sheltered content area instruction with a teacher qualified to teach ELs, provide additional literacy and language support through reading specialists qualified to teach ELs, or establish structured opportunities for the students' content area teachers to plan content area instruction in collaboration with a licensed EL teacher. Norwell must also keep a record of how such students are provided meaningful access to the curriculum and how such students are progressing academically. Finally, EL students whose parents have opted out of language programs must still be classified as EL on district reports and participate in the state's annual language proficiency

assessment, ACCESS for ELs. Parents must be notified of their child's participation in such assessments, as well as assessment results.

Parents may also request a program waiver to allow their child to attend a different program from the state-mandated sheltered English immersion program model (G.L. c. 71A § 5). Such waivers may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. Parents must be informed of their right to apply for a waiver and provided with program descriptions in a language they can understand.

STEP 5: Code All Students Determined to be ELs Correctly in the SIMS Data Collection
Data for the Department's SIMS is collected three times each year (October, March, and June). All students identified as ELs should be appropriately coded as LEP on SIMS Data Element DOE025 in all SIMS reports submitted to the Department. The following SIMS Data Elements are also relevant to students identified as ELs: DOE021: LEP Students in their first year in U.S. schools, DOE022: Immigrant status, DOE023: Country of Origin, and DOE024: First (Native) Language, DOE025/00: Student is not an English Learner, DOE025/01: Student is an English Learner, or DOE41/01: SLIFE.

For more information about how to complete EL-related SIMS Data Elements, see the *SIMS Data Handbook* available at http://www.doe.mass.edu/infoservices/data/sims/SIMS-DataHandbook.pdf.

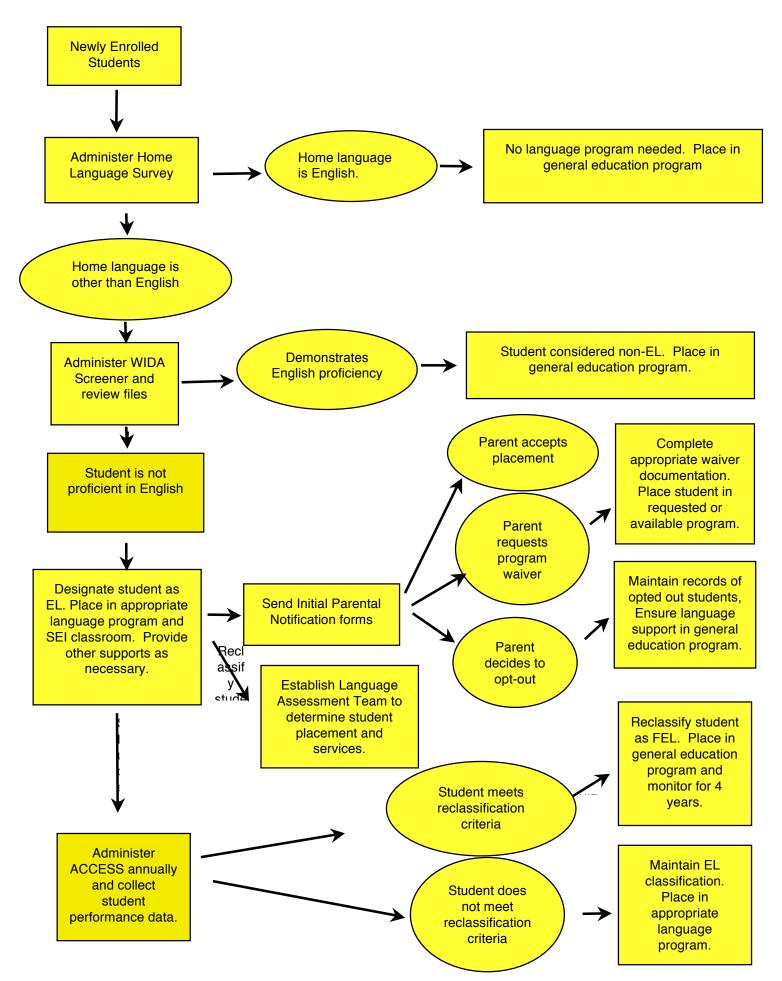*ANNUALLY: Assess language proficiency using ACCESS.*
ACCESS for ELs tests are administered once annually in January/February to all ELL students in grades K–12. WIDA-ACCESS is 15% listening, 35% reading, 35% writing, 15% speaking. ACCESS will provide raw scores, scaled scores, proficiency scores, reports for parents and teachers, student roster, school frequency, and district frequency.

For more information, see the section on Student Assessments. Scores are available in May, and they are used as part of the annual review by the LAT.

AS NEEDED: Review/Reassignment of ELL Designation
The LAT will review MCAS and ACCESS scores, report cards, and writing samples each year. If a student has an overall composite score of 4.2 on the ACCESS **and** a composite literacy score (reading and writing) of 3.9 or greater, the student may be exited from the EL program and designated as FEL. The student will be monitored for four years.

C. ELL Program Flowchart

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Newly Enrolled Students
        │
        ▼
Administer Home Language Survey ──▶ ( Home language is English. ) ──▶ No language program needed. Place in general education program
        │
        ▼
( Home language is other than English )
        │
        ▼
Administer WIDA Screener and review files ──▶ ( Demonstrates English proficiency ) ──▶ Student considered non-EL. Place in general education program.
        │
        ▼
Student is not proficient in English
        │
        ▼
Designate student as EL. Place in appropriate language program and SEI classroom. Provide other supports as necessary. ──▶ Send Initial Parental Notification forms
        │                                                                                                    │
    Reclassify student                                                                                       ├──▶ ( Parent accepts placement )
        │                                                                                                    ├──▶ ( Parent requests program waiver ) ──▶ Complete appropriate waiver documentation. Place student in requested or available program.
        │                                                                                                    └──▶ ( Parent decides to opt-out ) ──▶ Maintain records of opted out students, Ensure language support in general education program.
        ▼
    Establish Language Assessment Team to determine student placement and services.

Administer ACCESS annually and collect student performance data. ──▶ ( Student meets reclassification criteria ) ──▶ Reclassify student as FEL. Place in general education program and monitor for 4 years.
                                                              └──▶ ( Student does not meet reclassification criteria ) ──▶ Maintain EL classification. Place in appropriate language program.
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III. DISTRICT WAIVER AND OPTING OUT PROCEDURES FOR EL STUDENTS

General Laws Chapter 71A requires that publicly-funded students in Massachusetts who are LEP be instructed through the use of SEI, unless the student wishes to opt out and be placed in a general classroom not tailored for English learners. 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.

A. Opting Out Procedure

Parents may notify the district of their wish to have their child opt out of the EL program. This means that a parent or guardian chooses to deny their child's entry into the SEI program in the Norwell Public School District. The district requires that a parent or guardian schedule a meeting with the EL District Liaison and EL staff in order to exercise this option. The form Opt-Out (Form F.1) must be signed in order to make this official. Parents of children under 10 may opt out even if that student has not been enrolled in an EL classroom for 30 days.

Our district encourages parents to allow their children to participate in our EL program for a limited time before they make a final determination to opt out of the program. The Norwell Public School District will continue to keep parents apprised of their child's progress. Federal law establishes a district's obligation to provide EL students with meaningful access to the education program. Because of this, when a parent declines their child's participation in a formal language instruction program, the district will continue to monitor the progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Where a district determines through monitoring that a student who has opted out is not progressing, the district will ensure that the student's academic needs are being addressed. Students will continue to be reported on the SIMS data and assessed annually using the DESE mandated assessments (ACCESS and MCAS) appropriate for their grade.

Within one week of receipt of the decline of services, a meeting will be held at the building level by the appropriate EL District Team. An Individual Student Success Plan (ISSP) will be created for the student by the Language Assessment Team (LAT). The plan will be overseen by the EL teacher. It will identify specific services that will be implemented. Services may include but are not limited to support in the classroom, accommodations and modifications to instruction and class work, time in the academic support classroom and/or regular progress reports from guidance to the home and to the EL teacher. Parent notification letters will continue as long as English language proficiency assessments indicate the student is not yet proficient.

B. Waiver Procedure

If a family believes that the student should be placed in a program other than that which the EL teacher recommends, the family has a right to request a waiver for alternate placement in a bilingual or other educational program (Forms G.1, G.2, G.3). General Laws Chapter 71A provides for waivers based on parent or administrator request under certain circumstances, assuming that the parent annually applies by visiting the student's school and by providing written informed consent.

For students under the age of 10: With parental consent, waivers are allowed under all of the following conditions (Form G.1):

1. The student has been placed in an EL classroom for at least 30 days prior to the parent's application for a waiver.
2. 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. (Form I, Attachment)

3. Authorizing signatures on the waiver application of both the school superintendent and the school principal.

For students over the age of 10: With parental consent, waivers are allowed 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 language skills (Form G.2).

For students with special needs, see form G.3 and Attachment B.

If there are 20 or more students of a given grade level in one particular language group whose parents have waived the EL program in favor of a bilingual or other type of language support program, the district will be required to offer that type of program. In all other cases, students with waivers will be permitted to transfer to a public school in which such programs are offered.

IV. STUDENT ASSESSMENTS
Several tests may be used for the assessment of language dominance, oral proficiency, and reading and writing skill levels. The assessment results from any of the instruments indicated below are to be used as resources and guides by the ELL team when making entry or exit into programs. Results of district, state, and school-based assessments are used to provide additional information on the academic performance of the student.

Descriptions of Assessments
State and federal laws require that EL students participate in statewide testing. Massachusetts students will meet the testing requirements by participating in both the ACCESS for ELs tests and Massachusetts Comprehensive Assessment System (MCAS).

A. ACCESS for ELs 2.0

For full information, please see: http://www.doe.mass.edu/mcas/access/
and the principal's administration manuals: *ACCESS for ELs 2.0 Computer- and Paper-Based Assessments for Students in Grades 1–12, plus Kindergarten and Alternate ACCESS for ELs 2.0.*

EL students must be assessed annually to measure their English language proficiency and progress in learning English in the four domains of reading, writing, listening, and speaking. Students in grades K–12 who are identified as EL/LEP **must participate** in ACCESS for ELs 2.0 testing or the Alternate ACCESS for ELs 2.0 for their grade, as follows:
- students who were reported as EL/LEP in October 2017 SIMS
  AND
- students who enroll in school after the October 2017 SIMS submission and prior to January 2018 who will be reported as EL/LEP in the March 2018 SIMS.

Foreign Exchange Students
Foreign exchange students who are coded as #11 under "Reason for Enrollment" in SIMS **must participate** in ACCESS for ELL tests, if they are determined to be an EL.

A very small number of ELL students are *not* required to participate in ACCESS for ELs tests, as described on the next page:

Students Not Required to Participate in Some or All of the ACCESS for ELs test
• EL students reported as LEP in October 2017 SIMS who have **exited LEP (EL) status** before the beginning of the testing window (i.e., before January 2018). **Note:** The "LEP" designation for students who exit ELL status prior to testing **must be removed** in the district's March 2018 SIMS submission.
• If a student meets the criteria to receive the <u>ELA</u> read-aloud special access/nonstandard accommodation and this is already listed in the IEP or 504 plan, the student must take Listening, Speaking, and Writing, but *not the* Reading test. The school *may* administer the Reading test to the student, at their discretion, to receive an overall score and proficiency level.
• EL students whose primary disability is reported as "deaf" must take the Reading and Writing tests, but *not* the Listening and Speaking tests.
• EL students whose primary disability is reported as "blind" must take the Braille version of the Reading and the Writing tests, but *not* the Listening and Speaking tests.
• EL students in Kindergarten with significant disabilities do not participate in the Alternate ACCESS for ELs—only students in grades 1–12.
• EL students with significant cognitive disabilities who are designated for MCAS-Alt, or are in grades 1 or 2 and would be likely to take MCAS-Alt in the future, do not take standard ACCESS tests, but participate instead in the **Alternate ACCESS for ELs**.

B. Massachusetts Comprehensive Assessment System (MCAS)

For full information, please see:

*Accessibility and Accommodations Manual for the Spring 2017 (*and updates as they are released)
MCAS Grades 3–8 Tests, Including Participation Requirements and Accommodations for Students with Disabilities and English Language Learners
http://www.doe.mass.edu/mcas/accessibility/

General Participation Requirements
EL students must participate in all MCAS tests scheduled for their grades regardless of the language program and services they are receiving or the amount of time they have been in the United States. The only exception applies to first-year ELL students who enrolled in U.S. schools after March 1, 2018. Schools have the option of administering ELA tests to first-year EL students provided they have also participated in ACCESS for ELs testing. First-year EL students must participate in MCAS Mathematics and Science and Technology/Engineering tests, but results will be reported only for diagnostic purposes and will not be included in school and district summary results or in state and federal accountability reporting.

EL Participation Requirements for MCAS Tests

	English Language Arts	**Mathematics**	**Science & Technology/Engineering**
1st Year EL Students[1]	Optional[2]	Required	Required
All Other Students	Required	Required	Required

[1] Results for first-year ELL students are not included in MCAS school and district summary results.
[2] Optional provided that the student has participated in ACCESS for ELLs.

Use of Bilingual Word-to-Word Dictionaries and Glossaries by EL Students on MCAS
Any EL student, including students who have been identified as ELL at any time in the past, may use an authorized bilingual word-to-word dictionary and/or glossary on the following MCAS tests: ELA—authorized word-to-word dictionary (if available), Mathematics—authorized word-to-word dictionary and glossary (if available), Science and Technology/Engineering—authorized word-to-word dictionary and glossary (if available).

Dictionary use for MCAS testing is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases, and other information are strictly prohibited. A list of authorized bilingual dictionaries and glossaries is available on the Department's website.

V. THE EDUCATIONAL PROGRAM
Depending upon the assessment results, students may receive English Language Development lessons and/or be placed in a Sheltered English Immersion program. Teachers in SEI classrooms will be trained according to the DESE regulations and guidelines in order to qualify to teach EL students in their respective classrooms, or in subject matter content. Norwell provides SEI training courses onsite each year.

A. EL Program Overview
The EL program and individual student learning goals for each student will be developed in partnership with the EL teacher, teaching staff and administration, including the principal, and will be reviewed each year to accommodate the needs of EL students requiring services. Language proficiency levels will be determined from assessments, student work samples, and recommendations from EL and classroom teacher(s). The EL teacher will be consulted to prepare the instructional program for each student. Instruction will focus on reading, writing, listening, speaking, vocabulary development, study skills, and cultural orientation. A combination of push-in and pull-out services will be offered depending on the proficiency and needs of the learner. The curriculum is researched-based, focuses on language acquisition, and develops the student's ability to develop academic language and achieve academic standards. The EL teacher may create a Second Language Education Plan with the Language Assessment Team (Form L).

EL Student folders will be maintained by the EL teacher, school building, and at Central office. Each folder has a checklist that the teacher(s) use(s) to document the collection of student data, report cards, progress reports, and parent communication (Form A).

EL Program Scheduling Guidelines
EL students may be grouped by level of proficiency and, at the elementary school, with students of similar ages. If a student does not have a similar proficiency level grouping in his/her school, that student is instructed one-on-one or within the general classroom setting.

The following DESE guidelines for EL instruction may be considered when planning instructional times.

	English Language (EL)	**Content Classes**	**Exploratory Classes**
WIDA Levels 1, 2, 3 (ACCESS scores 1.0-2.4)	Two or three periods (a period is 45 minutes) per day of direct EL instruction, delivered by a licensed ESL teacher.	Other hours as available outside of EL instruction, delivered by a teacher qualified to teach ELLs and licensed in the appropriate content area.	Mainstreamed with grade level
WIDA Levels 3, 4, 5, 6 (ACCESS scores 2.5 and higher)	One period (a period is 45 minutes) per day of direct EL instruction, delivered by a licensed ESL teacher.	Other hours as available outside of ESL instruction, delivered by a teacher qualified to teach ELs and licensed in the appropriate content area.	Mainstreamed with grade level

The EL program in Norwell uses WIDA's <u>English Language Development Standards</u> and the <u>Massachusetts Curriculum Frameworks</u>. EL 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 EL instruction are taught within rich, contextualized, and meaningful contexts.

The EL program in Norwell focuses on:
1.) **Vocabulary Development for Social and Academic Purposes**: A rich and varied vocabulary is a key predictor of academic success. Our goal is to have ELs have both full receptive and productive knowledge of new words from their content courses as well as key academic words and terms that will travel across contents (e.g., the language of *cause & effect*). Students will learn and practice vocabulary words in meaningful contexts, and they will read, write, hear, and speak them in small group settings. Resources include academic content, various texts and reading resources, *Academic Vocabulary Toolkit*, sentence frames, picture dictionaries, picture cards, vocabulary games, and supplemental and level-appropriate reading materials.
2.) **Oral Language Development.** Oral language often precedes writing development. Our goal is to help students communicate with competence, listen for oral cues, get their ideas across, advocate for themselves, and take an active role in their school and social life. Students should be able to work competently in small and whole group settings to discuss, compare, opine, analyze, identify, collaborate, etc. in English. Key resources and strategies include vocabulary building activities, modeling, roleplaying, teaching the language of collaboration, using online listening resources, building and activating background knowledge and useful word lists, using small group settings to decrease the affective filter, providing opportunities and models for listening and sharing, and instructing in cultural and school norms. The development of oral language is an important part in the development of reading and writing skills.
3.) **Reading and Writing Skill Development.** Our students come to Norwell with a wide range of literacy skills, and our aim is to provide the sound, symbol, phonics, vocabulary, reading, and thinking skills necessary to read and write across the curriculum. EL reading instruction focuses on vocabulary development and comprehension at the word, sentence, paragraph, and essay level, and when needed, the sound system and fundamental literacy skills for the English language. Active reading strategy instruction is integrated to give learners the skills they need across the curriculum. Reading materials include *Reach*, leveled readers, EL reading texts, *Reading A-Z, Readworks*, novels, core texts, realia, etc. In addition to EL instruction, the literacy specialists often work with the students as needed to provide

systematic phonics instruction. Writing instruction and practice is also a key part of the EL curriculum. ELs practice the writing process and get explicit instruction in the vocabulary and grammar needed to write clear sentences and well-organized paragraphs to make a claim and support their ideas with evidence and analysis.   Students aim to increase and improve their vocabulary usage, sentence complexity, organization, syntax, and range of writing. Students are taught to write for different purposes, including narrative, comparing, giving opinions, clarifying, describing a process, and summarizing. Grammar is provided and practiced in context. Writing instruction is integrated with reading, speaking, and listening skills. Some curriculum materials in use include *Writing Workshop, Reach, Great Writing, Grammar in Context, English 3D, Flashkids Writing*, as well as numerous models, graphic organizers with sentence or paragraph frames, and other editing and revising strategies.

Since Norwell is a low-incidence district, the majority of EL service is individual or small group pull-out. Based on the academic and language needs of each student, curriculum may be modified.

B. Norwell EL Curriculum Resources

Grade	Standards link; Content Connections	EL Materials and Resources *Technology resources on separate document*
K	**_Kindergarten_** Parts of a story/book Alphabet/sounds/rhyme Numbers About Me Culture/traditions Seasons/Holidays Weather Habitats Lifecycles Senses Writing a narrative, an opinion, and an informative piece	Heinle Picture Dictionary for Children & Wkbk Education.com Reading A-Z for vocabulary and leveled readers Picture cards, games, songs Picture books Realia Readers and Writers Workshop
1	**_Grade 1_** All about Me Animals Plants Communities Changes Folktales/fairy tales Inventions Weather Life cycles Maps, US symbols Sound and light Holidays and celebrations Seasons	Reach Readers and Writers Workshop Heinle Picture Dictionary for Children & Wkbk Starfall Reading A-Z, ELL Our World Picture books Picture cards, games, songs Academic word games Education.com Graphic Organizers Realia
2	**_Grade 2_** Folktales/fairy tales Traditions/customs Time Pilgrims and Wampanoag Earth and Maps Landmarks	Reach Readers and Writers Workshop Heinle Picture Dictionary for Children & Wkbk Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Our World

	Life cycles Landforms (hills, valleys, bodies of water, etc.) Habitats (plants and animals) Living vs. nonliving Plants Money Writing an opinion Classifying materials (how they change, color, texture, elements) Energy Test design issues (engineering)	Picture books Picture cards, games, songs Education.com Academic word games Graphic Organizers Realia
3	***Grade 3*** Revolutionary War Colonies Multiplication Weather Character traits Biographies Animals, lifecycles Earth's surface Solar system Norwell history New England maps Multiplication	Reach Readers and Writers Workshop Heinle Picture Dictionary for Children & Wkbk Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Academic Vocab Toolkit Scholastic Success with Grammar Picture books Picture cards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia
4	***Grade 4*** Immigration Culture/Resiliency N. American geography States, capitals Climate, weathering Landforms, erosion Simple machines Place value States of matter Plant structures Animal structures Water cycle Friction and force Energy Circuits	Reach Readers and Writers Workshop Heinle Picture Dictionary for Children & Wkbk Newbury House Basic Dictionary; learnersdictionary.com Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Academic Vocab Toolkit Scholastic Success with Grammar Picture books Flashcards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia
5	***Grade 5*** Native Americans Colonists Revolution Explorers/Trade Routes Democracy Civil War Slavery Civic responsibility Bill of Rights Climate vs. weather Water cycle Gas, liquid, solids Food chain	Inside the USA Reach Readers and Writers Workshop Heinle Picture Dictionary for Children & Wkbk Newbury House Basic Dictionary; learnersdictionary.com Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Academic Vocab Toolkit Scholastic Success with Grammar Flashcards, games Education.com Academic word games Graphic Organizers, models

		Conversation cards
		Realia
MS: 6-8	***Grade 6*** ***Grade 7*** ***Grade 8*** Various Cells, molecules, organisms Earth surface; fossils; events Adaptations Universe How variables affect things	Inside the USA Inside Heinle Picture Dictionary & Wkbk Newbury House Dictionary; learnersdictionary.com Great Writing 1-3 English 3D (with Portfolio) Reading A-Z, ELL Readworks.com Academic Vocab Toolkit Scholastic Success with Grammar Flashcards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia
HS: 9-12	***Grades 9–10*** ***Grades 11–12*** Various Biology Chemistry Physics	Inside the USA English in Action Edge Heinle Picture Dictionary & Wkbk Newbury House Dictionary; learnersdictionary.com Reading Explorer Composition Practice Great Writing 1-4 English 3D (with Portfolio) Grammar in Context Flashcards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia
Newcomer	**Newcomer ELL Themes (MATSOL Newcomer's Curriculum)** My family Alphabet, sounds School Routines, rules Numbers Word problems words Basic operations Calendar, seasons Shapes, colors Feelings Body parts, clothing Weather Animals Life cycles Foods Community places, people Character traits Routines for the day Idioms Maps Measuring Money Time	Readers and Writers Workshop Heinle Picture Dictionary for Children & Wkbk Newbury House Basic Dictionary; learnersdictionary.com Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Academic Vocab Toolkit Scholastic Success with Grammar Picture books Flashcards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia Web resources

	Holidays and celebrations Activities, hobbies Maps, preps of location Patterns of word order Past, present, future Question words Compare/contrast Process, sequencing Opinions Explanations Descriptions	

C. Sheltered English Instruction Summary

Norwell utilizes the research-based Structured English Immersion model to meet the instructional and content needs of EL students. In this model, the regular classroom teacher provides instructional strategies and differentiation to meet the language and literacy needs of the students. Many Norwell teachers are trained in SEI strategies, and Norwell hosts on-site, DESE-approved SEI classes each year.

The information below is based on state regulations and the SEI walk-through tool produced by the Massachusetts Department of Education, January 2005.

Classroom Structure:
- Includes varied activities (teacher-led whole class, student-led whole class, independent work, student groups, and cooperative groups with defined team member roles).

Curriculum and Lesson Planning:
- Content objectives are explicit, based on grade level standards in Massachusetts Curriculum Frameworks.
- A variety of assessment practices are incorporated in lesson plans to enable students to demonstrate comprehension of subject matter content.

Learning Environment:
- Classrooms exhibit word banks, graphic organizers, and supplementary books for student reference.
- Current student work is displayed based on the curriculum.
- Classroom is clean and neat and has adequate space for varied student groupings.

Instructional Strategies:
- Lesson and language objectives are posted.
- Lessons are well planned with a logical flow of activities.
- Graphic organizers and visuals reinforce the content to be learned.
- Vocabulary instruction is linked to lesson content.
- Teachers use a variety of questioning strategies to allow all students to participate.
- Group interaction is planned so that students at different levels of English language proficiency can participate in challenging activities.

Student Tasks:
- Students have multiple ways to display knowledge (speaking, pointing, writing, etc.).
- Students have a variety of materials and texts so that lesson content is comprehensible.
- Students use graphic organizers to help them make content comprehensible.
- Students participate by asking/responding to questions and contributing in small groups.

- Students are encouraged to use cognates and literacy skills in their own language to support their understanding of the lesson.
- Student tasks are project-based and/or have a product.

Outline of Lesson Planning and Implementation

I. Preparation

    A. Content objectives are clearly defined for students.
    B. Language objectives are clearly defined for students.
    C. Content concepts are appropriate for students' age and educational background levels.
    D. Supplementary materials are used to make the lesson clear and meaningful.
    E. Content is adapted (text, assignment) to all levels of student proficiency.
    F. Meaningful activities integrate lesson concepts (e.g. surveys, letter writing, constructing models) with language practice for reading, writing, listening, speaking.

II. Instruction

    A. Building Background
        1. Concepts are explicitly linked to student background experiences.
        2. Links are explicitly made between past learning and new concepts.
        3. Key vocabulary is emphasized (e.g. introduced, written, repeated, highlighted for students).
    B. Comprehensible Input
        1. Speech is appropriate for student proficiency (e.g. slowed rate and enunciation, simple sentence structure for beginners).
        2. Explanations of academic tasks are clear.
        3. Variety of techniques are used to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language).
    C. Strategies
        1. Ample opportunities for students to use strategies.
        2. Consistent use of scaffolding techniques (e.g. think-alouds) throughout the lesson assist and support student understanding.
        3. Variety of question types, including those that promote higher-order thinking skills are used throughout the lesson (e.g. literal, analytical, interpretative questions).
    D. Interaction
        1. Frequent opportunities for interaction and discussion (e.g. teacher/student, student/student, student/group) encourage elaborated responses about lesson concepts.
        2. Grouping configurations support language and content objectives of the lesson.
        3. Consistent use of sufficient wait time for student responses is employed.
        4. Ample opportunities for students to clarify key concepts in native language.
    E. Practice/Application
        1. Hands-on materials and/or manipulative enable students to practice using new content knowledge.
        2. Activities integrate all language skills (reading, writing, listening, speaking).
    F. Lesson Delivery
        1. Content objectives are clearly supported by lesson delivery.
        2. Language objectives are clearly supported by lesson delivery.
        3. Students are engaged approximately 90% to 100% of class periods.
        4. Pacing of lessons is appropriate to the student's ability level.
    G. Review/Assessment

1. Comprehensive review of key vocabulary occurs.
2. Comprehensive review of key content concepts occurs.
3. Regular feedback is provided to students on their language, content, and work.
4. Ongoing assessment is conducted throughout each lesson to gauge student comprehension and learning of all lesson objectives (e.g. spot checking, group responses).

VI. MONITORING PROGRESS OF EL STUDENTS

Each EL student will be evaluated annually for English proficiency and content skills using the WIDA ACCESS testing system. All ELL students will participate in the MCAS testing appropriate to their grade levels. These results will be documented in the students file and submitted to the EL teacher who will document these in the EL folder. Copies of MCAS results will be provided to the parents.

ELs in Norwell are to be monitored twice a year (Form M or online Google survey). The EL teacher will gather information from other teachers and summarize the language progress in the EL class and the regular class. The EL teacher will write a progress report to go home with report cards.

The LAT of EL students will meet to review the progress of all EL students in that school at least once per year. At the end of/beginning of year meeting, the school EL staff will make recommendations for the next/current year's placement for EL students (EL or FEL) based on placement criteria. Parents/guardians will be notified in writing of their child's placement if the child is being reclassified as FEL (Form I.)

Chapter 71A and Title VI require that Limited English Proficient students are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education programs. Districts cannot limit the time necessary for language services for those students who are not yet able to meaningfully participate in the school's programs.

VII. EXIT AND RECLASSIFICATION PROCEDURES

EL teachers use WIDA ACCESS results to determine whether a student should be exited. Students may be exited from the EL program when they have achieved an overall composite score on the ACCESS of a 4.2 or greater and a composite literacy score (reading and writing) at or above 3.9.

EL teachers will also look at student MCAS scores. Report cards, student scores on locally administered academic assessments such as Benchmark Assessment System, SLEPs, Individualized Learning Plans, writing samples, classwork, and teacher input are also used.

When it has been determined that a student is proficient enough to be exited from the EL program, parents should be notified in writing of the reclassification. (See Forms H and I.)

VIII. MONITORING OF FEL STUDENTS

The District has developed a system that provides for monitoring the success of each reclassified student in the mainstream program. All students who have exited from the EL Program and reclassified as FEL (Former English Learner) will be monitored for satisfactory academic progress for at least four years. If necessary, these students may be re-identified as being LEP and re-entered into the EL district program.

The district EL teacher will be responsible for coordinating the reclassification process. Within one week of the end of the fall and spring report cycles, the district EL teacher will distribute a Monitoring Form (Form J) or a Progress Survey, done electronically, to the teachers of all FEL students. Completed monitoring forms should be returned to the EL teacher within one week following receipt. The EL teacher will review the form immediately to make sure the FELs are not having difficulty in their classes. If a student is not progressing and

is having difficulty with academics, the EL teacher should meet with the classroom teacher(s) to find out what difficulties a student is experiencing and the reasons behind it. The teacher may also consider meeting with parents and teachers of the FEL (Form K), and/or observe the student in class. A student may be re-identified as being LEP after a meeting with the school principal, the EL teacher, teachers, and parents. One copy of each monitoring form will be filed in each student's cumulative folder; the EL teacher should have copies of these forms readily available so the student progress can be tracked throughout the year.

The following indicators will be used for monitoring purposes: progress reports and report card grades; MCAS results; Individual Education Plans; teacher feedback and comments regarding areas of concern in different curriculum areas; guidance counselors' input; interventions and instructional modifications being used to ensure student success. In order to prevent losing track of students once they move from one level of education to the other, the EL teacher in the district will receive up-to-date lists of FELs student rosters at least twice a year as deemed necessary.

Intervention Plans for FEL Students Failing to Make Progress During Monitoring
The EL teacher and other members of the LAT will try to determine the reasons behind an individual student's lack of academic success. The student will be referred to the school's LAT if there is uncertainty as to whether this lack of progress is due to learning differences, disability, or language differences. The District will then provide services to address these targeted academic problems.

When the FEL student fails to make academic progress as measured by the indicators mentioned above, after being monitored for at least two grade report cycles, and a school based team familiar with the student meets and determines that this failure is due to lack of English proficiency, documentation of the meeting is placed in the student's file (Form K). If a FEL student is re-designated as an LEP student, the LEP student will be educated in accordance with G.L.c.71a and will be immediately provided with the services and options required under state and federal law, including educating the student in SEI classrooms along with direct EL instruction as needed. Parents will be notified accordingly.

IX. TRANSLATOR INFORMATION
Parents who do not speak English have the right to receive information in their home language and are entitled to translation services for phone calls, meetings, or conferences.

Norwell teachers may contact their principal to get the phone number and procedures for phone translators. We use Cross Cultural Communication Systems, Inc. (embracingculture.com) at 1-866-999-0438.

Other resources that may be helpful include:

New England Translators Association: http://www.netaweb.org/directory

Catholic Charities: Interpreters and Translations
      617-464-8100
      CIS_Request@ccab.org
      http://www.ccab.org/cis_requests.html

MAPA Translations & Language Solutions
      302 Union Avenue, Suite 100
      Framingham, MA 01702
      www.mapatranslation.com<http://www.mapatranslation.com
      drita@mapatranslation.com<mailto:drita@mapatranslation.com
      508-309-6309 office

508-309-6303 fax
Owner: Drita Protopapa, MA, MPH

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

For documents translated using a free online resource, schools and teachers should attach the following statement:

ENGLISH:
This report has been translated using a free online resource. Please have an individual fluent in English and Portuguese review both English and Portuguese versions of the report to assure accuracy.
PORTUGUESE:
Este relatório tem sido traduzido através de um recurso de internet gratuito. Por favor, peça que uma pessoa fluente em inglês e português revise as duas versões do relatório para assegurar a precisão do mesmo.
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Este informe ha sido traducido por un recurso de internet gratuito. Por favor, pida que una persona fluente en inglés y español revise las dos versiones del informe para asegurar la precisión del mismo.

FORMS

(For versions in a language other than English, please see the EL Teacher or visit the Department of Elementary and Secondary Education)