Pembroke Public Schools
English Language Education Program Manual
2024-2025

Table of Contents

Program Contact Information

Jessica DeLorenzo
Director of Student Services
jessica.delorenzo@pembrokek12.org
781-826-8740

Laurie Noyes
Secretary to the Director of Student Services
laurie.noyes@pembrokek12.org
781-826-8740

Kirsten Anderson
Coordinator of English Language Education, PreK-12
English Language Education Teacher, PreK-12
kirsten.anderson@pembrokek12.org

Ashley Whye
English Language Education Program Teacher, PreK-6
ashley.whye@pembrokek12.org

Loren Ferrer
English Language Education Program Teacher, PreK-12
loren.ferrer@pembrokek12.org

Frequently Used Acronyms and Language

EL	English Learner. This term is used in K-12 education to describe a child who is learning English as an additional language.
ML	Multilingual Learner.
DLL	Dual Language Learner. A term used by early childhood educators to describe children, age birth to five years, who are learning two or more languages.
ESL	English as a Second Language
ELE	English Language Education
ELD	English Language Development
ELP	English Language Proficiency
FEL	Former English Learner: students reclassified from ELE, 4-year monitor period
ACCESS	The annual state-wide assessment used to measure English language development and determine levels of English language proficiency.
BICS	Basic Interpersonal Communication Skills (social language skills)
CALP	Cognitive Academic Language Proficiency (academic language skills)
L^1	First Language, Native Language, Primary Language, Home Language
L^2	Target Language, Second Language
WIDA	World Class Instructional Design and Assessment
WIDA Kindergarten Screener	Initial Kindergarten intake assessment to determine if a student qualifies for enrollment in the ELE Program
WIDA Screener	Initial intake online assessment, Grades 1-12, to determine if a student qualifies for enrollment in the ELE Program.
SEI	*Sheltered English Immersion*: a program model where nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning language. SEI is composed of both sheltered content instruction (SCI) and direct English as a Second Language (ESL) instruction.
RETELL	Rethinking Equity and Teaching for English Language Learners
SIFE	Students with Interrupted Formal Education
Reclassification	The process of removing a student's ELL classification.

English Learner Education in Public Schools

English Learners represent one of the most diverse student populations in both Massachusetts and across the nation. With a rich array of cultural, linguistic, educational, and socioeconomic backgrounds, English Learners and their families make invaluable contributions to our school communities, enriching the educational environment with their unique perspectives and talents. In alignment with both federal and state laws, Pembroke Public Schools is committed to providing targeted support and comprehensive programs that foster English language proficiency while promoting academic success. These services empower our ELs to thrive in the classroom and beyond.

Federal and State Laws, Regulations and Guidance

- [M.G.L Chapter 71A](#)

- [Title VI of the Civil Rights Act of 1964 (Title VI)](#)

- [Equal Educational Opportunities Act of 1974 (EEOA)](#)

- [Elementary and Secondary Education ACT of 1965 (ESEA)](#)

- [Every Student Succeeds Act of 2016 (ESSA)](#)

- [Rethinking Equity and Teaching of English Language Learners 2011 (RETELL)](#)

- [Act Relative to Language Opportunity for Our Kids 2017 (LOOK Act)](#)

- [Guidance on English Learner Education Services and Programming](#)

Assessment, Identification and Placement Procedures

---

*When a new student enters a school district, it is the district's obligation to determine if the student is an English Learner by following **proper procedures** and to place the student in the appropriate instructional program to support both content area and language learning (603 CMR 14.02.)*

Pembroke Public Schools follow the policies and procedures of the Massachusetts Department of Elementary and Secondary Guidance on the Initial Identification of English Learners. The following information outlines the district's procedure for identifying English Learners (ELs) and Former English Learners (FELs), conducting assessments, the placement of students identified as English Learner students as well as identification of former English Learner students reclassified prior to enrollment in the district.

Registration Procedures

Registration for Pembroke Public Schools, PreK-12, is conducted online. The online registration platform is available in English and Portuguese. At the request of a parent/guardian, paper-based registration can be completed and an interpreter or translated documents in additional languages provided to assist with online registration.

1. **Complete Online School Registration, Including Home Language Survey (HLS).**

   All parents/guardians complete student registration online. Support completing online registration, interpreters and translation of forms is available as needed. The Home Language Survey (HLS) is available online in English and Portuguese as part of the school registration and enrollment process. Hard copy translations are available in additional languages and provided as needed. When a hard copy student registration packet is used, all schools ensure that they use the HLS provided by the Director of Student Services.
   - Enrollment staff/school secretaries print the HLS from the online registration.
   - In compliance with federal and state requirements, the HLS is filed in the students' cumulative file as a resource for educators and documentation of language needs of students and families. This remains part of the students permanent record.
   - This same process is followed by the Secretary to the Director of Student Services, who maintains permanent records for the ELE Program in the Administrative Offices.
   - It is imperative that the Home Language Survey is correctly completed. This survey collects valuable data necessary to determine and plan an appropriate educational program for a student. If responses are unclear, ELE Program Staff will contact parents/guardians to clarify the student's personal, educational and linguistic history.

2. **Notify English Language Education Program Staff**

When *any* Home Language Survey (HLS) response indicates a language other than English, the school official registering the student notifies ELE Program staff promptly and forwards a copy of the HLS and other relevant information to the Secretary to the Director of Student Services and to the building-based ELE Program Staff.

3. **Identify English Learners and Determine English Language Proficiency**

Students whose Home Language Survey indicates a language other than English for any survey question, an ELE Program Staff member who is a licensed ESL teacher must determine if the student is an English Learner.
   ● If the student transfers from a WIDA state, the ESL teacher will first review the student's ACCESS scores and any other relevant information from the transferring school.
   ● If the student transfers from a non-WIDA state, another country or from a school that does not administer ACCESS, the ESL teacher will administer the appropriate language proficiency screener based on the age of the student.
   ● The Language Proficiency Screeners implemented by Pembroke Public Schools: Pre-K Screening Tool, WIDA SCREENER for Kindergarten, WIDA SCREENER for Grades 1-12. WIDA assessments are available online and paper-based.
   ● ESL teachers follow all current federal and state guidelines to identify a student as an English Learner.

4. **Place Identified English Learners in SEI Classrooms**

In compliance with federal and state requirements, Pembroke Public Schools English Language Education Program Model is Sheltered English Immersion, a two-prong program model. In this instructional model sheltered content instruction is taught by content-area licensed and SEI-endorsed teachers *while* direct English language instruction is taught by licensed ESL teachers. All instruction is appropriate for the English Learner's level of English language proficiency. The supporting MA DESE document, *Guidance for Sheltered English Immersion (SEI) Programs*, provides guidance for district and school leaders to implement and improve SEI programs.

   ● ELE Program Staff notify building administrators of placement recommendations.
   ● All identified ELs must be placed in SEI classrooms. If an endorsed teacher is not available, and the Core Academic Teacher of an EL does not have an SEI endorsement, that teacher must obtain the endorsement within one academic year. The teacher will be notified directly by the Director of Student Services.

- An English Learner may not be placed in a non-SEI classroom more than once during the student's academic career.
- Sheltered content instruction provided to English Learner students should be differentiated to support access to content and curriculum at the student's English proficiency level.

5. **Parent Notification of Program Placement**

Pembroke Public Schools follow all federal and state protocols to notify parents/guardians of placement decisions:

- when a student enrolls as an identified English Learner based on WIDA ACCESS for ELLs test data from another district in Massachusetts. or another WIDA state.
- when a student is identified as an English Learner using the PreK Screening Tool, WIDA SCREENER for Kindergarten or WIDA SCREENER Grades 1-12.
- when it is determined a student is not an English Learner using the PreK Screening Tool, WIDA SCREENER for Kindergarten or WIDA Screener Grades 1-12.

Parents/guardians will be notified in writing by the Director of Student Services about the screening test results and the placement decision **no later than 30 days** after the beginning of the school year or within **two weeks** if the student enrolls during the school year. Notification must be provided in English and in a language the parent/guardian can understand, *to the maximum extent practicable*.

The Parent Notification Letter (PNL) alerts parents/guardians of placement decisions and of their right to opt-out. By parent/guardian request, ELE Program Staff will provide the official opt-out request form. This form and the opt-out request must be renewed by the parent/guardian annually. Students whose parents/guardians opt-out of language services through the ELE Program, must still be placed in SEI classrooms and participate in annual ACCESS for ELLs testing until they achieve proficiency for reclassification. Students who opt-out will not receive direct ESL instruction.

6. **Create PowerSchool Alerts for English Learners and Former English Learners**

The Coordinator of English Language Education adds alerts and updates to PowerSchool for newly classified English Learners or when an English Learner is reclassified as a Former English Learner. This alert provides essential information to all staff in the district who work with the student. Staff can easily determine that a student is an English Learner or Former English Learner, language of the home, and whether a family has requested an interpreter and/or written translation support.

PowerSchool alerts are updated annually for all students and at any point during an academic year that alert information may change.

7. **Update SIMS Data**

In collaboration with the Software Integration and Data Manager, the Coordinator of English Language Education confirms English Learner data for the state Student Information Management System (SIMS) for October, March and June in accordance with the MA DESE document, SIMS Data Handbook, which is updated annually.

SIMS CODES	VALUES	DESCRIPTIONS IN SIMS
DOE021		EL Students in their first year in U.S. schools
DOE022		Immigrant status
DOE023		Country of Origin
DOE024		First (Native) Language
DOE025		English Learner
		Student is an English Learner
DOE026	00	Not enrolled in an English language education program
	01	Sheltered English immersion - A full day of sheltered grade-level content instruction and English as a Second Language (ESL) instruction. Sheltered content instruction is content instruction that is modified such that an EL student may comprehend it and participate in the class at his or her level of English proficiency. All instruction and materials are in English.
	02	Dual Language Education[17]— A bilingual program designed to promote bilingualism and biliteracy, cross-cultural competency and high levels of academic achievement for both native English speakers and English learners from a single language background.
	03	Other bilingual programs — Other bilingual instructional program for English learners (i.e., not Dual Language Education or Transitional Bilingual Education)
	04	EL student whose parent/guardian has opted out of all ELE programs offered in the district.
	05	Transitional Bilingual Education - An instructional program in which the native language of the EL student is used to support the student's development of English and content learning and is then gradually phased out of instruction as a student's English proficiency increases.
DOE41	00	Not SLIFE
	01	SLIFE

English Language Proficiency Assessments

Students identified as requiring assessments to determine initial English proficiency based on the *Home Language Survey* will be assessed by licensed ELE Program teachers using appropriate evaluation tools. The Coordinator of English Language Education and the ELE Program teachers determine eligibility based on assessment findings. Parental consent is *not* needed for screening or testing of English Learners.

The English Language Proficiency assessments utilized by Pembroke Public Schools licensed ESL teachers, are the Pre-K Identification Screening Tool and the WIDA Screener for Kindergarten and the WIDA Screener for Grades 1-12.

1. **PreK Identification Screening Tool**
   Paper assessment

2. **WIDA SCREENER: Kindergarten**
   Paper assessment

3. **WIDA SCREENER: Grades 1-12**
   Online and paper assessment

Initial Identification of ELs - PRESCHOOL

Under the definition of English learner in section 8101(20) of the Elementary and Secondary Education Act of 1965 (ESEA), a child may meet the definition of EL as young as age three. The Coordinator of English Language Education or the ELE Program Teachers administer the **Pre-K Screening Tool** following the directions provided by the MA Department of Education. Any student who receives 4 or more "No" responses to the questions on the screening tool is coded as EL and placed in the ELE Program. Preschool EL students are monitored by licensed ESL teachers and receive services that target English language acquisition.

District:		
Student Name:		
Date of Birth:		
EL ☐ Non-EL ☐		

QUESTIONS

Question	YES	NO
Ask the student, "What is your name?" Can the student say their name? *Please note: if a student only says their first name, you can count it as a correct answer.*	YES	NO
Ask the student, "How old are you?" Can the students state their age? If they only show their fingers to identify their age, ask "How many is that?"	YES	NO
Ask the student, "What are your favorite toys?" Can the student name 2-3 of their favorite toys? If the student requires a prompt, the administrator may ask "What do you like to play with at home?" or "What do you like to play with outside?" **IF THE STUDENT IS UNABLE TO ANSWER QUESTIONS 1-3 IN ENGLISH, DISCONTINUE THE ASSESSMENT.**	YES	NO
Say, "Tell me about your..." (insert one of the toys mentioned in item #3) and ask "What is it like?" Can the student provide 2-3 of the toy's characteristics?	YES	NO
Ask the student, "What are your favorite animals?" Can the student name 3-5 animals?	YES	NO
Can the student follow simple directions? (e.g., "Put the pencil on the table" or "Put the book under the table") *Please be sure that any directions given to the student include simple prepositional words such as "on" or "under."*	YES	NO
Point to the child's eyes, ears, nose, hair, legs, arms, hands, feet, fingers, knees, head, or toes and ask "What is this?" Can the child name at least 6-8 parts of the body? If the child does not respond to this prompt, change the question and ask the student to point to their eyes, ears, nose, hair, legs, arms, hands, feet, fingers, knees, head, or toes. If the student can point to at least 6-8 parts of the body correctly, count the student's answer as correct.	YES	NO
Ask the student to draw a picture for you. When the child is finished, say "Tell me about your picture." If the student needs encouragement, the administrator may say "Tell me about this part of your picture."	YES	NO
When talking about their picture, does the student include -s, -ed, or -ing endings on their words? (e.g., playing, balls, rolled, etc.)	YES	NO
Does the child use complete sentences with at least 3-4 words?	YES	NO

7 or more "YES" responses	Non-EL	The student will be screened with WIDA Screener for Kindergarten before the student starts Kindergarten.
4 or more "NO" responses	EL	Code the student as an EL, place in the district's ELE program and start providing services. The student will be screened with WIDA Screener for Kindergarten before the student starts Kindergarten.

Initial Identification - KINDERGARTEN

All incoming Kindergarten students with a language other than English listed on their Home Language Survey (HLS) must be screened using the WIDA Screener for Kindergarten, regardless of their EL status in preschool.

- Students enrolling at the **beginning** of the school year will take only the Listening and Speaking sections.

- Students enrolling in the **second half** of the school year will take all four sections: Listening, Speaking, Reading, and Writing.

Screening results are used to help determine eligibility for the English Learner Education (ELE) program. If a student is not identified as an EL based on Listening and Speaking scores from the first half of the year, they may still take the Reading and Writing sections in the second half of the year to reassess EL eligibility.

WIDA Screener for Kindergarten is administered at the start of the school year (July to September) or to those entering during the school year. Following guidance, ELE Program teachers may administer the WIDA Screener for Kindergarten to students preceding their initial enrollment in kindergarten, with the earliest recommended testing window of mid-April to June.

TEST	Kindergarten	DOMAINS ASSESSED	Not EL
WIDA Screener for Kindergarten	First Semester	Listening; Speaking	Listening – at least Level 5; AND Speaking – at least Level 5
WIDA Screener for Kindergarten	Second Semester	Listening; Speaking; Reading; Writing	Listening – at least Level 5; AND Speaking – at least Level 5; AND Reading and Writing – at least Level 5 in one domain and at least Level 4 in the other

Initial Identification - Grades 1-12

All incoming students Grade 1-12 with a language other than English listed on their Home Language Survey (HLS) must be screened using the WIDA Screener. Any student who scores an overall composite proficiency level and a composite literacy (reading/writing) proficiency level of 4.0 or below is an EL and is eligible for ELE services. Only students who achieve a 4.5 composite proficiency level as well as 4.5 composite literacy (reading/writing) proficiency level are deemed English proficient.

Students newly enrolled in the first half of Grade 1 will take WIDA Screener for Kindergarten, as the WIDA Screener Test Administration Manual recommends, with the cut scores for the second semester of Kindergarten to determine ELE Program eligibility. ELE Program teachers follow the assessment protocols clearly outlined for students in the first semester of the first year in a grade-level cluster.

GRADE	DOMAINS ASSESSED	Not EL
1-12	All four	overall composite proficiency level 4.5 or higher **and** composite literacy proficiency level 4.5 or higher

The *Home Language Survey*, assessment results, and any on-going assessments will be maintained in the student's English Language Learner file with the Secretary to the Director of Student Services.

English Language Education Program Placement

Under state and federal law, English language learners must be taught to the same academic standards and be provided the same opportunities to master such standards as other students. (G.L. c. 71A § 7; Equal Educational Opportunities Act, 20 USC § 1703(f); Title III of NCLB § 3102.) Instruction provided to ELLs must be meaningful and appropriate for their individual English language proficiency level. Massachusetts state law requires that most LEP students be educated in a sheltered English immersion (SEI) program. The SEI model requires that students identified as ELLs be enrolled in a program consisting of both sheltered subject matter instruction in English and English language instruction. Students are placed in classrooms taught by teachers qualified to teach English language learners and students also receive direct language instruction by a qualified ESL teacher.

Sheltered English Immersion (SEI) Program

Consists of <u>two</u> components:

Sheltered Content Instruction: Sheltered content instruction (SCI) includes approaches, strategies and methodology to make the content of the lesson more comprehensible for English Learners and to promote the development of academic language needed to successfully learn content area concepts and skills. SCI is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD standards. All core academic teachers who teach SCI must earn an SEI Teacher Endorsement.

English as a Second Language (ESL) instruction: *The goal of ESL instruction is to advance English language development and to promote academic achievement.* ESL is explicit, direct and systematic instruction about the English language intended to promote English language acquisition by English Learner students and to help them develop academic language proficiency needed to successfully engage with grade level instruction in English. Curriculum that is aligned to the Massachusetts Curriculum Frameworks and integrates the components of the WIDA ELD standards framework. ESL teachers must hold an ESL license appropriate for the grade level being taught.

> ***ESL instruction, with its own dedicated time and curriculum, is an essential component of Pembroke Public School's English Language Education Program.***

Recommended Periods of ESL Instruction - MA DESE
Guidance on English Learner Education Services and Programming

---

ESL Instruction for Kindergarten and Pre-Kindergarten (Pre-K) Students

Kindergarten and Preschool students develop language at varying rates, and districts should ensure that classroom practices support their developmental needs. English Learners (ELs) at this age benefit most from inclusive, language- rich environments that foster both social and academic language growth. ESL teachers should play an active role in planning and delivering English language development services, integrated within the regular classroom setting, and monitoring ELs' progress in English acquisition, with ESL and classroom teachers collaborating to assess outcomes and adjust instruction as needed to effectively support language development.

Recommended Periods of ESL instruction for ELs Based on ACCESS for ELLs® Results (full-day Kindergarten through grade 12):

ACCESS for ELLs Overall (Composite) Score	Recommended Periods of ESL Instruction
Foundational ACCESS Level 1 and Level 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 ACCESS Level 3 and Level 4	At least one period (a period is not less than 45 minutes) per day of direct ESL instruction, delivered by a licensed ESL teacher

Placement of English Learners and Proficiency Benchmark Procedures

---

Pembroke Public Schools follow the policies and procedures of the Massachusetts Department of Elementary and Secondary Guidance on the Identification, Assessment, Placement and Reclassification of English Learners. Once ESL teachers, following district-defined identification procedures, determine a student is an English Learner, the student is enrolled in the ELE Program. Pembroke's ELE Program is an SEI instructional model with direct English Language Development instruction aligned with students' English language proficiency levels. It is the exception that English learner students at Level 1 and Level 2 receive proportionally more instructional time per week than students with English language proficiency Levels 3 through Level 5. All English learner students have access to resources available to any students, including: curricular and extracurricular activities, special education services and counseling services.

The LOOK Act of 2017 requires that districts adopt procedures to identify English learner (EL) students who do not meet English proficiency benchmarks; identify the areas in which ELs need improvement and establish personalized goals for attaining English proficiency; assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement; review resources and services available to assist ELs in the identified areas in need of improvement; and incorporate input from the parents or legal guardian of the identified English learner. English learner student progress is monitored through the annual ACCESS for ELLs 2.0 statewide assessment as well as interim and benchmark assessments. Pembroke Public Schools identifies English learners who do not meet annual benchmark progress and create Individual Language Plans ILPs.)

Identifying English Learner Students not Meeting Benchmarks:

- The Director of Student Services and the Coordinator of English Language Education review benchmark data to determine students that are not meeting annual ACCESS benchmarks. (Summer)

- The ELE Program teachers meet at the beginning of the school year to discuss benchmark data and to create initial learning plans for those students not meeting benchmarks.

- Parents/guardians are contacted in a language of understanding to inform them that their child has not met annual benchmarks and share the plan to support their child in attaining English proficiency.

- Once parents are consulted, Individual Learning Plans are created, shared with all staff working

with the student, and filed. This should happen by the end of September.

- The ELE Program teachers will communicate with all teachers who work with the student once in late fall and then in the spring to determine if the goals in the ILP have been met and if the English learner student has made progress.

- If an English learner student makes progress on ACCESS for ELLs 2.0 in the following school year, the ELE Program teacher in consultation with the other teachers who work with the English learner, will determine if the ILP should be kept in place or if the student no longer requires the support of an ILP.

Annual Assessment: ACCESS for ELLs

ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English Learners. It is given once annually to monitor students' progress in acquiring academic English.

Pembroke Public Schools follow the annual assessment guidance and policies provided by the DESE and assess English Learners with the WIDA ACCESS for ELLs test during the state determined testing window. Federal and state laws require that EL students are assessed annually to measure their proficiency in reading, writing, listening and speaking English. In fulfillment of these requirements, EL students are required to participate in ACCESS for ELLs testing.

Pembroke Public schools begin the preparation for ACCESS testing in the fall with review of the annual ACCESS for ELLs Online Checklist and ACCESS for ELLs Paper Checklist, the Accessibility and Accommodations Manual for the MCAS Tests and Retests and the WIDA Accessibility and Accommodations Manual. All test administrators must ensure that they are properly trained and certified to administer all relevant sections and formats of the ACCESS test (online, paper- based, Alt etc.) Test administrators retrain every two years and provide a downloaded copy of their certification to the ACCESS for ELLs District Coordinator.

All parents and guardians are informed of ACCESS for ELLs testing through Talking Points. This communication includes a brief statement of the purpose of ACCESS testing and the dates of the state testing window, start to finish. Individual ELE teachers communicate directly with families on their caseload with specific testing dates by building.

By December, the ACCESS for ELLs District Coordinator and the Software Integration and Data Manager along with the Technology Team will confirm that all technology integrations and updates have been completed. The technology team will follow the checklists, user guides, and manuals provided by WIDA.

EL students practice for the administration of ACCESS with their ELE Program teachers prior to the opening of the testing window. Online and paper-based practice tests are available.

The ACCESS for ELLs District Coordinator in collaboration with the ELE Program teachers

will create ACCESS for ELLs testing schedules. Schedules are created to ensure that EL students are able to complete all four sections of the ACCESS test in a timely manner and to best mitigate learning loss and loss of direct ESL instruction time. ELE teachers are prepared to administer ACCESS testing in multiple buildings, as needed.

The ACCESS for ELLs District Coordinator maintains and updates WIDA AMS, the website that supports the preparation for and administration of ACCESS for ELLs suite of assessments and the WIDA Screener Online. The District Coordinator will add new EL students who were not reported in the October SIMS to testing sessions in WIDA AMS. All student profiles in WIDA AMS will be reviewed prior to ACCESS testing to ensure demographic information is accurate. Testing tickets for all students will be printed and distributed by ELE teachers on the day of testing.

According to the DESE and WIDA, ACCESS tests are untimed. The following guidance is provided to assist in scheduling student test sessions. Testing times vary based on Grade Level and Tier.

Online ACCESS for ELLS, grades 1-12, must be completed in one session for each of the following areas:
- Listening (up to 60 minutes)
- Reading (up to 60 minutes)
- Writing (up to 90 minutes)
- Speaking (up to 50 minutes)

Paper-Based ACCESS for ELLs, grades 1–12, are designed to be completed in one session for each of the following areas:
- Listening (up to 60 minutes)
- Reading (up to 70 minutes)
- Writing (up to 80 minutes)
- Speaking (up to 45 minutes)

Accessibility, Accommodations, and Participation Requirements for ACCESS for ELLs

EL students with disabilities are required to participate in the ACCESS for ELLs tests, regardless of the English language services they receive, to comply with federal and state laws. Accommodations may only be provided to students whose IEP or 504 plan lists the accommodation. ELE teachers should work with Special Education teachers to ensure that all accommodations are first listed in a student's IEP and that those documented accommodations are made when administering ACCESS testing.

ELE Program teachers meet with Assistant Principals to record accommodations in Appendix B of the Accessibility and Accommodations Manual for MCAS Tests and Retests and to review the WIDA Accessibility and Accommodations Manual for ACCESS for ELLs, Kindergarten ACCESS for ELLs, Alternate ACCESS for ELLs and WIDA Screener.

ELE teachers forward all accommodations to the ACCESS for ELLs District Coordinator who documents all accommodations in WIDA AMS or on the back of the test for those taking the paper based test. Only the accessibility supports and accommodations identified by the DESE will be used during testing. The use of accessibility supports and accommodations not described in the document can compromise the validity.

According to the DESE and the WIDA Accessibility and Accommodations Manual, test accommodations for Massachusetts students with disabilities are listed in the table on the next page. Accommodations are listed in four categories: Test Presentation, Test Responses, Test Setting (Environment), and Test Timing/Scheduling.

Test Content Presentation Accommodations					
Online (Accommodation code)	**Paper-Based** (Accommodation code)	**Test Domains**			
		Listening	**Reading**	**Speaking**	**Writing**
Manual control of item audio (MC)* Student manually starts the pre-recorded audio embedded in certain test item prompts.	**Manual control of item audio** (MC)* Test administrator asks if student is ready to listen, then plays the audio of a pre-recorded human voice on a CD for certain test item prompts.	Yes	No	Yes	Yes –online test only; N/A for paper test
Repeat item audio (RA)* Student manually plays and repeats pre-recorded audio embedded in certain test item prompts.	**Repeat item audio** (RA)* Test administrator asks if student is ready to listen, then repeats a pre-recorded human voice on a CD for certain test item prompts.	Yes – repeat item only once	No	Yes	Yes
In-person human reader (IR)		Yes	No	Yes	Yes
Repeat In-person human reader (RP)		Yes – repeat item only once	No	Yes – repeat item only once	Yes – repeat item only once
N/A	**Large print version of test** (LP) (must be transcribed into test booklet by test administrator)	Yes			
N/A	**Braille version of test** (BR) (must be transcribed into test booklet by test administrator)	Yes	Yes	N/A	Yes
Interpreter signs test directions in ASL or another sign system (SD)		Yes			

Test Item Response Accommodations					
Online (Accommodation code)	**Paper-Based** (Accommodation code)	**Test Domains**			
		Listening	**Reading**	**Speaking**	**Writing**
Scribed response (SR)		Yes	Yes	N/A	Yes
Word processor or similar keyboarding device to respond to test items (WD) (must be transcribed by test administrator)		Yes	Yes	N/A	Yes
Student responds using a recording device, which is played back and transcribed by student (RD)		N/A	N/A	N/A	Yes

Test Timing and Scheduling Accommodations					
Online (Accommodation code)	**Paper-Based** (Accommodation code)	**Test Domains**			
		Listening	**Reading**	**Speaking**	**Writing**
Extended Speaking test response time (ES)* Student may have until the end of school day to complete the online Speaking test		N/A	N/A	Yes	N/A

Test Setting (Environment) Accommodations					
Online (Accommodation code)	**Paper-Based** (Accommodation code)	**Test Domains**			
		Listening	**Reading**	**Speaking**	**Writing**
Test may be administered by school personnel in a non-school setting, with DESE approval (NS)		Yes			

Unique Accommodations Requests

If an English learner with a disability requires an accommodation that is not listed in the WIDA Accessibility and Accommodations Manual, the school may request approval from the DESE for the use of a unique accommodation. The school may request approval for use of a unique accommodation by submitting the request to access@mass.gov at least two weeks prior to testing. If approved by the DESE, the accommodation must be listed in the IEP or 504 plan of a student with a disability.

ALTERNATE ACCESS for ELLs

For students with the most significant cognitive disabilities, WIDA has created Alternate ACCESS for ELLs. Educational teams should carefully consider whether to recommend an EL student for this test. According to the DESE, students with significant cognitive disabilities should be recommended to take the Alternate ACCESS for ELLs if they

- Are classified and reported to the state as an English learner; **and**
- Are students with an IEP who are reported in one of many primary disability categories; **and**
- Receive substantially modified instruction in academic content and English language development due to the severity of their cognitive disability; **and**
- Receive intensive, individualized instruction in order to acquire, demonstrate, and generalize knowledge and skills, and adapt their behavior to the environment; **and**
- Are unable to demonstrate knowledge and skills on a standardized paper or online test, even with the use of accommodations; **and**
- Are also assigned to take the state's alternate academic assessment (MCAS-Alt), or would be likely to be designated for the state's alternate academic assessment if it were offered in the student's grade; **and**
- Whose IEP team includes an ESL language and/or communication specialist and annually revisits the decision to assign the student to take the Alternate ACCESS for ELLs.

A student should not be assigned the Alternate ACCESS for ELLs solely because he or she:
- has previously scored at the lowest achievement level on the standard ACCESS or MCAS test(s), or requires accommodations to take the standard test;
- has taken an alternate assessment previously (since this is an annual decision);
- has been excluded from general curriculum instruction;
- has been absent from school excessively;
- has not received adequate instruction in English language development (either by an ESL teacher or someone trained/endorsed to address the student's English language development);
- has a specific disability (e.g., all students with intellectual disabilities should not automatically be assigned to take an alternate assessment);
- attends a program where it is expected that students will take an alternate assessment;
- is economically disadvantaged or a child in foster care;
- requires, but does not currently have access to, an augmentative communication system or device.

Upon completion of all WIDA ACCESS for ELLs testing, the District Coordinator and the ELE Program Teachers collaborate to pack up secure testing materials and follow WIDA instructions for return to DRC. The District Coordinator completes the accountability form in WIDA AMS and data validation to ensure that all data reported is accurate.

ELE Program teachers, General Education Teachers and Special Education Teachers hold Language Acquisition Team meetings to discuss official ACCESS scores, plan for the following school year, and to make reclassification decisions. Parents are notified of ACCESS scores in English and in the language of their home, when requested, and receive translated WIDA parent resources to assist with understanding score reports.

English Language Education Reclassification Procedures

Pembroke Public Schools must annually evaluate English Learners (ELs) to assess their language proficiency and academic performance in order to determine whether they have achieved English proficiency and should be reclassified as former ELs. Exiting EL status is a significant decision, as removing a student too early may leave unresolved language needs that could hinder academic success. Conversely, keeping a student in EL status longer than necessary—especially at the secondary level—can negatively impact educational opportunities, contribute to lower teacher expectations, and affect student morale.

In accordance with federal and state laws and regulations, the following information outlines the district's procedure for reclassifying English Learners.

- School-based teams review ACCESS for ELLs test results. This includes analysis of progress made based on benchmark data - **to be reclassified and exit the English Language Education Program, an English Learner must first obtain an overall composite score of at least 4.2 on ACCESS for ELLs 2.0, and a composite literacy score of at least 3.9.**

- School-based teams review other relevant data, such as but not limited to: district administered assessments, report cards and progress reports, performance on MCAS, teacher recommendations etc.

- School-based teams meet to review all data. Administrators, classroom and content area teachers, special subject teachers, Special Education teachers, Guidance Counselors etc .may contribute.

- Parents are notified of the decision and receive a final Parent Notification Letter (PNL) indicating the student has met reclassification criteria and is no longer considered an English Learner and that academic performance will be monitored through the English Language Education Program for four years.

- A Yellow English Language Education Program Reclassification form is completed by the ESL teacher and placed in the student's cumulative file at the building level and with the Secretary to the Director of Student Services for the permanent ELE Program file in the Administrative Offices.

- The Coordinator of English Language Education updates the alert in PowerSchool and notifies the Information Software Integration and Data Manager for the next SIMS report.

- The Secretary to the Director of Student Services moves the file for the newly reclassified student to the section of permanent files for Former English Learners.

Per DESE guidance, students with an overall score of 4.2 or more and a composite literacy score of 3.9 or more on ACCESS for ELLs have acquired enough English language skills to be reclassified by the district. Such students must be reclassified as former English learners (FELs).

> **All students who reach an overall composite score of 4.2 and a composite literacy score of 3.9 or more on the ACCESS for ELLs test must be reclassified as former English learners (FELs).**

Criteria for Making Exiting Decisions for ELs Who Take the Alternate ACCESS Assessment

All of the following criteria must be met
for an EL student who takes the Alternate ACCESS assessment
to be eligible for reclassification as a former EL (FEL)

1. The student must have participated in the Alternate ACCESS Assessment and attained, <u>at minimum</u>, the following score:

Grade Cluster	P2 Equivalent Scale Cut Score
K-2	959
3-5	958
6-8	964
9-12	967

2. The student must have achieved a score of 12 on the English Language Observation Forms completed both by the student's special education teacher and ESL teacher.

The **English Language Proficiency Observation Forms** is completed by the student's special education and English as a Second Language (ESL) teachers

MCAS Testing Procedures for English Learners

Pembroke Public Schools follow the annual assessment guidance and policies provided in the DESE manual - Accessibility and Accommodations Manual for MCAS Tests and Retests, including Participation Requirements for Students with Disabilities and English Learners.

English Learner (EL) students must participate in all MCAS tests regardless of the language program and/or services they receive. The only exception is that the Spring ELA test is optional for EL students who enrolled in U.S. schools after March 1 of the given school year and who were not reported in the March SIMS report. Although EL students may defer the ELA test during their first year within U.S. schools, the Math and Science and Technology/Engineering MCAS tests are required regardless of time spent in the U.S.

Foreign exchange students who are coded in SIMS as #11 under "Reason for Enrollment" in grades 3-8 and 10, regardless of whether they are determined to be English learners, are required to participate in the MCAS tests specified for the grade in which they are reported. If also reported in SIMS as an English Learner, these students are also required to participate in ACCESS for ELLs testing.

Accommodations for English Learner Students on MCAS

Accommodations are intended to remove barriers and allow EL students to demonstrate their knowledge and skills more effectively. English Language Education teachers, general and special education teachers and the EL student, particularly secondary students, will communicate about which universal and designated accessibility features and which accommodations are appropriate for an EL student. The accommodation decisions of the team are documented using Appendix B of the Accessibility and Accommodations Manual for MCAS Tests and Retests. All documentation is kept on filewith Assistant Principals to ensure that appropriate MCAS Accommodations for an EL student are provided.

Decision-making teams determine appropriate accessibility features and accommodations for EL students by mid November of the school year to ensure that the student is familiar with accommodations. The student should not be introduced to an accommodation on the day of the assessment and should have practice using the accessibility feature regularly.

Recognizing that English language proficiency is transitional for EL students. Testing

accommodations are reviewed and updated annually as the EL student makes progress toward attaining English proficiency. When the decision-making team is considering MCAS accommodations for ELs, the following should be considered:

- Has a particular accessibility feature and/or accommodation been used successfully in the past to assist students in similar situations and at similar English proficiency levels?

- Does the feature and/or accommodation help the student overcome the barriers posed by developing English language proficiency?

- Is the student comfortable using the feature or accommodation?

- The teacher should observe the student using the accessibility feature or accommodation in the classroom (or if possible, across different classrooms and school settings) and inform members of the decision-making team which accessibility features or accommodations listed in the MCAS Manual (See Table below) seem appropriate and effective.

- The teacher should document the final decisions on the use of specific accessibility features or accommodations in ELLevation under the student profile and then print MCAS Accommodations Form for the school principal.

In addition to universal features and designated features available to all students, the accommodations listed in Tables 8 and 9 (DESE, 2024-2025) are available to all ELs, with and without disabilities, on MCAS tests.

Table 8. Accommodations for ELs	
EL1 (SR)	**Paper-based edition:** ELs in their first year of schooling in the U.S. or ELs with little or no familiarity with technology may take the MCAS paper-based test as an accommodation. • ELs should have the opportunity to take computer-based practice tests prior to selecting the paper-based test. • Administering the ELA test to a first-year EL is *optional*.
EL2	**Approved Bilingual Word-to-Word Dictionary and Glossary** (English/Native language) • This accommodation is available to students who are currently or were ever reported as EL. • Paper bilingual word-to-word dictionaries and glossaries are permitted during MCAS testing. Schools should make sure that EL students are familiar with, and comfortable using, paper editions. • Schools that currently use e-book versions, such as from wordtoword.com, in regular instruction and classroom assessments may use them during MCAS testing. See Appendix G for more information.

	Table 8. Accommodations for ELs (cont.)
EL3.1 *(SR)* and EL3.2 *(SR)*	**Text-to-speech (TTS)** (EL3.1) computer reads text aloud for Mathematics, STE and Civics (*not* ELA): • The TTS and human read-aloud accommodations provide the same access and can be used interchangeably, if necessary. • TTS is in English only.
	Human read-aloud (EL 3.2) for Mathematics, STE and Civics (*not* ELA): • The test must be administered in a separate setting either **individually** or to a **group of 2–5 students** all of whom are receiving the human reader accommodation. Review Appendix D: Procedures for Providing the Human Read-Aloud. Test administrators for students using accommodation EL3.2 must sign an MCAS Nondisclosure Acknowledgment before administering this accommodation.
EL4.1 *(SR)* and EL4.2 *(SR)*	**Scribe or speech-to-text** for Mathematics, STE, and Civics (*not* ELA), consisting either of: • a **human scribe** (EL4.1), who records student's responses verbatim *at the time of testing*. See Appendix C for specific guidance on providing the scribe accommodation; or • a **speech-to-text** (EL4.2) computer program that converts voice to written text. • A speech-to-text accommodation provides the same access as a human scribe, and the two can be used interchangeably, unless otherwise specified. Students using the speech-to-text accommodation for the grade 5 and 8 STE tests and for high school Biology will be able to use an embedded speech-to-text tool. Test administrators for students using accommodation EL4.1 or EL4.2 must sign an MCAS Nondisclosure Acknowledgment before administering these accommodations.
EL5	**Test administrator reads aloud/repeats/clarifies general administration directions in English** (from the appropriate Test Administrator's Manual scripts)
EL6	**Test administrator reads aloud/repeats/clarifies general administration directions** (from the appropriate Test Administrator's Manual scripts) **in student's native language**, if a native language speaker is available
EL7 *(SR)*	**Spanish/English** edition: *New for 2025,* the Spanish/English is available for all Mathematics, STE, and Civics tests: • Spanish/English tests are available in computer- and paper-based formats. The computer-based tests consist of stacked text, Spanish text above English text; paper-based tests consist of Spanish and English on facing pages (side-by-side). • These tests are intended for Spanish-speaking ELs who have been in the U.S. less than 3 years. • Students may respond either in Spanish or English. (Note that for all other MCAS tests, students may respond only in English.) • When signing in to the computer-based Spanish/English test, students may select the language (Spanish or English) in which they would like to see the MCAS Student Kiosk icons and directions. This selection is made prior to entering the test.

Table 8. Accommodations for ELs (cont.)	
EL8 *(SR)*	**Word prediction for Mathematics, Science, and Civics (not ELA) tests** provides a choice of frequently used words after the student types the first few letters of a word: For computer-based tests, students will be able to use an embedded word prediction tool that functions within the MCAS Student Kiosk. (See Appendix E for a step-by-step guide on accessing and using this feature.) For paper-based tests, a word prediction application must be used at a separate external computer, and a test administrator or the student must transcribe the selected word(s) into the student's test & answer booklet. (See Appendix C for information and guidelines on transcribing student responses.) Test administrators for students using accommodation EL8 must sign an MCAS Nondisclosure Acknowledgment before administering this accommodation.

Table 9. Selecting Accommodations for English Learners				
		Level of Proficiency		
#	**Accommodation**	**Beginning**	**Intermediate**	**Advanced**
EL1	**Paper-based editions** for ELs with low levels of English proficiency and/or no familiarity with technology who are in their first calendar year of enrollment in a U.S. school	◉	○	○
EL2	Approved **bilingual word-to-word dictionary** and glossary (English/Native language)	○	●	●
EL3.1 and EL3.2	**Text-to-speech** (EL3.1) for the computer-based Mathematics, STE or Civics tests (in English *only*); OR **Human read-aloud** (EL3.2)	◉	◉	○
EL4.1 and EL4.2	**Human scribe** (EL4.1) for Mathematics, STE or Civics **Speech-to-text** (EL4.2) for Mathematics, STE, or Civics tests	●	◉	○
EL5	Test administrator reads aloud/repeats/clarifies general administration **directions** in English	●	◉	○
EL6	Test administrator reads aloud/repeats/clarifies general administration **directions** in student's native language	●	◉	○
EL7	**Spanish/English** editions of the Mathematics, STE or Civics tests	●	◉	○
EL8	**Word Prediction** on the Mathematics, STE or Civics tests (*not* ELA)	●	◉	○

KEY:
●   **Recommended** for use by English learners at this ELP level
◉   **May be appropriate** for use by English learners at this ELP level
○   **May not be appropriate** for English learners at this ELP level

Educator Licensure

English as a Second Language (ESL) as a required component of Sheltered English Immersion (SEI,) requires instruction is delivered by licensed teachers: (1) sheltered content instruction delivered by a licensed core academic teacher with the SEI endorsement and (2) ESL instruction delivered by a licensed ESL teacher, PreK-9 and/or 5-12. Teachers and educational staff who are qualified and who teach in ELE programs must hold the appropriate licenses.

Professional Development

As a current requirement of the Massachusetts Department of Elementary and Secondary Education's RETELL initiative, all core academic teachers must receive the SEI endorsement. The Director of Student Services with the Coordinator of English Language Education, relay all state communication with administration and staff regarding endorsement and ongoing Professional Development opportunities.

The district makes available in-district professional development training in second language acquisition, working with culturally and linguistically diverse student populations, the progress of English Learner students in developing oral comprehension, speaking, reading, and writing of English, and also in meeting academic standards and demands in their grade-level classrooms.

Equal Access to Academic and Non-Academic Programs and Services

The district ensures that English Learner (EL) students participate fully with their English-speaking peers and are provided support in non-core regular public school courses. EL students are not segregated from their English-speaking peers, except to implement direct ELD instruction within the guidelines of the ELE Program. English Learner students who are placed in general education classes for instruction in core academic subjects such as English Language Arts, mathematics and science and

additionally are placed together with their grade level peers in classes that are not focused on language acquisition or application; such classes elective classes such as art, music, or engineering.

English Learner students are taught to the same academic standards and curriculum frameworks as all students, have the same opportunities to master such standards and frameworks as other students, including the opportunity to enter academically advanced classes, receive credit for work completed, and have access to the full range of programs.

The district provides access to the full range of academic opportunities and supports offered to non ELE students such as those outlined in the District Curriculum Accommodation Plan (DCAP), access to special education services, and the implementation of Section 504 Student Accommodation Plans.

English Learner students have the opportunity to receive academic support services, such as guidance and counseling, in the student's primary language. The guidance counselors discuss and disseminate information about school programs, and prospective occupational and vocational opportunities to all Pembroke students at assemblies and/or individual meetings. If the counselor does not speak the student's primary language a person who does speak the student's primary language will be available at the assembly or meeting or at some point during the school day for clarification as needed. Availability of supplementary materials that support the occupational and vocational information may include pictures, visuals, graphic organizers and closed captioned, language of choice, virtual meetings..

The district ensures that English Learner students have equal access to all nonacademic programs and extracurricular activities available to their English-Speaking peers according to Title VI; 603 CMR 26.06(2).

Student Records

Pembroke Public Schools are responsible for maintaining official student records that include permanent and temporary transcripts of every student. Each school will provide a complete copy of a student's school record to any public school into which the student seeks or intends to enroll, upon receiving verification from any source that the student may be transferring out of this school district. Upon graduation, a student may obtain a

copy of any record pertaining to that student.

According to Massachusetts General Laws, the permanent record (transcript), which is kept for sixty (60) years before being destroyed, contains the following information:

- Identifying information regarding the student and parent/guardian
- Course titles and grades received
- Grade level completed and year completed

The temporary record, which is destroyed within seven (7) years after the student graduates, transfers, or withdraws, may include the following information:

- Results of standardized tests
- Class rank and grade point average, when applicable
- School sponsored co-curricular activities
- Attendance data
- Health records
- Other scholastic information not listed above

ELE Program - Student Records include:

- Home language survey
- Results of identification and proficiency tests and evaluations, including WIDA Screener, ACCESS, Alt ACCESS, or other tests chosen by the Department of Education and the district
- Information about student's previous school experiences
- Copies of parent/guardian notification letters, progress reports and report cards (in the native language, if necessary)
- Evidence of follow-up monitoring (if applicable)
- Documentation of a parent/guardian's consent to "opt-out" of English learner education

Except where the regulations specify authorized access by third parties, no individuals or organizations other than the parent/guardian, eligible student, and school personnel working directly with the student are allowed to have access to information in the student record without the specific, informed, written consent of the parent/guardian of the eligible student. As required by M.G.L. Chapter 71 Section 34H, a non-custodial parent may have access to the student record in accordance with the stated provisions.

Additional information regarding these state regulations may be obtained from the guidance office in each school. According to Public Law 107-110 (H.R.1) Section 9528, the school shall   provide, on a request made by military recruiters or an institution of higher education, access to   secondary school student names, addresses, and telephone listings. Parents/guardians have the right to deny this access by written request to the guidance office.

Pembroke School Committee English Learner Policy

In keeping with the intention of the state of Massachusetts to offer educational opportunities to those children whose dominant language is other than English, the district shall provide suitable instructional programs for all such students in grades Kindergarten through 12 in accordance with the requirements of G.L. c. 71A.

Foreign exchange or visiting students are required to have proficiency in English which allows the student to participate fully in the academic program without supplemental English instruction. Foreign exchange or visiting students are not eligible for district ELL programs.

English Learner Data Submission Reporting Requirements

The Manager of IT, Data and Assessments will report to the Massachusetts Department of Education all students who are determined to be Limited English Proficient, including the student's grade level, primary languages and types of English Learner Programs in which they are enrolled.

District ELE Program Evaluation

The district will conduct periodic evaluations of the ELE Program following the MA DESE recommendations in the *Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners.*

The district will analyze a variety of data including but not limited to:

- WIDA ACCESS for ELLs scores are reviewed annually to assess ELL progress.
- Staff Qualifications are tracked, administrator and teacher progress in receiving SEI endorsement
- ELE program plans reviewed to ensure that the number of direst ESL instructional hours correlates with ELL's proficiency level
- Review of FLEP monitoring procedure and student progress
- Parent Involvement (all school events, ESL parent meetings/nights)
- Participation of ELLs in non-academic activities
- Record review to determine that documentation is accurate in cumulative records and ELE files at the building level and in central office

The results of the findings will generate areas for revisions to ELL Policy and Procedure and School/District Improvement Plans.

Language Assistance

Pembroke Public Schools makes every effort to include parents/guardians and families of English Learners in the activities that are available to all parents/guardians. Interpreters are provided for in-person and virtual events and meetings as well as translation of invitation information and any supplementary materials shared with parents/guardians. The contents of all Pembroke Public Schools announcements, communications and publications relative to academic and nonacademic programs and extracurricular activities are available in the languages of our school community. Pembroke Public Schools strives to provide all families meaningful access to all programs, opportunities and services pertaining to the educational experience of their child(ren) through the following language supports:

- Interpreters for phone calls with administrators, teachers, guidance counselors etc.
- Interpreters for in-person and virtual communication (parent-teacher conferences, IEP team meetings, Kindergarten Screening appointments, Special Education evaluation appointments, whole-school events such as informational nights for new students/families, Kindergarten Orientation etc.)
- Written translation of school-based notices and important information such as class newsletters, field trip announcements, upcoming events, report cards, progress reports, permission slips etc.
- Written translation of district wide documents (school calendar, handbooks, transportation information, information about summer programs, athletics etc.)
- Written translation of Special Education documents (meeting invites, IEPs, 504s, assessment reports etc.)

Procedures for Requesting Language Support

Parents/Guardians

- Contact the ESL Teacher of your child/children(s) school.
- Contact the main office of your child/children(s) school or the Secretary to the Director of Student Services.

Pembroke Public Schools Staff (administrators, central office staff, secretaries, guidance counselors, teachers etc.)

- Request interpreters and written translation through the lead ESL teacher or building-based ELE Program Staff member.
- All requests are reviewed and then placed through an online portal with the district's secured vendor.

- A request for an interpreter the same day for an essential parent/guardian phone call, such as a medical need or school safety concern, can be placed without an additional fee.
- In-person and virtual interpreter requests should be submitted **at least** one week in advance. It is advised to submit requests as early as possible.
- Written translation requests should be submitted **two weeks** in advance with requests for translation of Special Education documents submitted with a **minimum of two weeks** advance notice.
- If a written translation is needed immediately, a rush request can be submitted which will incur an additional fee. All rush requests reviewed.
- Written translation requests must be placed by email with a document that does not have any security protections in place. The document can not be scanned.

LANGUAGE SUPPORTS AVAILABLE

TALKING POINTS

A two-way multilingual family engagement platform allowing educators and administrators the opportunity to communicate with families in their language of choice, including English, via the web, mobile, or text messages.

POCKETALK

A portable, multi-sensory two-way translation device. Promotes equitable access to communication and learning for all students. (Parent Teacher Conferences, Peer Communication, School Registration, Instructional Support etc.)

BAYSTATE INTERPRETERS, Inc

Pembroke Public Schools has a contract with this vendor and contracts for interpreters for phone calls, in-person and virtual interpreters, and written translation. This company provides high quality educational translation and interpretation services. All assignments are completed by trained and tested professional translators.

GOOGLE TRANSLATE

ELE Program Staff provide families with support to access information online in the language of their choice (district website, school website, Google Classroom, Google Docs, Google Meets etc. Google Translate does not replace the certified interpretation and translation services provided by the school district, but it can help parents/guardians and families navigate online materials and improve communication.

ELE Program - Forms

ELE Program Forms maintained by the Coordinator of English Language Education and organized in the shared ELE Program Google Folder. For any ELE Program communication that a parent receives, translations are available to meet the language needs of the current community: **Egyptian Arabic, Brazilian Portuguese** and **Spanish**. Translated program forms are also on file in **Gujarati, Thai** and **Vietnamese** and translated forms are created as needed in any other language at request of parent/guardian.

- ELE Program Folder Checklist
- ELE Program Notification
- Parent Notification Letter (PNL) - Initial
- Parent Notification Letter (PNL) - Annual
- Parent Notification Letter (PNL) - Reclassification
- Reclassification Yellow Form
- Opt-Out Form
- FEL Monitoring Form - Elementary
- FEL Monitoring Form - Secondary
- Individual Learning Plan (ILP)