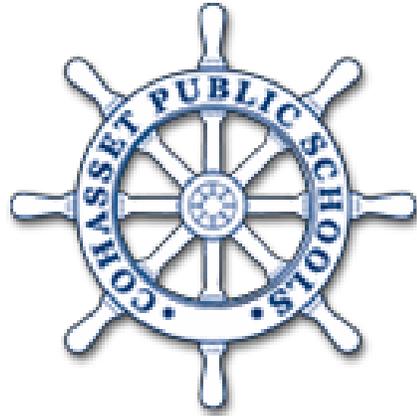


COHASSET PUBLIC SCHOOLS



ENGLISH LANGUAGE EDUCATION PROGRAM

Procedures and Process

2025-2026

TABLE OF CONTENTS

Sections

| Section | Topic |
|---------|---|
| 1 | Introduction to Cohasset Public School’s English Language Education Program |
| 2 | English Language Education Program Overview |
| 3 | Translation/ Interpretation Process and Procedures |
| 4 | Identification of English Learners |
| 5 | Opt-Out Procedures and Program Waivers for English Learners |
| 6 | Monitoring Progress of English Learners |
| 7 | Program Exit Procedures |
| 8 | Forms |

ELE Program Forms

| | |
|---------|--|
| Form 1 | Home Language Survey (available in multiple languages) in ASPEN System |
| Form 2 | Initial / Annual Parental Notification of English Language Education (ELE) Program Placement |
| Form 3 | Opt-Out Form |
| Form 4 | Waiver Forms <ul style="list-style-type: none"> • Form 4.1- School District Program Waiver Application Form for English Learners: Child’s Level of English • Form 4.2- Waiver Application Form for English Learners: Older child • Form 4.3- Waiver Application Form for English Learners: Child with special needs • Form 4.4- Parent or Legal Guardian Informed Consent Form • Form 4.5 Program Waiver for Students with Special Individual Needs |
| Form 5 | Bilingual Interpreter/Translator Request |
| Form 6 | Documentation of Translation Services |
| Form 7 | English Learner Progress Form |
| Form 8 | ACCESS Results Parent Letter (available in multiple languages) Form 9 |
| Form 9 | ELE Program Reclassification Form |
| Form 10 | Parent Notification of Student Proficiency and Reclassification |
| Form 11 | Monitoring Academic Progress of a Students who is a Former English Learner Form |
| Form 12 | Monitoring Academic Progress of a Student who has Opted-Out of ESL Services |
| Form 13 | Intake Checklist for (possible) New EL Student |
| Form 14 | ELE Program Folder Checklist |

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

The goal of Cohasset’s English Learner program is to provide all students with appropriate and challenging educational programs that are in alignment with Cohasset Public School’s Vision Statement. The procedures outlined in this booklet take into account federal and Massachusetts' laws and guidelines regarding educating English Learners in the public schools. [Massachusetts General Law Regarding English Learners: Chapter 71A](#)

Defining English Learner (EL) students:

The Elementary and Secondary Education Act, reauthorized in 2001 as the No Child Left Behind Act, defines “limited English proficient” as follows: The term limited English proficient, when used with respect to an individual, means an individual— (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C) (i) who was not born in the United States or whose native language is a language other than English; (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual — (i) the ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. State law defines the term “English learner” as a child who does not speak English or who is not currently able to perform ordinary classroom work in English.”

Guiding Principles of Language Development and English Language Instruction:

Massachusetts formally joined the WIDA consortium in 2012. WIDA provides a rigorous system of standards and assessments to advance the language development and academic achievement of EL students. The WIDA English proficiency standards and assessments were developed by national English language experts and are already in use in 27 other states. The WIDA standards promote academic language development for EL students in four content areas-language arts, mathematics, science, and social studies-and thereby facilitate students' success in school. Of particular significance is that these standards align with the 2011 MA English language arts curriculum frameworks (which incorporate the Common Core State Standards) and have been embraced by professional associations such as TESOL and MATSOL.

The Cornerstone of the WIDA Standards: Guiding Principles of Language Development

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

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

A. English Language Proficiency (ELP) Levels

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

WIDA English Language Proficiency Levels

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

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

B. Instruction

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

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

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

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

Sheltered Content Instruction Guidelines:

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

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

Further, content teachers are trained to use strategies that:

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

English as a Second Language Instruction Guidelines:

EL students are provided with a program of study in English as a Second Language (ESL) provided by a licensed ESL teacher that addresses their particular English learning needs and is aligned to the Massachusetts Curriculum Frameworks and integrates components of the WIDA ELD Standards. The Cohasset ESL curriculum guides the ESL instruction and addressed the English language needs of the EL population at all levels. ESL teachers communicate and collaborate with grade level content area teachers, and if time allows, ESL teachers help support and assist ELs in their content area classrooms.

Due to the need for systematic, explicit and structured language instruction, much of ESL instruction occurs outside of the general education classroom. ESL Instructional Services will follow the below listed guidelines and groupings will be appropriate by age and ELP Level. Students shall only be grouped with students in the same level, Foundational or Transitional, and in grade level groupings that consider students ages, academics skills, and social development.

Foundational Level 1-2

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

Transitional Level 3-5

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

Student will progress from one level to the next as they acquire increased English proficiency. Progress is determined through the use of various assessments, including student performance in class and on state mandated ACCESS and MCAS testing. Students are provided with instruction in ESL until a school-based team determines there is sufficient evidence of a student's English language proficiency and the ability to perform ordinary classroom work in English without significant instructional support. The criteria for determining this is provided further in this document.

Sheltered English Immersion (SEI) program

[“Sheltered English immersion”](#) is defined in G.L. c. 71A as “an English language acquisition process for young children in which nearly all classroom instruction and instructional materials are in English, but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English.”

III. Translation and Interpreter Process/ Procedures

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

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

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

- Apprised of their child's academic progress
 - Notified of any additional important school-related information or extracurricular activities that were not communicated at the time of enrollment
 - Sharing information about any concerns that they have about their child or their child's educational program
 - Assisting parents/guardians to participate in Cohasset Public School's parent-related activities
 - Assisting parents/guardians and students with post graduate plans that routinely occur for all students
-
- Written translations of important school documents will also be provided. *The Home Language Survey* found here: [DESE Home Language Survey Link](#) is available in 27 different languages.
 - When requesting an interpreter, staff are encouraged to use the Cohasset Interpreter Request Form and submit the request in writing the Office of Student Services (Director of Student Services or Administrative Assistant).
 - *Documentation of Translation Activities* (Form 6) should be used to document all formal bilingual translator activities. For more information on translation services see *Cohasset Translation Services* (Appendix 1)

Emergency Interpretation/Translation Protocol

In the event of an **urgent need for interpretation or translation services**—such as a non-English-speaking parent arriving for student registration or a behavioral incident involving an English Learner—staff must contact the Office of Student Services immediately.

The Office will coordinate and provide access to a qualified interpreter or translated materials through the district’s contracted language services provider *Benoit Language Services, Inc.*

Interpreter Request Flowchart: The Cohasset Public Schools Office of Student Services fills interpretation/ translation requests. The Office uses *Benoit Language Services, Inc.*

Step 1: Start/ Identify Need:

- Student, parent, guardian requires an interpreter (spoken, sign language, or specialized communication). Identified by family or school personnel per the Home Language Survey

Step 2: Submit Request

- Request submitted via Interpreter Request Form or Office of Student Services
- Include date, time, location, type of interpreter, duration, and type of meeting

Step 3: Review Request/ Contact Agency

- Designated staff/admin reviews request
- Office of Student Services contacts interpreter services to schedule service
- Confirm assignment with staff and family

Step 4: Prepare for Meeting

- Provide interpreter with necessary materials in advance of meeting with parental consent/ Release of Records
- Staff ensures meeting setup and accessibility

Step 5: Conduct Meeting

- Interpreter facilitates communication
- Staff and family participate

Step 6: Document

- Log interpreter use: date, type, interpreter name, meeting outcome
- Applicable next steps depending on meeting conclusion

Guidance on the Use of Professional Translators/Interpreters vs. Google Translate:

Federal and state laws—such as Title VI of the Civil Rights Act of 1964, the LOOK Act, and Massachusetts DESE ELE guidance—require school districts to provide meaningful access to information for families and students who are Limited English Proficient (LEP). This includes the obligation to provide professional interpretation and translation services in a language the family can understand. While tools like Google Translate can be helpful in informal, low-stakes situations, they are not reliable substitutes for professional services in most school-based activities.

When to Use a Professional Interpreter or Translator

Professional interpretation/translation **must be provided** when the communication is high-stakes, involves legal rights, or affects a student’s access to services, such as:

- **Special Education / 504 Processes**
 - IEP meetings (initial, annual, reevaluation, eligibility, manifestation)
 - Section 504 meetings
 - Evaluations, consents, procedural safeguards, and notices
- **Academic Placement & Program Decisions**
 - English Learner (EL) program placement or exit meetings
 - Discussions about interventions, supports, or curriculum changes
 - Disciplinary hearings or student code of conduct proceedings
- **Enrollment & Registration**
 - Initial intake/orientation
 - Explanation of district policies, rights, and services
- **Formal School Communications**
 - Report cards, progress reports, and assessment results
 - District policies, handbooks, or codes of conduct
 - Health/safety information (e.g., emergencies, school closures, medical protocols)
- **Legal or High-Stakes Meetings with Families**
 - Bullying/harassment investigations
 - Truancy or attendance hearings
 - Any meeting where family consent or signature is required
- **Written Translation of Documents**
 - IEPs, 504 plans, consent forms, disciplinary notices
 - Student handbooks, policies, rights documents

When Informal Tools May Be Used

Informal translation methods (e.g., Google Translate, bilingual staff, visual aids) may be appropriate only for low-stakes, day-to-day communications that do not involve legal rights, services, or significant academic decisions. Examples include:

- Simple reminders about school events (e.g., picture day, spirit week, schedule changes)

- General logistics (e.g., bus delays, afterschool pick-up, lunch menus)
- Friendly check-ins (e.g., “hope you’re doing well,” “thank you for attending”)
- Classroom updates that do not impact services or grades

Parent Notification

Legal Requirement: Under ESSA Title III, the LOOK Act, and DESE ELE guidance, schools must notify parents within 30 days of the start of the school year (or within 2 weeks of identification during the year) if their child is identified as an English Learner.

Content of Notification

Parent notification must include:

- The child’s English language proficiency level and assessment results (e.g., ACCESS, screener).
- The reason for EL identification.
- A description of the program options available (e.g., Sheltered English Immersion, Dual Language, ESL support).
- The method of instruction used in the program.
- How the program will meet the student’s academic and language development needs.
- The expected rate of transition to English proficiency.
- Information about the exit criteria from EL status.
- The parents’ rights, including the right to decline enrollment in specific programs.

Language Access Requirement

- Notifications must be provided in the family’s primary language, in clear and understandable terms.
- Professional translation/interpretation must be used for written and oral communication.

Timelines

- Start of year: Notify within 30 days.
- Mid-year new enrollment: Notify within 2 weeks of EL identification.

Documentation

- Maintain a copy of the notification letter in the student’s cumulative folder and in ASPEN.
- Document language of communication and interpreter/translation used.

Family Engagement

- Provide opportunities for parents to ask questions with interpreter support.
- Explain program options and services in accessible language.
- Ensure families understand their rights to accept or decline services.

Ongoing Updates

- Parents must receive annual updates on their child’s English proficiency progress (typically through ACCESS results and program updates).

IV. Cohasset Public Schools Procedures for Initial Identification of EL and FEL Students

The Cohasset Public Schools will accurately identify ELs in a timely, valid, and reliable manner.

Home Language Survey at Registration

All students enrolling in Cohasset Public Schools must have a Home Language Survey (HLS) completed by a parent or guardian during the registration process. The HLS asks:

1. What language is spoken at home?
2. What language did the student first learn?
3. What language does the student most frequently use?

If any response indicates a language other than English, the student is eligible for initial English proficiency screening.

Home Language Surveys (HLSs) are maintained as a resource for educators. Administrative staff must document and retain each family's primary or preferred language in the student information system and in the student's permanent record to ensure accurate and consistent communication in the future.

Determination of EL and FEL Status

- **English Learner (EL):** Students whose assessment indicates limited English proficiency. EL students are eligible for appropriate language instruction and support services.
- **Former English Learner (FEL):** Students who previously met EL criteria but have since achieved English proficiency. FEL students are monitored for up to two years to ensure continued academic success.

Notification

Parents and guardians are notified in writing of the student's EL or FEL status. Notifications include assessment results, available services, and information about their rights and options under Massachusetts law. Relevant school staff are also informed to support instructional planning.

Documentation

Cohasset Public Schools maintains the HLS, assessment results, EL/FEL determination, and parent notifications in the student's permanent record. FEL students' academic progress is monitored for up to two years after reclassification.

Initial English Proficiency Screening/ Process and Procedures:

Students identified through the HLS as potentially needing language support will be assessed for English proficiency. Screening occurs within 30 calendar days of enrollment, or within 14 days for students enrolling after the start of the school year.

Cohasset Public Schools uses the WIDA screener for initial identification of ELs in grade levels K-12

Pre-K Screening: Cohasset Public Schools uses the [Pre-K Screening Tool](#) for initial identification of students in Pre-K. Districts must use the cut scores and follow the guidance provided by the Department.

Students who were identified as ELs in PreK, but do not qualify for ELE services based on the WIDA Screener for Kindergarten will NOT be considered FELs. They are coded as non-ELs. The Cohasset Public Schools uses an approved English language proficiency assessment ACCESS for ELLs, to evaluate reading, writing, listening, and speaking skills in English.

The Cohasset Public Schools administers Kindergarten students only the Speaking and Listening components of the WIDA Screener for Kindergarten test at the beginning of the school year. If a student enrolls in the district in the second half of the student's kindergarten year, then the student will take all four components of the WIDA Screener for Kindergarten test: Listening, Speaking, Reading, and Writing.

If the WIDA Screener is administered for a Kindergarten student prior to their initial enrollment in kindergarten, the earliest testing window for these students is from mid-April to June of the school year before they start Kindergarten to promote accurate decision-making about these young students' English language development.

Students in the first half of Grade 1 will take WIDA Screener for Kindergarten and as the Screener Test Administration Manual recommends, the cut scores used for the second semester of kindergarten will determine eligibility for ELE services.

Upon Identification of EL or FEL Status:

Student Services/ EL Staff will:

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

Building Administration/ School Principal will:

1. Notify Director of Student Services and building ESL teacher of all Home Language Surveys received that have an answer to any of the questions as a language other than English.
2. Assign building ESL Teacher to a) review student's previous ESL documents or b) administer initial identification testing to all students whose:
 - Home Language Survey indicates that a language other than or in addition to English is used in the home.
 - Teacher and/or parent/guardian is concerned that a student may be an English Learner.

3. Assign students identified as EL to age-appropriate grade level classes with content area teachers who have earned, or are in the process of earning, the SEI Endorsement.
4. Assign students identified as EL to ESL classes and services as appropriate to grade, age, and English language proficiency level. Note: Some ELs may have a disability and qualify for special education services. This could be determined at the time of enrollment (for example, student arrives with a valid IEP) or at some point during the school year based on progress monitoring. Language development programming and special education programming are not mutually exclusive and all ELs must be afforded all supports, resources, and programming for which they are eligible. In other words, ELs are eligible for special education services if they meet IEP eligibility criteria and, conversely, students with a disability are eligible for ELE programming if they are identified as an EL.
5. Assign teachers and staff to, and convene a meeting of, the Language Acquisition Team (LAT). The LAT should include the principal, classroom teacher, ESL teacher, ESL coordinator, and any other staff working with the student.
6. Upon enrollment in Cohasset Public Schools as a Former English Learner (FEL), the ESL teacher will implement the monitoring process outlined in this guidance.

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

1. Interview parents/guardians and/or student to learn as much as possible about the student's prior schooling.
2. Within 30 days of the start of the school year, or within 2 weeks of enrolling in the district during the school year assess the English language proficiency of a student when the answer to any of the questions in the Home Language Survey is a language other than English using an approved screener for grades K-12 and preschool as determined by DESE's most recent publication of the "Guidance on Identification, Assessment, Placement, and Reclassification of English Learners" document. A screening test is not necessary for the students who come from another Massachusetts district or another WIDA state with ACCESS results if the test was administered within the last calendar year.
3. Determine EL or Non-EL status and as detailed in the "Guidance on Identification, Assessment, Placement, and Reclassification of English Learners" document most recently published by MDESE. For identified EL students, assign English Language Proficiency level.
4. Notify Elementary School Secretaries / Middle & High School Guidance counselors and Principals of EL or Non-EL status.
5. Notify parents of screening test results and the placement decisions using Initial / Annual Parent Notification Letter of ELE Program Placement (Form 2) in English and in a language that the parent can understand.
6. For identified EL students create a "EL file" and include the following records: parent notification, WIDA Screener, Home Language Survey, information of past ESL services, and any other important data and parent communications regarding English Language Proficiency. "EL File" should be placed behind the student's cumulative folder in the school's file system. For Non-EL students who were assessed, include

copy of parent notification and WIDA Screener results in cumulative file.

7. For identified EL students, assign “EL Alert” in ASPEN or Student Management System and indicate translation requirement

Students with Interrupted or Limited Formal Education (SLIFE): Definition/ Monitoring Process:

The Cohasset Public Schools uses the [DESE SLIFE Guidance \(2004\)](#) to identify, support, and monitor Students with Interrupted or Limited Formal Education (SLIFE) to ensure equitable access to educational opportunities, academic achievement, and English language development. The resources within the DESE Guidance 2024 are available to assist with identification, support options, and deliberate progress monitoring.

Identification of SLIFE

To be identified as SLIFE in Massachusetts, a student must meet all the following criteria:

- The DOE025 SIMS field indicates the student is an English learner.
- The student is 8 to 21 years old.
- The student enrolled in a school in the United States after grade 2 or exited the U.S. for 6 months or more and did not attend school during this time.
- Prior exposure to formal schooling is characterized by one of the following:
 - No formal schooling
 - Significant interruptions in formal schooling
 - Consistent but limited formal schooling (e.g., school days were significantly shorter)

Upon enrollment, all EL students will complete a home language survey and an SLIFE screening questionnaire based on DESE's SLIFE Identification Protocol.

The EL intake team will review educational history, literacy/math assessment data, and age-grade level discrepancies to determine SLIFE status.

Designated staff (e.g., EL Teacher Director of Student Services, IT Staff) will finalize SLIFE designation and notify school teams.

Assessment of SLIFE

Within **30 days** of SLIFE identification, the student will receive diagnostic assessments

An Individualized SLIFE Learning Plan (ISLP) will be developed, outlining:

- Language development goals
- Content-area support strategies
- Culturally responsive instruction
- Progress monitoring benchmarks

Progress Monitoring:

When evaluating whether a student is ready to transition out of SLIFE status, the team may consider various factors, including but not limited to:

- Written observations and recommendations of classroom teachers
- Academic habits and behaviors, as documented by educators working with the student
- Academic grades and classroom progress
- Locally administered academic and linguistic assessments
- Performance on ACCESS for ELLs
- Performance on MCAS

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

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

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

- Parents of ELs may notify the Cohasset Public Schools of their wish to have their child withdraw or opt out of an ELE program. If so, the District will place the student in an English language general education classroom and **document** the parent’s notice in the EL student’s file.
- Cohasset Public Schools will communicate with families and may encourage parents to allow their children to participate in ELE programs for at least a limited period of time before they make a final determination to opt out of the program.
- The Cohasset Public Schools will keep parents of ELs, who have opted out, apprised of their child’s progress.
- The District will provide instructional support to ensure all ELs, including those whose parent(s) has chosen to “opt out” of language programs, have access to the curriculum and be provided the same opportunities to master the same academic standards and curriculum frameworks as their native English speaking peers. This can be done through Student Response Teams (SRT) and the district-wide Multi-Tiered System of Support (MTSS) Process.
- The district will annually assess the language proficiency of all EL students with the state mandated English language proficiency test, ACCESS for ELs, including students whose parent(s) have "opted out" of EL services. Parents are notified of their child’s participation in such assessments, as well as assessment results.
- The Cohasset Public Schools will also keep a record of how "opt out" EL students are provided meaningful access to the curriculum, how such students are progressing academically, and, if a student demonstrates English proficiency through ACCESS for ELs and schoolwork, documentation of that demonstration and any determination that the student’s EL classification has changed.
- Parents and legal guardians have the right to change their decision to opt out of ELE services and request their EL enter into an ELE program at any time.

Opt-Out Process/ Procedure: In this case the school principal, with support of the EL Director/ Director of Student Services should:

1. Encourage parents/guardians to allow their child to participate in the English Language Education program for a limited period of time before they decline.
2. The ESL Teacher/ General Education Staff will continue to monitor the academic process of the students.

- Monitoring of Opt-Out Students is recommended to be conducted each grading period. The Cohasset Public Schools uses the DESE [Template for Monitoring Academic Progress of Opt-out Students](#)
 - Upon review of progress, if student is successfully progressing, file form in student's cumulative record. after demonstrating at least level 5 in English Proficiency on the ACCESS for ELLs, meet with team to determine reclassifying the student as FEL.
 - If a student who has opted-out of ESL services is struggling in academic classes, schedule a meeting with the ESL coordinator, guidance staff, content area teachers and any other support staff who work with the student to determine possible solutions.
3. Provide the student's academic teachers with training to support the student's English language and subject matter learning needs.
 4. Meet with the parents/guardians when a student is not progressing to recommend that services be reinstated.
 5. Send a copy of the opt-out form to the Superintendent or designee.
 6. File the original opt-out form in the student's cumulative record. The Cohasset Public Schools will keep annual written confirmation documents in the student's cumulative folder.

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

In accordance with Massachusetts General Laws, parents/guardians of English learners may request a waiver from the standard Sheltered English Immersion (SEI) program. Waivers may be granted if the student already knows English, is age 10 or older, or has special individual needs. Waivers must be submitted in person annually and approved by the school principal and superintendent. Parents will be provided with information in their preferred language and support in understanding their rights and options.

to students under age 10 if the student has been placed in an English language classroom for at least 30 days. All documentation will be kept in the student's permanent school record with authorizing signatures of both the Superintendent (or designee) and the school Principal on the application waiver. This waiver must be renewed annually.

- To children who already know English: the child already possesses English language skills, as measured by oral evaluation or standardized tests of English vocabulary comprehension, reading and writing, in which the child scores approximately at or above the state average for his/her grade level or at or above the 5th grade average, whichever is lower.
- To student's age 10 or older, where the school Principal and education staff determined that an alternate course of educational study would be better suited to the child's overall educational progress and rapid acquisition of basic English language skills

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

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

1. Parent Request

- The parent must visit the school to apply for a waiver.

- The district must provide:
 - Interpreters and translated materials
 - Full information about the waiver and available programs
 - Opportunity to ask questions and receive clarification

2. Annual Renewal

- Waivers are granted for one school year only.
- Parents must reapply annually if they wish to continue the alternative placement.

3. Approval

- The school principal and EL Director/ Director of Student Services must review and approve the waiver.
- Documentation must be retained in the student file

VI. Monitoring Progress of English Learners

Monitor Procedures for Former English Language Learners:

In accordance with federal and the Massachusetts Department of Education Guidelines, public school districts must periodically monitor the progress of a student for at least four years after the English Language Learner has been reclassified to Former English Language Learner.

The monitor process includes periodic evaluations of student progress in all academic areas.

In the beginning of each school year:

1. Director of Student services/ EL Teacher will coordinate with the data manager with a master list of students that transferred from the program during the prior four years to ensure that students are monitored for four full years after completing the ELE program.
2. The EL Teacher will meet with the general education teachers of each of these students and to discuss systems for monitor so that they may begin observing their students' performance according to the activities included in it.

1. Ongoing Monitoring of EL Students:

A. Building Based Ongoing Progress Monitoring: Language Acquisition Teams

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

B. Core Academic Classroom Grading

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

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

For all other ELs, students should receive grades in the same manner and using the same system as the

general population of students in their grade level. The content objectives must inform the instruction of the entire class and the grading of each student, but the method of assessment and instruction must be differentiated for ELs.

2. Annual Summative Assessment: ACCESS for ELs

Process for Annually Assessing English Learners: English Language Learners are assessed periodically and in a variety of ways to measure their progress in English language development and core subject matter learning.

Each marking term:

The EL Teacher will: Assess the English language development of each English Language Learner and complete the appropriate ELL progress report. The originals will be sent to parents/guardians.

Annually:

Following the schedule assigned by the MA Department of Elementary and Secondary Education, each English Language Learner will be assessed using the state WIDA ACCESS or [Alternative ACCESS for WIDA assessment](#).

A. EL Teacher or designee will perform testing and will:

1. Administer appropriate WIDA ACCESS or Alternative ACCESS for WIDA assessments.
<http://www.wida.us/assessment/alternateaccess.aspx>
2. Analyze WIDA ACCESS findings, benchmark assessments and student performance in core subject matter instruction drawing from the progress reports that have been completed by core subject matter teachers.
3. Complete *Initial/Annual Parent Notification of ELE Program Placement* form (Form 5) for each student to summarize annual findings and recommendations.
4. Confer with appropriate building- based teams/ guidance counselors for Middle School and High School students about testing results and recommendations.
5. Send original *Initial/Annual Parent Notification of ELE Program Placement* form to parents/guardians with ACCESS test results and file a copy in the student's cumulative folder
6. Mail information about student reassessment and program recommendation to parents/guardians

Cohasset Public Schools Procedure for Students Who Do Not Meet ACCESS Benchmarks

Purpose:

To ensure that students who do not meet English language proficiency benchmarks on the ACCESS for ELLs assessment receive targeted support to achieve English proficiency and meet academic expectations.

1. Identification

- Students who do not meet DESE-defined ACCESS benchmarks are identified through annual ACCESS for ELLs assessment results.

- Assessment results are reviewed by the EL Coordinator, classroom teachers, and relevant support staff.

2. Parent/Guardian Notification

- Parents/guardians are notified in writing of the student’s ACCESS results.
- Notification includes:
 - Student’s performance in each language domain (reading, writing, listening, speaking)
 - Explanation of the benchmark and what it means for the student’s English proficiency
 - Information about the support services available

3. Individualized Support Planning

- The EL Coordinator, in collaboration with classroom teachers and support staff, develops an **Individualized EL Support Plan**.
- The plan identifies:
 - Specific areas of need based on ACCESS results
 - Targeted instructional strategies and interventions
 - Frequency and duration of EL support
 - Progress monitoring methods

4. Instructional Services

- Students continue to receive EL services appropriate to their proficiency level.
- Instruction may include:
 - Pull-out or push-in EL instruction
 - Sheltered content instruction
 - Academic support in reading, writing, listening, and speaking

5. Progress Monitoring

- Students’ progress toward English proficiency is monitored throughout the school year.
- Teachers and the EL Coordinator review:
 - Classroom performance and grades
 - Formative assessments and EL benchmarks
 - Adjustments to instructional strategies as needed

6. Reassessment and Adjustment

- Students are reassessed annually with ACCESS for ELLs.
- Based on new results, EL services are adjusted to reflect updated proficiency levels.
- Students not showing adequate progress may receive additional targeted interventions and supports, including consultation with the principal and special education staff if appropriate.

7. Documentation

- All notifications, support plans, progress monitoring, and reassessment results are maintained in the student’s permanent record.
- Documentation ensures compliance with DESE requirements and informs future instructional planning.

Transfer Students:

The Cohasset Public Schools use the below guidelines for newly enrolled/ transfer students:

Students who transferred from another WIDA state with ACCESS results from the last calendar year

| | |
|---|--|
| ACCESS score lower than 4.2 overall and 3.9 literacy score | No need to screen for English language proficiency. Code the student as an EL and start providing services. |
| ACCESS score 4.2 or higher overall and 3.9 or higher literacy score | No need to screen for English language proficiency. You can reclassify the student as FEL and start the 4-year FEL monitoring process. |
| ACCESS score lower than 4.2 overall and 3.9 literacy score, but the student met the exit criteria of the state they came from and reclassified as a FEL . | Massachusetts cannot accept the other state's reclassification determination based on their exit criteria. No need to screen for English language proficiency, but code the student as an EL and start providing services. |

MCAS Participation Requirements for English Language Learners

1. Participation

All identified English Language Learners will participate in MCAS tests scheduled for their grades. To ensure that this occurs properly, the EL Coordinator-Teacher will work closely with each school's MCAS Coordinator.

2. Optional Participation

The sole exception applies to English Language Learners who are in their **first** year of enrollment in U.S. schools. According to the MA DESE, public schools have the option of assessing first year English Language Learners in the English Language Arts and Reading tests.

| | Content Area Test | | |
|---|------------------------------|------------------|----------|
| | MCAS ELA | MCAS Mathematics | MCAS STE |
| First-Year ELL Students ¹ | <i>Optional</i> 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.

3. Use of Word-to-Word Dictionaries on MCAS Tests

Any EL student, including students who have been identified as EL 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 tests is strictly limited to those that provide word-to-word translations. Dictionaries that include definitions, synonyms, antonyms, phrases and other information are strictly prohibited. Electronic dictionaries are not allowed. Note: The use of bilingual word-to-word dictionaries and glossaries is prohibited on all ACCESS for ELLs tests.

A list of authorized bilingual dictionaries and glossaries, updated in 2012, is available on the Department's website at www.doe.mass.edu/mcas/participation/?section=ell. To discuss the approval of a word-to-word dictionary not included in the list, please call 781-338-3625.

Participation of EL Students with Disabilities in MCAS

ELL students with disabilities must participate in MCAS by taking either MCAS test(s), with or without accommodations OR MCAS Alternate Assessment (MCAS-Alt).

The EL student's Individualized Education Program (IEP) Team or 504 team must determine how the student will participate in MCAS testing and must document this information in the student's IEP or 504 plan. Additional information is available in the *Requirements for the Participation of Students with Disabilities in MCAS (2012-2013 Update)*, which is posted on the Department's website at

5. Reporting MCAS Results for EL Students

Results for ELL students are reported with those of other students, and separately in the ELL subgroup. The one exception is the reporting of results for first-year EL students. In reporting results for state and federal accountability, scores for EL students with disabilities are included in two categories: students with disabilities and EL students.

VII. Program Exit Procedures

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

Process for Transferring a Student from the ELE Program

The Cohasset Public Schools uses the following definition of cut scores to determine when it is appropriate to re-classify a student.

Districts must first consider the results of ACCESS for ELLs to identify students as candidates for reclassification. Students who have not met minimum exit criteria (4.2 overall ACCESS score and 3.9 ACCESS literacy score) CANNOT be considered for reclassification.

Reclassification planning will occur at the end of the school year, after annual ACCESS scores have been received and reviewed.

EL Teacher will:

1. Administer WIDA ACCESS testing as part of the state assessment of English learners.
2. Draw from the results of the WIDA ACCESS testing and any prior state assessments (including MCAS) as factors to determine student readiness to transfer from the ELE program. Students must achieve a minimum of 4.2 overall score and 3.9 literacy score on ACCESS for ELLs. Students who achieve an overall score of 4.2 and a literacy score of 3.9 must be exited from the ELE program.
3. Upon exiting all Former EL Students (FELs) must be monitored for academic progress and continued language development for four years.
4. Analyze student classroom performance across all core subject matters to determine student readiness for reclassification to former English Language Learner. Document findings on the appropriate *Assessment* form. EL staff will analyze classroom performance and additional test scores to determine the appropriate level of monitoring for each FEL.
 - Meet with the student's academic teachers to learn about the student's progress in these subject matters.
5. When the student appears to be proficient in English:
 - Confer with student's teacher(s) and guidance counselor

- Meet with the parents/guardians to discuss the assessment findings and recommendations.
- Arrange transition process
- Mail parent/guardian letter

A. ESL Coordinator/ Teacher will:

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

Exit / Reclassification Criteria for EL → FEL Process:

A student may be reclassified from English Learner (EL) status to Former English Learner (FEL) status when they meet **all** of the following:

1. English Language Proficiency

- On ACCESS for ELLs:
 - Composite (overall) score ≥ 4.2
 - Literacy (reading + writing domain) score ≥ 3.9
- For students taking Alternate ACCESS:
 - Must meet the state-determined cut score for their grade cluster (e.g., K–2, 3–5, 6–8, 9–12)
 - Must also meet criteria on English Language Proficiency Observation Forms (minimum score on teacher observation forms in collaboration with ESL/special education)

2. Demonstrated Ability to Function Academically in English

In addition to test scores, evidence should show that the student can participate meaningfully in academic classes without specialized EL support, including:

- Academic grades in core subjects (English, math, science, social studies) showing proficiency or consistent progress
- Locally administered assessments in reading, writing, or language
- Teacher observations and recommendations regarding access to instruction in English
- Performance on statewide assessments (e.g., MCAS ELA), demonstrating readiness to succeed without EL services

3. Parent / Guardian Notification and Communication

- Parents/guardians must be notified of the reclassification decision in writing, in a language

they can understand, with explanation of the criteria used

- If parents have limited English proficiency, interpretation must be provided during explanation of the decision

4. Post-Exit Monitoring (FEL Monitoring)

- Students must be **monitored for at least four years** to ensure continued academic success in English and to identify any need to resume support
- Monitoring should include periodic review of grades, teacher feedback, standardized test performance, and any signs of language-related academic struggle
- If a FEL student demonstrates significant difficulty (e.g., declining grades, difficulty accessing content), the EL Team may reconsider reentry to EL services or other support intervention.

FORM 1

Language Survey

Massachusetts is home to speakers of many different languages. This Language Survey helps us learn about your child’s English language skills and provide support to your child if necessary to help them learn English. Please answer the questions below. If your response to any of the questions in SECTION 1 is a language other than English, the school district will give your child a test to see if they may benefit from English language support.

If you need help completing this form, please ask for assistance.

Student Name: _____

Grade: _____

Date of Birth (mm/dd/yyyy): _____

Name of Parent/Guardian #1: _____

Name of Parent/Guardian #2: _____

SECTION 1:

These questions will help the school identify students who may need English language supports. If your response to any question 1-3 is a language other than English, your child will be tested on their use and understanding of English to determine if English language supports are needed.

- 1. Please list the language(s) that parents and/or primary caregivers use to communicate with your child at home.

- 2. Please list the language(s) that your child currently uses to communicate with others.

- 3. Please list the language(s) your child first understood and used to communicate.

SECTION 2: Interpretation and Translation Services

This section will let the school know if you, the parents/guardians, need an interpreter or documents translated.

This section is for informational purposes only and is not used to identify if your child needs support to learn English.

- 4. In what language(s) would your family prefer to receive written communication from the school?

Parent/Guardian # 1: _____

Parent/Guardian # 2: _____

5. Would you prefer for the school to arrange for an interpreter to be available to you free of charge during meetings and phone calls with the school about your child (including American Sign Language or other types of sign language)?

Yes No If yes, in which language(s)? _____

Parent/Guardian # 1: _____

Parent/Guardian # 2: _____

SECTION 3 [Optional]: Prior Education

This section will provide the school with background information about your student and their prior education.

This section is optional and is not used to identify if your child needs support to learn English.

6. Please list the name and location of the last school your child attended.

School Name: _____

City/town: _____ Country: _____

7. How many years has your child attended school in the United States? (beginning with kindergarten)

Please list the date your child first started school in the United States, if known
(mm/yyyy): _____

8. Has your child ever attended school outside of the United States?

Yes No Not sure

If yes, for how many years? _____ In what language(s) did your child learn while attending school outside of the United States? _____

What is the last grade your child was enrolled in or completed? _____

9. Has your child ever received support to improve their English in United States schools?

Yes No Not sure

10. Is there anything else you think is important for the school to know about your child? (for example, special interests, talents, or concerns you have about your child's experience in school?)

Parent/Guardian Name:

Parent/Guardian Signature:

Date (mm/dd/yyyy):

Form 2-

Cohasset Public Schools School Year 2025-2026

Parental Notification Regarding English Language Education

Dear Parent(s)/Guardian(s):

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

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

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

Available ELE programs include (check all that apply):

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

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

English Learner Parent Advisory Council (ELPAC)

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

Massachusetts State Seal of Biliteracy

The Massachusetts State Seal of Biliteracy recognizes students who are proficient in English and one or more languages. The insignia is placed on the diploma and/or transcripts upon graduation to inform institutions of higher education and potential employers of the graduate's multilingual skills.

Cohasset Public Schools does offer the Massachusetts State Seal of Biliteracy to multilingual graduates.

For more information about the topics discussed in this notice, please contact: Michael Stapleton, Director of Student Services, at 781-383-6104 or mstapleton@cohassetk12.org

Initial/Annual Parental Notification¹ of English Language Education (ELE) Program Placement

Dear Parent(s)/Guardian(s):

In order to identify students who are English learners, school districts are required to screen the English language proficiency of all students whose home language is other than English. . All Kindergarten students whose home language is other than English will be screened for their English proficiency regardless their English Learner status in Pre-Kindergarten.

This letter explains whether your child is eligible for an English Language Education (ELE) program. If your child is eligible for such a program, this letter also describes your child’s proposed program placement. If your child has additional education needs that require special education services, the ELE program and services must meet the objectives of the Individualized Education Program (IEP).

SECTION I - ELE Program Placement

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

| Student Information | | | |
|---|---|---|--------------------|
| First Name _____ | | Middle Name _____ | |
| Last Name _____ | | | |
| Current School Name _____ | | Grade _____ | |
| Start Date in ELE Program _____ | | | |
| Assessment Tool | Domain | Results | Date of Assessment |
| | <input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W | | day / month / year |
| | <input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W | | day / month / year |
| | <input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W | | day / month / year |
| | <input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W | | day / month / year |
| Continuing English Learner Students and/or Transfer Students | | Results | Date of Assessment |
| Speaking (ACCESS for ELLs test) (WIDA Alternate ACCESS) | | | day / month / year |
| Listening (ACCESS for ELLs test) (WIDA Alternate ACCESS) | | | day / month / year |
| Reading (ACCESS for ELLs test): (WIDA Alternate ACCESS) | | | day / month / year |
| Writing (ACCESS for ELLs test) (WIDA Alternate ACCESS) | | | day / month / year |
| English Language Proficiency Level based on language assessment data: | | | |
| <input type="checkbox"/> L1 - Entering | | <input type="checkbox"/> L4 - Expanding | |
| <input type="checkbox"/> L2 - Beginning | | <input type="checkbox"/> L5 - Bridging | |
| <input type="checkbox"/> L3 - Developing | | <input type="checkbox"/> L6 - Reaching | |
| ELE Program Types: | | | |
| Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based | | | |

¹ **Note to districts:** This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.

on students' language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.

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

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

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

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

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

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

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

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

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

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

SECTION II - Exit Criteria

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

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

- Earned a qualifying score² on ACCESS for ELLs
- Earned a qualifying score³ on (WIDA Alternate ACCESS)
Achieved a score of 12 on the English Language Observation Forms completed both by the student's special education teacher and ESL teacher

Final classification:

- The student met the criteria. He or she is no longer considered an English learner.
The student's academic performance will be monitored for four years.
- The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.

Comments:

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

Name of Instructor/Coordinator, Title
Telephone Contact/Email Contact

² Please see <https://www.doe.mass.edu/ele/guidance/services-programming.docx> for more information about exit requirements.

³ Please see <https://www.doe.mass.edu/ele/guidance/services-programming.docx> for more information about exit requirements.

FORM 3

Opt-Out of ESL Services Form

Cohasset Public Schools School Year _____

Student Name: _____ Home language: _____

Opt-out Date: _____ Years in U.S. Schools: _____

SASID: _____ DOB: _____

School: _____ Grade: _____

As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL). My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline ESL services. I understand that my decision to opt-out of ESL services will not affect the following requirements the district need to follow in order to comply with the state and federal laws:

1. Per this request, my child will not receive ESL instruction delivered by an ESL licensed teacher.
2. My refusal of the ESL instruction provided by an ESL licensed teacher does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
3. The school district will report my child to *Student Management Information System* (SIMS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic progress without benefit of participation in the specialized EL program until my child attains English proficiency, and two years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Signature: _____

FORM 4.1-4.5

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

FORM 4.1

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

A. Student information

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

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Form 4.4). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

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

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

School principal (signature and date)

Educational staff (signature and date)

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

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

- State average for student's grade level
- Fifth grade average

School principal (signature and date)

Educational staff (signature and date)

D. Appeals process (optional)

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

FORM 4.2

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

Cohasset Public Schools

A. Student information

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

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Form 4.4). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

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

We believe that an alternate course of educational study would be better suited to this child's overall educational progress and rapid acquisition of basic English language skills. This child will be placed in (*describe educational setting to be provided*) on (*date*).

School principal (signature and date) Educational staff (signature and date)

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

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

School principal (signature and date) Educational staff (signature and date)

D. Appeals process (optional)

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

FORM 4.3

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

Cohasset Public Schools

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

A. Student Information

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

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

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (Form 4.4). This form must be provided in a language that the parent or guardian understands. The signed Informed Consent Form should be attached to this form.

C. Determination Regarding Waiver Request

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

This child has been placed in an English language classroom for not less than 30 calendar days. It is our informed belief that this child has special and individual physical or psychological needs above and beyond the child’s lack of English proficiency and that an alternate course of educational study would be better suited to the child’s overall education development and rapid acquisition of English. This child will be placed in (describe educational setting to be provided) on (date).

School principal (signature and date) Educational staff (signature and date)

2. Waiver request denied

This child has been placed in an English language classroom for not less than 30 calendar days. It is our informed belief that this child has special and individual physical or psychological needs above and beyond the child’s lack of English proficiency and that an alternate course of educational study would **not** be better suited to the child’s overall education development and rapid acquisition of English.

School principal (signature and date) Educational staff (signature and date)

D. Appeals process (optional)

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

FORM 4.4

G.L. c.71A Program Waiver

Cohasset Public Schools

Parent or Legal Guardian Informed Consent Form*

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

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

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

Child's name

Parent or Guardian signature

Parent or Guardian signature

Date

Date

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

FORM 4.5

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

Cohasset Public Schools

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

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

School Principal

District Superintendent

FORM 5

Bilingual Interpreter/Translator Request

Staff should contact the Office of Student Services if a bilingual interpreter/translator is needed.

Please submit written notification to the Office of Student Services staff who will work with the ESL Administrator to locate an interpreter/translator. Please place request as far in advance of the need as possible to allow time to locate and schedule an interpreter/translator.

Today's Date: _____

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

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

Meeting Type: _____

Date: _____

Time and Length: _____ Meeting Location Building/ Room: _____

To whom should the interpreter report for the meeting: _____

Name: _____ Position: _____

Reason for Meeting: _____

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

Name(s): _____

Phone Number: _____

FORM 6

Documentation of Translation Services

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

Date bilingual translator provided service: _____

Number of hours: _____

Name of parent/guardian: _____

Primary Language: _____

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

Number of hours provided: _____

Person completing the form: _____ Date: _____

Interpreter/Translator's signature: _____ Date: _____

Principal's signature: _____ Date: _____

FORM 7

English Learner Progress Form

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

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

Student Name: _____ DOB: _____ Age: _____
 Date entered district: _____ Grade at time: _____ Years in U.S. Schools: _____
 Current School: _____ Home language: _____
 Grade: _____ Current LEP Level: 12345 Fluent in Native Language? SLRW
 Refugee: YN Migrant:YN TAG:YN SLIFE: YN IEP/504: YN

Most current Test Results and Academic Grades/Progress

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

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

Check the one that applies:

At a meeting on (date) _____ the Language Acquisition Team reviewed the student’s performance and concluded that he/she meets grade level academic standards and that English language proficiency is not a concern in the student’s overall academic and social success. The student should be considered to begin the reclassification process to transition to FEL (Former English Learner) with the review of most recent ACCESS scores and other relevant data. *Continue with ELE Program Reclassification Form.*

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

At a meeting on (date) _____ the Language Acquisition Team reviewed the student’s performance and concluded that language proficiency **IS** a significant barrier preventing the student from meeting grade level academic standards. The student will continue to be classified as an EL.

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

Additionally, the following steps are recommended by the LAT.

Action Steps (check all that apply)

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

| LAT Team Member Name | Position | Signature |
|----------------------|----------|-----------|
| | | |
| | | |
| | | |
| | | |

FORM 8

ACCESS Results Parent Letter (available in multiple languages)

Dear Parent or Guardian,

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

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

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

Sincerely,

FORM 9

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

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

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

| RECLASSIFICATION CRITERIA FOR ELS WITH AN OVERALL ACCESS SCORE OF LEVEL 5 (BRIDGING) | | |
|--|-----------------------|-------------------------------|
| Additional Requirements | Meets Criteria | Does Not Meet Criteria |
| Earned an Overall Composite score of at least 5 on ACCESS for ELs | | |
| Demonstrate the ability to perform ordinary class work in English, as indicated by one or more of the measures listed on Other Relevant Data (described below) Data used: _____ | | |
| Comments: | | |

Other Relevant Data

The Language Acquisition Team (LAT) must also evaluate and consider a range of evidence of the student's performance, including a review of:

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

| LAT Team Member Name | Position | Signature |
|----------------------|----------|-----------|
| | | |
| | | |
| | | |
| | | |

FORM 10

Parental Notification of Student Proficiency Form

September 12, 2025

Dear Parent or Guardian,

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

We congratulate your child on this achievement.

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

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

Sincerely,

FORM 11

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

Cohasset Public Schools School Year: _____

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

Student Name: _____ Home language: _____

Date Reclassified: _____ Years in U.S. Schools: _____

SASID: _____ DOB: _____

School: _____ Monitoring Year 1st 2nd 3rd 4th

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

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

ELA: _____ T1 T2 T3 (T4 AHS)

MATH: _____ T1 T2 T3 (T4 AHS)

SCIENCE: _____ T1 T2 T3 (T4 AHS)

SOCIAL STUDIES: _____ T1 T2 T3 (T4 AHS)

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

Please, check the one that applies:

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

Action Steps (check all that apply)

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

Date: _____

Team members _____

Signatures: _____

ELA CLASS

Teacher Name: _____ Student Name: _____ SY: _____

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

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

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

MATH CLASS

Teacher Name: _____ Student Name: _____ SY: _____

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

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

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

SCIENCE CLASS

Teacher Name: _____ Student Name: _____ SY: _____

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

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

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

SOCIAL STUDIES CLASS

Teacher Name: _____ Student Name: _____ SY: _____

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

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

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

FORM 12

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

Cohasset Public Schools School Year _____

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

Student Name: _____

Home language: _____

Opt-out Date: _____

Years in U.S. Schools: _____

SASID: _____

DOB: _____

School: _____

Grade: _____

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

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

ELA: _____ T1 T2 T3 (T4 AHS)

MATH: _____ T1 T2 T3 (T4 AHS)

SCIENCE: _____ T1 T2 T3 (T4 AHS)

SOCIAL STUDIES: _____ T1 T2 T3 (T4 AHS)

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

Please, check the one that applies:

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

Action Steps (check all that apply)

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

Date: _____

Team members _____

Signatures: _____

ELA CLASS

Teacher Name: _____ Student Name: _____ SY: _____

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

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

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

MATH CLASS

Teacher Name: _____ Student Name: _____ SY: _____

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

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

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

SCIENCE CLASS

Teacher Name: _____ Student Name: _____ SY: _____

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

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

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

SOCIAL STUDIES CLASS

Teacher Name: _____ Student Name: _____ SY: _____

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

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

Teacher Comments:

Term 1: _____

Term 2: _____

Term 3: _____

Term 4 (AHS only): _____

FORM 13

Intake Checklist for (Possible) New EL Students

To be used by ESL Teacher/Coordinator

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

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

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

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

For Non-EL students

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

For Identified EL students continue below:

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

