

English Learner Handbook



Old Colony Regional Vocational Technical High School

January 2023

Introduction and Overview

This document offers guidance to administrators and teachers in addressing the linguistic and educational needs of English Learners in the Old Colony Regional Vocational Technical High School by identifying students and developing programs that recognize their diverse ethnic and cultural backgrounds and experiences. This document is intended to aid teachers and administrators when planning for and providing services to students who are learning English as a second language and use guidance provided by DESE as well as research-based best practices which are aligned to state (DESE) and national program (WIDA) and English language proficiency standards.

The information presented herein is structured to follow the sequential approach of identification of English Learners through program implementation and is intended for parents, teachers, and administrators at Old Colony Regional Vocational Technical High School to use to ensure that English Learners receive the linguistic and educational support they need to provide them with fair and equal access to our educational offerings. It is our intention that teachers and administrators become familiar with and promote the content of this document to ensure that policies and procedures are consistently followed.

This document follows the outline and content of Bedford Public School's EL Handbook. It references and incorporates public materials from the DESE's website for English Learners. Its goal is to provide guidance on the implementation of ESL Federal and state guidelines and regulations. document also has information, procedures and guidance from Massachusetts DESE EL website and publications.

STATEMENT OF NON-DISCRIMINATION

Old Colony Regional Vocational Technical High School admits students and makes available to them its advantages, privileges, and courses of study without regard to race, color, sex, gender identity, religion, national origin, housing status, sexual orientation, limited English proficiency, or disability as defined and required by state and federal laws.

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PROGRAM OVERVIEW

Old Colony Regional Vocational Technical High School believes that all students can learn and that learning is an ongoing, lifelong process for all. It is our mission to provide technical, academic, and social experiences so that our students can do the following: be college and career pathway ready; achieve competency in technical and academic standards; and develop work habits that foster independence, self-awareness, civic-mindedness, and commitment to personal growth.

We are pleased to work with parents and the community to achieve our goals. In so doing, Old Colony supports each English Learner (ELs) student by giving them the opportunity to acquire the language skills they need to access our curriculum and to participate fully in our district's rich offering of classes, activities, sports, and clubs. To that end, our goal is that each individual student is screened carefully, taught appropriately, and monitored closely. Massachusetts 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. The Special Services Coordinator oversees the program.

To accomplish this, the ESL Department provides students, teachers, and administrators K-12 with a continuum of services and programs that will help all of our EL students develop the listening, comprehension, speaking, reading, and writing skills in English they need to meet our district's and the state's academic expectations. The language development of EL students is the responsibility of both ESL and general education teachers. The ESL teachers provides these services segmented into the following activities:

- Train classroom teachers and ESL teacher(s) in Massachusetts Department of Elementary and Secondary Education approved trainings; both internally and externally.
- Meet frequently with teachers to support them with curriculum materials and instruction (based on the new WIDA English Language Proficiency Standards¹) in how to teach the components of ELs literacy: Speaking, Reading, Writing, Listening, including offering workshops and book talks;
- Support classroom teachers in determining educational goals and learning outcomes for ELs;
- Provide direct instruction, based on the WIDA English Language Proficiency Standards, through ESL course offerings at the grades 9 - 12 level and through ESL direct instruction during literacy blocks and intervention blocks;
- Consult with teachers and administrators to assist in the creation and administration of formative, benchmark, and summative assessments to be used in the classrooms;
- Collaborate with classroom teachers to interpret state, local, and classroom assessments and help teachers structure their instruction to support growth as identified through these assessments;
- Conduct research-based best practice professional development workshops in ESL instruction and WIDA English Language Development standards
- Provide teachers with information on the emotional and social needs of students, especially students who have experienced interrupted formal education due to trauma utilizing the school(s) adjustment counselors and clinicians.

- Collaborate with the Title 1 Reading Department, Special Education Department and appropriate school staff on school-wide assessments, data collection, and analysis.

In fulfillment of the ESL Department's duties, ESL teachers are responsible for

- Identifying students in need of ELs services;
- Testing newly identified students with the WIDA Screener on-line
- Administering the ACCESS tests;
- Overseeing MCAS testing for ELs;
- Helping the Technology Director, in conjunction with the Special Services Coordinator maintain appropriate records;
- Maintaining student records;
- Providing teachers and parents with progress reports four times a year, and
- Working with the administration of their schools to place students in classrooms with the appropriate services.

Through the fulfillment of these responsibilities and services, the ESL Department provides students, teachers, and administrators 9 - 12 with services, instruction, teacher trainings, and EL category and certification trainings. The Department also provides opportunities for parents and students to acculturate and assimilate, while also providing them with the resources they need to live in a new community.

The ESL Department assists families and reaches out to them by conducting presentations to and opportunities for parent groups, inviting parents to attend parents' association meetings and events, attending to families who are classified as SLIFE, and making sure that each family understands the importance of parent involvement in their child's education.

Through the use of services and a variety of program models, the Old Colony Regional Vocational Technical High School and the ESL Department provide a language-rich environment that promotes high expectations for academic achievement. It provides English Learners (ELs), and SLIFE (students with Limited or Interrupted Formal Education) with the opportunity to become proficient in English so that they will have full access to the curriculum.

Some students do not have a strong base of literacy or fluency in their first language and need to develop essential skills in listening, speaking, reading, and writing in English. In order to provide students with the opportunity to develop these skills, English language learners receive Sheltered English Instruction (SEI) in classrooms in accordance with state and federal laws as well as direct instruction in an individual or small group setting. Sheltered instruction addresses the concepts and skills as defined in the curriculum and assists students with language development.

TERMS AND DEFINITIONS

ACCESS	The English language proficiency assessment given to all ELs in Massachusetts to measure annual progress and proficiency in English language development. Focuses on academic language use in all content areas and all domains (reading, writing, speaking, and listening).
Cume	Cumulative record of test scores and information on each student.
ELs	English Learner. This term is reserved for those who are enrolled in ESL,” this is a child who is not fluent in English and who is not currently able to perform ordinary class work in English.
ESL	English as a Second Language. English is the second or additional language of the learner. It refers to programs and classes to teach students as a second or additional language.
FEL	Former English Learner
HLS	Home Language Survey parents/guardians fill out when registering a new student.
IEP	Individual Education Plan, an individual plan for a student receiving special education services.
MODEL	A placement and/or monitoring test of reading, writing, listening, and speaking skills to monitor progress and services for the EL program 9 to 12 .
L1/L2	L1: A person’s first language: home, native, or heritage language. L2: A person’s second language or target language of an individual (English in most U.S. schools).
MCAS	Massachusetts Comprehensive Assessment System (standardized tests given annually to students in Massachusetts in grade 9/10 in math, English, and science).
SEI	Sheltered English Immersion. Teacher’s scaffold (differentiate) instruction to aid students in learning content while at the same time helping students to build proficiency in reading, writing, listening, and speaking in an academic setting.
SIMS	Student Information Management System, a state-assigned student number for data collection.
WIDA Screener	A placement and/or monitoring test of reading, writing, listening, and speaking skills to determine eligibility and services for the ESL program. Administered to entering 9 th through 12 th graders with a home language other than English when existing records do not already document language proficiency.
WIDA	World-class Instructional Design and Assessment, an organization of 38 member states which publishes standards for English Language Learner education and the ACCESS English proficiency test.

TIMELINE

- September:** Home Language Surveys
Testing and Program Decisions made
ELs Parental Notification Forms (must be sent within 30 days of the start of school)
ELs Reporting Form - SIMS Report
- November:** Monitor elementary FEL 1st quarter progress reports
- January:** ACCESS Testing
Monitor middle school and high school at the end of the first semester. Second Quarter Progress reports
- February:** ELs Reporting Form - SIMS Report
- March:** 3rd quarter progress reports
- April:** Monitor elementary FEL in time for parent/teacher conferences.
- May/June:** Reclassification Discussions
Reclassification Recommendations: Parent Notification
ELs Reporting Form - SIMS Report
4th quarter progress reports
- Monitor all FEL at the end of the second semester.

REQUIREMENTS OF ALL SCHOOL DISTRICTS IN MASSACHUSETTS:

All District in the commonwealth of Massachusetts are required to have an approved program for English Learners. Old Colony has a Sheltered English Immersion Program (SEI). The approved programs are listed below.

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.”

Dual Language Education (DLE) or Two-Way Immersion (TWI) program

A DLE or TWI program is a model designed to promote bilingualism and biliteracy, cross-cultural competency, and high levels of academic achievement for both native English speakers and ELs from a single language background. DLE or TWI programs are additive bilingual programs because all students develop and maintain their home language while adding a second language to their repertoire. They receive the same core curriculum as all students in the state and the instruction is in two languages throughout the program. From a program design perspective, DLE or TWI programs should begin in the early grades (PreK–K) and may continue through the secondary level.

Transitional Bilingual Education

The goal of Transitional Bilingual Education (TBE) is for ELs to be able to achieve long-term academic success through English-medium instruction in general education classrooms. Although teachers use the home language for instructional purposes, the transitional nature of the program does not support the further development of the students’ home language. Districts can initiate TBE programs at any level, including middle and high school.

- Districts annually determine, no later than October 1, the number of English learners in the district and classify them according to grade level, primary language, and the English learners program in which they are enrolled.
- Districts annually administer a standardized, nationally normed written test of academic subject matter in English for grades 3-12 and a nationally normed test of English proficiency for grades K-12.

- Districts send report cards and other school information to parents and guardians of English learners in the same manner and frequency as such information is sent to other parents and guardians, and, to the maximum extent possible, in an understandable language.
- The Office of Educational Quality and Accountability conducts onsite visits to school districts at least once every six years to evaluate the effectiveness of programs serving English language learners.
- English language learners are provided language support services until they are proficient enough in English to participate meaningfully in the district's education program.

Reference: Questions and Answers Regarding Chapter 71A: ENGLISH LANGUAGE EDUCATION IN PUBLIC SCHOOLS, Mass Dept of Elementary and Secondary Education, August 2003.

INITIAL IDENTIFICATION OF EL STUDENTS

Old Colony Regional Vocational Technical High School has established a uniform procedure for the initial identification of EL students:

Home Language Survey

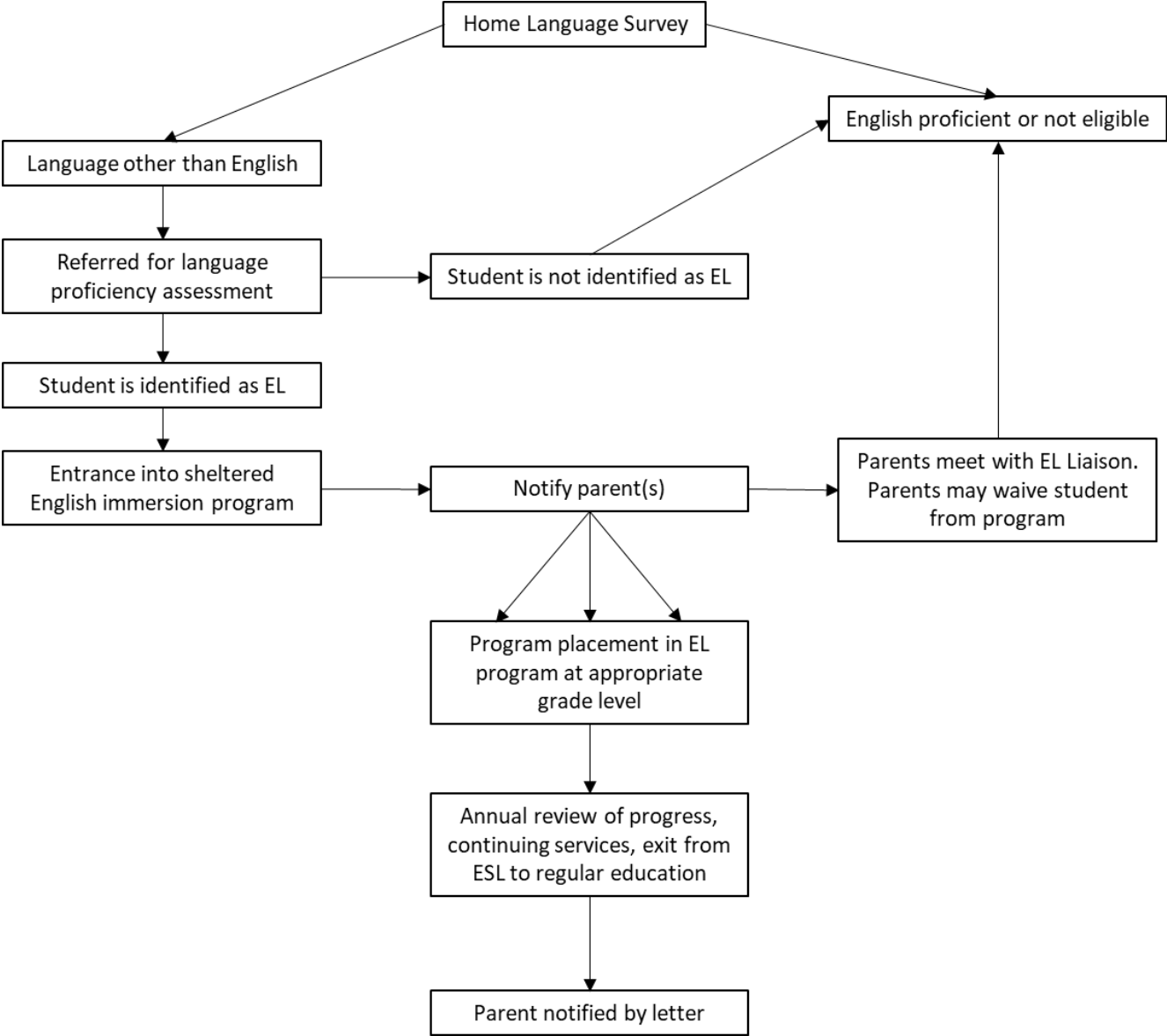
The procedure begins at the time of registration with the completion of the Home Language Survey (HLS). All students who are new to the District will have a parent or Guardian complete the Home Language Survey. The intent of this survey is not to confirm citizenship status or predetermine EL services. At the time of registration, the parent(s)/guardian(s) will be asked to complete the Home Language Survey (HLS) (Appendix A). A copy in the parent(s)/guardian's native language will be provided. If the HLS shows that the student's language exposure is all English, the original form will be placed in the student's cumulative folder. If the HLS indicates a language other than English in the home, a copy of the HLS will be forwarded to the Special Services Department and the student will be tested within 30 days after the beginning of the school year. Districts are required to use the results of one of the state required language screening assessments, namely WIDA Screener and the guidance provided (Appendix B) to determine whether the student is or is not an EL. The screening assessment scores and subsequent decision about whether a student is an EL is made by a licensed ESL Teacher or the Special Services Coordinator.

Notifications

Parents are notified in writing if their child is eligible for EL services in the SEI program or ESL instruction. These letters also provide information about requesting a waiver for an alternate placement. (Appendices B-F and H-J).

After the student has been identified as EL, the student will be placed in an SEI program and provided with ESL instruction. This placement occurs within the first four weeks of school.

PROGRAM FLOWCHART



OPTING-OUT POLICY FOR ELs

Parents are informed about their right to opt-out their child from ESL instruction at the time of enrollment. Parents/guardians may request to opt-out their child from ESL Instruction at any time. In such situations, the EL student maintains the EL designation and is still required to take the ACCESS test every year. Schools are Old Colony Regional Vocational Technical High School is still required to provide educational supports available at the school that would help address the academic needs of the student. The District is also required to monitor opt-out students. Parents can rescind their opt-out request at any time. A file of the student will be maintained in the office of Student Services. All students whose parents or guardians opt-out must fill out and sign the Opt-Out form.

STUDENT ASSESSMENTS

Several tests may be used for the assessment of language dominance, oral proficiency, and reading and writing skill levels. The assessment results from any of the instruments indicated below are to be used as resources and guides by the ESL team when determining entry into or exit from programs. Results of district, state, and school-based assessments are also used to provide additional information on the academic performance of the student. Procedures for current annual EL assessments can be found in Appendix K.

Parents are sent a notification letter providing them with essential testing information prior to each test (Appendix L).

Descriptions of Current Assessments

WIDA Screener WIDA-ACCESS Placement Test is a language ability and proficiency assessment consisting of speaking, reading, writing, and listening components.

Accessing Comprehension and Communication in English State to State (ACCESS) is an annual assessment required by the Department of Education. The ACCESS measures academic English language skills necessary for functioning in classes conducted in English.

Assessment Instruments

GRADE	TEST	USE	WHEN ADMINISTERED
9-12	WIDA Screener	English Language Proficiency “Screener” for Listening, Speaking, Reading, & Writing.	New students with home language other than English on HLS or teacher referral.
9- 12	Access for Els Online	ACCESS Online) is a computer-based, adaptive test that responds to student performance and may be administered in group or settings.	Annually

THE EDUCATIONAL PROGRAM

The ESL program for each school/student will be developed in partnership with the building ESL team and administration, including the Special Services Coordinator, the principal, and the superintendent reviewed each year to accommodate the needs of students who need services. Language proficiency levels will be determined from assessments, student work samples, and teacher recommendation from ESL staff and classroom teachers. The building ESL team will be consulted to prepare the instructional program for each student.

Depending upon the assessment results, students may receive English Language Development (ELD) lessons or direct instruction in language skills by a certified ESL teacher and/or be placed in a Sheltered English Immersion (SEI) program. Teachers in SEI classrooms have been trained according to the DESE regulations to be qualified to teach Els in their classrooms.

The SEI program provides students with books and instructional materials in English; however, the curriculum and presentation of lessons are designed for students who are learning the English language. At some point, there may be a need to use the native language when necessary for clarification. The EL content instruction is based on the Massachusetts English Curriculum Frameworks and the WIDA standards. The WIDA standards are aligned to the Common Core Standards. (An overview of the new WIDA standards is found at: <https://wida.wisc.edu/>. Parents are notified of their child's progress periodically throughout the year (Appendices N and O).

The ESL teacher and student services will maintain EL student folders. There is a comprehensive file in the student services in addition to the requirement of the ESL teacher. Each folder has a checklist that the teacher uses to document the collection of student data, report cards, progress reports, and parent communication (Appendix M).

ESL School-Based Student Teams

In order to make the best educational decisions regarding student services for our English language learners each school has established a team. Membership in the team may change depending upon the needs of the student(s) being discussed. The core members are the ESL teacher, the student's classroom teacher, and a guidance or adjustment counselor. Membership may also include an administrator, a special education teacher, and others as needed. In general, the team does not meet formally, and decisions are made informally through consultations and communication among the members. Teams meet to discuss an individual student's learning and program needs, to make appropriate emotional or instructional recommendations, and to monitor a student's language acquisition and academic progress.

TESTING ACCOMMODATIONS

No Child Left Behind Act of 2001 requires that schools monitor and report the progress of all students, as well as specific groups, such as EIs, through regular, periodic testing. Testing provides educators with information about the academic strengths and weaknesses of the students they serve, and results are used to inform instruction. Therefore, all English Language Learners must be tested. However, EL students are offered certain accommodations.

A range of test accommodations are available to all EL and former EL for up to two years after passing the state MCAS test. Accommodations include:

- Time extensions (time and a half of productive test-taking);
- Separate locations and/or small group administration;
- Bilingual glossaries and dictionaries (word-for-word translations only);
- Simultaneous use of English and other available language editions;
- Oral translations for lower incidence languages;
- Written response in the native language.

STUDENT SUPPORT SERVICES

District Curriculum Accommodation Plan

The district is fully committed to meeting the educational and learning needs of all students. We recognize that all of our students have individual learning styles that at one time or another may require some kind of accommodation within the classroom or school environment. Consequently, in each of our schools, we have a variety of supports available to all students who may need them. Students and their teachers are encouraged to explore and avail themselves of district-wide services and programs that address diverse learning needs.

Special Education Referrals

ELs may be considered for special education when there is a concern regarding academic progress and/or social emotional needs. However, the lack of English language proficiency is not a basis for finding a student either eligible or ineligible for special education. If a student is found eligible for special education, his/her participation in ESL continues until the student exits for proficiency.

Equal Access to Academic and Non-Academic/Extracurricular Activities

In accordance with Title VI of the Civil Rights Act of 1964, the district prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin in any programs or activities that are offered by the Old Colony Regional Vocational Technical High School. District personnel must make every effort to ensure that (1) ELs have access to the full range of opportunities, supports, and services that are available to any non-ELs; (2) LEP students participate fully with their English-speaking peers; and (3) LEP students are provided the necessary supports for participation in academic and non-academic/extracurricular programs and activities.

Methods for Establishing EL Personalized Goals

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

MONITORING PROGRESS OF EL STUDENTS

1. Each EL is evaluated annually for English proficiency and content skills. Students in grades 9-12 will be assessed annually in English language skills using the ACCESS (Assessing Comprehension and Communication in English State-to-State). All ELs will also participate in the MCAS testing appropriate to their grade levels. These results are documented in the students file and submitted to the ESL Teacher who will document these also in the EL folder. Copies of the ACCESS and MCAS results will be provided to the parents.
2. Regularly scheduled progress reports reflecting the current Massachusetts standards will be prepared for each EL by the ESL teacher (Appendices M, N and O) and submitted to the supervising ESL teacher, guidance counselors, and parents.
3. Each building ESL team will meet to review the progress of all ELs in that school twice per year: after the end of the first trimester for elementary students or first semester for middle and high school students and within 30 days prior to the end of the school year or the first 30 days of the next school year to evaluate each ELs progress and ensure that each student is appropriately placed and monitored. At the end of/beginning of year meeting, the school ESL Team will make written recommendations for the next/current year's placement for ELs based on placement criteria. The placement criteria are GUIDELINES (Appendix Q). Verification of these meetings and the resulting recommendations will be documented in each student's cumulative folder with a copy sent to the Director of Student Services. Parents/guardians will be notified in writing of their child's placement as continuing EL status, reclassification as FEL, or exiting FEL status (Appendices Q, R, S and T).
4. Chapter 71A and Title VI require that ELs are entitled to language support services until they are proficient enough to participate meaningfully in the district's general education programs. Districts cannot limit the time necessary for language services for those students who are not yet able to participate meaningfully in the school's programs.
5. Monitoring Tools:
 - ACCESS – Comprehension and Communication in English
 - WIDA-ACCESS Placement Test
 - State Testing (MCAS)
 - Student Portfolios including writing samples
 - District Common Assessments
 - Reading Assessments
 - Other assessments as needed by the ESL team

RELATIONSHIPS WITH PARENTS

The district is fully committed to meeting the educational and learning needs of all students. We recognize that all of our students have individual learning styles that at one time or another may require some kind of accommodation within the classroom or school environment. A variety of supports are available to all student who may need them. Students and their teachers are encouraged to explore and avail themselves of district-wide services and programs that address diverse learning needs.

Special Education Referrals

English learner students may be considered for special education when there is a concern regarding academic progress and/or social emotional needs. However, the lack of English language proficiency is not a basis for finding a student either eligible or ineligible for special education. If a student is found eligible for special education, his/her participation in ESL continues until the student exits for proficiency.

Equal Access to Academic and Non-Academic/Extracurricular Activities

In accordance with Title VI of the Civil Rights Act of 1964, the district prohibits discrimination, exclusion from participation, and denial of benefits based on race, color, or national origin in any programs or activities that are offered by Old Colony RVTHS. District personnel must make every effort to ensure that (1) LEP students have access to the full range of opportunities, supports, and services that are available to any non-LEP students; (2) LEP students participate fully with their English-speaking peers; and (3) LEP students are provided the necessary supports for participation in academic and non-academic/extracurricular programs and activities.

PARENT RIGHTS

Home Language Survey: When the parents enroll their child in a public school, they are asked to complete a home language survey that helps the school identify potential English learners and also learn the parents' preferred language of communication. The "Home Language Survey" asks questions about the language(s) children have been exposed to in the home environment and the language(s) children use at home and at school. If a language other than English is indicated for any of the questions, the student should be screened for English language proficiency to determine whether or not the student qualifies for an ELE program.

Districts should inform the parents about the importance of the home language survey for their child's education and provide them with assistance to have the form completed accurately. In the absence of reliable information, children who need services to attain English proficiency may initially be missed in the process and be placed in classrooms where no language support is available. Consequently, students may lose instructional time both in classes where content is made accessible (sheltered content instruction), and also the instruction focused on English language development (ESL).

Districts may also provide the families with basic information on topics related to children learning two or more languages, the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. Parents should be informed that services that their children may be eligible will help them be successful in their academic journey.

Parent Notification Letters: School districts must identify ELs and inform the parents about the results in a timely manner. Parent notification forms should be sent home within thirty days from the beginning of the school year and within two weeks if the student enrolls in the school district during the school year. Parent notification letters should also be sent home annually thereafter to communicate the progress the child is demonstrating at acquiring English and their current EL status. Should the child meet the exit criteria and reclassified as former ELs, then the parents will be notified again regarding the next steps, how the district will monitor the student's progress and plan an instruction program that will ensure a successful transition to the regular education environment.

Waiver Requests: Parents must be informed about their right to apply for a waiver and provided with program descriptions in their preferred language.

Opt-out Requests: Parents of ELs may notify the districts of their wish to have their child "opt-out" of specialized language programs. Although submitting an "opt-out" request is a parental right the district should explain to the parent that a parent's choice to "opt-out" means their child will not receive separate English as a Second Language (ESL) instruction focused on language development, but the district is still obliged to monitor the student's progress, provide instructional support to ensure that the student has access to the curriculum and meet the same standards as the native English speaking peers. The obligation of the districts for "opt-out students are as follows:

- making all accommodations and modifications to instruction that are necessary to ensure the student has full access to the general academic program;
- reporting the student to SIMS as an EL until such time as the student attains English proficiency;
- assessing the English Language Proficiency of the student on the annual English proficiency assessment;

- monitoring of the student’s academic progress without benefit of participation in the specialized EL program each school year until such time as the student attains English proficiency; and
- Notifying parents of the above.

Districts may not recommend that parents opt-out for any reason. Parents are entitled to guidance in a language that they can understand about their child’s rights, the range of services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out. Since “opt-out” students are still ELs, parents should expect from the district the annual parent notification forms informing them about state mandated English proficiency test ACCESS results and also other information regarding the students’ academic progress in their preferred language.

Translation Services

SY 2014-15 October SIMS count shows that 81,146 ELs are enrolled in the Massachusetts’ elementary and secondary education public schools. However, the number of the students whose home language is other than English is 176,724. Some students with a non-English home language are proficient in English when they come into the school system. Others are students that have reached English proficiency in the state’s ELE programs and transitioned into regular education classes. Therefore, language assistance of the type discussed herein should be provided to **all parents** whose preferred language is not English even if their child is proficient in English.

When parents first enroll their child in the state’s public schools, it is the district’s responsibility to administer home language surveys and determine the child’s eligibility for English Learner Education. The Home Language Survey also provides the districts the opportunity to learn what the parents’ preferred language is for further communications regarding the student’s education. Districts are required to translate important information provided to all parents for those who are not proficient in English. It is not practicable for the district to provide a written translation because it is not a common language or, the district may use a cover page explaining in the uncommon language how a parent may have the document translated orally. Essential information that needs to be provided in the parent’s preferred language includes:

- registration and enrollment in school and school programs
- language assistance programs
- notices required by special education laws and regulations
- IEP meetings
- grievance procedures and notices of discrimination
- parent handbooks
- student discipline policies and procedures
- report cards and progress reports
- parent-teacher conferences
- information on magnet and charter schools
- information regarding gifted and talented programs
- requests for parent permission for student participation in school activities
- such other information provided to native English-speaking parents such as invitations to join school-related councils or groups

To provide parents with effective communication, interpreters or translators must understand and be able to express in both languages any specialized terms or concepts used in the communication at issue. It is also important that translators or interpreters have an understanding of the ethics of interpreting and translating, and the need for confidentiality.

Some of the practices in the districts to provide language assistance to the parents whose preferred language of communication is not English include asking students, siblings or friends to facilitate the communication or using web-based automated translation to translate the documents. Districts should approach to these solutions with caution. In most cases relying on students, siblings or friends would not be appropriate for translations that require confidentiality (e.g., parent-teacher conferences, participation to school programs etc.). Moreover translators and interpreters should also be competent to interpret in and out of the language, or to translate documents that require the knowledge of specialized terms or concepts in both languages. Likewise, web-based translation services might not provide accurate translation of the documents in different languages and therefore, do not help the school districts meet the obligation to communicate effectively with parents whose preferred language of communication is not English. Utilization of such services is appropriate only if the translated document accurately conveys the meaning of the source document, including accurately translating technical vocabulary. Thus, to ensure that essential information has been accurately translated and conveys the meaning of the source document, the school district would need to have a machine translation reviewed, and edited as needed, by an individual qualified to do so. Additionally, the confidentiality of documents may be lost when documents are uploaded without sufficient controls to a web-based translation service and stored in their databases. School districts using any web-based automated translation services for documents containing personally identifiable information from a student's education record must ensure that disclosure to the web-based service complies with the requirements of the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g(b), and its implementing regulations at 34 C.F.R. Part 99¹.

It is also the district's responsibility to provide parents and guardians of EL students, with report cards and progress reports in the same manner and with the same frequency as general education reporting. Progress reports and reports cards should also include information regarding the student's progress in becoming proficient in using English language.

¹ For more information on this issue, please review the "Protecting Student Privacy While Using Online Educational Services" guidance found at <http://ptac.ed.gov/sites/default/files/Student%20Privacy%20and%20Online%20Educational%20Services%20%28February%202014%29.pdf>.

Access to Curricular and Extracurricular Activities

Districts must ensure that ELs across all levels of language proficiency can access and fully engage with the rigorous grade-level standards. School leaders and teachers are responsible for making the challenging academic standards accessible to students who must learn rigorous academic content while learning the language in which the content is taught. Instructional content for ELs is expected to be age-appropriate and standards based. Students should be awarded credit that will count towards graduation and promotion upon a successful completion of the coursework.

ELs should have access to all educational program opportunities and they can participate in all of the instructional programs or extracurricular activities available within the school for which they qualify. Their level of English proficiency does not determine participation to academic programs and services including career and technical education programs, counseling services, special education services, gifted and talented programs, performing and visual arts, athletics and any elective classes offered in the school. For instance, unless a particular GATE (Gifted and Talented Education) program or advanced course is demonstrated to require proficiency in English for meaningful participation, schools must ensure that evaluation and testing procedures for GATE or other specialized programs do not screen out ELs because of their limited English proficiency.

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

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

Additional Information and Complaints

Districts and parents can contact the DESE at (781) 338-3584 to learn more about the school district's obligations and recommended practices relative to ELs.

Through its Problem Resolution System (PRS), the Department handles complaints that allege a school or a district is not meeting legal requirements for education. Program Quality Assurance Services (PQA) is the unit that manages the PRS. Anyone, including parents, students, educators, community members, and agency representatives, can contact PQA for assistance. For more information about filing a complaint, please visit <http://www.doe.mass.edu/pqa/prs/>

EXITING STUDENTS FROM EL PROGRAM

Reclassification from EL to FEL

Exit Procedures:

Each building ESL team will meet to review the progress of all ELs twice per year as outlined above (Monitoring Progress of ELs). The team will conduct a review of each student's progress and determine if that student no longer requires ESL services and can be reclassified as FEL (Content Area Teacher Progress Report for Reclassification; Reclassification Guidelines, Appendices Q and R).

Exit Criteria:

ELs who meet the district exit criteria will exit the program and be reclassified as FEL. Students who do not meet the exit criteria outlined will be recommended for continuing services. Any change in the instructional program will be documented in the student's school record. The principal or designee will inform the parents in writing as to whether the student will remain as EL or be reclassified as FEL using the reclassification requirement guidelines. A copy of this letter will be filed in the student cumulative and EL folders.

Post-Service Monitoring:

The ESL Teacher will review FEL student report cards and conduct periodic consultations with classroom teachers to ensure that the FEL student is continuing to be successful in the regular classrooms. This monitoring will continue for four years, thus adhering to the DESE regulations. If the FEL student is not meeting with success, the ESL Teacher will reconvene the EL Team to redesignate the student to ELs status and ESL services will resume. If the FEL student continues to make adequate progress for two years, an Exit from FEL to Regular Education form (Appendix T) will be placed in their cumulative and EL folders. Evidence of sustained performance will include progress reports, report cards, and standardized test scores.

Reclassification of ELs:

Each year, Old Colony will assess ELs' language proficiency and academic achievement to determine whether such students are able to do regular school work in English, and to remove the English learner classification once ELs demonstrate the ability to do regular school work in English (G.L. c. 71A §4, 7). The process of removing a student's EL classification is also known as "reclassification". ACCESS for ELs is the state's language proficiency assessment, and the results of the assessment must be considered when making language classification decisions. School-based teams must also consider other relevant data to determine whether students can perform ordinary classroom work in English, and whether or not such students' EL classification should be removed. It is a violation of EEOA when districts do not exit EL students from a language acquisition program after they have acquired English proficiency.

- **ACCESS for ELs Results.** The Old Colony school-based team will review annual ACCESS for ELs results when making placement or classification decisions for ELs.

ACCESS for ELs Overall (or Composite) Score	Language Classification Recommendations
Level 1 – Entering	Students performing at Levels 1-3 require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.
Level 2 – Emerging	
Level 3 – Developing	
Level 4 – Expanding	Students performing at Level 4 typically require continued language and instructional support to access content area instruction delivered in English. Students at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.
Level 5 - Bridging	<p>Students performing at Level 5 (as measured by ACCESS for ELs) may have acquired enough English language skills to be considered English proficient. Level 5 students who 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 on next page) should no longer be classified as ELs.</p> <p>Complex and varied language demands on ELs in high school may necessitate the decision to maintain the EL classification of a Level 5 student. Should the student remain in the program s/he must still be provided services as designated as appropriate for any EL student.</p>
Level 6 - Reaching	By the time a student reaches Level 6, he or she should no longer be classified as an EL. Students in Level 6 have achieved English language proficiency comparable to that of their English- proficient peers functioning at the “proficient” level in state assessments and can be expected to perform ordinary class work in English.

Other Relevant Data: Old Colony’s school-based team will evaluate and consider a range of evidence of the student’s performance, including a review of:

- The student’s score on locally administered academic assessments such as DDMs;
- The student’s score on locally administered diagnostic language assessments;
- The student’s academic grades;
- The written observations and recommendations documented by the student’s classroom teachers
- The WIDA Performance Definitions which describe the criteria used to define performance at each WIDA proficiency level, and the CAN DO Descriptors 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/PARCC content area tests.

Unless an EL did not participate in MCAS/PARCC ELA testing because he or she is a first-year EL student and was not required to participate; or participated instead in the MCAS/PARCC-Alt, the most recent MCAS/PARCC ELA results should serve as a key indicator of the student’s likelihood of performing

ordinary class work in English. Those results should be used to support and validate the preliminary decisions made each spring about the student’s instructional programming and EL classification.

Old Colony will also determine the level of support, if any, needed by the student during instruction in other content areas, and whether scores of Warning/Failing on MCAS/PARCC mathematics and science and technology/engineering tests are the result of English language proficiency-based considerations. If the student’s MCAS/PARCC results provide evidence to contradict the instructional or classification decisions made earlier based on the student’s ACCESS for ELs test results and other district data, Old Colony will seek additional consultation and input from ESL teachers and general education teachers familiar with the student to make final determinations.

Instructional Programs for Reclassified ELs (former ELs)

After evaluating the available student data, if the 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 team should remove the EL’s classification and change the student’s language proficiency status in the next SIMS district report. Old Colony will:

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

Monitoring Process will include:

- Regular, structured meetings between and ESL teacher and the student’ sheltered content instruction teachers and/or the school-based language assessment team to discuss the student’s academic progress and progress in developing English language proficiency.
- Regular analysis of student work using the WIDA CAN DO Descriptors and Performance Definitions;
- Regular observations of student participation and performance; and
- Conversations with parents about student’s academic performance and English language development.

In addition, Old Colony will do its best to:

- Assign reclassified students (student whose EL classification has been removed), at least initially, to SEI endorsed teachers licensed in the appropriate content area (this will enhance the likelihood of continued growth in the English language proficiency and content learning);
- Provide regular, structured times during the school day or week for sheltered content area and ESL teachers to plan instruction collaboratively for reclassified EL students;
- Provide additional opportunities for the student to participate in small group instruction and learning throughout the school day, as well as after school and during the summer, and
- Design and provide additional individualized learning support and opportunities to check on academic progress.

If a former EL student fails to make academic progress after his or her EL classification has been removed, as measured by his or her grades and content areas assessments; and if the school-based

team familiar with the student determines that this failure is due to lack of English proficiency, the student must be re-classified as an EL, and the instructional programming for such a student redesigned consistent with student need (See Program Placement section of this manual).

APPENDIX A: Home Language Survey

Home Language Survey

Massachusetts Department of Elementary and Secondary Education regulations require that *all* schools determine the language(s) spoken in each student's home in order to identify their specific language needs. This information is essential in order for schools to provide meaningful instruction for all students. If a language other than English is spoken in the home, the District is required to do further assessment of your child. Please help us meet this important requirement by answering the following questions. Thank you for your assistance.

Student Information		
_____ First Name	_____ Middle Name	_____ Last Name
_____ Country of Birth <small>(mm/dd/yyyy)</small>	_____ / _____ / _____ Date of Birth (mm/dd/yyyy)	_____ / _____ / _____ Date first enrolled in ANY U.S. school
School Information		
_____ / _____ /20 Start Date in New School (mm/dd/yyyy)	_____ Name of Former School and Town	_____ Current Grade
Questions for Parents/Guardians		
What is the primary language used in the home, regardless of the language spoken by the student? _____ _____	Which language(s) are spoken with your child? (include relatives - <i>grandparents, uncles, aunts, etc.</i> - and caregivers) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always	
What language did your child first understand and speak? _____	Which language do you use most with your child? _____	
How many years has the student been in U.S. Schools? (not including pre-kindergarten) _____	Which languages does your child use? (circle one) _____ seldom / sometimes / often / always _____ seldom / sometimes / often / always	
Will you require written information from school in your native language? Y <input type="checkbox"/> N <input type="checkbox"/> If yes, what language? _____	Will you require an interpreter/translator at Parent-Teacher meetings? Y <input type="checkbox"/> N <input type="checkbox"/> If yes, what language? _____	
Parent/Guardian Signature: X	_____ / _____ /20 Today's Date: (mm/dd/yyyy)	

APPENDIX B: INITIAL IDENTIFICATION OF ELS

TEST	Grades 9-12	DOMAINS ASSESED	NOT EL
WIDA Screener		All Four	Overall Composite Proficiency Level 4.5 or higher and Composite Literacy Proficiency Level 4.5 or higher

APPENDIX C: INITIAL/ANNUAL PARENT NOTIFICATION OF ELE PROGRAM PLACEMENT

Old Colony Regional Vocational Technical High School

School Year 20XX-20XX

Initial/Annual Parental Notification² of English Language Education (ELE) Program Placement

Dear Parent(s)/Guardian(s):

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

SECTION I - ELE Program Placement

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

Student Information			
First Name _____		Middle Name _____	
Last Name _____			
Current School Name _____		Grade _____	
Start Date in ELE Program _____			
Assessment Tool	Domain	Results	Date of Assessment
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
	<input type="checkbox"/> S <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> W		day / month / year
Continuing English Learner Students and/or Transfer Students		Results	Date of Assessment
Speaking (ACCESS for ELs test)			day / month / year
Listening (ACCESS for ELs test)			day / month / year
Reading (ACCESS for ELs test):			day / month / year
Writing (ACCESS for ELs test)			day / month / year
English Language Proficiency Level based on language assessment data:			

² **Note to districts:** This notification is an annual requirement, and should be provided not later than thirty days from the beginning of the school year, or, for students who have not been identified for placement in a language instruction educational program prior to the beginning of the school year, the notification must be provided within two weeks of the child being placed in the program.

<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
<p>ELE Program Types:</p> <p>Sheltered English Immersion (SEI) Program – a program that incorporates strategies to make content area instruction more understandable to English learners and to promote English language development. This type of instruction is based on students’ language proficiency levels. Content area instruction integrates sheltering strategies to make content comprehensive and develop content area academic language. The student receives sheltered content instruction in mathematics, English language arts (ELA), social studies, and/or science.</p> <p>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.</p> <p>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.</p> <p>Other Bilingual Program – other bilingual instructional program for English learners (not Two-Way Immersion or Transitional Bilingual Education).</p> <p>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.</p>	
<input type="checkbox"/> 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
<p>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.</p>	
<p>Program placement and/or method of instruction for student whose English language proficiency test indicates that he or she is not an English learner:</p>	
<input type="checkbox"/> General Education – Your child was <u>not</u> found to be an English learner and therefore does <u>not</u> 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

<p>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.</p>		
<p>Your child will continue to receive ELE program services until he or she meets the following criteria:</p>		
<p><input type="checkbox"/> Earned a qualifying score³ on ACCESS for ELs</p>	<p>AND</p>	<p><input type="checkbox"/> Demonstrated ability to perform ordinary classroom work in English, as indicated by: <i>(include information about other relevant data)</i></p>
<p>Final classification:</p> <p><input type="checkbox"/> The student met the criteria. He or she is no longer considered an English learner. The student’s academic performance will be monitored for four years.</p> <p><input type="checkbox"/> The student has not met the criteria. The student is still considered an English learner and will be placed in the _____ program offered by the district.</p>		
<p>Comments:</p>		

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

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

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

APPENDIX D: Parent/Legal Guardian Informed Consent Form

Old Colony Regional Vocational Technical High School

G.L. c.71A Program Waiver Parent or Legal Guardian Informed Consent Form*

I knowingly and voluntarily requesting that my child receive a waiver from the requirements of M.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 _____ 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.*

APPENDIX E: M.G.L. c.71A School District Program Waiver Application Form for English Learners *Child's level of English*

A. Student information

- Name: _____
- Date of Birth: _____
- Level of English: _____
- Grade Level: _____
- State Average for Student's Grade Level: _____
- Fifth Grade Average: _____
- Date Parent(s) or Legal Guardian(s) Visited School: _____

B. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (*Appendix D*). 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

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

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)

APPENDIX F: Waiver Application Form for English Learners Students with Disabilities

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

A. Student information

- Name: _____
- Date of Birth: _____
- Level of English: _____
- Grade Level: _____
- State Average for Student's Grade Level: _____
- Fifth Grade Average: _____
- Date Parent(s) or Legal Guardian(s) Visited School: _____

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

A. Parent or Guardian Informed Consent

Parents or guardians must review and sign the Parent or Guardian Informed Consent Form (*Appendix D*). 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.

B. Determination Regarding Waiver Request

1. Waiver request approved (school staff must sign and complete Form C.3)

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)

APPENDIX G: Additional Documentation for Students with Special Needs

Old Colony Regional Vocational Technical High School

M.G.L. c.71A Program Waiver

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

Instructions: An attached written description of no less than 250 words documenting that the child has been placed for a period of not less than thirty (30) 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.

_____ date

School Principal

_____ date

District Superintendent

APPENDIX H: PARENT NOTIFICATION OF IDENTIFICATION FOR EL SERVICES

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 test your child in English reading, writing, speaking, and listening to determine if your child is an English learner. If your child is found to be an English learner and eligible for placement in an ELE program, you will receive further notification with your child's English proficiency test results and program placement information.

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

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

Available ELE programs include (check all that apply):

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

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

For more information about the topics discussed in this notice, please contact: Krystla Fay at 508-763-8011 or kfay@oldcolony.info

APPENDIX I: PARENT NOTIFICATION OF IDENTIFICATION FOR CONTINUATION OF EL SERVICES

Old Colony Regional Vocational Technical High School English Learners Program

Date _____ Grade _____

Student's name _____

This letter informs you that ESL services continue for your child. To ensure the academic success of all students, the Massachusetts Department of Elementary and Secondary of Education requires that students whose home language is a language other than English participate in English language proficiency assessments. Based on the results of the Winter ACCESS assessment, other EL and classroom assessments, it is recommended that your child continue to receive EL support. He/she has not yet reached the recommended level of English language proficiency in the four language domains of reading, writing, listening and speaking.

Our goal is to provide your child with more individualized attention to improve his/her speaking, listening, and reading and writing readiness skills in English while supporting the regular classroom curriculum when possible. Your child will receive English language instruction in his/her classroom from his/her teacher. Your child will also receive additional ESL instruction both in and out of the classroom, as determined by the ESL team.

During the year, and based on your child's needs, he/she will be assessed for English language proficiency and then either recommended for continuation of EL services or exited from the program.

You can decline EL support. However, when services are declined, students continue to participate in the required state assessment, ACCESS. Should you choose to decline, you must first contact your ESL teacher; the contact information can be found below. If you prefer that your child receive a different type of language support, you may apply for a Waiver; please see the attached General Laws Chapter 71A Program Waiver and General Laws Chapter 71A Waiver Application Form.

If you should have any further questions, please feel free to contact the ESL Teacher at 508-763-8011, or via email the *ESL Teacher*.

Thank you, *ESL Teacher*

APPENDIX J: ENGLISH LANGUAGE LEARNER SERVICES DECLINED OPT-OUT FORM

Name: _____
 Date of Birth: _____
 Grade Level: _____
 SASID: _____
 Home Language: _____
 Years in US Schools: _____
 Opt-Out Date: _____

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. As 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 Language 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:

 Date

APPENDIX K: PROCEDURES FOR ANNUAL EL ASSESSMENTS

1. The ESL teacher(s) at each school will provide the principal with a list of students and the annual assessments that each student is required to take (ACCESS) to the Special Services Coordinator.
2. Principals are responsible to notify the MA DESE of the number of tests that are needed in each school
3. The Special Services Coordinator will send a notification letter to the parents informing them of the name and dates of the test administration.
4. The principal, in coordination with the Special Services Coordinator will determine the time and location of testing.
5. The Special Services Coordinator will send letters to the classroom teachers notifying them of the time and place of the ACCESS tests.
6. The principal will return the tests to the DESE for scoring.
7. The principal will place the original test results in the student file (Student Services) and provide copy to the ESL teacher.
8. The ESL teacher will verify that the results are in the student file during the next semi-annual file check (January and June).

APPENDIX L: ACCESS LETTER TO PARENTS

Old Colony Regional Vocational Technical High School strives to assist every English learner (EL) in attaining English proficiency.¹ The district monitors the progress that ELs are making in meeting English proficiency benchmarks. For ELs who are not meeting English proficiency benchmarks, the district will:

- Identify areas in which the EL needs improvement;
- Establish personalized goals for the EL to attain English proficiency;
- Assess and track the progress of the EL in the identified areas in need of improvement;
- Obtain and incorporate input from the parents or legal guardian of the EL; and
- Review resources and services available to assist the EL.

In reviewing resources and services to assist ELs, our district may take the following steps:

- Evaluate strategies for improving instructional practices and routines for ELs;
- Provide additional support to teachers of ELs, including professional development and coaching;
- Examine the adequacy of the curriculum and materials available to teachers of ELs;
- Obtain supplemental materials designed to assist ELs who are struggling with attaining English proficiency;
- Establish language support teams that may include English as a second language (ESL) teachers, content teachers, school administrators, guidance counselors, and other relevant personnel.
- Support structured collaborative opportunities for teachers of ELs (ESL teachers and content teachers) to review student performance data regularly.
- Review resources provided by the Department of Elementary and Secondary Education at <http://www.doe.mass.edu/ele/>

In addition to the specific steps above, our district may also consider the following:

- Successful approaches taken by schools to assist ELs and ways to adopt them;
- Development or improvement of the plan for addressing the instructional and social emotional learning needs of ELs;
- Implementation or continued implementation of English Learner Parent Advisory Councils;
- Examination of opportunities for increased family engagement, including taking additional steps to create an inclusive environment.

Our district also has available the following resources to assist Els

Qualified ESL instructor and instruction, Title 1 and reading specialist, Chromebook assigned to student, Class Dojo for student and parent communication in the native language, qualified SEI endorsed teachers, an after school program for further language development, and supplemental English Learning resources.

What is ACCESS for ELLs?

ACCESS for ELLs is an English language proficiency test that measures students' academic English language skills.

Your child was identified as an ELL, which means your child can have instruction in English, in addition to taking other classes. ELLs take an English language proficiency test every year.

Testing helps teachers understand whether students have the language skills they need to fully participate in the classroom. Your child's teachers use ACCESS for ELLs test scores as they decide how best to teach your child.

Test scores also help teachers track your child's progress in learning academic English and help schools decide what English language support services to provide. You can use test information to advocate for your child at school.



ELL

An English language learner, or ELL, is a student who has the opportunity to receive instruction in English, in addition to taking other classes. ELLs are tested every year to help teachers understand their language skills, but you have the right to accept or decline language support.

Language Proficiency

A language proficiency level is a measurement of where students are in the ongoing process of building language skills. When students reach the highest levels of language proficiency, they no longer need language support services.



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ACCESS for ELLs Assessments

- ACCESS for ELLs is available in a paper-and-pencil or computer-based format.
- Kindergarten ACCESS for ELLs uses stories and activities to keep young learners engaged.
- Alternate ACCESS for ELLs is a test that support teams can elect to use for students with the most significant cognitive disabilities. It offers extra support and gives students multiple opportunities to respond to test items.



Talk with teachers about ACCESS for ELLs testing plans at your child's school.

Your child does not need to study for ACCESS for ELLs. The test is an opportunity for students to demonstrate all the ways that they understand and can communicate in English.

Prepare for test day by making sure your child gets plenty of sleep and eats breakfast.

Talk with your child's teachers about when you will receive test scores, how your child's school uses those scores, and how language support changes as your child builds English language skills.

Questions you can ask

- When will my child take ACCESS for ELLs?
- When will I receive my child's ACCESS for ELLs test scores?
- How are test scores used to help my child make progress in learning academic English?
- How do you decide when my child stops receiving language support?



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APPENDIX M: FOLDER CHECKLIST

Student Name: _____ DOB: _____

SASID # : _____ Date of Entry into Program: _____

	2022-2023	2023-2024	2024-2025	2025-2026
Initials/Teacher				
EI/FEL				
ELP Level				
Grade				
Schedule				
HLS				
Parent Notification				
Decline Letter (if applicable)				
ACCESS results				
MODEL Results				
ESL Progress Reports - Winter				
ESL Progress Reports - Spring				
Content Teacher Progress Reports (include entire year of grades)				
FEL Monitoring Form				
MCAS Results				

APPENDIX N: MID-YEAR PROGRESS REPORT

Student Name:

Date:

Grade:

ESL Teacher:

WIDA
Consortium
English Language Proficiency
Levels

Proficiency Level	Description of English Language Proficiency Levels
1- Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test

Comments:

Suggestions for Future Support:

APPENDIX O: END OF YEAR PROGRESS REPORT

Student Name: _____

Date: _____

Grade: _____

ESL Teacher: _____

WIDA
Consortium
English Language Proficiency
Levels

Proficiency Level	Description of English Language Proficiency Levels
1- Entering	Knows and uses minimal social language and minimal academic language with visual support
2 – Emerging	Knows and uses some social English and general academic language with visual support
3 – Developing	Knows and uses social English and some specific academic language with visual support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test

ACCESS Score: _____ ACCESS Date: _____

Program Exit: Yes No

Comments: _____

APPENDIX P: MONITORING ACADEMIC PROGRESS OF OPT-OUT STUDENTS GRADES 9-12

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: _____
 Grade: _____

ATTENDANCE / TARDY / DISMISSAL DATA			
	Term 1	Term 2	Term 3
Attendance			
Tardy			
Dismissal			

ENGLISH	Test Scores						
	MCAS:	ACCESS:		OTHER:			
			Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>		
			RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English						
	Homework completion						
	Struggles with oral expression						
	Struggles with written expression						
	Classroom participation						
	Discipline issues that interfere with his or her progress						
Struggles with oral comprehension							
Struggles with reading comprehension							

MATH	Test Scores					
	MCAS:		OTHER:			
			Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>	
			Term 3 <input type="checkbox"/>			
			RARELY	SELDOM	SOMETIMES	OFTEN
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

SCIENCE	Test Scores					
	MCAS:		OTHER:			
			Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>	
			Term 3 <input type="checkbox"/>			
			RARELY	SELDOM	SOMETIMES	OFTEN
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
Discipline issues that interfere with his or her progress						
Struggles with oral comprehension						
Struggles with reading comprehension						

SOCIAL STUDIES	Test Scores					
	MCAS:	OTHER:				
		Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
Struggles with oral comprehension						
Struggles with reading comprehension						

Please, check the one that applies:

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

Action Steps (check all that apply)

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

Date: _____ Team members: _____

APPENDIX Q: EL RECLASSIFICATION GUIDELINES

Old Colony Regional Vocational Technical High School may classify an EL as a Former English Learner (FEL) if the following criteria have been met:

ACCESS for ELs® Overall (or Composite) Score	Language Classification Recommendations
Level 1 – <i>Entering</i> Level 2 – <i>Emerging</i> Level 3 – <i>Developing</i>	Students performing at Levels 1–3 in all or some language domains as measured by the ACCESS for ELs® require significant support to access content area instruction delivered in English. Such students should remain classified as ELs.
Level 4 – <i>Expanding</i>	Students performing at Level 4 in all or some language domains as measured by the ACCESS for ELs® typically require continued language and instructional support to access content area instruction delivered in English. Student at this proficiency level must still remain in the program and be provided services to reach higher levels of English proficiency.
Level 5 – <i>Bridging</i>	Students performing at Level 5 in all language domains as measured by ACCESS for ELs® may have acquired enough English language skills to be considered English proficient. These students who 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) should no longer be classified as ELs. Complex and varied language demands on ELs in late elementary, middle, and high school may necessitate the decision to maintain the EL classification of a student who scores at or above level 5 in all language domains. Should the student remain in the program, s/he must still be provided services appropriate for his/her English proficiency in each domain.
Level 6 – <i>Reaching</i>	By the time a student reaches Level 5.5 or greater in both reading and writing and Level 6.0 in speaking and listening, he or she should no longer be classified as EL. Students who achieve these levels of proficiency as measured by the ACCESS for ELs® can reasonably be considered to have achieved English language proficiency comparable to that of their English- proficient peers and can be expected to perform ordinary class work in English without specialized language supports.

*MA Guidance on Identification, Assessment, Placement and Reclassification of English Language Learners (24-25)

In addition to ACCESS scores, the following criteria will be considered when assessing a student's reclassification:

- An EL exiting ESL services should have no more than a 3-stanine differential among subtests. A discrepancy in subtests indicates the potential for growth. Support may need to come from an ESL classroom or an alternate intervention service to be determined by the ESL teacher.
- A written recommendation to reclassify the student from 2 of the student's content area teachers in the form of an EL Student Report
- Work samples justifying the teachers' recommendation
- MCAS ELA score of Proficient
- An evaluation from the ESL teacher and program director stating that the student meets the Level 5 or Level 6 EL standards from the Massachusetts Department of Elementary and Second Education.

APPENDIX R: MONITORING ACADEMIC PROGRESS OF FEL STUDENTS GRADES 9-12

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

Student Name: _____ Home language: _____
 Date Reclassified: _____ Years in U.S. Schools: _____
 SASID: _____ DOB: _____
 Monitoring Year (1st/2nd): _____

ATTENDANCE / TARDY / DISMISSAL DATA			
	Term 1	Term 2	Term 3
Attendance			
Tardy			
Dismissal			

ENGLISH	Test Scores					
	MCAS:			OTHER:		
		Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>		
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
Struggles with listening comprehension						
Struggles with reading comprehension						

MATH	Test Scores					
	MCAS:			OTHER:		
			Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
Struggles with oral comprehension						
Struggles with reading comprehension						

SCIENCE	Test Scores					
	MCAS:			OTHER:		
			Term 1 <input type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
		RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English					
	Homework completion					
	Struggles with oral expression					
	Struggles with written expression					
	Classroom participation					
	Discipline issues that interfere with his or her progress					
Struggles with oral comprehension						
Struggles with reading comprehension						

SOCIAL STUDIES	Test Scores						
	MCAS:		OTHER:				
			Term 1 <input type="checkbox"/>		Term 2 <input type="checkbox"/>		
			Term 3 <input type="checkbox"/>				
			RARELY	SELDOM	SOMETIMES	OFTEN	ALWAYS
	Communicates effectively in English						
	Homework completion						
	Struggles with oral expression						
	Struggles with written expression						
	Classroom participation						
Discipline issues that interfere with his or her progress							
Struggles with oral comprehension							
Struggles with reading comprehension							

Please, check the one that applies:

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

Action Steps (check all that apply)

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

Date: _____ Team members: _____

APPENDIX S: FEL RECLASSIFICATION NOTIFICATION TO PARENTS/GUARDIANS 9-12

English Language Education Program Reclassification Form

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

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

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

APPENDIX T: EXIT FROM FEL STATUS**Parent Notification of Exit from FEL Status**

Student's Name: _____ Grade: _____

Date: _____

Dear Parents:

I would like to inform you that, based on your student's classroom performance and his/her scores on state and local assessments, a team of teachers in your student's school has determined that he/she has developed proficiency in the English language. He/she is now fully capable of performing ordinary class work in English in a mainstream classroom.

Over the past two years your student's ESL teacher has monitored your student for _____. He/she no longer requires this monitoring.

If you have any questions regarding your student's instructional needs or placement, please feel free to contact your ESL Teacher at 508-763-8011.

Sincerely,

APPENDIX U: SUGGESTIONS FOR SUPPORTS FOR EL STUDENTS

Level 1 Entering and Level 2 Beginning

Instruction should:

- Be based on student's current level of English language proficiency
- Differentiate for pre-literate ELs and literate ELs
- Encourage higher order thinking skills
- Include differentiated rubrics
- Allow for silent period and nonverbal responses
- Connect to background knowledge
- Identify and assist with cultural differences and school procedures
- Provide repeated opportunities to learn the same information
- Provide repeated opportunities to practice oral language
- Provide accessible texts and materials
- Build a basic vocabulary of English words and conversational terms and phrases
- Emphasize cognates
- Use gestures to provide meaning
- Print important concepts on the board
- Increase wait time
- Provide direct instruction in literacy
- Incorporate graphic organizers
- Provide objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real-life situations
- Provide an affective environment that is positive and secure to practice oral language and listening skills
- Include self-advocacy skills

Level 3 and 4: Developing/Expanding

Instruction should:

- Be based on student's current level of English language proficiency
- Encourage high order thinking skills
- Include differentiated rubrics
- Provide direct instruction on story elements and structure
- Provide direction instruction on parts of speech, roots, prefixes, and suffixes
- Provide direction instruction on the internet and various types of media for research
- Provide direct instruction on cause-and-effect relationships
- Teach explicitly reading and comprehension strategies

- Provide visual clues and explicit meanings of idiomatic expressions and figurative language
- Provide accessible reading selections
- Incorporate graphic organizers
- Allow for individualized oral or written reading responses
- Give direct instruction on identifying semantic clues related to fact and opinion
- Provide direct instruction and model basic reading strategies for specific genres
- Provide an environment that is positive and secure to practice oral language, listening skills, and literacy skills
- Identify and assist with cultural differences and school procedures
- Provide multiple and different opportunities to learn new language skills
- Continue to increase academic vocabulary
- Provide reading materials at the student's reading level
- Connect to background knowledge

Level 5: Bridging

Instruction should:

- Be based on student's current levels of English language proficiency
- Continue direct instruction
- Provide support in writing process through classroom assignments
- Continue to increase academic vocabulary
- Continue to increase complexity of syntax
- Provide support for content reading through the use of graphic organizers and other scaffolds
- Assist students in developing critical thinking skills
- Include self-advocacy skills
- Continue to provide graphic and visual support as needed

Monitored

Instructors need to:

- Continue to monitor English and academic progress

APPENDIX V: Request for Bilingual Interpreter

ELE Liaison will be contacted when a bilingual interpreter is needed and is not available. This request must be approved by a school administrator. Please provide us with time to secure a translator by sending this request two weeks in advance of the meeting. Thank you.

Today's Date: _____

School Administrator Signature Approving This Request

Print Name: _____

Signature: _____

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

Name

Position

Meeting Information

Date _____

Location _____

Beginning Time _____

Ending Time _____

To whom should the interpreter report for the meeting?

Name

Position

If the parent/guardian needs to be contacted prior to the meeting, please provide the following:

Parent/Guardian Name(s):		
<i>First Name</i>	<i>Last Name</i>	<i>Relation to Student</i>

Parent/Guardian Telephone Number: _____

Reason for Meeting:

- Special Education Team
- Suspension Meeting
- Parent -Teacher Meeting
- Parent Meeting College-Career

- Planning
- Placement
- Disciplinary
- Other

