



ENGLISH LANGUAGE LEARNERS

Policy & Procedures – updated January 2020



Approved by CCC BOD 2/12/20

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CAPE COD COLLABORATIVE

Waypoint Academy & STAR Program

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Introduction

G.L. c. 71A is the state law applicable to the education of English learners in public schools in the Commonwealth. State law defines an English learner as “a child who does not speak English or whose native language is not English, and who is currently unable to perform ordinary work in English.”

After a student has been identified as an EL by their sending district and enrolled at the Cape Cod Collaborative, the Cape Cod Collaborative should provide English Learner Education (ELE) Services with no interruption to meet the linguistic needs of these students and to give them access to the curricula taught in the Collaborative unless the parent has opted out of these services.

The policy, procedures and protocols included throughout this manual are based on the requirements and recommendations given by Department of Elementary and Secondary Education (DESE).

New Student Enrollment

- Establish procedures that include working with the sending district to identify students who may be ELs and Former English Learners (FELs).
 - Administer a home language survey (HLS) to all newly enrolled students.
 - The Cape Cod Collaborative will seek home language surveys and ACCESS test results from the sending district as part of the referral packet.
 - If student has been identified as an EL by their sending district, the Collaborative will ensure all necessary paperwork and data bases reflect this and an EL folder is part of the student's file.
1. All new students enrolled in the Cape Cod Collaborative are provided with an intake packet to be completed and returned prior to the student's start date.
 2. If the parent/guardian requires assistance completing this packet or requires it to be translated into their native language they can make that request to the Cape Cod Collaborative.
 3. Home Language Survey (HLS) will be completed for all new students as part of their intake process. If a parent/guardian is unable to complete the form on their own, a CCC staff member will provide the necessary assistance.
 4. If a language other than English has been identified on HLS form, the Administrative Assistant will notify Program Administration or their designee to ensure that the EL teacher/designee is informed and any further record review or assessment is completed.
 5. EL Teacher will carefully review student's educational background and records. If no records have been provided or are not yet available, the Program Director/Assistant Director or designee will reach out to the student's sending school district to request EL testing documents. If information is not available, Program Administration/EL Teacher/designee will conduct an EDWIN data search.
 6. Document Student Status as EL or Not EL.
 7. If student is determined to be an EL, the Cape Cod Collaborative will reach out to the sending district to gather other information about the student (EL progress reports, ACCESS test scores, etc.) will also be included in the student's file as it is gathered.
 8. Once test results are received by the Cape Cod Collaborative the EL Teacher/Program Administrator will cooperatively determine EL services for the student.
 9. Parent/guardian will be notified of the Cape Cod Collaborative's responsibility to provide EL services to a student after the student has been determined an EL student by their sending district, parental rights to waiver, decline participation, and opt-out of the EL program within 30 days of enrollment at the Cape Cod Collaborative.

Scheduling

The Cape Cod Collaborative's EL Teacher will work with building staff to determine scheduling for EL instruction that complies with all WIDA and DESE guidance and regulations.

Parent Correspondence

- EL Teacher/Administrator will work together to provide parents/guardians with all of the necessary documentation, progress reports, test results, etc. as determined by WIDA/DESE.

- All telephone/mail correspondence will be translated into the parent/guardian's native language via Google translate for simple translations, IEP software translation services, contracted agencies such as CityGate for more involved document translation or the need for a translator to attend a meeting/conference/school event, unless the parent/guardian has requested information in English
- IEP related information, evaluation reports, progress reports, incident reports, restraint reports, school-based announcements, invitations, events, informational brochures, etc. will be translated into parent/guardian's native language, unless the parent/guardian has requested information in English.

Declining Entry into EL Program Protocol (Opt-out)

1. Upon reclassification in June, parents/guardians who chose to opt-out their child will be notified in writing of their child's current ELP level and given the opportunity to either opt-out again for the upcoming school year or re-enroll their child in EL services. An in-person meeting with the parent/guardian is optional but recommended if there are significant concerns regarding the student's progress.
2. In some cases, the parental notification letter will prompt parent/guardian to call EL teacher/Program Administrator or the school and request that their child not receive services.

"The decision to opt out must be voluntary and informed, and not the product of district practices or influence, or the result of inadequate or inaccurate information, or inadequate district resources." DESE Guidance on Identification, Assessment, Placement, Reclassification of English Learners Document, January 2019, p.12

3. The EL Teacher upon discussion with Program Administrator will schedule a meeting with the EL Teacher, Program Coordinator, and parent/guardian.
4. The EL Program, state and district benchmark scores, current grades, and ELE Program Opt-Out/Decline Services Policy will be explained to the parent/guardian. If they still refuse services after this meeting, parent/guardian must sign the Parent's Opt-Out Form. (See Sample Form). The signed form is placed in the student's file and the Collaborative's student information system is updated.
5. The building EL teacher/Program Administrator will notify the Data Administrative Assistant of this change in status. The student will be listed as an EL student with an opt-out designation in all databases.
6. The ELs sending district will be notified that the parent has opted-out and provided with a copy of the signed form.
7. Parents must revisit their decision to opt-out every year and submit a new request for the current academic year. If parents do not submit a new request, the student will begin receiving ELD instruction again.
8. At the beginning of each school year, the building EL teacher will introduce themselves to the Opt-out student.
9. EL Teacher/Program Administrator will distribute Opt-Out Monitoring forms to classroom teacher(s) for feedback on current student performance. Additional student data will be reviewed-prior ACCESS test scores, report cards, district benchmark test scores, etc. EL teachers will review the returned form, check with the teacher(s) and student if there are any concerns,

and seek additional help for student if needed. Students identified as having opted-out will also be communicated to sending district so that they can be reviewed at district reclassification meetings.

10. All Opt-out students will participate in the yearly state testing-ACCESS for ELs, until they formally exit the program.

For accountability ratings, DESSE has determined that all EL students must reach an overall score of 4.2 combined with a Literacy score of 3.9 in order to be considered proficient.

IEP Team Meetings

“The IEP team must determine that a student’s lack of effective progress in the general curriculum, including the English learner education (ELE) program, is a consequence of a disability and not the student’s lack of English language proficiency (ELP). The collaborative/district must ensure the IEP team includes participants who are knowledgeable of the child’s language needs and who have training, preferably expertise, in second language acquisition.” DESE Guidance on Supporting English Learners with Disabilities, February 2019, p.9.

1. Classroom teachers of ELs should be consulting with the EL teacher prior to requesting any further evaluations to ascertain background information on the student’s instructional history.
2. EL teachers should be included in any IEP Team meetings for students on their caseload.
3. The EL Teacher will be provided with the PLEP B (Information Regarding Present Level of Educational Performance) form prior to the meeting. The form will be completed by the EL teacher and submitted for review at the meeting.
4. “It is important for districts to establish procedures to address the language needs of ELs when developing IEPs for students identified as both ELs and students with disabilities.” *DESE Guidance on Supporting English Learners with Disabilities, February 2019, p. 11.*
5. The Collaborative cannot recommend terminating EL services to a parent/guardian. Service options may be provided for consideration.

“The decision to opt out must be voluntary and informed, and not the product of district practices or influence, or the result of inadequate or inaccurate information, or inadequate district resources.” DESE Guidance on Identification, Assessment, Placement, Reclassification of English Learners Document, January 2019, p.12.

Former English Learner (FEL) Monitoring

1. Program Administration will collaborate with sending districts regarding classification/re-classification of any students. The Program Administrator will then follow up with the EL teachers, building administrators, and the data Administrative Assistant with a list of ELs and FELs in their building. The EL Teacher is the one responsible for monitoring FELs.
2. The data Administrative Assistant should update all student information systems and data bases to reflect the updated EL status.
3. Once an EL student has enrolled in the Collaborative the EL Teacher will introduce themselves and meet each EL student and check-in with the classroom teachers and other service providers during the school year.

- 4.** The EL Teacher will download, fill in, and distribute the FEL form to classroom teachers each term, three times a year. When forms are returned to EL Teacher, they will be reviewed and the EL Teacher will discuss any concerns or questions with the classroom teacher.
- 5.** If any additional support is needed by the FEL student, the EL Teacher will consult with school staff or Program Administration.
- 6.** At the end of the school year, the EL teacher will print completed FEL forms and place them in the student's folder.

Appendix A – Parent Waiver Template

English Language Education Program, Cape Cod Collaborative Parental Waiver Form

Student Name: _____ School: Waypoint_____ STAR_____

Opt-out Date: _____ Grade: _____

We have been notified by your child's sending district that your child has been designated as an English Language Learner (ELL). As required by federal law, your child has taken an English language proficiency test to determine his/her eligibility. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that she or he is eligible to receive English Language Development (ELD) instruction in order to comprehend daily lessons, access grade level content and participate socially in school.

The school has described the ELD program they recommend for my child in detail. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those only provided for English Learners, for example ELD pull out classes or ESL tutoring. This does not include a class composed of ELs and non-ELs supported through regular content instruction.

Parental Right to Refuse (Opt-out) ELD Services *(By ✓ checking each item below, I acknowledge that I have read and understand each statement).*

- I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why she/he was recommended for additional English language instruction.
- My decision to decline or opt-out of specialized ELD instruction is voluntary
- The Collaborative and my child's home district will report my child to Massachusetts Department of Elementary & Secondary Education (DESE) as an English Learner (EL) until my child attains English proficiency.
- Federal and state law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until he or she attains English proficiency and is no longer considered EL status.
- As long as my child is enrolled at the Cape Cod Collaborative, the school will continue to inform me of my child's progress in attaining English proficiency.
- I can change my preference at any time by notifying the school district in writing, and allow my child to enroll in the ELD program(s) offered by the Cape Cod Collaborative in collaboration with my sending district.

I, _____ (parent/guardian name), with a full understanding of the above information, wish to decline (opt-out of) all of the specialized ELD programs and services offered to my child.

Parent/Guardian Signature: _____ Date: _____

Appendix B – Parent Reinstatement Template

Parental Reinstatement Request Form – Cape Cod Collaborative

Student Name: _____ School: Waypoint_____ STAR_____

Date: _____ Grade: _____

I, _____(insert parent/guardian name) reviewed my child’s academic progress and English language proficiency level to date, and wish to:

_____ have my child participate in all of the ELD programs and services offered to my child.

_____ have my child participate in some of the ELD programs and/or particular ELD services offered to my child.

Please include my child in the following service/program:

Parent/Guardian Signature: _____ Date: _____
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