



Norwell Public Schools

Multilingual Learner (ML) Policies and Procedures

May 2026

Updated using DESE's [*Guidance on English Learner Education Services and Programming*](#) (2026)

Also see:

[Additional Resources](#)

[SLIFE Toolkit](#)

[FORMS](#)

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

Statement of Non-Discrimination

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

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Also see:

[Additional Resources](#)

[SLIFE Toolkit](#)

[FORMS](#)

I. INTRODUCTION AND BACKGROUND

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

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

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

In 2025, the Department of Elementary and Secondary Education set forth a Vision and a [Blueprint](#) for English Learner Education at the state, district, school, and classroom level. This detailed vision also offers Look-For indicators for schools to use to evaluate and enhance their programming.

The Department will continue using the term English Learner or EL for legal compliance, data reporting, and other EL related purposes. For all other purposes, the Department and Norwell Public Schools will begin using the term Multilingual Learner or ML. Schools and districts should communicate clearly with their community about when to use ML vs. EL and that stakeholders understand that ELs are the group that must continue to be provided with English Learner Education services in accordance with state and federal requirements.

II: Identification and Placement Procedures

Step 1: Administer a Language Survey (in Aspen) to all new students

Norwell School District must accurately identify ELs and FELs in a timely, valid, and reliable manner in accordance with the Department's [Language Survey Protocol](#) and related guidance.

Norwell School District must identify ELs so they can receive instruction designed to assist them in learning the English language and subject matter content, and their parents can participate in the decision-making process relative to the type of program the identified ELs will receive. When a new student enrolls in a school district, Norwell must determine whether the student is an EL by following appropriate procedures and placing the student in the appropriate instructional program to support content area and English language learning. Norwell School District must also identify Former English Learners (FELs) upon their registration in the district and monitor them to ensure that they have meaningful opportunities to participate in the standard instructional program and provide support as needed.

In order to meet ELs' diverse needs, Norwell School District must start by properly identifying students who need English language support.

1. During registration, administer the Language Survey to all students in PK-12. Use the questions in Aspen. The LS must be made available in the parents' primary language. Use the translations available through DESE as needed.
 - a. If enrollment takes place at a central intake location, there should be a sufficient number of individuals designated and trained in administering the LS at that location. If the enrollment takes place directly at schools, each school should identify and train at least one person to administer the LS.
 - b. Norwell School District will provide instructions and access to written translations of the LS questions in parents' primary or preferred language, to the extent practicable. The DESE has made available translated versions of the LS on its [website](#).
2. Use the rubric to determine if ELL screening is necessary. If so, notify the ELL teacher of the results.

3. Use Edwin Analytics EL624 to review student history if the student was previously enrolled in a MA school.
4. Norwell will establish a record-keeping system. Norwell should file the LSs in students' cumulative folders as a resource for educators. Norwell should also keep a record of the parents' primary or preferred language for future communications.

Regardless of the information provided in the new [Language Survey](#) (LS), schools should place students identified as ELs in their former district in an English Learner Education (ELE) program. ELE services should be provided upon enrollment. Please note that if there is documentation of a student's status as a FEL, then Norwell should monitor the student's progress for the remainder of four years.

(Note: Some of the question numbers may be different in Aspen)

SECTION 1: Eligibility for ELE Services <i>Complete during enrollment.</i>	Question 1, Question 2 and Question 3 Norwell must determine the need to screen the English Language proficiency of all PreK and K-12 students using the rubric provided below with the exceptions shared in this document. For the purpose of Student Information Management System (SIMS) coding, Norwell will enter the student's primary language they identify by analyzing the responses given to the three questions in this section.
SECTION 2: Request for Interpretation and Translation Services <i>Complete during enrollment.</i>	Question 4 and Question 5 For information about communicating with parents who are not yet proficient in English, please see Information for Limited English Proficient (LEP) Parents and Guardians and for Schools and School Districts that Communicate with Them and Ensuring Meaningful Communication with Limited English Proficient Parents. Norwell should collect information for each parent or guardian to promote effective two-way communication between school staff and families.

SECTION 3 [Optional]: Prior Education <i>This section is optional and can be completed after enrollment.</i>	Question 6 The answer to this question will help Norwell request new enrollees' student records from their previous districts or review the student's previous records in Edwin Analytics Student profile report. Question 7 This question provides important information regarding the student's assets and may help inform program placement. Question 8 The answer to these questions can be helpful for identification of Students with Limited or Interrupted Formal Education (SLIFE). <i>Please use the SLIFE Pre-Screener to understand whether the student has experienced interruptions in their formal education outside the U.S. For more details see Students with Limited or Interrupted Formal Education (SLIFE): Guidance for SLIFE Identification, Services, & Supports, pp. 12-19.</i> Question 9 The answer to this question gives the school the opportunity to capture whether the student has ever been an EL in another district. Question 10 The answer to this question gives the school the opportunity to know the student better and provides information that can help the school build upon the student's assets and better meet their academic and linguistic needs.
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Step 2: Use the Language Survey Rubric To Decide Whether or Not to Notify the ELL Teacher and Administer the WIDA Screener

The purpose of this rubric is to assist Norwell staff in determining which students need to be administered the WIDA Screener or Pre-K Identification Screening Tool based on the responses provided to the questions on the Language Survey.

Language Survey Rubric:

Scenario	Question 1 Please list the language(s) that parents and/or primary caregivers use to communicate with your child at home	Question 2 Please list the language(s) that your child currently uses to communicate with others	Question 3 Please list the language(s) your child first understood and used to communicate	Administer screener (Y/N)	Reason for determination
1	English or ASL	English or ASL	English or ASL	N	Responses are all English or ASL
2	English	English	Any Language(s) other than English or ASL	Y	Potential impact of a language other than English (Q3).
3	English	Any Language(s) other than English or ASL	English	Y	Potential impact of a language other than English (Q2).
4	English	Any Language(s) other than English or ASL	Any Language(s) other than English or ASL	Y	Potential impact of a language other than English (Q2 & Q3).
5	ASL	ASL	Any Language(s) other than English or ASL	Y	Potential impact of a language other than English (Q3).
6	ASL	Any Language(s) other than English or ASL	ASL	Y	Potential impact of a language other than English (Q2).

7	ASL	Any Language(s) other than English or ASL	Any Language(s) other than English or ASL	Y	Potential impact of a language other than English (Q2 & Q3).
8	Any Language(s) other than English or ASL	Any Language(s) other than English or ASL	Any Language(s) other than English or ASL	Y	Potential impact of a language other than English (Q1, Q2, & Q3).
9	Any Language(s) other than English or ASL	English or ASL	English or ASL	N	The language the student first learned and most frequently uses is English or ASL. Consult with parents to gather more information.
10	Any language other than ASL or English	English and language(s) other than ASL or English	English and language(s) other than ASL or English	Y	Home environment where a language other than English is dominant [Q1]. Consult with parents to verify all questions were clearly understood and the responses are accurate.

Exceptions for Required Screening of Students with a Language Other than English

When a family lists a language other than English for any of the questions in Section 1 (questions 1-3) Norwell reviews the responses using the Language Survey Rubric, and administers an ELP screening test using the rubric to determine whether the student qualifies for ELE services. The only exceptions to this requirement are the scenarios below:

- Students who were previously classified as ELs and were then reclassified as FELs in their former districts;

- Students who transferred from another district within Massachusetts and the new district has accessible records from the previous district;
- The only reason another language is referenced on the LS is due to the student's enrollment in a world language course or other world language learning program (this will likely require conversation or follow-up with the family to determine).

Students who transferred from another WIDA state with ACCESS results from the last calendar year	
ACCESS score lower than 4.2 overall and 3.9 literacy score	No need to screen for English language proficiency. Code the student as an EL, send the required notification forms to parents and start providing services.
ACCESS score 4.2 or higher overall and 3.9 or higher literacy score	No need to screen for English language proficiency. You can reclassify the student as FEL and start the 4-year FEL monitoring process.
ACCESS score lower than 4.2 overall and 3.9 literacy score, but the student met the exit criteria of the state they came from and was reclassified as a FEL.	Massachusetts cannot accept the other state's reclassification determination based on their exit criteria. There is no need to screen for English language proficiency, but code the student as an EL, send the required notification forms to parents, and start providing ELE services.

Misidentification

Addressing the Misidentification of Students as English Learners

The first step in preventing the misidentification of students as ELs is communicating the purpose of the LS so that parents/guardians have a meaningful understanding.

In case an erroneous identification has still occurred, Norwell should complete the following steps to address the misidentification of students as English Learners:

Scenario	Action Step
The student has a disability, but the district did not administer an English language proficiency screener with appropriate accommodations.	Re-test the student with appropriate accommodations. If the results of the screener assessment show that the student is not an EL, the EL designation will be removed.
The parent misunderstood the purpose of the home language survey and indicated that languages other than English are spoken at home. Interview with the parent clarified that there is only occasional use of a language other than English, but English is the dominant language used at home and the student does not speak or understand any language other than English.	Step 1: Collect the evidence below and review as a team with the student's teachers to determine whether the student was misidentified: · A written request by the parent to the district to have the student's EL designation removed including an explanation of the error on the previously completed language survey; · The student's academic progress, including scores on benchmark assessments; and any previous EL screener or ACCESS assessments. Step 2: The team of teachers, including the student's ESL teacher, consider the evidence above and document their decision by using the District Verification of Misidentification of the Student as an English Learner Form. (Form F) Step 3: Change the student's EL code (DOE025) Step 4: File the completed and signed District Verification of Misidentification of the Student as an English Learner form in the student's cumulative folder.

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

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

SLIFE

ELE Programming for Students with Limited or Interrupted Formal Education (SLIFE)

SLIFE (students with limited or interrupted formal education) are English learners, ages 8-21, who have gaps in their education from their home country due to no formal schooling, interruptions in formal schooling defined as at least two or fewer years of schooling than their typical peers, or consistent but limited formal schooling (e.g., school days were significantly shorter or compulsory education ended earlier than in the U.S.). SLIFE may have emerging literacy skills in home language and/or English and need intensive supports to strengthen foundational skills in literacy, numeracy, and other content areas. They are often at risk of dropping out of school and may need intensive support. In some districts, SLIFE are placed in existing ELE programs, such as SEI or transitional bilingual education, and receive additional support to close the educational gaps in their academic background. Please see [Massachusetts Students with Limited or Interrupted Formal Education \(SLIFE\) Definition and Guidance](#) to learn about the guiding principles, tools, and resources for district success with SLIFE.

Step 3: Notify the Parent Regarding English Language Education Screening to Take Place and Program Offerings

Norwell will provide parents of ELs and potential ELs who just enrolled in the district with a notification that must be sent by mail no later than 10 days from enrollment of the student in the school district. This notification will include:

- a simple, easy to understand description of the purpose, method, and the content of the available ELE programs in the district;
- information regarding parents' right to choose an ELE program among those offered by the district;
- information regarding parents' rights to request a new language acquisition program in accordance with the law;
- information about available conferences or meetings for parents to learn about the ELE programs offered in the school district;
- information regarding parents' rights to visit an ELE program in the school district; and
- information regarding the parents' right to withdraw a student from a language acquisition program.

See [Form C](#).

Step 4: Administer a WIDA Screening Test and Make an Initial Placement Decision.

Norwell should use the results of the language screening assessment to determine whether the student **is** or **is not** an EL.

A.Initial Identification of ELs in public school Pre-K programs

Under the definition of English learner in section 8101(20) of the Elementary and Secondary Education Act of 1965 (ESEA), a child may meet the definition of EL as young as age three. Therefore, Norwell must administer the LS for students enrolling in Pre-K programs. When a family lists a language other than English for any of the questions in Section 1 (questions 1-3) Norwell should review the responses using the Language Survey Rubric and use the [Pre-K Screening Tool](#) provided by the Department following the directions included. Any student who receives 4 or more "No" responses to the questions in the screening tool should be coded as EL. Since Norwell does not have public pre-school, ELL services do not need to be provided.

B.Initial Identification of ELs in Kindergarten

If an incoming Kindergarten student's LS indicates a language other than English in Section 1, Norwell will review the responses using the Language Survey Protocol rubric; based on that determination, Norwell must decide whether the student's English proficiency should be screened with the WIDA Screener for Kindergarten, regardless of any prior EL or non-EL designation in Pre-K. Kindergarten students that enroll at the beginning of the school year will take only the Speaking and Listening components of the WIDA Screener for Kindergarten test. Students who were not classified as ELs based on their listening and speaking results in the first half of the kindergarten year may take the Reading and Writing domains of the test in the second half of the kindergarten year if a collaborative team who are familiar with the student believe the student is struggling due to language acquisition needs.

If a student enrolls in the second half of the student's kindergarten year, then the student will take all four components of the test: Listening, Speaking, Reading, and Writing. The results of the screening test will help guide ELE program placement determinations.

Students who were identified as ELs in PreK, but do not qualify for ELE services based on the WIDA Screener for Kindergarten will NOT be considered FELs. They should be coded as non-ELs.

C.Early Administration of WIDA Screener for Kindergarten

WIDA Screener for Kindergarten is typically administered to students entering kindergarten either at the start of the school year (July to September) or to those entering during the school year. For more information, please see [WIDA Screener for Kindergarten, Guidance for Administration During Kindergarten Registration](#).

The WIDA Screener for Kindergarten is the only screening tool that will be used for the identification of students as ELs in Kindergarten and incoming Grade 1.

Initial Identification of ELs in Kindergarten

Test	Administrati on Timing	Domains Assessed	Threshold for Proficiency
WIDA Screener for Kindergarte n	First Semester	Listening; Speaking	Listening – at least Level 5; AND Speaking – at least Level 5

WIDA Screener for Kindergarten	Second Semester	Listening; Speaking; Reading; Writing	Listening – at least Level 5; AND Speaking – at least Level 5; AND Reading and Writing – at least Level 5 in one domain and at least Level 4 in the other
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D.Initial Identification of ELs in grades 1-12

Any student who takes the WIDA Screener and scores an overall composite proficiency level **and** a composite literacy (reading/writing) proficiency level of 4.0 or below is an EL and is eligible for ELE services. Only students who achieve a 4.5 composite proficiency level **as well as** 4.5 composite literacy (reading/writing) proficiency level are deemed English proficient.

Students newly enrolled in the first half of Grade 1 will take WIDA Screener for Kindergarten, as the [WIDA Screener Test Administration Manual](#) recommends, and Norwell will use cut scores for the second semester of Kindergarten to determine eligibility for ELE services for such students.

Norwell will follow the recommendation in the [WIDA Screener Online Test Administrator Manual](#) for students in the first semester of the first year in a grade-level cluster.

Norwell will provide students who are identified as English learners with English learner education services so that they have the opportunity to participate meaningfully and equally in the district's educational program ([G.L. c. 71A, § 4](#); [603 CMR 14.04](#)).

E. Initial Identification of Students with Interrupted or Limited Formal Education (SLIFE)

State law requires that ELE programs are designed to meet the linguistic and educational needs and the demographic characteristics of ELs in the school district. Norwell should identify SLIFE students so that they can better meet the academic and linguistic needs of these students. SLIFE students should be coded in the Department's Student Information Management System (SIMS) using SIMS Data Element DOE41-01.

For more information about the definition of SLIFE, procedures to identify SLIFE and programming considerations, please see the [Massachusetts Students with Limited or Interrupted Formal Education \(SLIFE\) Definition and Guidance](#).

Step 5. Notify Parents and/or Legal Guardians of Screening Test Results and Initial Placement Decision.

Notification for [English Language Education \(ELE\) Program Placement](#)

Norwell will provide parents of ELs identified for participation or participating in an ELE program, including identified Pre-K students, with a notification **within the first 30 days of the school year**. This notification will include:

- the reasons for the identification of their child as an EL and the need for the child's placement in an ELE program;
- the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- how the program in which their child is, or will be, participating, will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from high school (including the four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for students in such a program) if funds are used for children in high schools;
- in the case of a child with a disability, how the ELE program meets the objectives of the individualized education program of the child; and
- information pertaining to parental rights that includes written guidance:
 - detailing the right that parents have to have their child immediately removed from their ELE program upon their request;
 - detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available.

Norwell will use the [English Language Education \(ELE\) Program Placement](#) form provided by the Department that includes all the elements listed above.

Norwell will provide both notifications in a language that the parent can understand, to the extent practicable. Sample notification letters are available in English and other languages at <http://www.doe.mass.edu/ele/resources/communications.html>.

“Opt-out” Requests

In accordance with [Chapter 71A, §5](#), Norwell must not recommend that parents decline all or some services within an English learner program for any reason, including scheduling of special education or other services. The decision to opt-out must be voluntary and informed, and not the product of district practices or influence, the result of inadequate or inaccurate information, or lack of district resources. When a parent or legal guardian chooses to opt out of ELE services, Norwell should inform them of the services the child would otherwise receive in the district’s ELE programs and describe the type of support that will be provided if the student does not participate in ELE services. Parents or legal guardians should revisit their decision to opt-out every year and submit a new request for the current academic year.

When a parent declines ELE services, the student remains identified as an English Learner (EL). Under federal law, Norwell must provide instructional support to ensure all ELs, including those whose parent(s) has chosen to “opt out” of ELE programs, have access to the curriculum and the same opportunities to meet the state academic standards and curriculum frameworks as their native English-speaking peers. The student does not receive ESL instruction, but Norwell is still required under state and federal law to:

- Place the student in an English language classroom with an SEI-endorsed teachers,
- Monitor the student’s academic progress to ensure both English language development and academic success.,
- Maintain the parent’s opt-out notice in the student’s file for each academic year.
- Continue to classify the student as an EL in district reports.
- Provide meaningful access to grade-level content,
- Continue annual English language proficiency testing (WIDA ACCESS), and
- Notify parents of their child’s participation in such assessments, as well as assessment results.

Norwell can also support opt-out students by offering literacy and language support through reading specialists qualified to teach ELs and establishing structured opportunities for content area teachers to collaborate with a licensed ESL teacher to plan and adapt instruction.

Norwell should keep a record of how such students are provided meaningful access to the curriculum and how they are progressing academically. When a student demonstrates English proficiency through WIDA ACCESS, Norwell should reclassify the student and document the change in EL classification, including evidence used to inform the reclassification, in the student's record.

Norwell must maintain records of each student enrolled in an ELE program. These records must include, but are not limited to, entry/exit information, WIDA ACCESS and MCAS scores, screening test results, report cards and progress reports, documentation of monitoring for FELs and opt-out students and documentation of conferences and written communication with the parent.

Step 6. Code the student as an EL in all future SIMS reports submitted to the Department until the student is reclassified as a Former English Learner (FEL).

Norwell must code all students identified as English Learners on SIMS Data Element *DOE025* in all SIMS reports. The following SIMS Data Elements are also relevant to students identified as ELs. For more information about how to complete EL-related SIMS Data Elements, see the [SIMS Data Handbook](#).

III: English Learner Education Program Development

Under state and federal law, English learners must be taught to the same academic standards and have the same opportunities as others to master such standards. Instruction provided to ELs must be appropriate for their individual English language proficiency level, while providing access to grade-appropriate content. A district that enrolls any number of ELs must plan, articulate, and implement an educational program and approach(es) designed to meet the academic and language development needs of its ELs. ELE programs must provide ELs with: systematic, explicit, and sustained development of English as a Second Language (ESL), and meaningful participation in the district's general educational program.

Castañeda's Three-Pronged Test

The Department will apply the [three-pronged test](#) established by the United States Court of Appeals for the Fifth Circuit in *Castañeda v. Pickard* ([Castañeda](#)) to determine whether a school district's ELE program complies with certain federal and state laws and regulations. The U.S. Department of Justice and the U.S. Department of Education's Office for Civil Rights also use the three-pronged test to determine ELE program compliance under the federal EEOA and Title VI laws respectively. The *Castañeda's Three-Pronged Test* sets forth the following analytical framework that districts should consider in developing, implementing, and evaluating their ELE program and activities:

Castañeda's Three-Pronged Test requires that:

- The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.
- The program and practices used by the district are reasonably calculated to implement effectively the educational theory adopted by the district.
- The program succeeds when producing results indicating that students' language barriers are actually being overcome.

Prong 1: The Educational Theory

The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy.

English Language Development

The Department uses the term English language development (ELD) to describe all of the language development that takes place throughout the day in content classes and during the time dedicated to English as a Second Language (ESL) instruction:

- **ELD in content:** English language development occurs in content classrooms that have at least one EL and in DLBE classrooms where students receive content instruction in English. SEI- or Bilingual-endorsed, content-licensed educators shelter academic instruction and help ELs develop discipline-specific academic language and learn grade-level content along with their proficient English-speaking peers.

- **ELD in ESL:** English language development also occurs in ESL classes, when groups of ELs receive systematic, explicit, and sustained English language instruction. For more information about ESL instruction in Massachusetts, please see [ESL Instructional Support](#).

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.”

ELD in ESL

Norwell must include ESL instruction in the implementation of their ELE program(s) to advance English language development and promote academic achievement of ELs. ESL instruction must provide systematic, explicit, and sustained language instruction. ESL instruction may focus on academic language and include social and academic language in all four domains, including listening, speaking, reading, and writing. Effective ESL instruction supports student success in school, including improvement of WIDA ACCESS scores and acceleration of academic achievement. Effective ESL instruction also supports long term goals such as college, career, and civic readiness.

Norwell has the flexibility to choose the ESL instructional delivery approaches(s) that are most suitable for their context and their students’ needs (self-contained, pull-out, push-in, co-teaching, or embedded). See DESE’s additional guidance on [ESL Instructional Delivery Approaches](#). Regardless of the vision, setting, and methods for the program, ESL unit plans or an ESL curriculum should guide ESL instruction. See additional [guidance and resources](#) on High Quality ESL Curriculum Review, Design, and Evaluation.

Academic tutoring in content subjects or sheltering the content for ELs in a core content classroom is not a substitute for ESL instruction.

A. Norwell's EL Program Overview

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

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

EL Program Scheduling Guidelines

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

The following DESE guidelines for EL instruction may be considered (not required) when planning instructional times.

English Language (EL) Content Classes Exploratory Classes

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

While recommended instructional time is provided as a guide, it should not be interpreted as a maximum or cap on services. The amount of instruction must be responsive to each student's English proficiency level, academic needs, and rate of progress. Norwell should provide as much ESL instruction as students need in order to make sustained progress in English language acquisition and meet their annual [benchmark](#) targets.

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

Children attending Kindergarten and Pre-K are developing language in general, and the level of English language acquisition will vary from child to child as with any developmental milestone. Norwell should ensure that instructional approaches at this level are intentionally designed to foster English language acquisition while remaining responsive to young children's developmental needs. For ELs in PreK and Kindergarten, Norwell will facilitate:

- Collaborative planning with an ESL teacher – Classroom instruction should be designed in consultation with an ESL teacher to intentionally support English language development within a language-rich, inclusive environment.
- Close monitoring by an ESL teacher – ESL teachers should regularly review the progress of PreK and Kindergarten ELs in English language

acquisition, in collaboration with classroom teachers, and adjust supports as needed.

By focusing on both collaborative planning and close monitoring, Norwell can provide young ELs with the instructional support necessary to develop English while engaging fully in early learning experiences.

The EL Program in Norwell

The EL program in Norwell uses WIDA's English Language Development Standards and the Massachusetts Curriculum Frameworks. EL is language driven, but draws from general education content as the vehicle for language development within a sociocultural context. Language functions and forms targeted during EL instruction are taught within rich, contextualized, and meaningful contexts.

The EL program in Norwell focuses on:

1.) **Vocabulary Development for Social and Academic Purposes:** A rich and varied vocabulary is a key predictor of academic success. Our goal is to have ELs have both full receptive and productive knowledge of new words from their content courses as well as key academic words and terms that will travel across contents (e.g., the language of *cause & effect*). Students will learn and practice vocabulary words in meaningful contexts, and they will read, write, hear, and speak them in small group settings. Resources include academic content, various texts and reading resources, *Academic Vocabulary Toolkit*, sentence frames, picture dictionaries, picture cards, vocabulary games, and supplemental and level- appropriate reading materials.

2.) **Oral Language Development.** Oral language often precedes writing development. Our goal is to help students communicate with competence, listen for oral cues, get their ideas across, advocate for themselves, and take an active role in their school and social life. Students should be able to work competently in small and whole group settings to discuss, compare, opine, analyze, identify, explain, collaborate, etc. in English. Key resources and strategies include vocabulary building activities, modeling, roleplaying, teaching the language of collaboration, using online listening resources, building and activating background knowledge and useful word lists, using small group settings to decrease the affective filter, providing opportunities and models for listening and sharing, and instructing in cultural and school norms. The development of oral language is an important part in the development of reading and writing skills.

3.) Reading and Writing Skill Development. Our students come to Norwell with a wide range of literacy skills, and our aim is to provide the sound, symbol, phonics, vocabulary, reading, and thinking skills necessary to read and write across the curriculum. EL reading instruction focuses on vocabulary development and comprehension at the word, sentence, paragraph, and essay level, and when needed, the sound system and fundamental literacy skills for the English language. Active reading strategy instruction is integrated to give learners the skills they need across the curriculum. Reading materials include *Reach*, leveled readers, EL reading texts, *Reading A-Z*, *Readworks*, ELLii, novels, core texts, realia, etc.

If needed, ML can also benefit from additional literacy support from the Literacy Specialists, especially if a student is new to reading instruction. Students benefit from a systematic and structured approach to literacy as they develop their reading and writing skills.

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

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

B. Norwell EL Curriculum Resources

All: [NG ESL Curriculum from DESE](#)

And Curriculum Resources:

Grade: K	Parts of a story/book Alphabet/sounds/rhyme	Heinle Picture Dictionary for Children & Wkbk Education.com
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	Numbers About Me Culture/traditions Seasons/Holidays Weather Family Community Heroes, World Habitats Lifecycles Senses Writing a narrative, an opinion, and an informative piece	Superteacherworksheets Reading A-Z for vocabulary and leveled readers Picture cards, games, songs Picture books Realia
1	All about Me Animals Plants Communities Changes Inventions Weather Life cycles Maps, US symbols Sound and light Holidays and celebrations Seasons Sun, moon, stars Time, money, measurement Biography, description, narrative, research	Reach Heinle Picture Dictionary for Children & Wkbk Starfall Reading A-Z, ELL Our World Picture books Picture cards, games, songs Academic word games Education.com Graphic Organizers Realia Superteacherworksheets Foundations
2	Life cycles Landforms (hills, valleys, bodies of water, etc.) Habitats (plants and animals) Living vs. nonliving Plants Writing an opinion Classifying materials (how they change, color, texture, elements Energy Test design issues (engineering Traditions/customs Time, money, measurement Earth and Maps, Continents Forces Landforms, weathering Plants, ecosystems Migration	Reach Heinle Picture Dictionary for Children & Wkbk Reading A-Z, ELL Superteacherworksheets Readworks.com Flashkids Writing Our World Picture books Picture cards, games, songs Education.com Academic word games Graphic Organizers Realia Foundations
3	MA cities and towns Wampanoag, explores, pilgrims	Reach Heinle Picture Dictionary for Children &

	Events leading to the Revolutionary War Colonies Multiplication, division Weather Character traits Biographies Animals, lifecycles Earth's surface Solar system Norwell history New England maps Force and motion Heredity, Letter writing, narratives, descriptive, persuasive, expository, opinion Fractions, measurement of time, liquid, volume, mass	Wkbk Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Academic Vocab Toolkit Scholastic Success with Grammar Picture books Picture cards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia Foundations
4	Fairy Tales and myths Plant and animal structure Map Skills - N Amer Ancient Civ in MA Explorers Expansion of the US Immigration Culture/Resiliency N. American geography States, capitals Climate, weathering Landforms, erosion Simple machines Place value States of matter Plant structures Animal structures Water cycle Friction and force Energy Circuits	Reach Readers and Writers Workshop Heinle Picture Dictionary for Children & Wkbk Newbury House Basic Dictionary; Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Academic Vocab Toolkit Scholastic Success with Grammar Picture books Flashcards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia Journeys Write-In Reader
5	Native Americans Early colonization Revolutionary War Principles of gov't Democracy Civil War Slavery Westward Expansion Civic responsibility Bill of Rights Climate vs. weather Water cycle Gas, liquid, solids	Inside the USA Reach Heinle Picture Dictionary for Children & Wkbk Newbury House Basic Dictionary; Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Academic Vocab Toolkit Scholastic Success with Grammar Flashcards, games Education.com

	Molecules Food chain	Academic word games Graphic Organizers, models
MS 6, 7, 8	Various Cells, molecules, organisms Earth surface; fossils; events Adaptations Universe How variables affect things Earth features, space, life Anatomy Motion and energy Genetics Atoms and molecules Human origins Ancient cultures Geography and maps US government	Get Ready Journeys Write-In Reader Inside the USA Inside Heinle Picture Dictionary & Wkbk Newbury House Dictionary; Great Writing 1-3 English 3D (with Portfolio) Reading A-Z, ELL Readworks.com Academic Vocab Toolkit Scholastic Success with Grammar Flashcards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia ELLii Novels: <i>Other Words for Home</i> , <i>Crossover</i> , <i>Wonder</i> , <i>Long Walk</i>
HS 9-12	Various Biology Chemistry Physics US history World History	Reach Inside the USA English in Action Edge Heinle Picture Dictionary & Wkbk Newbury House Dictionary; learnersdictionary.com Reading Explorer Composition Practice Great Writing 1-4 English 3D (with Portfolio) Grammar in Context Flashcards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia Novels: <i>Long Walk</i> , <i>Tuesdays with Morrie</i> , <i>Last Lecture</i> , <i>Make your Bed</i> , <i>Jekyll and Hyde</i> , <i>I am Malala</i> , ... ReadWorks ELLii
Newcomer	Newcomer ELL Themes (MATSOL Newcomer's Curriculum)	Heinle Picture Dictionary for Children & Wkbk Newbury House Basic Dictionary;

	My family Alphabet, sounds School Routines, rules Numbers Word problems words Basic operations Calendar, seasons Shapes, colors Feelings Body parts, clothing Weather Animals Life cycles Foods Community places, people Character traits Routines for the day Idioms Maps Measuring Money Time Holidays and celebrations Activities, hobbies Maps, preps of location Patterns of word order Past, present, future Question words Compare/contrast Process, sequencing Opinions	Starfall Reading A-Z, ELL Readworks.com Flashkids Writing Academic Vocab Toolkit Scholastic Success with Grammar Picture books Flashcards, games Education.com Academic word games Graphic Organizers, models Conversation cards Realia Web resources ELLii

ELE Services for ELs

After the identification of a student as an EL, the school district must place the student in an English language education (ELE) program. G.L. c. 71A requires that students classified as ELs receive ELE services in a program that will meet their linguistic and academic needs. The requirement to provide ELE services to ELs applies to all districts that enroll one or more ELs.

Norwell must prioritize students' linguistic needs when they assign them to an ELE program and plan the level of services students will receive when they first enroll. WIDA

Screener results and a review of students' previous academic records (if available) will produce initial English proficiency information about a student. The ELE program provided should incorporate flexibility to make adjustments in service delivery based on the additional data gathered following the initial placement.

Parents of ELs may submit a request to the district for the placement or transfer of their child into a specific ELE program available in the district as long as the program is appropriate for the age and grade level of the student. The superintendent or the superintendent's designee must review such requests and respond to them in no more than 20 school days after the receipt of the request.

EL parents may also request the implementation of a specific ELE program. When parents of at least twenty ELs submit such a request, Norwell must provide the parents with a response in no later than 90 days and either offer a plan for the implementation of the requested program or deny the request in writing with an explanation of the denial.

English Learners with Disabilities

Some ELs may have disabilities and qualify for special education services. Language development programming and special education programming are not mutually exclusive and all ELs must receive all services, supports, resources, and programming for which they are eligible.

Norwell must locate, identify, and evaluate ELs who may have a disability in a timely manner and may need special education services or disability-related services under Chapter 71B of the General Laws, the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973. To avoid inappropriately identifying ELs as students with disabilities because of their limited English proficiency, districts must assess ELs in their home language and in the form most likely to yield accurate results of the student's abilities, unless it is clearly not feasible to do so.

Please see the Department's [Guidance for Supporting ELs with Disabilities](#) for more information.

Also see

<https://docs.google.com/document/d/12lQAdEBNrN3H1JY66vPduaGc1TLm-Kl6KelsOMLzXM4/edit?tab=t.0>

Access to Curricular and Extracurricular Programs and Activities

School leaders and teachers are responsible for making the challenging academic standards accessible to students who are learning rigorous academic content while learning the language of the content instruction. Instructional content for ELs must be age-appropriate and standards-based. Norwell must award ELs credit that will count towards graduation and promotion upon successful completion of the coursework.

ELs must have equal access to all educational program opportunities and instructional programs or extracurricular activities available within the school for which they qualify. Their level of English proficiency does not determine participation in academic programs and services including:

- career and technical education programs,
- counseling services,
- special education services,
- world language classes,
- gifted and talented programs
- performing and visual arts, athletics, and any elective classes offered in the school.
- AP courses, or other advanced opportunities, if appropriate.

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

Norwell must ensure that ELs across all levels of language proficiency can access and fully engage with the rigorous grade-level standards.

Monitoring Progress of ELs

Norwell must have an adequate system in place to screen, track, and evaluate ELs' growth in both English proficiency and academic achievement by using diagnostic, formative, interim, and summative assessments. The Department recommends districts provide training for their staff to allow them to effectively administer and analyze the assessment data.

Annual Summative Assessment: WIDA ACCESS

ELs must be assessed annually using the WIDA ACCESS to measure their proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English. Staff who will be administering WIDA ACCESS for the first time must complete training and certification prior to the WIDA ACCESS testing window. Training and certification are required every two years for all tests being administered. For further information about WIDA ACCESS testing, please visit <http://www.doe.mass.edu/mcas/access/>.

English Language Proficiency Benchmark Requirements

Each year, the Department identifies English Learners (ELs) who are not making adequate progress on WIDA ACCESS. Norwell is required to develop procedures and supports to help these students meet their goals.

To guide this work, the Department determines annual English language proficiency benchmarks for each EL and provides them to districts every fall. These benchmarks (or individual targets) indicate whether a student is on track to attain English proficiency within six years of entering a Massachusetts public school.

Meeting benchmarks means that an EL is progressing at a rate that should lead to English proficiency within the expected timeline. Norwell can use these benchmarks to plan and monitor instruction, provide targeted interventions, and strengthen outcomes for ELs.

For more information about benchmark requirements, please see [Guidelines for the Use of Benchmarks toward Attaining English Proficiency](#).

Part IV: Reclassification of ELs

Norwell must annually assess ELs' language proficiency and academic achievement to determine whether such students have achieved English language proficiency. If students reach the cut scores, they **must be reclassified as former ELs**.

WIDA ACCESS Reclassification Criteria

School-based teams must review the annual WIDA ACCESS results when making placement or reclassification decisions for ELs. Norwell should not reclassify students based on the number of years an EL has been in an ELE program or their disability.

Students with an overall score of 4.2 or more and a composite literacy score of 3.9 or more on WIDA ACCESS have acquired enough English language skills to be reclassified by the district. Such students must be reclassified as former English learners (FELs). See [Forms H and I](#).

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

WIDA Alternate ACCESS Reclassification Criteria

WIDA Alternate ACCESS has been the state's language proficiency assessment for the very limited number of ELs who qualify as among those with the most significant cognitive disabilities. For each such student, districts must **first** consider the results of the WIDA Alternate ACCESS to identify the student as a potential candidate for reclassification from EL status. If a student meets the minimum criteria on the WIDA

Alternate ACCESS assessment, the School-Based Language Team must also consider [English Language Proficiency Observation Forms](#) completed by the student's special education and English as a Second Language (ESL) teachers to determine whether the student has achieved English language proficiency and is ready to exit ELE services.

In Massachusetts, an EL student who takes the WIDA Alternate ACCESS is eligible to exit ELE services and be reclassified as a former EL (FEL) when the student meets the criteria outlined in Table 1. Before exiting an EL student who took the WIDA Alternate ACCESS test from ELE services, the School-Based Language Team must determine that the student has achieved English language proficiency by meeting the criteria outlined below.

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

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

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

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

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

The School-Based Language Team should have strong two-way communication with parents/guardians of ELs about exiting decisions. If the parents/guardians have limited English proficiency, the School-Based Language Team must communicate with parents/guardians in their primary language about exiting decisions.

The School-Based Language Team must complete the [Reclassification Form for WIDA Alternate ACCESS](#), to be maintained by the district, documenting all of the data and information considered when determining that the student was ready to exit from EL status, including the scores on the Alternate ACCESS assessment.

Former ELs (FELs)

After evaluating the available student data, if the student is eligible for reclassification the team should remove the EL classification and change the student's language proficiency status in the next SIMS district report.

When a student is reclassified as FEL, Norwell will:

- - remove the student's coding as EL on the SIMS report to the Department (i.e., SIMS: *DOE025* – record 00 under “EL”). 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 of the change in the student's classification;
 - update all relevant school/district records as appropriate; and
 - design and implement a process for routinely monitoring the students' academic progress for four years.

- design and implement a process to ensure that FELs have meaningful access to grade level content instruction and any academic deficit they may have while acquiring English is remedied.

[See Forms H, I, and J](#)

Monitoring the Progress of FELs

Norwell must monitor FELs for four years to ensure that they have not been prematurely exited; any academic deficits incurred as a result of participating in the EL program have been remedied; and they are meaningfully participating in the standard program of instruction comparable to their never-EL peers. DESE provides the **FEL Report in EDWIN Analytics (EL 624)**, which lists all FEL students enrolled in Norwell. This ensures that districts do not miss monitoring students who exited EL programs in a previous district but are now enrolled locally.

In order to accomplish these goals, Norwell has:

- A twice yearly monitoring form,
- meetings between an ESL teacher and the students' content instruction teachers and/or the school-based language assessment team to discuss the student's academic progress;
- conversations with parents about student's academic performance and English language development, as needed.

[See Form J](#)

If some FELs fail to make academic progress, as measured by their grades and content area assessments after their classification as ELs has been removed, and if a school-based team familiar with these students determines that this failure is due to the lack of English proficiency, then Norwell must rescreen the student to see if the student must be offered additional ELE services. If the student is reentered into EL services, Norwell should document the reasons why as well as the parent's consent to reentry.

Part V: Family Engagement and Notifications

Parent Notification Letters

Norwell must identify ELs and inform their parents about:

- their children's English language proficiency screening results,

- their parental rights, and
- ELE programmatic options.

[See form C](#)

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.

[See Form E](#)

When a student does not meet English language proficiency benchmarks, the parent should be invited to provide input on the child's [personalized goals](#).

If a student meets the exit criteria and is reclassified as a Former EL (FEL), Norwell must notify parents of the student's new placement.

[See Form I](#)

Opt-out Requests

Parents of ELs may notify the district of their wish to have their child “opt out” of ELE programs. The decision to opt out must be voluntary and informed. Parents should revisit their decision to opt out every year and submit a new request for the current academic year.

[See Forms G, G1, G2, G3, G4](#)

Parent Empowerment

Norwell Schools should actively engage parents and guardians of English Learners (ELs) as partners in their child's education. Families need clear, accessible information about how EL identification and services work, as well as opportunities to ask questions and provide input.

The Department has developed English Learner Education Resources for Families, available [on the DESE website](#), to support this engagement. These translated tip sheets provide family-centered explanations of parent notification letters and other legal information sent by districts. Designed as companion resources to state and federal letters, the tip sheets explain identification, placement, and program options in language accessible to families across languages.

Translation and Interpretation Services

Norwell is required to translate important information provided to all parents for those who are not proficient in English. If it is not practicable for Norwell to provide a written translation because it is not a common language 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

For simple communications, you may use the following text:

If you need this information translated, please copy and paste it into Google Translate. The link to Google translate is <http://translate.google.com>

Turkish

Bu e-postayı Türkçe'ye çevirmek için lütfen Google Translate bağlantısını tıklayın

<https://translate.google.com/>

Arabic

إذا كنت بحاجة إلى ترجمة هذه المعلومات فالرجاء نسخها ولصقها في ترجمة Google. الرابط إلى ترجمة Google

<http://translate.google.com> هو

Chinese

如果您需要翻译此信息，请复制并将其粘贴到Google翻译中。指向Google翻译的链接是

<http://translate.google.com/>

Portuguese

Se você precisar que essas informações sejam traduzidas, copie e cole no Google Translate. O link para o Google tradutor é <http://translate.google.com>

Russian

Если вам нужен перевод этой информации, скопируйте ее и вставьте в Google Translate. Ссылка на Google Translate: <http://translate.google.com>.

Spanish

Si necesita que se le traduzca esta información, por favor, copie y pegue en Google Translate. El enlace de Google Translate es <http://translate.google.com/>

It is important to note that the ability of a person to speak two languages does not necessarily produce the skills or knowledge necessary to provide high-quality interpretation. DESE's [Guidance for the Provision of Interpreters in the Education Setting](#) recommends developing a system to provide for family language needs in three types of interactions, and utilize interpreters with the necessary training for each:

- **Tier 1:** Language Ambassador: Basic bilingual and/or interpretation skills in school settings (spontaneous and informal interactions)
- **Tier 2:** Professional interpretation skills in school settings (parent conferences or other meetings without a legal context)
- **Tier 3:** Advanced interpretation skills in school settings (specialized meetings including IEP meetings)

Norwell is responsible for ensuring that individuals providing interpretation and translation meet these standards, whether the services are delivered by district employees, contracted professionals, or through approved external agencies. The Department may grant waivers in limited circumstances, but Norwell must demonstrate in writing why compliance is not practicable and how they will otherwise ensure families have meaningful access to information.

Web-based and AI generated Translations

While web-based translation services can be efficient, they might not provide accurate translation of the documents in different languages and therefore, do not – on their own - 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 for daily communication such as the use of chat applications with parents or 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.

Similarly, Norwell may use AI-generated translations **only when a qualified person also reviews the AI output for accuracy, clarity, and readability prior to distribution**. The human review must ensure that the translated content reflects the intended meaning of the original text and is appropriate for families. **AI-generated translations that are not reviewed by a person are not permissible**. Distributing unreviewed AI translations does not meet required standards for accuracy or quality and therefore constitutes an improper use of translation tools.

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

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

Other resources that may be helpful include:

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

Catholic Charities: Interpreters and Translations 617-464-8100

CIS_Request@ccab.org http://www.ccab.org/cis_requests.html

MAPA Translations & Language Solutions 302 Union Avenue, Suite 100
Framingham, MA 01702 www.mapatranslation.com <<http://www.mapatranslation.com>
drita@mapatranslation.com <<mailto:drita@mapatranslation.com> 508-309-6309
office 508-309-6303 fax
Owner: Drita Protopapa, MA, MPH

Translations for handbooks: www.foxtranslate.com

Translations for languages: www.translate.google.com
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translate.reference.com