## Required Elements of English Learner Education Policies and Procedures [Opening Procedures Handbook, April 2017]

To ensure that your school will be prepared to operate programs and services which meet the requirements of law and meet the needs of students, you are required to submit an English Learner Education (ELE) Policies and Procedures document which responds to the items below:

1. Describe the steps that will be followed in your school for identifying students who may be English Learner (EL).

Districts are expected to have policies and procedures in place for accurately identifying ELs in a timely, valid and reliable manner. It is important to define these policies clearly and to maintain the consistency of the practices by providing ample training opportunities to the staff who are in charge of the process. This ensures that districts are in compliance with federal and state laws and regulations. Districts’ policies and procedures will emphasize the following in order to increase the validity and reliability of the process:

* Clearly state the purposes and intended uses of the HLS to those who will administer and those who will complete the survey. Clarify that the HLS does not intend to confirm citizenship status, or predetermine ELE services.
* Establish clear procedures for administering the survey and clarifying responses.
* Establish clear procedures for analyzing survey results.
* Clarify how students’ educational background information will be utilized to determine whether a language proficiency screening test is required.

1. Describe your procedures for the annual assessment of ELs with ACCESS and MCAS.
2. Describe the school’s policy concerning the manner in which ELs are required to participate in the annual administration of MCAS.
3. Describe the qualified staff and appropriate procedures and assessments you will use to identify students who are ELs and to assess their level of English proficiency in reading, writing, speaking, and listening.
4. Submit the school’s waiver policy consistent with the requirements of [603 CMR 14.04(3)](http://www.doe.mass.edu/lawsregs/603cmr14.html?section=04).
5. Describe the school’s English Learner Education (ELE) program. In most cases, this will be the school’s plan for provision of Sheltered English Immersion (SEI) to all ELs including:
   1. the provision of content by appropriately qualified instructional staff available at all grade levels and in all content areas;
   2. the manner in which the school will ensure that instructional staff are or become qualified at all grade levels and in all content areas;
   3. the provision of ESL instruction by an appropriately licensed teacher in quantities appropriate to the student’s identified English proficiency level;
   4. the manner in which the school will group ELs for English as a Second Language (ESL) instruction;
   5. the qualifications of staff who will provide ESL instruction;
   6. the qualifications of staff who will provide Sheltered Content Instruction (SCI)
   7. the ESL curriculum that will be used for ESL instruction;
   8. the manner in which the school will ensure the provision of follow-up monitoring and support to students who have been exited from the ELE program;
   9. the manner in which the school will ensure that ELs receive grade appropriate content instruction that is based on the Massachusetts Curriculum Frameworks;
   10. the manner in which the school will ensure that the content is made comprehensible and accessible for ELs;
   11. the manner in which the school will ensure that it provided ESL instruction that is based on the WIDA (World-Class Instructional Design and Assessment) ELD standards; and
   12. the manner in which the school will use assessment data to plan and implement educational programs for students at different instructional levels.
6. Describe the procedures you will employ to determine student readiness to be exited from the ELE program (or reclassified from EL to Former English Learner (FEL)).
7. Describe the criteria for reclassification from EL to Former English Learner (FEL).
8. Describe how you will involve parents and guardians of ELs in their children’s education.
9. Describe the manner in which the school will ensure that it provides parents and guardians of ELs, report cards, and progress reports including, but not limited to, preogress in becoming proficient in using English language in the same manner and with the same frequency as general education reporting. Include a description of the manner in which the school will ensure that the reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.
10. Describe the school’s policy concerning the appropriate provision of English language support to students whose parents have declined entry into the school’s ELE program and how the school will monitor their progress.
11. Describe how the school will comply with notice requirements described under [603 CMR 14.02](http://www.doe.mass.edu/lawsregs/603cmr14.html?section=02), including the role of staff that will be responsible for implementing this activity.
12. Describe how you will conduct oversight of your program in a manner that ensures all ELs receive equal access to all educational programs and services as described in [603 CMR 26.07(8)](http://www.doe.mass.edu/lawsregs/603cmr26.html?section=07) and [603 CMR 26.06(2)](http://www.doe.mass.edu/lawsregs/603cmr26.html?section=06).
13. Describe how the school will ensure that ELs are provided with facilities, materials and services that are comparable in all respects to those provided to the overall student population.
14. Describe the manner in which the school will ensure that ELs are provided with equal access to all non-academic and extracurricular programs.
15. Describe how information, including but not limited to descriptions of academic and non-academic programs and services will be communicated to ELs and their families in a language they can understand.
16. Describe the school’s plan to support core academic content teachers of ELs in earning an SEI Teacher Endorsement within the prescribed timelines, as well as the building administrator(s) who supervise those teachers.
17. Describe the school’s plan to ensure that ELs, including ELs whose parents opted out of ELE services, are assigned to SEI endorsed core academic teachers.
18. A) For Horace Mann charter schools: Describe the school’s professional development plan to provide all teachers and administrators opportunities to earn 15 Professional Development Points (DPDs) related to SEI or ESL in order to be eligible to renew their licenses.

B) For Commonwealth charter schools (optional): Describe the school’s professional development plan to provide all teachers and administrators opportunities for professional development related to SEI or ESL.

1. Describe the manner in which the school will conduct periodic evaluations of the effectiveness of its ELE program in developing students’ English language skills and increasing their ability to participate meaningfully in the educational program.
2. Describe how the school will document that the program is or is not effective and what steps if will take to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.