

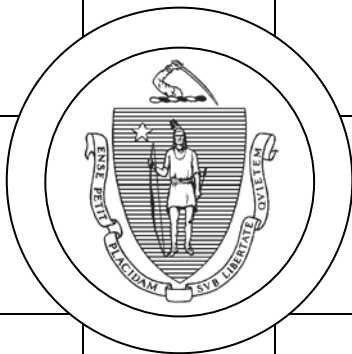


Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION

COORDINATED PROGRAM REVIEW PROCEDURES

School District
Information Package

*English Learner Education (ELE) in Public Schools
Mass. Gen. Laws c. 71A*



School Year 2009-2010

Massachusetts Department of Elementary and Secondary Education
Coordinated Program Review Procedures

English Learner Education (ELE) in Public Schools

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**MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY
EDUCATION
COORDINATED PROGRAM REVIEW SYSTEM
School Year 2009-2010**

ENGLISH LEARNER EDUCATION

INTRODUCTION

This Information Package, including the numbered documents and Appendix, provides guidance to districts in preparing for the English Learner Education (ELE) portion of the Department of Elementary and Secondary Education’s Coordinated Program Review. The [ELE Program Director’s Checklist](#) (Document #8) provides an overview of tasks to be completed.

The specific compliance standards to be addressed during the ELE portion of the Coordinated Program Review are identified in [ELE Program Review Criteria and Implementation Guidance](#) (Document #1). The federal and state law on which the ELE criteria are based is detailed at the beginning of Document #1.

For an overview of the whole Coordinated Program Review, see the separate *General Information Including Local Program Review Coordinator’s Checklist*.

OVERVIEW OF G.L. CHAPTER 71A

Question 2 on the 2002 state ballot, also known as Chapter 386 of the Acts of 2002, amended in its entirety the Transitional Bilingual Education statute, M.G.L. c. 71A, and is the Massachusetts law that now governs the education of students who are English language learners.

M.G.L. c. 71A 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.” The term “English learner” as used in c. 71 A, the term “English language learner” as used in Title IV of the federal law, and the term “limited English proficient (“LEP”) student” as used in the previous version of c. 71A (the Transitional Bilingual Education statute), are interchangeable.

Under M.G.L. c. 71A as amended in 2002, districts are required to provide Sheltered English Immersion (SEI) instruction to limited English proficient (LEP) students.

Sheltered English Immersion

In Sheltered English Immersion programs, districts must ensure the progress of LEP students in developing listening comprehension, speaking, reading, and writing in English, and in meeting academic standards by providing instruction in the two components of SEI. They are 1) English as a Second Language/English Language Development, and 2) sheltered content.

English as a Second Language (ESL) instruction (also known as English language development or ELD) is explicit, direct instruction about the English language intended to promote English language acquisition by LEP students and to help them “catch up” to their student peers who are proficient in English. All

students in ESL classrooms are LEP students. ESL/ELD instruction includes learning outcomes in speaking, listening comprehension, reading and writing. It is a required part of an academic program for LEP students. Districts must provide LEP students with direct instruction in English as a Second Language (ESL) using a curriculum that is based on the English Language Proficiency Benchmarks and Outcomes (ELPBO) document.

ESL/ELL teachers in SEI Programs are required to hold a license in ESL/ELL appropriate for the grade level being taught.

Sheltered content instruction is instruction that includes approaches, strategies and methodology that make the content of the lesson more comprehensible to students who are not yet proficient in English. Sheltered content instruction is designed for LEP students who have, at least, an intermediate level of English proficiency.

Sheltered subject/content area teachers are required to hold a license at the grade level and subject/content area they teach. In addition, subject/content area teachers must be qualified to teach LEP students as evidenced by successful completion of SEI professional development activities in the following four categories:

- | | |
|------------|--|
| Category 1 | Second Language Learning and Teaching |
| Category 2 | Sheltering Content Instruction |
| Category 3 | Assessment of Speaking and Listening |
| Category 4 | Teaching Reading and Writing to LEP Students |

Two-way Bilingual Education

In addition to Sheltered English Immersion (SEI), LEP students may be placed in a Two-Way Bilingual Education program without a waiver. Two-way Bilingual is a bilingual program in which students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.

Other Bilingual Education

As stated in Section 2 of M.G.L. c. 71A, LEP students may also be placed in Transitional Bilingual Education (TBE) or other bilingual programs if students have received a waiver to participate in these programs. Other Bilingual education is an instructional program, including transitional bilingual education, in which the native language of the LEP student is used to deliver some subject matter instruction. These programs must also provide English language instruction.

Teachers in Two-Way Bilingual and other bilingual programs must meet the licensing standards required by their position, but do not need to meet the additional literacy and fluency requirements of c. 71A.

REQUIRED SCHOOL DISTRICT DOCUMENTATION

To conduct the review, the onsite team relies heavily on the school district's documentation regarding its English learner education programs and services. The documentation that the district must submit is described in the Appendix to this Information Package. Part I of the Appendix contains general documentation requirements; Part II contains forms to be filled out and submitted, along with additional documentation, for five of the ELE criteria: ELE 5, 6, 9, 14, and 15. All of this required documentation, including the forms and other documentation required by Part II of the Appendix, must be provided at least 8 weeks before the onsite visit. Please note that it is not unusual for Department staff to request

follow-up information in order to clarify the submitted documentation. In many cases, this follow-up information is the missing piece that is necessary in order for the Department to rate a particular criterion as Implemented.

SELF-ASSESSMENT AND PROFILE OF EFFECTIVE PROGRAMS AND PRACTICES

Before the onsite visit, it is highly recommended that the district or charter school complete a preliminary self-assessment of compliance with the ELE Program Review criteria, along with a written statement describing the strengths in its existing ELE programs and practices.

School districts that assess their own compliance before the state's formal review are many times able to demonstrate significantly higher levels of compliance with the program review criteria than would have been possible otherwise. Also, completing a self-assessment allows districts to request that the Department target certain of its findings for further inquiry by the onsite team.

The profile of effective programs and practices will assist the Department in determining the scope of English learner education program review activities to be undertaken in the district. It should explain why the district believes that the programs and practices described exceed federal and state ELE requirements. The provision of specific examples of effective programs and practices is most helpful. This information may provide the onsite team with an understanding of the district's accomplishments and may provide an opportunity for the district to be formally commended in the Department's Final Report.

It is advisable to prepare the profile and self-assessment in conjunction with preparing the required documentation described in the Appendix to this Information Package and to provide them to the onsite chairperson with that documentation.

REVIEW AND UPDATE OF ELE PROGRAM POLICIES AND PROCEDURES

In the Coordinated Program Review, there is great reliance on the district's ELE policies and procedures. The district should review these policies and procedures and update them so that they reflect the district's most current services and administrative practices.

The district should also provide the Department with current information on the district's ELE programs and personnel. Please provide this information on the ELE Program Service Data Sheet (Document #6) and ELE Personnel Data Sheet (Document #7). This updated information should be returned to the onsite team chairperson **8 weeks before the onsite visit**.

KEY PREPARATION ACTIVITY:

*It is essential that the required compliance documentation be given to the onsite chairperson **AT LEAST 8 WEEKS BEFORE THE ONSITE VISIT**, as this information is used in planning the scope of the Department's program review activities, in preparing for the onsite phase of the Coordinated Program Review, and in making critical determinations regarding district compliance with most monitoring standards.*

Districts should take immediate steps to begin the preparation of the required Coordinated Program Review documentation well in advance of the due date

set by the Department's onsite chairperson.

STUDENT RECORD SELECTION AND REVIEW

A sample of student records will be selected across all ELE programs and levels during the pre-onsite visit by the onsite chairperson with the assistance of an appropriate district representative. The ELE Student Record Review focuses on a sampling of students receiving sheltered English immersion (SEI) instruction, two-way bilingual instruction, and instruction under other English learner education program models to determine whether required procedures were implemented and services are being provided. Standard Department record review procedures will be followed to assess compliance with procedural and program requirements of applicable laws and regulations.

Records Selection Procedures

During the pre-onsite visit, the chairperson will work with the district using the LEP Student Roster listed in Part I of the Appendix on Documentation Requirements to select the records.

Based upon the total number of LEP students enrolled in the district, the minimum number of cases that will be selected will be:

- 10 student records for LEAs with up to 200 LEP students
- 15 student records for LEAs with 201-500 LEP students,
- 20 student records for LEAs with 500 LEP students

The largest number of student records should be drawn representatively from students currently served through sheltered English instruction (SEI) programs. If a single language group is served by the district through two-way bilingual or other program models, such as transitional bilingual education programs, then select a sampling of student records from each level, i.e., elementary, middle-junior high school and high school, as appropriate.

Approximately **one-fifth** of the total number of student records reviewed should be composed of records of students who have “opted-out” of an English learner education program.

Approximately **one-fifth** of the total number of student records reviewed should be selected from the records of those students who were re-designated as English proficient at the end of the 2007-2008 school year and are currently placed in general education classes.

An additional **one-tenth** of the total number of student records reviewed should be composed of records of students who are LEP and qualify for services or accommodations based on their disabilities (through either an IEP or a 504 plan).

A list of those student records selected for review by the onsite team will be provided to the district at the conclusion of the preliminary visit. This list will enable the district to organize these records before examination by the onsite team and to conduct the required local review of each record selected. **Where the parts of a selected student record are situated in more than one location, all of those parts must be brought together in one location for the purpose of the Department's record review.**

School District Preliminary Record Review Using Checklist

Preliminary district reviews of selected student records are to be completed before the scheduled date for onsite team record review and follow-up interviewing of staff.

- a) For each record selected by the onsite chairperson, copy the Student Record Review Checklist (Document #2).
- b) By putting a check mark in the appropriate column on the checklist, the district should indicate

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- whether or not each item on the checklist is documented in the student record.
- c) For any item not documented in the student record, the district reviewer may note under the COMMENT section the reason it is not documented.
 - d) When all reviews are completed, the district reviewer may wish to summarize the results before the Department verification in order to establish any pattern of concerns.

Follow-up Verification of Student Records

Onsite team members will conduct a follow-up verification of the local review. It is important that where selected student records are situated in more than one location, all parts of these records (i.e., transcript and temporary record) be placed together in one location, **including records pertaining to special education services**. A district representative must be available during the Department's record review to provide necessary clarifications regarding the district's preliminary review. The Department reserves the right to select additional student records for review; in many cases, these additional student records supply the missing information needed in order to rate a particular criterion or criteria as Implemented.

Note: *Massachusetts Department of Elementary and Secondary Education Student Record Regulations provide Department employees with access to all information contained in student records without the consent of parents. [603 CMR 23.07: (4)(d)]*

KEY PREPARATION ACTIVITY:

AT LEAST SIX WEEKS BEFORE THE ONSITE VISIT

the local school district or charter school must complete a preliminary local review of all records selected by the Department to determine whether ELE requirements are documented in student files.

INTERVIEWS AND OBSERVATIONS

Preparation of Interview and Observation Schedules

Working with the Department's chairperson, **the local Program Review coordinator is responsible for scheduling all interviews and observations**. The local coordinator should take into consideration the number of Department onsite team members to avoid over-scheduling. During the pre-onsite visit, the onsite chairperson will assist the district with any needed clarifications in this regard, including guidance on the estimated amount of time needed for specific interviews, the assignment of onsite team members to interviewees, and the number and type of observations to be conducted. (Observations will be conducted in connection with ELE 16; the form to be used by onsite team members during these observations is included as Document #5.) The Onsite Team Member Interview and Observation Schedule (Document #4) must be returned to the onsite chairperson for approval **at least two weeks before the visit**. The Department will confirm with the district all interviews to be conducted so that the district can notify all persons selected for interviews. In notifying local staff of the interview schedule, the district should emphasize that interviews are in no way intended to be an evaluation of a staff member's individual performance. Every effort will be made to conduct the interviews in an efficient manner, recognizing that time is valuable to the district.

Interviewees

The List of Interviewees for SE, CR, and ELE (Document #3) contains the titles of possible persons to be interviewed in the ELE portion of the review. Key administrators, other appropriate staff, and parents

will be interviewed. The district—or the Department--may add others to this list who would be able to describe efforts undertaken to implement program requirements.

Selection Criteria for ELE Staff Interviews

Please select:

1. the ELL, ESL, TBE, or general education teachers identified through the student record review procedures; and
2. any instructional aides working with the teachers noted in 1.

In addition, please make sure that at least one ELE teacher is interviewed from every level (elementary, middle, and high school).

Selection Criteria for Regular Education Staff Interviews

From each school visited, more than one regular education staff person should be selected for interview, representing both higher and lower grade levels. At the middle and high school levels, regular education staff should be selected from different subject areas, especially core academic subjects, and from each grade level. Note: regular education staff members selected for interview should have experience in serving LEP students within the regular education classroom.

KEY PREPARATION ACTIVITY:

The Onsite Team Member Interview and Observation Schedules must be returned to the onsite chairperson for approval by the Department
AT LEAST TWO WEEKS
BEFORE THE ONSITE VISIT.

Document #1
ENGLISH LEARNER EDUCATION (ELE) PROGRAM REVIEW CRITERIA AND IMPLEMENTATION GUIDANCE
2009-2010 Coordinated Program Review

Citations in the ELE Program Review Criteria

The ELE Program Review Criteria include abbreviated references to the laws and regulations on which specific criteria are based. These abbreviations denote the following laws and regulations:

Federal:

(Note: “U.S.C.” refers to the United States Code, available at <http://www4.law.cornell.edu/uscode/>. “CFR” refers to the Code of Federal Regulations. “*Et seq.*” means “and following.”)

Title VI: *Title VI of the Civil Rights Act of 1964*

Prohibits discrimination, exclusion from participation, and denial of benefits based on race, color or national origin in programs or activities receiving federal financial assistance. Title VI is codified at 42 U.S.C. 2000d *et seq.*; regulations have been promulgated under it in the Code of Federal Regulations at 34 CFR Part 100 (available at <http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html>).

EEOA: *the Equal Educational Opportunities Act of 1974*

Prohibits the denial of equal educational opportunity in public schools on account of race, color, sex, or national origin. The EEOA is codified at 20 U.S.C. 1701 *et seq.*

NCLB: *the No Child Left Behind Act of 2001*

Governs elementary and secondary education. NCLB is available as Public Law 107-110 at <http://www.ed.gov/policy/elsec/leg/esea02/index.html>; it is codified at 20 U.S.C. 6301 *et seq.* Title I is entitled, “Improving the Academic Achievement of the Disadvantaged,” Title III, “Language Instruction for Limited English Proficient and Immigrant Students,” and Title VI, which links to Title I, “Flexibility and Accountability.”

Massachusetts:

(Note: Most Massachusetts education laws are available at <http://www.doe.mass.edu/lawsregs/statelaws.html>; Massachusetts session laws (the laws passed each year by the Massachusetts Legislature) are available for 1997-2008 at <http://www.mass.gov/legis/laws/seslaws.htm>. Massachusetts education regulations are available at <http://www.doe.mass.edu/lawsregs/stateregs.html>.)

G.L. c. 69: *Massachusetts General Laws, Chapter 69*

Establishes the powers and duties of the Department of Elementary and Secondary Education. Section 1I establishes what has been named the Massachusetts Comprehensive Assessment System (MCAS); it also requires certain school districts to create MCAS success plans.

G.L. c. 71: *Massachusetts General Laws, Chapter 71*

Governs public schools. Section 38G sets up licensure requirements. Section 38Q ½ requires every school district to adopt and implement a curriculum accommodation plan. Section 89 governs charter schools; section 89(qq) exempts teachers hired by Commonwealth charter schools who have passed the state teacher test from licensure under section 38G.

G.L. c. 71A: *Massachusetts General Laws, Chapter 71A*

Governs the education of English learners. Regulations have been promulgated under it at 603 CMR 14.00.

G.L. c. 71B: *Massachusetts General Laws, Chapter 71B*

Governs the education of children with special needs. Regulations have been promulgated under c. 71B at 603 CMR 28.00.

G.L. c. 76: *Massachusetts General Laws, Chapter 76*

Governs school attendance. Section 5 prohibits discrimination in all public schools on the basis of race, color, sex, religion, national origin, or sexual orientation. Regulations have been promulgated under section 5 at 603 CMR 26.00.

St. 2002, c. 218: *Chapter 218 of the Massachusetts Acts of 2002*

Related to English language learners. As of July 1, 2008, section 24 requires each school district to have at least one teacher licensed in ESL, TBE, or ELL. (See Implementation Guidance under ELE 14.) Section 25 sets up requirements for licensure for any director of English language learners programs appointed by any district with 200 or more limited English proficient students. Section 30 set the effective date for certain sections of Chapter 218.

CRITERION NUMBER	I. ASSESSMENT OF STUDENTS	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 1</p> <p>Annual Assessment</p>	<p>1. The district annually assesses the English proficiency of all limited English proficient (LEP) students.</p> <p>2. The following tests selected by the Massachusetts Board of Education are administered annually by qualified staff to students who are English learners</p> <ul style="list-style-type: none"> a) the Massachusetts Comprehensive Assessment System (MCAS) in grades 3-12 (see v implementation guidance under ELE 2); and b) the Massachusetts English Proficiency Assessment (MEPA) in grades 3-12, and the Massachusetts English Language Assessment – Oral (MELA-O) in grades K-12. <p>Authority: NCLB, Title I and Title III; G.L. c. 71A, § 7; 603 CMR 14.02</p> <hr/> <p>Implementation Guidance:</p> <ul style="list-style-type: none"> • Districts are required to assess the reading and writing of LEP students using the Massachusetts English Proficiency Assessment (MEPA). In June 2005, the Department issued guidance to districts on how to use available assessment data to determine LEP status at the end of the school year, (http://www.doe.mass.edu/ell/sei/MEPA_guidelines.pdf) • Districts are also required to assess English speaking and listening skills of LEP students using the MELA-O (Massachusetts English Language Assessment – Oral). The MELA-O can only be administered by staff members who are either QMT's (qualified MELA-O trainers) or QMA's (qualified MELA-O administrators). For a list of staff members qualified to administer this assessment, see http://www.doe.mass.edu/mcas/2004/news/0223melao_lep.html. • LEP students must be assessed annually using the MEPA and the MELA-O until such time as their assessments and other relevant data indicate English language proficiency and they are reclassified as Formerly Limited English Proficient (FLEP). Districts must continue to assess LEP students who have opted out of ELL services under ELE 8. 	<p>Student record review</p> <p>ESE Student Information Management System (SIMS) Data</p> <p>Copies of assessment instruments</p> <p>Description of implementation practices</p> <p>Qualifications of persons implementing assessment activities</p>	<p>ELE staff</p> <p>Program Director</p>

CRITERION NUMBER	I. ASSESSMENT OF STUDENTS	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
ELE 2 MCAS	Limited English proficient students participate in the annual administration of the MCAS (Massachusetts Comprehensive Assessment System) exam as required and in accordance with Department guidelines. Authority: NCLB, Title I, Title VI; G.L. c. 69, § 1I; c. 71A, § 7	SIMS testing data Student record review Description of accommodations for academic subject matter testing in English	Program Director ELE staff General education teachers
	Implementation Guidance: <ul style="list-style-type: none"> Federal guidelines allow LEP students the option in their first year of enrollment in U.S. public schools of taking the MCAS English Language Arts test. <u>All</u> LEP students are to participate in MCAS Mathematics and Science and Technology/Engineering tests. Any student who <i>currently is or has been</i> a LEP student may have access to an approved bilingual dictionary on MCAS tests. Bilingual dictionaries and electronic translators permitted for this purpose are limited to those that provide word-to-word translations (but not definitions). 		

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 3</p> <p>Initial Identification</p>	<p>The district uses qualified staff and appropriate procedures and assessments to identify students who are limited-English-proficient and to assess their level of English proficiency in reading, writing, speaking, and listening.</p> <p>Authority: Title VI; EEOA; G.L. c. 71A, §§ 4, 5; 603 CMR 14.02; G.L c. 76, § 5; 603 CMR 26.03</p> <p>Implementation Guidance: Districts should be screening <u>all</u> incoming students who may potentially be limited English proficient using a home language survey in English and the other major languages of the district. Where the language of the home is another language, an interpreter should be available to assist in filling out the survey. All students whose home language survey indicates a first language not English must be assessed by trained professional staff for English proficiency in reading, writing, speaking and listening, using the English proficiency criteria set by the district. For more guidance on this topic, see http://www.doe.mass.edu/ell/sei/identify_lep.html.</p>	<p>Description of implementation practices</p> <p>Home language survey</p> <p>Student rosters</p> <p>SIMS report</p> <p><u>Names and qualifications of persons implementing identification procedures</u></p> <p>Copy of assessment tool</p> <p>District testing data</p> <p>Student record review</p> <p>Parent survey</p>	<p>Program Director</p> <p>ELE staff</p> <p>General education teachers</p> <p>Parents</p>

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 4</p> <p>Waiver Procedures</p>	<ol style="list-style-type: none"> 1. Waivers may be considered based on parent request, providing the parent annually visits the school and provides written informed consent. Parents must be informed of their right to apply for a waiver and provided with program descriptions <i>in a language they can understand</i>. 2. Students who are under age 10, may only be granted waivers if (a) the student has been placed in an English language classroom for at least 30 calendar days, (b) the school certifies in no less than 250 words that the student “has special and individual physical or psychological needs, separate from lack of English proficiency” that requires an alternative program, and (c) the waiver is authorized by both the school superintendent and principal. All waiver requests and school district responses (approved or disapproved waivers) must be placed in the student’s permanent school record. For students under age 10, both the superintendent and the principal must authorize the waiver, and it must be made under guidelines established by, and subject to the review of the local school committee. These guidelines may, but are not required to, contain an appeals process. Students who are over age 10 may be granted waivers when it is the informed belief of the school principal and educational staff that an alternative program would be better for the student’s overall educational progress. Students receiving waivers may be transferred to an educationally recognized and legally permitted English language learner program other than a sheltered English immersion or two-way bilingual program. See 603 CMR 14.04 and ELE 5. <p>Authority: G.L. c. 71A, § 5; 603 CMR 14.04(3)</p> <p>Implementation Guidance:</p> <ul style="list-style-type: none"> • Schools in which 20 or more students at the same grade level receive a waiver must offer a bilingual or other type of language support program. In all other cases, a student must be permitted to transfer to a public school within the district in which such a program is offered. • Students in special education programs and students on Section 504 plans are exempt from the waiver requirement if their educational plan provides for program access in their native language. • Sample waiver forms are available on the Department’s website at http://www.doe.mass.edu/ell/waiver.pdf. • Students in two-way bilingual programs are exempt from the waiver requirements. 	<p>Sample parent notification in the home language(s)</p> <p>Student record review</p> <p>Description of waiver implementation practices</p> <p>Copy of local waiver form</p> <p>Class roster of waived students</p> <p>Parent survey</p>	<p>Superintendent</p> <p>Program Director</p> <p>Principal</p> <p>ELE Staff</p> <p>Parents</p>

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 5</p> <p>Program Placement and Structure</p>	<p>1 The district places LEP students in</p> <ul style="list-style-type: none"> (a) “sheltered English immersion” (SEI) classrooms (SEI has two components, English as a Second Language (ESL)/English Language Development (ELD) instruction and sheltered content instruction as described in G.L. c. 71A, §§ 2 and 4); or (b) “two-way bilingual” classrooms, in which students develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of proficient English speakers and proficient speakers of the other language; or (c) (for kindergarten students) either a sheltered English immersion, two-way bilingual, or an English-only language general education classroom with assistance in English language acquisition, including, but not limited to, ESL; or (d) (as a result of an approved waiver) bilingual education or another educationally recognized and legally permitted English language learner program, in which the students are taught all courses required by law and by the school district. <p>2. Regardless of the program model, districts provide LEP students with content instruction that is based on the Massachusetts Curriculum Frameworks.</p> <p>3. Regardless of the program model, districts provide ESL/ELD instruction that is based on the English Language Proficiency Benchmarks and Outcomes.</p> <p>4. The district uses assessment data to plan and implement educational programs for students at different instructional levels.</p> <p>Authority: Title VI; EEOA; G.L. c. 71A, §§ 2, 4, 7</p>	<p>Description of ELE Programs (see Appendix)</p> <p>Teacher Qualification Assessments (see Appendix)</p> <p>District ESL/ELD curriculum</p> <p>District SIMS report</p>	

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
	<p>Implementation Guidance:</p> <ul style="list-style-type: none"> • Any general education classroom in which LEP students are placed must conform with standards under c. 71A (should become an SEI classroom). • Districts modifying general education classrooms to provide sheltered content instruction should provide high quality professional development, as described in ELE 15, for the general classroom teacher. • Federal law requires that any language support program offered by a district be designed and implemented to assure that English language learners receive effective English language and content instruction at appropriate academic levels. ESL/ELD instruction should be appropriate to the student’s level of English proficiency. Content and curriculum of sheltered content classrooms should also be appropriate to the age(s), and grade(s) of the students in the class. • If the classroom teacher does not speak the student’s native language, it is recommended that another teacher or paraprofessional who does speak the native language be available for clarification, when necessary. • Since c. 71A requires a full-time language program, pull-out English instruction or academic tutoring alone does not meet the full requirement of the law. For additional guidance on program planning and implementation, please refer to the Department’s Guidelines for Using MEPA Results to Plan Sheltered English Immersion (SEI) Instructional Programming and Make Classification Decisions for Limited English Proficient (LEP) Students, dated June, 2005 (at http://www.doe.mass.edu/ell/sei/MEPA_guidelines.pdf). 		

CRITERION NUMBER	II. STUDENT IDENTIFICATION AND PROGRAM PLACEMENT	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 6</p> <p>Program Exit and Readiness</p>	<p>1. The district does not re-designate a student from Limited English Proficient (LEP) to Formerly Limited English Proficient (FLEP) until he or she is deemed English proficient and can participate meaningfully in all aspects of the district’s general education program without the use of adapted or simplified English materials.</p> <p>2. Districts do not limit or cap the amount of time in which an LEP student can remain in a language support program. An LEP student only exits from such a program after he or she is determined to be proficient in English.</p> <p>Authority: Title VI; EEOA; G.L. c. 71A, § 4</p> <hr/> <p>Implementation Guidance: Deciding whether an LEP student can participate in general education classes is determined by multiple measures, including but not limited to the following: MEPA results, grades, teacher observation, and local criteria for grade advancement. The Department has provided guidance on designation of LEP students (see Guidelines for Using MEPA Results to Plan Sheltered English Immersion (SEI) Instructional Programming and Make Classification Decisions for Limited English Proficient (LEP) Students, dated June, 2005, at http://www.doe.mass.edu/ell/sei/MEPA_guidelines.doc).</p>	<p>Description of district’s redesignation process; program exit criteria (see Appendix)</p>	

CRITERION NUMBER	III. PARENT AND COMMUNITY INVOLVEMENT	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
ELE 7 Parent Involvement	<p>The district develops ways to include parents or guardians of LEP students in matters pertaining to their children’s education.</p> <p>Authority: Title VI; EEOA</p>	<p>Description and documentation of outreach to families of LEP students</p> <p>School council membership</p> <p>Parent advisory council membership</p> <p>Parent survey</p>	<p>Parents</p> <p>Principal</p> <p>Program Director</p> <p>Superintendent</p>
	<p>Implementation Guidance:</p> <p>Parent involvement may be through the development of a parent advisory council on English language education, through membership on a school-based council, or through other means determined by the district. The district should provide multiple opportunities and a variety of methods for parent-teacher communication.</p>		

	Legal Requirement	DATA	INTERVIEW
ELE 8 Declining Entry to a Program	<p>The district provides English language support to students whose parents have declined entry to a sheltered English immersion, two-way bilingual or other ELE program. (See Implementation Guidance below.)</p> <p>Authority: Title VI; EEOA; G.L. c. 71, §38Q1/2</p> <p>Implementation Guidance:</p> <ul style="list-style-type: none"> • Parents of English language learners may notify the district of their wish to have their child “opt-out” of an ELE program. The district must then place the student in an English language general education classroom and document the parent’s notice in the student’s file. Parents of children under 10 may “opt-out” even if that student has not yet been enrolled in an ELE classroom for 30 days. Districts should encourage parents to allow their children to participate in ELE programs for a limited time before they make a final determination to “opt-out” of the program. • Districts should also continue to keep parents of LEP students who have opted out apprised of their child’s progress. • Federal law establishes a district’s obligation to provide LEP students with meaningful access to the educational program. When a parent declines participation in a formal language instruction program, the district must continue monitoring the educational progress of the student to ensure that the student has an equal opportunity to have his or her English language and academic needs met. Districts can meet this obligation in a variety of ways, for example, by providing adequate training to classroom teachers on second language acquisition and English language development and by offering English language support to the student. • Where a district determines through monitoring that a student who has “opted-out” is not progressing, the district must without delay ensure that the student’s academic and language needs are being addressed. • LEP students whose parents have “opted-out” must still be reported as “LEP” on the SIMS data and assessed annually using the MELA-O and the MEPA as appropriate for their grade. Parent notification letters are required as long as English language proficiency assessments indicate the student is not yet “proficient.” 	<p>Description of implementation practices</p> <p>Student records</p> <p>Curriculum accommodation plan, which may be part of a multi-year strategic plan (Required also under ELE 11, CR 3, and CR 18—submit only one copy)</p> <p>Student roster Parent survey</p> <p>District SIMS report</p>	<p>Program Director</p> <p>Parents</p> <p>General education teachers</p> <p>Guidance Counselors</p>

CRITERION NUMBER	IV. CURRICULUM AND INSTRUCTION	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
ELE 9 Instructional Grouping	1. The district only groups LEP students of different ages together in instructional settings if their levels of English proficiency are similar. 2. The district’s grouping of students ensures that LEP students receive effective content instruction at appropriate academic levels and that ESL/ELD instruction is at the appropriate proficiency level and based on the English Language Proficiency Benchmarks and Outcomes. Authority: Title VI; EEOA; G.L. c. 71A, § 4	Description of ELE Programs (see Appendix)	

CRITERION NUMBER	IV. CURRICULUM AND INSTRUCTION	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 10</p> <p>Parental Notification</p>	<p>1. Upon identification of a student as LEP, and annually thereafter, a notice is mailed to the parents or guardians written where practicable in the primary/home language as well as in English, that informs parents of:</p> <ul style="list-style-type: none"> a) the reasons for identification of the student as LEP; b) the child’s level of English proficiency c) program placement and/or the method of instruction used in the program; d) how the program will meet the educational strengths and needs of the student; e) how the program will specifically help the child learn English; f) the specific exit requirements; and g) the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE 8). <p>(All districts need to comply with a-c and g. Title III districts must comply with a-g. Title III districts must send parental notification no later than 30 days after the beginning of the school year.)</p> <p>2. The district provides to parents and guardians of LEP students, report cards, and progress reports in the same manner and with the same frequency as general education reporting. The reports are, to the maximum extent possible, written in a language understandable to the parent/guardian.</p> <p>Authority: NCLB, Title III, Part C, Sec. 3302(a), (c); G.L. c. 71A, § 7; 603 CMR 14.02</p> <p>Implementation Guidance: Under Title VI of the Civil Rights Act of 1964, the notice required in part 1 need only be translated if the language spoken by the parent/guardian in question is one of the major languages spoken by LEP families in the district. For families who speak low-incidence languages the district should have a system of oral interpretation; information should be sent with the notice as to where to call for oral interpretation. See CR 7 in the CPR School District Information Package on Civil Rights and Other General Education Requirements, at http://www.doe.mass.edu/pqa/review/cpr/instrument/civilrights.doc.</p>	<p>Description of implementation practices</p> <p>Sample parent notification in the home language(s)</p> <p>Student record review</p> <p>Parent survey</p>	<p>Principal</p> <p>ELE staff</p> <p>Program Director</p> <p>Parents</p>

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 11</p> <p>Equal Access to Academic Programs and Services</p>	<ol style="list-style-type: none"> 1. The districts does not segregate LEP students from their English-speaking peers, except where programmatically necessary, to implement an English learner education program. 2. The district ensures that LEP students participate fully with their English-speaking peers and are provided support in non-core academic courses. 3. The district ensures that LEP students have the opportunity to receive support services, such as guidance and counseling, in a language that the student understands. 4. The district ensures that LEP students are taught to the same academic standards and curriculum as all students, and provides the same opportunities to master such standards as other students, including the opportunity to enter academically advanced classes, receive credit for work done, and have access to the full range of programs. 5. The district uses grade appropriate content objectives for LEP students that are based on the district curricula in English language arts, history and social science, mathematics, and science and technology/engineering, taught by qualified staff members. 6. Reserved 7. The district provides access to the full range of academic opportunities and supports afforded non-LEP students, such as special education services, Section 504 Accommodation Plans, Title I services, career and technical education, and the supports outlined in the district’s curriculum accommodation plan. 8. Information in notices such as activities, responsibilities, and academic standards provided to all students is provided to LEP students in a language and mode of communication that they understand. <p>Authority: Title VI; EEOA; G.L. c. 71, § 38Q1/2; 603 CMR 28.03(3)(a); c. 71A, § 7; c. 76, § 5; 603 CMR 26.03; 603 CMR 26.07(8)</p>	<p>Description of implementation practices</p> <p>List of all academic programs and services</p> <p>Student Records</p> <p>Parent survey</p> <p>SIMS data reports</p> <p>Curriculum accommodation plan, which may be part of a multi-year strategic plan <i>(Required under ELE 8 and CR 3 and 18, also—submit only one</i></p>	<p>General education teachers</p> <p>ELE staff</p> <p>Principal</p> <p>Program Director</p> <p>Parents</p> <p>Guidance Counselors</p> <p>Students</p>

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
	<p>Implementation Guidance:</p> <ul style="list-style-type: none"> • LEP students, who are not placed in modified general education classrooms for sheltered English instruction in core academic subjects such as English Language Arts, mathematics, or science, should be placed together with native English-speaking students in classes that are not focused on language acquisition or application. Such classes would include art, music, and physical education. • When considering LEP students for special education, districts must ensure that staff is knowledgeable about second language acquisition are involved in the eligibility and IEP development process. The lack of English language proficiency alone is not a basis for finding a student either eligible or ineligible for special education. • Students have a right to receive in a language that they understand any guidance and counseling supplied by the district, including, e.g., academic, psychological, college, and career counseling as supplied by the school psychologist, school adjustment counselor/social worker, guidance counselor, or career counselor. 	<p><i>copy)</i></p> <p>Evidence of provision of information to LEP students in a language and mode of communication that they understand</p>	

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 12</p> <p>Equal Access to Nonacademic and Extracurricular Programs</p>	<p>1. The district provides appropriate support, where necessary, to limited English proficient students to ensure that they have equal access to the nonacademic programs and extracurricular activities available to their English-speaking peers.</p> <p>2. Information provided to students about extracurricular activities and school events is provided to LEP students in a language they understand.</p> <p>Authority: Title VI; EEOA; G.L. c. 76, § 5; 603 CMR 26.06(2)</p>	<p>Description of implementation practices</p> <p>Communications to LEP students regarding access to all programs and services</p> <p>List of all nonacademic programs, services and school sponsored extracurricular activities (including membership of LEP students in each).</p> <p>Parent survey</p> <p>Evidence of provision of information about extracurricular activities and school events to LEP students in a language they understand</p>	<p>Superintendent</p> <p>Principal</p> <p>Program Director</p> <p>General education staff</p> <p>Parents</p>

CRITERION NUMBER	V. STUDENT SUPPORT SERVICES	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
ELE 13 Follow-up Support	The district actively monitors students who have exited an English learner education program for two years and provides language support services to those students, if needed. Authority: Title VI; EEOA; NCLB, Title III	Description of follow-up policies and procedures Student schedules Student records	Program Director Principal General education teachers ELE staff

CRITERION NUMBER	VI. FACULTY, STAFF AND ADMINISTRATION	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 14</p> <p>Licensure Requirements</p>	<p>1. Reserved.</p> <p>2.</p> <p>a) Every district, including every Commonwealth charter school, has at least one teacher who has an English as a Second Language, Transitional Bilingual Education, or English Language Learners license under G.L. c.71, § 38G and 603 CMR 7.04(3). (This requirement does not apply separately to Horace Mann charter schools.)</p> <p>b) Except at Commonwealth charter schools, <i>every</i> teacher or other educational staff member who teaches limited English proficient students holds an appropriate license or current waiver issued by the Department of Elementary and Secondary Education.</p> <p>c) All teachers and other educational staff who teach LEP students, including those at Commonwealth charter schools, have received or are engaged in the professional development described in Attachment 1 to the commissioner’s memorandum of June 15, 2004. (See p. 8 at http://www.doe.mass.edu/ell/sei/qualifications.pdf.)</p> <p>3. Except at Commonwealth charter schools, any director of English language learner programs who is employed in that role for one-half time or more has a Supervisor/Director license and an English as a Second Language, Transitional Bilingual Education, or English Language Learners license.</p> <p>4. If a district with 200 or more LEP students—including any Commonwealth charter school with 200 or more LEP students—has a director of English language learner programs, that director has an English as a Second Language, Transitional Bilingual Education, or English Language Learners license even if he or she is employed in that position for less than one-half time. (This requirement does not apply separately to Horace Mann charter schools.)</p> <p>Authority: Title VI; EEOA; G.L. c. 71, § 38G, §89(qq); St. 2002, c. 218, §§ 24, 25, 30; 603 CMR 7.04(3), 7.09(3)</p> <p>Implementation Guidance:</p> <ul style="list-style-type: none"> As of July 1, 2008, St. 2002, c. 218, §24 requires each school district (including all Commonwealth charter schools) to have at least one teacher who is licensed in ESL, TBE, or ELL. This requirement includes Commonwealth charter schools: the requirement of c. 218, §24 is stated to be “[n]otwithstanding any general or special law to the contrary,” and so G.L. c. 	<p>Teacher Qualification Assessments (see Appendix)</p>	

CRITERION NUMBER	VI. FACULTY, STAFF AND ADMINISTRATION	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
	<p>71, §89(qq)’s exemption for teachers at Commonwealth charter schools from</p> <p>Implementation Guidance (continued):</p> <ul style="list-style-type: none"> • G.L. c. 71, s. 38G’s requirement of licensure (see next bullet) does not affect the application of §24 to Commonwealth charter schools. The Department, however, will not be applying c. 218, §24 to districts that do not have any LEP students. In addition, the language of c. 218, §24 does not require districts to employ full-time a teacher with an ESL or TBE or ELL license. Districts may arrange to have a teacher with the requisite license available to its LEP students on a part-time basis, through a contract, through a collaborative agreement with other districts, or in any other manner that fulfills the statutory language. • The following educator licenses, supplemented by professional development, may be used to teach in sheltered English immersion classrooms. Please note that other than the one teacher required by St. 2002, c. 218, s. 24 to have an ESL, TBE, or ELL license (see previous bullet), teachers at Commonwealth charter schools are not required to hold these licenses. See G.L. c. 71, §89(qq), which provides, “No teacher shall be hired by a commonwealth charter school who is not certified pursuant to section 38G unless the teacher has successfully passed the state teacher test as required in said section 38G.” All teachers of LEP students at all schools, however, must have received or be engaged in the professional development described in Attachment 1 to the commissioner’s June 15, 2004 memorandum, beginning at p. 8 at http://www.doe.mass.edu/ell/sei/qualifications.pdf. See ELE 15. <p><u>Early Childhood and Elementary Levels</u></p> <ol style="list-style-type: none"> a) ESL or ELL license or approved waiver at the preK-8 or preK-9 level for sheltered English immersion classrooms, where the instructional focus for the year is primarily in learning English rather than in subject matter content. For instruction in a particular content area, a teacher licensed in that subject area should be used in conjunction with the ESL or ELL teacher, or the ESL or ELL teacher may take the appropriate MTEL test(s) and attain the needed educator license for the content area to be taught; or b) TBE license or approved waiver in any language and an Early Childhood or Elementary license, as appropriate for grade served, and documentation maintained at the local level that the individual has or is attaining the skills and knowledge in (see the above-cited Attachment) (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of 		

CRITERION NUMBER	VI. FACULTY, STAFF AND ADMINISTRATION	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
	<p>speaking and</p> <p>Implementation Guidance (continued): listening; and (4) teaching reading and writing to limited English proficient students. The language of the TBE license need not be the primary language of students; or</p> <p>c) Early Childhood or Elementary license or an approved waiver, as appropriate for the grade served, and documentation maintained at the local level that the individual has or is attaining the skills and knowledge in (see the above-cited Attachment) (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of speaking and listening; and (4) teaching reading and writing to limited English proficient students.</p> <p><u>Middle and Secondary Levels</u></p> <p>a) ESL or ELL license or approved waiver at the preK-8, preK-9, or 5-12 level, for sheltered English immersion classrooms where the instructional focus for the year is primarily on learning English rather than on subject matter content. (For instruction in a particular content area, a teacher licensed in that subject area should provide instruction in conjunction with the ESL or ELL teacher, or the ESL or ELL teacher may take the appropriate MTEL test(s) and attain the needed educator license for the content area to be taught); or</p> <p>b) TBE license or approved waiver in any language and subject matter license, and documentation maintained at the local level that the individual has or is in the process of attaining the skills and knowledge in (see the above-cited Attachment) (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of speaking and listening; and (4) teaching reading and writing to limited English proficient students. The language of the TBE license need not be the primary language of the students; or</p> <p>c) Subject matter license or approved waiver and documentation maintained at the local level that the individual has or is in the process of attaining the skills and knowledge in (see the above-cited Attachment) (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of speaking and listening; and (4) teaching reading and writing to limited English proficient students.</p>		

CRITERION NUMBER	VI. FACULTY, STAFF AND ADMINISTRATION	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
<p>ELE 15</p> <p>Professional Development Requirements</p>	<p>District schools with LEP students implement a professional development plan that provides teachers and administrators with high quality training, as prescribed by the Department, in (1) second language learning and teaching; (2) sheltering content instruction; (3) assessment of speaking and listening; and (4) teaching reading and writing to limited English proficient students. The school provides training opportunities to teachers of LEP students that ensure the progress of LEP students in developing oral comprehension, speaking, reading, and writing of English, and in meeting academic standards.</p> <p>Authority: NCLB, Title III</p> <hr/> <p>Implementation Guidance: For more information on the four training categories, see Attachment 1 to the commissioner’s June 15, 2004 memorandum. It may be found on p. 8 at http://www.doe.mass.edu/ell/sei/qualifications.pdf.</p>	<p>Plan for SEI Professional Development (see Appendix)</p>	

CRITERION NUMBER	VII. SCHOOL FACILITIES	SOURCE OF INFORMATION	
	Legal Requirement	DATA	INTERVIEW
ELE 16 Equitable Facilities	<p>The district ensures that LEP students are provided facilities, materials and services comparable to those provided to the overall student population.</p> <p>Authority: Title VI; EEOA; G.L. c. 76, § 5; 603 CMR 26.07</p>	Facility observation	Superintendent Principal Program Director ELE staff

CRITERION NUMBER	VIII. PROGRAM PLAN AND EVALUATION	Source of Information	
		Data	Interview
ELE 17 Program Evaluation	<p>The district conducts 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. Where the district documents that the program is not effective, it takes steps to make appropriate program adjustments or changes that are responsive to the outcomes of the program evaluation.</p> <p>Authority: Title VI; EEOA</p> <hr/> <p>Implementation Guidance: One part of the District's evaluation activities should consist of using the English language proficiency test data of its ELE students individually and in the aggregate to determine the effectiveness of its various ELE program models.</p>	Description of implementation practices Program evaluation reports Description of program adjustments or changes made in response to program evaluation	Program Director Superintendent

CRITERION NUMBER	IX. RECORDKEEPING	SOURCE OF INFORMATION	
		DATA	INTERVIEW
	Legal Requirement		
ELE 18 Records of LEP students	LEP student records include: <ol style="list-style-type: none"> a) home language survey; b) results of identification and proficiency tests and evaluations, including MELA-O, MEPA, MCAS, or other tests chosen by the Board of Education and the district; c) information about students' previous school experiences; d) copies of parent notification letters, progress reports and report cards (in the native language, if necessary); e) evidence of follow-up monitoring (if applicable); f) documentation of a parent's consent to "opt-out" of English learner education, if applicable; g) waiver documentation, if applicable; and h) Individual Student Success Plans for students who have failed MCAS, if the district is required to complete plans for non-LEP students. <p>Authority: Title VI; EEOA; G.L. c. 69, § 1I; c. 71A, §§ 5, 7; 603 CMR 14.02, 14.04</p>	Student records	Principal Program Director
	<p>Implementation Guidance: Districts are required to complete District Student Success Plans for students scoring <u>below</u> 220 (Needs Improvement) on MCAS: (1) if 20% of their students have failed MCAS; or (2) if they wish to receive state Academic Support Services funds. The Department expects that Individual Student Success Plans be developed for all students who have yet to pass MCAS.</p>		

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Coordinated Program Review

Document #2
ELE STUDENT RECORD REVIEW CHECKLIST

Charter School/District: _____

School: _____

Local Reviewer: _____ Date: _____

State Reviewer: _____ Date: _____

Student Name: _____

Student's Home Language: _____

Level/Grade: _____

Program Model: _____

Student's Primary Language of Instruction: _____

Local Reviewer's Record Review Summary Comments:

State Reviewer's Record Review Summary Comments:

CRITERION NUMBER	TOPIC	D	ND	NA	V			
ELE 1 ELE 2 ELE 3 ELE 18	<ol style="list-style-type: none"> 1. The school district shall establish procedures that use qualified staff and appropriate assessments to annually identify, classify and evaluate each student considered for placement in English learner education, and to determine if the student is of limited English proficiency (LEP), and therefore not able to access curriculum in the general education classroom in a meaningful way. 2. Such determination shall be placed in the student's school record. 3. The parent or guardian of any student resident in the school district may request and receive such an evaluation of her or his child. <p>Evidence of Compliance: Student records should include information about previous school experiences, types of assessments used, person(s) administering assessments, assessment results (MELA-O, MEPA, IPT-IDEA, or any other assessment selected by the district), home language survey, date of administration and rationale for student's placement determination, and the results of any process used to identify and classify English learners.</p> <p>COMMENT:</p> <table border="1" data-bbox="432 768 1646 987"> <tr> <td data-bbox="432 768 594 987">Assessment</td> <td data-bbox="594 768 646 987"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> <td data-bbox="646 768 1646 987"> MCAS (if applicable) MELA-O (signed and dated by a qualified rater) MEPA (SY 2005-06 and afterward) Other Assessments Information about previous school experiences Home Language Survey </td> </tr> </table>	Assessment	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	MCAS (if applicable) MELA-O (signed and dated by a qualified rater) MEPA (SY 2005-06 and afterward) Other Assessments Information about previous school experiences Home Language Survey				
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KEY: D = DOCUMENTED ND = NOT DOCUMENTED NA = NOT APPLICABLE V = STATE VERIFICATION

CRITERION NUMBER	TOPIC	D	ND	NA	V						
<p>ELE 2 ELE 18</p>	<p>As required by the Department, the district has determined the participation of LEP students in the state mandated (MCAS) testing program and provides testing accommodations as appropriate to ensure equal participation of these students in accordance with Department guidelines.</p> <p>If the district is required to complete Individual Student Success Plans for non-LEP students who have failed MCAS, it also completes them for LEP students who have failed MCAS.</p> <p>Evidence of Compliance: Results of MCAS testing in student folders and indication of accommodations provided where applicable. Individual Student Success Plans, if applicable.</p> <p>COMMENT:</p> <table border="1" data-bbox="432 732 1648 797"> <tr> <td data-bbox="432 732 594 764">Assessment</td> <td data-bbox="594 732 653 764"><input type="checkbox"/></td> <td data-bbox="653 732 1648 764">MCAS results (if applicable)</td> </tr> <tr> <td></td> <td data-bbox="594 764 653 797"><input type="checkbox"/></td> <td data-bbox="653 764 1648 797">Individual Student Success Plan (if applicable)</td> </tr> </table>	Assessment	<input type="checkbox"/>	MCAS results (if applicable)		<input type="checkbox"/>	Individual Student Success Plan (if applicable)				
Assessment	<input type="checkbox"/>	MCAS results (if applicable)									
	<input type="checkbox"/>	Individual Student Success Plan (if applicable)									

KEY: D = DOCUMENTED ND = NOT DOCUMENTED NA = NOT APPLICABLE V = STATE VERIFICATION

CRITERION NUMBER	TOPIC	D	ND	NA	V						
<p>ELE 4 ELE 8 ELE 18</p>	<p>Students receiving waivers may be transferred to an educationally recognized and legally permitted English language learner program other than a sheltered English immersion (SEI) or two-way bilingual program.</p> <p>Parents may notify the district of their wish to have their child “opt out” of any ELE program.</p> <p>Evidence of Compliance: Approved waivers for students in ELE programs other than SEI or two-way bilingual programs. Notification of parents’ wish to “opt out” for LEP students not in any ELE program.</p>										
<p>ELE 13 ELE 18</p>	<p>Students exited from English learner education programs into general education classes have been provided with active monitoring and support that ensures successful transition, as appropriate.</p> <p>Evidence of Compliance: Evidence of continuing English learner education support. District logs and monitoring forms in student records reflecting periodic monitoring of student.</p> <p>COMMENT:</p> <table border="1" data-bbox="432 1024 1648 1089"> <tr> <td data-bbox="432 1024 590 1057">Follow-Up Worksheet</td> <td data-bbox="590 1024 646 1057"><input type="checkbox"/></td> <td data-bbox="646 1024 1648 1057">If student has exited, is there a follow-up sheet or other evidence of follow-up activities?</td> </tr> <tr> <td data-bbox="432 1057 590 1089"></td> <td data-bbox="590 1057 646 1089"><input type="checkbox"/></td> <td data-bbox="646 1057 1648 1089">Student schedules show English language support activities</td> </tr> </table>	Follow-Up Worksheet	<input type="checkbox"/>	If student has exited, is there a follow-up sheet or other evidence of follow-up activities?		<input type="checkbox"/>	Student schedules show English language support activities				
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KEY: D = DOCUMENTED ND = NOT DOCUMENTED NA = NOT APPLICABLE V = STATE VERIFICATION

CRITERION NUMBER	TOPIC	D	ND	NA	V						
<p>ELE 10 ELE 18</p>	<p>Upon identification of a student as LEP, and annually thereafter, a notice is mailed to the parents in their native language (where practicable) that informs parents of:</p> <ul style="list-style-type: none"> a) the reasons for identification of the student as Limited English Proficient (LEP); b) the child’s level of English proficiency; c) program placement and/or the method of instruction used in the program; d) how the program will meet the educational strengths and needs of the student; e) how the program will specifically help the child learn English; f) the specific exit requirements; and g) the parents’ right to apply for a waiver (see ELE 4), or to decline to enroll their child in the program (see ELE8). <p>(All districts need to comply with a-c and g. Title III districts must comply with a-g. Title III districts must send parental notification no later than 30 days after the beginning of the school year.)</p> <p>Evidence of Compliance: Notice to parent in native language.</p> <p>COMMENT:</p> <table border="1" data-bbox="430 901 1648 1182"> <tr> <td data-bbox="430 901 598 1031">Parent notification letter</td> <td data-bbox="598 901 640 1031"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> <td data-bbox="640 901 1648 1031"> <ul style="list-style-type: none"> a) the reasons for identification of the student as LEP; b) the child’s level of English proficiency; c) program placement and method of instruction; g) the parent’s right to apply for a waiver or decline enrollment in an ELE program. </td> </tr> <tr> <td></td> <td data-bbox="598 1031 640 1182"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </td> <td data-bbox="640 1031 1648 1182"> <p>Title III districts only:</p> <ul style="list-style-type: none"> d) how the program will meet the student’s needs; e) how the program will help the student learn English; f) specific exit requirements. </td> </tr> </table>	Parent notification letter	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> a) the reasons for identification of the student as LEP; b) the child’s level of English proficiency; c) program placement and method of instruction; g) the parent’s right to apply for a waiver or decline enrollment in an ELE program. 		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Title III districts only:</p> <ul style="list-style-type: none"> d) how the program will meet the student’s needs; e) how the program will help the student learn English; f) specific exit requirements. 				
Parent notification letter	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> a) the reasons for identification of the student as LEP; b) the child’s level of English proficiency; c) program placement and method of instruction; g) the parent’s right to apply for a waiver or decline enrollment in an ELE program. 									
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Title III districts only:</p> <ul style="list-style-type: none"> d) how the program will meet the student’s needs; e) how the program will help the student learn English; f) specific exit requirements. 									

CRITERION NUMBER	TOPIC	D	ND	NA	V			
<p>ELE 10 ELE 18</p>	<p>Report cards and progress reports are provided to parents/guardians of students in ELE programs in the same manner and with the same frequency as they are provided to parents/guardians of students in the general education program.</p> <p>Evidence of Compliance: Report cards and progress reports for students in ELE programs sent in the same manner and with the same frequency as for students in the general education program. Translated report cards and progress reports.</p> <p>COMMENT:</p> <table border="1" data-bbox="432 573 1646 727"> <tr> <td data-bbox="432 573 594 727">Report cards and progress reports</td> <td data-bbox="594 573 646 727"> <input type="checkbox"/> <input type="checkbox"/> </td> <td data-bbox="646 573 1646 727"> <p>Sent in the same manner and with the same frequency as for students in general ed program</p> <p>Translated as necessary to the maximum extent possible</p> </td> </tr> </table>	Report cards and progress reports	<input type="checkbox"/> <input type="checkbox"/>	<p>Sent in the same manner and with the same frequency as for students in general ed program</p> <p>Translated as necessary to the maximum extent possible</p>				
Report cards and progress reports	<input type="checkbox"/> <input type="checkbox"/>	<p>Sent in the same manner and with the same frequency as for students in general ed program</p> <p>Translated as necessary to the maximum extent possible</p>						

Document #3: LIST OF INTERVIEWEES FOR SE, CR, AND ELE

Key administrators, other appropriate staff, and parents will be interviewed pursuant to English Learner Education (ELE). The district or charter school—or the Department--may add to this list others who would be helpful in describing efforts undertaken to implement ELE requirements. The program administrator should consult with the local Program Review coordinator to prepare the interview roster for ELE. See the *Interviews* section of this Information Package for selection criteria.

TITLE	NAMES
Superintendent/Charter School Leader	
Principal(s) (or Asst. Principal(s)) (The Principal from each school in which classroom observations will be conducted)	
Regular Education Teacher(s) <i>See Interviews in Special Education, ELE and CVTE Information Packages for selection criteria</i>	
Teacher Aide(s)/Paraprofessional(s)/ Classroom Assistant(s) <i>See Interviews in Special Education and ELE Information Packages for selection criteria</i>	
Special Education Administrator	
Special Education Team Chairperson(s) (One Chairperson per level: Preschool, Elementary, Middle/Junior High, Senior High)	
Guidance Department Head/Staff	
Special Education Teacher(s) or Related Service Provider(s) <i>See Interviews in Special Education Information Package for selection criteria</i>	
Special Education PAC Member(s) (Chairperson and others selected by the PAC)	
Early Childhood Program Coordinator	
CR Coordinator	
ELE Director	
ELE Teacher(s) <i>See Interviews in ELE Information Package for selection criteria</i>	
ELE Parent(s)	

Coordinated Program Review

SCHOOL DISTRICT/CHARTER SCHOOL: _____

Document #4: ONSITE TEAM MEMBER INTERVIEW AND OBSERVATION SCHEDULE

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION TEAM MEMBER: _____

Date: _____ **Day:** _____

Time	Interviewee (or note "Observation")	Role (or type of facility)	Building Name	Room Location	Comments (including Student Follow-up)

COORDINATED PROGRAM REVIEW

Room #: _____

PS EL MID HS MULTI

Time of Observation: _____

Document #5: FACILITIES/CLASSROOM OBSERVATION FORM

TEACHER (S)	CLASSROOM USE	CLASSROOM MATERIALS / EQUIPMENT	FOR ROOM WITH HEARING-IMPAIRED STUDENTS:																																							
FLOOR	<input type="checkbox"/> Resource Room <input type="checkbox"/> Tutorial <input type="checkbox"/> Substantially Separate Class <input type="checkbox"/> Classroom for limited English proficient students	Instructional Support Materials Comparable OK <input type="checkbox"/> Instructional Materials available in native language where required Equal access to computers, etc. Assistive technology devices	a. Classroom Has: YES NO b. Carpets <input type="checkbox"/> <input type="checkbox"/> c. Ceiling treated for good acoustics <input type="checkbox"/> <input type="checkbox"/> d. Shades or drapes on windows <input type="checkbox"/> <input type="checkbox"/> e. Adequate overhead lighting <input type="checkbox"/> <input type="checkbox"/> f. Visually cued fire alarm <input type="checkbox"/> <input type="checkbox"/> g. Good maintenance of audio feedback equip. <input type="checkbox"/> <input type="checkbox"/>																																							
LOCATION	<input type="checkbox"/> Title I Services / Model <input type="checkbox"/> Other: _____ <input type="checkbox"/> BSMT <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> Other <input type="checkbox"/> Among other classrooms <input type="checkbox"/> End of corridor <input type="checkbox"/> Other: _____	TEACHER / STUDENT RATIO OK # Students _____ <input type="checkbox"/> # Teachers _____ <input type="checkbox"/> # Aides _____ <input type="checkbox"/>																																								
PHYSICAL CONDITION	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="text-align: center;">OK</td> <td style="text-align: center;"><u>PROBLEM (DESCRIBE)</u></td> </tr> <tr> <td>Space</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>Ventilation</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>Lighting</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>Acoustics</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>Attractiveness</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>Maintenance</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>Distractions:</td> <td></td> <td></td> </tr> <tr> <td style="padding-left: 20px;">Visuals</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td style="padding-left: 20px;">Auditory</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> </table>		OK	<u>PROBLEM (DESCRIBE)</u>	Space	<input type="checkbox"/>	_____	Ventilation	<input type="checkbox"/>	_____	Lighting	<input type="checkbox"/>	_____	Acoustics	<input type="checkbox"/>	_____	Attractiveness	<input type="checkbox"/>	_____	Maintenance	<input type="checkbox"/>	_____	Distractions:			Visuals	<input type="checkbox"/>	_____	Auditory	<input type="checkbox"/>	_____	FOR FACILITY WITH MOBILITY IMPAIRED STUDENTS:										
	OK	<u>PROBLEM (DESCRIBE)</u>																																								
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Auditory	<input type="checkbox"/>	_____																																								
SUMMARY			Accessible: YES NO a. Building Entrance <input type="checkbox"/> <input type="checkbox"/> b. lavatories <input type="checkbox"/> <input type="checkbox"/> c. classrooms <input type="checkbox"/> <input type="checkbox"/> d. corridors <input type="checkbox"/> <input type="checkbox"/> e. cafeteria <input type="checkbox"/> <input type="checkbox"/> f. auditorium <input type="checkbox"/> <input type="checkbox"/> g. playground <input type="checkbox"/> <input type="checkbox"/> h. gymnasium <input type="checkbox"/> <input type="checkbox"/> i. pool <input type="checkbox"/> <input type="checkbox"/> j. all programs required by IEP <input type="checkbox"/> <input type="checkbox"/>																																							
CLASSROOM/FACILITY IS:	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"></td> <td style="text-align: center;">YES</td> <td style="text-align: center;">NO</td> <td style="text-align: center;"><u>COMMENTS</u></td> </tr> <tr> <td>a. At least equal to average standard for rest of system</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>b. Adequate for type of instruction/activity</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>c. Adequate for number of students</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>d. Placed in an area to facilitate integration with regular education</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>e. Identified with positive or neutral sounding name, if any</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>f. Free of physical problems</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>g. Provided with 2 means of egress where locally required</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>_____</td> </tr> <tr> <td>LUNCHROOM:</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> <tr> <td>Students sit with regular education students</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td></td> </tr> </table>		YES	NO	<u>COMMENTS</u>	a. At least equal to average standard for rest of system	<input type="checkbox"/>	<input type="checkbox"/>	_____	b. Adequate for type of instruction/activity	<input type="checkbox"/>	<input type="checkbox"/>	_____	c. Adequate for number of students	<input type="checkbox"/>	<input type="checkbox"/>	_____	d. Placed in an area to facilitate integration with regular education	<input type="checkbox"/>	<input type="checkbox"/>	_____	e. Identified with positive or neutral sounding name, if any	<input type="checkbox"/>	<input type="checkbox"/>	_____	f. Free of physical problems	<input type="checkbox"/>	<input type="checkbox"/>	_____	g. Provided with 2 means of egress where locally required	<input type="checkbox"/>	<input type="checkbox"/>	_____	LUNCHROOM:	<input type="checkbox"/>	<input type="checkbox"/>		Students sit with regular education students	<input type="checkbox"/>	<input type="checkbox"/>		If no mobility-impaired student is presently enrolled and building is the only one at the level, e.g., one high school and it is not accessible, there is a plan as required by s.504 for modifications to make building accessible. COMMENTS: _____
	YES	NO	<u>COMMENTS</u>																																							
a. At least equal to average standard for rest of system	<input type="checkbox"/>	<input type="checkbox"/>	_____																																							
b. Adequate for type of instruction/activity	<input type="checkbox"/>	<input type="checkbox"/>	_____																																							
c. Adequate for number of students	<input type="checkbox"/>	<input type="checkbox"/>	_____																																							
d. Placed in an area to facilitate integration with regular education	<input type="checkbox"/>	<input type="checkbox"/>	_____																																							
e. Identified with positive or neutral sounding name, if any	<input type="checkbox"/>	<input type="checkbox"/>	_____																																							
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g. Provided with 2 means of egress where locally required	<input type="checkbox"/>	<input type="checkbox"/>	_____																																							
LUNCHROOM:	<input type="checkbox"/>	<input type="checkbox"/>																																								
Students sit with regular education students	<input type="checkbox"/>	<input type="checkbox"/>																																								

Coordinated Program Review

Document #6: ENGLISH LEARNER EDUCATION PROGRAM SERVICE DATA SHEET -- SCHOOL YEAR 2009-2010

SCHOOL DISTRICT/CHARTER SCHOOL:

For each language group for which the district provides a English Learner Education (ELE) program, please provide the following information: program location by building name, the name of the principal for that building, the number of ELE classes in that building, the grade level(s) for each class, the current number of students enrolled in each class, the instructional staff by name and the position each staff person holds ('ELL' for English Language Learner teacher, 'ESL' for English as a Second Language teacher, 'TBE' for Transitional Bilingual Education teacher, 'GEN' for general education teacher, and 'A' for aide.) Use a separate copy of this form for each program model.

PROGRAM MODEL:

PROGRAM LOCATION (name of school)	PRINCIPAL (by name)	#/ELE CLASSES	GRADE LEVELS	CLASS SIZE	INSTRUCTIONAL STAFF (by name)	STAFF POSITION

Document #8: ELE PROGRAM DIRECTOR'S CHECKLIST

The following checklist will assist the Program Director in working with the local Program Review coordinator to plan and implement the ELE portion of the Coordinated Program Review:

- []1. Participate in the local Program Review coordinator's and onsite chairperson's orientation meeting(s) and inform administrative and teaching staff about the ELE portion of the Program Review, its dates, purpose, procedures, how staff will be expected to participate, etc.
- []2. In accordance with Parts I and II of the Appendix to this Information Package, organize and label all local ELE program documentation and fill out all required forms; submit all forms and documentation to the onsite team at least 8 weeks before the visit.
- []3. Prepare school district profile of effective programs and practices and conduct a self-assessment using the ELE criteria. It is highly recommended that the profile and self-assessment also be given to the onsite chairperson at least 8 weeks before the Department's onsite visit.
- []4. Assist the onsite chairperson with the selection of student records to be reviewed. Organize folders for Record Review and provide one central place for Department personnel to examine them. **Perform preliminary local review of the records selected.** Provide onsite chairperson with mailing labels addressed to each ELE parent whose child's folder has been selected for review.
- []5. Prepare interview roster and schedule interviews and observations in consultation with onsite chairperson and local Program Review coordinator.
- []6. Be available throughout the onsite visit to answer questions, clarify data and generally facilitate the Coordinated Program Review process.
- []7. Respond to factual accuracy of the Draft Program Review Report.
- []8. Meet with staff and ELE parent representatives to discuss the Final Report and involve them in planning any required corrective action.
- []9. Draft Corrective Action Plan for submission to the Department within 20 business days of receipt of the Final Report.
- []10. Work with district staff and Department staff in implementing recommendations and correcting any noncompliance noted in the Final Report, in accordance with the corrective action approved or ordered by the Department.
- []11. Submit any progress reports and documentation required by the Department to demonstrate the ongoing efforts of the district to implement the corrective action approved or ordered by the Department in a timely and effective manner.
- []12. Work with other district administrators to incorporate the approved or ordered corrective action into local School Improvement Plans.
- []13. Carefully monitor and document the full implementation and effectiveness of the corrective action that has been approved or ordered by the Department.

COORDINATED PROGRAM REVIEW PROCEDURES

School District
Information Package

English Learner Education (ELE) in Public Schools
G.L. c. 71A
2009-2010

Appendix
(including Parts I and II):
Documentation Requirements

School District English Learner Education Documentation

To conduct the review, the onsite team relies heavily on the school district's documentation regarding its English learner education programs and services. The documentation that the district must submit is described in this Appendix. Part I contains general documentation requirements; Part II contains forms to be filled out and submitted, along with additional documentation, for five of the ELE criteria: ELE 5, 6, 9, 14, and 15. All of this required documentation, including the forms and other documentation required by Part II of the Appendix, **must be provided at least 8 weeks before the onsite visit**. Please note that it is not unusual for Department staff to request follow-up information in order to clarify the submitted documentation. In many cases, this follow-up information is the missing piece that is necessary in order for the Department to rate a particular criterion as Implemented.

PART I: GENERAL DOCUMENTATION REQUIREMENTS

1. Limited English proficient (LEP) student roster, including the grade level, school and program model, English proficiency level and native language of each LEP student, and a list of formerly limited English proficient (FLEP) students who have been transitioned to general education classrooms within the past academic year. Include the names of students who are designated LEP, but who (1) as a result of an approved waiver are not in an SEI classroom; or (2) whose parents have "opted-out" of an ELE program (ELE 3, ELE 4, ELE 5, ELE 6, ELE 8, ELE 9, ELE 13);
2. A completed copy of the ELE Program Service Data Sheet (Document #6) (ELE 5, ELE 9, ELE 14, and for background purposes);
3. Copies of all screening and assessment instruments, including the Home Language Survey (in all languages available), names and qualifications of personnel used to evaluate and make placement decisions in English learner education programs, identification and evaluation procedures, and a description of MCAS testing modification practices (ELE 1, ELE 2, ELE 3);
4. A description of the district's waiver process, a copy of the district's waiver guidelines, and a copy of the sample waiver form(s). A description of programs implemented in response to waivers. Copies of all approved and unapproved waiver requests. Where waivers have been granted, the appropriate signatures appear based on the state requirements. (ELE 4);
5. A description of the means by which the district provides for the education of students whose parents have "opted-out" of English learner education. Please include the names and qualifications of staff members responsible for the instruction of such students. Include the district's opt-out policy as well as sample request form or other means for documenting the parents' wish to "opt-out" of an ELE program and any forms used to monitor student progress. (ELE 8, ELE 10, ELE 14);
6. A brief description of the district's ELE programs and services, as well as: (a) a copy of any written policies and procedures regarding the implementation of sheltered English immersion (SEI), two-way bilingual, or other English learner program for LEP students in

7. A copy, in all required languages, of the sample notice sent to parents regarding identification of their child as LEP, outlining the programs available, describing the district's waiver process, and providing information regarding the child's educational placement and progress (ELE 3, ELE 4, ELE 8, ELE 10, ELE 18, CR 7);
8. ELE student schedules, including class credit values (included in selected student records), and names of instructors (ELE 5, ELE 6, ELE 8, ELE 9, ELE 11, ELE 13);
9. A description of the monitoring process and evidence of monitoring and support offered to former LEP students who have exited ELE programs. Please include the names and qualifications of staff members responsible for the implementation of follow-up activities. Please include any monitoring forms developed in support of this standard (ELE 13);
10. Evidence that the district provides LEP students, in a language and mode of communication that they understand, information in notices about such topics as activities, responsibilities, and academic standards that is provided to all students (ELE 11);
11. Evidence that the district provides information about extracurricular activities and school events to LEP students in a language they understand, and a list of sample extracurricular activities in which LEP students currently participate (ELE 12, CR 8);
12. A description of the means by which the district involves parents and guardians in matters regarding their children's education, documentation of such outreach, and a list of parents of LEP students who have been involved within the district (ELE 7, ELE 10);
13. A list of all district teachers who are qualified MELA-O trainers (QMT's) or qualified MELA-O administrators (QMA's). For a complete list of staff qualified to administer MELA-O, see http://www.doe.mass.edu/mcas/2004/news/0223melao_lep.html on the Internet. Also, please complete the ELE Personnel Data Sheet (Document #7). (ELE 1, ELE 14, and for background purposes);
14. A description of the means by which the district ensures that LEP students participate fully with their English-speaking peers, and the nature and scope of the support provided. Include a list of all academic and non-academic programs and services. A description of the means by which LEP students are considered for Title I, Special Education, and other academic services. A copy of the district's curriculum accommodation plan (which may be part of a multi-year strategic plan). (ELE 5, ELE 6, ELE 8, ELE 9, ELE 11, ELE 12, ELE 13, ELE 16, CR 3, CR 8).

**PART II: FORMS AND ACCOMPANYING DOCUMENTATION
FOR ELE 5, 6, 9, 14, AND 15**

Introduction to Part II46

Instructions for Completing the ELE Forms46

Checklist of Documents to be Submitted with Forms49

ELE 5 & 9: Program Placement and Structure/Instructional Groupings50

ELE 6: Program Exit and Readiness 56

ELE 14: Licensure Requirements 57

ELE 15: Professional Development Requirements.....65

Additional ELE 14 Forms 66

INTRODUCTION TO PART II:

This part of the Appendix contains forms that are intended to gather information about English Learner Education in public schools in Massachusetts—specifically, about the following ELE criteria:

ELE 5 & 9	Program Placement and Structure/Instructional Grouping
ELE 6	Program Exit and Readiness
ELE 14	Licensure Requirements
ELE 15	Professional Development Requirements

Please fill out all forms that are appropriate to the ELE program model in your district. In addition, the following ELE forms require that you submit documents:

ELE 5&9: (ESL/ELD curriculum)	Program Placement and Structure/ Instructional Grouping	<i>page 55</i>
ELE 6: (written policy, exit criteria, other forms)	Program Exit and Readiness	<i>page 56</i>
ELE 14: (written policy for assuring English language fluency and literacy)	Licensure Requirements	<i>page 61</i>

You may enter information on the forms or attach separate pages to your submission. Also, this Information Package is available online at <http://www.doe.mass.edu/pqa/review/cpr/instrument/chapter71A.doc>. The forms may be copied there, filled out electronically, and emailed to the onsite chairperson. To ensure that your submission is complete, please refer to the Checklist of Documents to be Submitted with Forms on page 49.

INSTRUCTIONS FOR COMPLETING THE ELE FORMS:

ELE 5 & 9 Program Placement and Structure/Instructional Grouping (pages 50-55)

The first set of forms (pages 50-52) pertains to SEI. All districts should submit these forms. The forms for SEI Program Description are the same as those that are part of the Title III / Fund Code 180 application. Districts that receive Title III funds may use the forms they submitted with their Title III application; they do not have to fill out these forms again. If Title III districts want the Department to use the SEI program description forms that have already been submitted as part of Title III, please indicate by filling in the district's name and then checking the box at the top of the form.

Only districts that offer Two-Way Bilingual programs or Transitional Bilingual Education programs should fill out the forms appropriate to their program model (pages 53 & 54).

All districts should submit a copy of their ESL/ELD curriculum. (page 55)

Please complete the SEI forms by grade level (*elementary, middle school, and high school*) and indicate on all of the forms the grades covered. You may refer to the *example* that is included with each form. Following is the specific information sought for each of the columns in the forms.

Proficiency Level	What is the English language proficiency level (beginner, early intermediate, intermediate, transitioning) of LEP students as determined by the latest MEPA or other English language proficiency assessment data?
Classroom Composition	Who are the students in classes with LEP students? Is the class composed of all LEP students or are there both English proficient and LEP students in the classroom?
Direct ESL Instruction	“How much time is spent for direct ESL instruction?” (state in terms of numbers of hours and/or minutes) “What is the instructional focus?” (identify language modalities and the specific skill areas emphasized)
ESL Instructor(s)	What are the teaching credential/s of teacher/s providing direct ESL instruction?
Subject/Content Area Instruction	How much time is spent for instruction in Math, Science, Social Studies and/or ELA? (state in terms of hours and/or minutes) What sheltering strategies and services are provided during subject/content area instruction, if any?
Subject/Content Area Instructor(s)	What teaching credentials <u>and</u> SEI PD training have been completed by subject/content area teachers with LEP students?

ELE 6 Program Exit and Readiness (*page 56*)

Please submit your district’s **written policy** for re-designating* Limited English Proficient (LEP) students. ***Re-designating** means students are no longer coded as Limited English Proficient (LEP) in the October SIMS data collection. These documents should include the following:

1. description of the district’s redesignation procedures
2. program exit criteria
3. other forms developed by the district for purposes of monitoring redesignated LEP students

ELE 14 Licensure Requirements (*pages 57-64*)

For ELE 14 there are teacher qualifications forms for teachers in 1) SEI Programs (*pages 57-60*), 2) Two-way bilingual programs (*page 62*), and 3) other bilingual programs (*page 63*). Please fill out the teacher qualification forms appropriate to your ELE program model. To supply information on CONTENT AREA TEACHER QUALIFICATIONS, districts with more than one middle or high school should use one form per school.

Regardless of the ELE program model, all districts should fill out the ELL PROGRAM DIRECTOR QUALIFICATIONS (*page 64*). All districts should also submit their policy for assuring English language

fluency and literacy of teachers in classrooms where English is the language of instruction. (page 61)

ELE 15 Professional Development Requirements (page 65)

Districts with LEP students are required to implement a professional development plan that provides subject/content area teachers and administrators with skills and knowledge in the following four categories:

- Category 1: Second Language Learning and Teaching
- Category 2: Sheltering Content Instruction
- Category 3: Assessment of Speaking and Listening
- Category 4: Teaching Reading and Writing to Limited English Proficient Students

Districts that require additional forms for ELE 14 may use the additional pages beginning on page 66.

Please remember that forms may be copied electronically from the online copy of this Information Package at <http://www.doe.mass.edu/pqa/review/cpr/instrument/chapter71A.doc>, then filled out electronically and emailed to the onsite chairperson.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED WITH FORMS

ELE 5 & 9 Program Placement and Structure/Instructional Grouping

- district ESL/ELD curriculum

ELE 6 Program Exit and Readiness

- description of the district's redesignation procedures
- program exit criteria
- other forms developed by the district for purposes of monitoring redesignated LEP students

ELE 14 Licensure Requirements

- written policy for assuring English Language fluency and literacy of teachers in classrooms where English is the language of instruction

ELE 5 & 9: Program Placement and Structure/Instructional Grouping

District: _____

The district should check the box below if instead of filling out the table below, it wishes ESE to use the SEI program description submitted as part of the district’s Title III application.

SEI PROGRAM DESCRIPTION: ELEMENTARY

Grades to

Proficiency Level	Classroom Composition	Direct ESL Instruction	ESL Instructor(s)	Subject/Content Area Instruction	Subject/Content Area Instructor(s)
Example: Intermediate	<i>Example: For direct ESL instruction, LEP Students are in a combined grades 4-5 class. For sheltered subject/content area classes (e.g. Math), LEP students are in classes that include proficient English speakers.</i>	<i>Example: LEP students receive at least 2.5 hours /day. ESL instruction follows an ESL curriculum that is based on the ELPBO and covers all four modalities.</i>	<i>Example: Licensed ESL teacher</i>	<i>Example: The standard Math, Social Studies and Science curriculum is taught to all Intermediate students; instruction is sheltered to enable students to access content.</i>	<i>Example: Licensed elementary education teachers who have completed categories 1, 2 and 3 of SEI training. They are scheduled to complete category 4 during the next school year.</i>
Beginner					
Early Intermediate					
Intermediate					
Transitioning					

ELE 5 & 9: Program Placement and Structure/Instructional Grouping

District: _____

The district should check the box below if instead of filling out the table below, it wishes ESE to use the SEI program description submitted as part of the district’s Title III application.

SEI PROGRAM DESCRIPTION: MIDDLE SCHOOL

Grades to

Proficiency Level	Classroom Composition	Direct ESL Instruction	ESL Instructor(s)	Subject/Content area Instruction	Subject/Content Area Instructor(s)
<i>Example:</i> Beginner	<i>Example: For direct ESL instruction, LEP students are in a combined 6-8 self-contained class. For sheltered content classes, LEP students are in self-contained classes.</i>	<i>Example: This year, ESL instruction has been increased from 1.5 to 2.5 hours/day. ESL instruction follows an ESL curriculum that is based on the ELPBO and focuses on the development of speaking and listening skills.</i>	<i>Example: Licensed ESL teacher</i>	<i>Example: LEP students are provided with sheltered content instruction in 45-minute self-contained classes for Social Studies, Science and Math.</i>	<i>Example: Licensed subject/content area teachers are dually certified in ESL.</i>
Beginner					
Early Intermediate					
Intermediate					
Transitioning					

ELE 5 & 9: Program Placement and Structure/Instructional Grouping

District: _____

The district should check the box below if instead of filling out the table below, it wishes ESE to use the SEI program description submitted as part of the district’s Title III application.

SEI PROGRAM DESCRIPTION: HIGH SCHOOL

Grades to

Proficiency Level	Classroom Composition	Direct ESL Instruction	ESL Instructor (s)	Subject/Content area Instruction	Subject/Content Area Instructor(s)
Example: Transitioning	<i>Example: For direct ESL instruction, LEP students are in self-contained classes. For sheltered subject content area classes, LEP students are in classes that include proficient English speakers.</i>	<i>Example: LEP students receive 45 minutes of ESL instruction three times per week.</i>	<i>Example: Licensed ESL teacher</i>	<i>Example: LEP Students attend standard curriculum Math, Science and Social Studies in classes with proficient English speakers.</i>	<i>Example: Licensed subject/content area teachers. Science, ELA, and Math teachers have completed the category 2 and 4 training. Some teachers have completed MELA-O.</i>
Beginner					
Early Intermediate					
Intermediate					
Transitioning					

PROGRAM DESCRIPTION: TWO-WAY BILINGUAL PROGRAMS

Grades to

Proficiency Level	Direct ESL Instruction	ESL Instructor(s)	Subject/Content Area Instruction	Subject/Content Area Instructor(s)
Example: Intermediate	<i>Example: LEP students are in ESL classes for 1.5 hours/day. ESL instruction follows an ESL curriculum that is based on the ELPBO and covers all four modalities.</i>	<i>Example: Licensed ESL teacher</i>	<i>Example: Spanish bilingual and Portuguese bilingual students receive grade level content instruction in their native language and English. The standard curriculum Math, Science and Social Studies are aligned with the Massachusetts Curriculum Frameworks.</i>	<i>Example: Licensed TBE teachers</i>
Beginner				
Early Intermediate				
Intermediate				
Transitioning				

PROGRAM DESCRIPTION: TBE/OTHER BILINGUAL PROGRAMS

Grades ____ to ____

Proficiency Level	Direct ESL Instruction	ESL Instructor (s)	Subject/Content Area Instruction	Subject/Content Area Instructor(s)
Example: Intermediate	<i>Example: LEP students receive 1.5hours/day of ESL instruction. They are enrolled in ESL classes that use an ESL curriculum that is based on the ELPBO.</i>	<i>Example: Licensed ESL teachers.</i>	<i>Example: Chinese bilingual students receive grade level content instruction in their native language and English. The standard curriculum Math, Social Studies and Science are aligned with the Massachusetts Curriculum Frameworks.</i>	<i>Example: Licensed TBE teachers</i>
Beginner				
Early Intermediate				
Intermediate				
Transitioning				

ESL/ELD CURRICULUM

Regardless of the program model used to provide instruction for Limited English Proficient (LEP) students, districts are required to provide ESL/ELD instruction that is based on the *English Language Proficiency Benchmarks and Outcomes* (ELPBO).

Does your district have an ESL/ELD curriculum?

- Yes. Please submit a copy of your district's ESL/ELD curriculum.

- No

ELE 6: PROGRAM EXIT AND READINESS

Please submit your district's **written policy** for re-designating* Limited English Proficient (LEP) students. These documents should include the description of the district redesignation procedures, exit criteria and other forms that the district has developed.

****Redesignating*** means students are no longer coded as Limited English Proficient (LEP) in the October SIMS data collection.

ESL TEACHER QUALIFICATIONS

Instruction: *please provide information on the licenses held by teachers assigned to teach ESL in your school district.*

1) Grade level	2) Number of teachers assigned to teach ESL	3) Number of licensed ESL teachers (ESL or ELL license)	4) Number of ESL teachers on waiver	5) Number of teachers licensed in other areas
<i>Example:</i> Elementary (grades K-5)	<i>Example:</i> 2	<i>Example:</i> 2	<i>Example:</i> 0	<i>Example:</i> 0
Elementary (grades -)				
Middle school (grades -)				
High school (grades -)				

CONTENT AREA TEACHER QUALIFICATIONS: MIDDLE SCHOOL*

Name of Middle School:

Total number of LEP students:

1) Discipline	2) Number of LEP students	3) Number of subject/content area classes with LEP students	4) Number of subject/content area classes with LEP students taught by <i>qualified**</i> teachers	5) Of the teachers teaching subject/content area classes to LEP students who are not fully qualified, how many teachers have completed the following SEI training:			
				category 1	category 2	category 3	category 4
Math							
Science							
Social Studies							
English Language Arts							

**If your school district has more than one middle school, complete one form per school.*

***“Qualified” to teach LEP students means that teachers have completed all four categories of SEI training listed in Attachment 1 to the June 2004 commissioner’s memorandum, p. 8 at <http://www.doe.mass.edu/ell/sei/qualifications.pdf>.*

CONTENT AREA TEACHER QUALIFICATIONS: HIGH SCHOOL*

Name of High School: _____ Total number of LEP students: _____

1) Discipline	2) Number of LEP students	3) Number of subject/content area classes with LEP students	4) Number of subject/content area classes with LEP students taught by <i>qualified**</i> teachers	5) Of the teachers teaching subject/content area classes to LEP students who are not fully qualified, how many teachers have completed the following SEI training:			
				category 1	category 2	category 3	category 4
Math							
Science							
Social Studies							
English Language Arts							

**If your school district has more than one high school, complete one form per school.*

***“Qualified” to teach LEP students means that teachers have completed all four categories of SEI training listed in Attachment 1 to the June 2004 commissioner’s memorandum, p. 8 at <http://www.doe.mass.edu/ell/sei/qualifications.pdf>.*

ELE 14: Licensure Requirements

District: _____

ENGLISH LANGUAGE FLUENCY AND LITERACY

Please submit your district's **written policy** for assuring English language fluency and literacy of teachers in classrooms where English is the language of instruction.

TEACHER QUALIFICATIONS
TWO-WAY BILINGUAL PROGRAMS

Instruction: *Please provide information on the licenses held by teachers in the two-way bilingual education programs in your school district.*

1) Grade level	2) Number of teachers assigned to teach in two-way bilingual education programs	3) Number of teachers assigned to teach in two-way bilingual education programs who are <u>licensed to teach in bilingual education</u>	4) Number of two-way bilingual education teachers <u>on waiver</u>	5) Number of teachers teaching in two-way bilingual education programs who are licensed in other areas
Elementary (grades -)				
Middle school (grades -)				
High school (grades -)				

TEACHER QUALIFICATIONS
OTHER BILINGUAL PROGRAMS

Instruction: *Please provide information on the licenses held by teachers assigned to teach ESL in transitional bilingual education programs in your school district.*

1) Grade level	2) Number of teachers assigned to teach in transitional bilingual education programs	3) Number of subject/ content area teachers assigned to teach in other bilingual education programs who have a Transitional Bilingual Education license	4) Number of teachers assigned to teach ESL in other transitional bilingual education programs who have an ESL/ELL license	5) Number of transitional bilingual education teachers <u>on waiver</u>
Elementary (grades -)				
Middle school (grades -)				
High school (grades -)				

ELE 14: Licensure Requirements

District: _____

ELL PROGRAM DIRECTOR QUALIFICATIONS

Please answer YES or NO to the following questions.

1. Does the district have more than 200 LEP students? _____

2. Does the district have a director of the English language education program? _____

If YES, please fill in the information below.

ELE program director/ coordinator: _____

E-mail address: _____

Phone number: _____

If NO, please fill in the information below for the person who holds administrative responsibility for the ELE program.

Name: _____

Job Title: _____

E-mail address: _____

Phone number: _____

If the district has an ELE program director,

3. Is the program director employed in that position for one-half time or more? _____

4. Does the program director hold one of the following licenses? (Please check the appropriate box below)

ESL

ELL

Transitional Bilingual Education

Endorsement in Transitional Bilingual Learning

5. Does the program director hold a Supervisor/Director license? _____

PLAN FOR SEI PROFESSIONAL DEVELOPMENT

Please describe your school district’s multi-year SEI PD training plan, including the targeted participants and the training provider.

Type of SEI PD Training	Training to be Provided	Training Provider	Implementation Timeline and targeted participants				
			2006-07	2007-08	2008-09	2009-10	2010-11
<i>Example:</i> Category 2: Sheltering content instruction	<i>Example:</i> Enhancing training	<i>Example:</i> The Northeast Collaborative	<i>Example:</i> All teachers at Smith and Fuller Elementary Schools	<i>Example:</i> All teachers at Rosewood and Birch Elementary Schools	<i>Example:</i> All newly-hired elementary teachers		

CONTENT AREA TEACHER QUALIFICATIONS: MIDDLE SCHOOL*

Name of Middle School: _____

Total number of LEP students _____

1) Discipline	2) Number of LEP students	3) Number of subject/content area classes with LEP students	4) Number of subject/content area classes with LEP students taught by <i>qualified</i> ** teachers	5) Of the teachers teaching subject/content area classes to LEP students who are not fully ELL qualified, how many teachers have completed the following SEI training:			
				category 1	category 2	category 3	category 4
Math							
Science							
Social Studies							
English Language Arts							

**If your school district has more than one middle school, complete one form per school.*

***“Qualified” to teach LEP students means that teachers have completed all four categories of SEI training listed in Attachment 1 to the June 2004 commissioner’s memorandum, p. 8 at <http://www.doe.mass.edu/ell/sei/qualifications.pdf>.*

CONTENT AREA TEACHER QUALIFICATIONS: HIGH SCHOOL*

Name of High School:

Total number of LEP students

1) Discipline	2) Number of LEP students	3) Number of subject/content area classes with LEP students	4) Number of subject/content area classes with LEP students taught by <i>qualified**</i> teachers	5) Of the teachers teaching subject/content area classes to LEP students who are not fully ELL qualified, how many teachers have completed the following SEI training:			
				category 1	category 2	category 3	category 4
Math							
Science							
Social Studies							
English Language Arts							

**If your school district has more than one high school, complete one form per school.*

***“Qualified” to teach LEP students means that teachers have completed all four categories of SEI training listed in Attachment 1 to the June 2004 commissioner’s memorandum, p. 8 at <http://www.doe.mass.edu/ell/sei/qualifications.pdf>.*