

Argosy Collegiate Charter School
English Learner Education
Policies and Procedures



Revised May 2025

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INTRODUCTION AND WELCOME STATEMENT

English Learners (EL) benefit greatly from our intensely focused literacy and support program for all learners. Supporting EL scholars includes the three tiers of language (structure, language or grammar, and vocabulary) as well as the four domains of language (reading, writing, speaking, and listening).

Within our support staff, our MA licensed EL teacher(s) works to not only identify levels of language development but also to support scholars' progress and achievement in many ways including, creating schedules and individualized goals, providing instructional support for both scholars and staff, and tracking scholar achievement data.

Our support staff works to support EL scholars both in the general education classroom as well as one on one or in small group learning opportunities. We comply with all federal laws related to the education of ELs but beyond that, we do whatever it takes for our EL scholars to make the academic progress they need to be successful at Argosy Collegiate. Inquiries are encouraged to be directed to the Directors of Student Services.

Argosy Collegiate annually assesses the English proficiency of all EL scholars according to the Every Student Succeed Act (ESSA), Title I, and Title III Title VI, G.L. c. 69, 71A , 7; 603CMR 14.02. In addition, Argosy Collegiate assesses the reading, writing , speaking, and listening skills of ALL EL scholars, even those who have opted out of EL services, under ELE 8.

RIGHT TO ATTEND

This section explains the rights of children who are English learners to attend and receive language support and other services in Massachusetts public charter schools. As defined in state law, an English learner is a scholar who does not speak English, or whose native language is not English, and who is not able to complete ordinary classroom work in English. This includes scholars who, without language support services, would have trouble understanding lessons in school, or completing work in school because they are still learning English. In this document, an English Learner will be referred to as an "EL." Charter schools must accept and enroll ELs admitted through the lottery who wish to attend the school. The school must provide direct instruction to help ELs learn the English language as well as subject matter instruction (for example, science or history) that is presented in English using strategies that help the scholar better understand the content. Full and equal access to the programs and services offered at the school must be made available to ELLs. The full summary of your child's rights to attend and receive language support and other services from his or her charter school is located in *Appendix A*.

LOOK Act 2017: The Language Opportunity for Our Kids Act

Argosy Collegiate Charter School adheres closely to federal and state requirements of the Language Opportunity for Our Kids Act (LOOK 2017; Bill, H. 2034) which outlines the laws and regulations meant to provide all scholars identified as English Learners (EL) with equitable access to the general education curriculum as well as appropriate and effective supports in their English language acquisition.

As a result, it is our mission to determine and provide the appropriate language and curriculum supports that each scholar requires in order to meet their curricular, language acquisition, and affective/cultural/social-emotional needs. Towards this end, we implement a comprehensive Sheltered English Immersion (SEI) program as well as direct EL instruction in our support block model in order to provide the necessary language and curricular supports pursuant to each EL scholar's needs and strengths.

The Argosy Collegiate EL Department consists of the Directors of Student Services and EL teachers. The EL Department also collaborates closely with the ACCS Special Education department in attending to the needs of scholars who have been dual-identified and are serviced through both an Individualized Education Plan (IEP) or Section 504 Plan as well as English Learner services.

Scholars identified as EL are regularly assessed on their acquisition of English language proficiency throughout each school year. The EL department annually administers the ACCESS for ELLs 2.0 language proficiency assessment each January and closely examines the results of this assessment when scholar's scores are made available. In the fall and spring of each school year, Argosy Collegiate's EL Department administers the WIDA MODEL Online as a progress monitoring tool to monitor scholar progress for EL scholars. Additionally, the EL department collaborates with general education teachers in order to monitor the progress of each EL and Former English Learner (FEL) scholar at minimum, once per quarter or as often as progress reports and report cards are provided to scholars in the general education program. EL and FEL progress reports are required to be sent as often as progress reports and report cards are provided for scholars within the general education program.

HOME LANGUAGE SURVEY

The Department of Elementary and Secondary Education-approved Home Language Survey is part of the school registration process and part of the documentation for every parent or guardian to fill out. The Assistant Director of English Learner Education (ELE) will train all intake staff annually as to the implementation of this process. The Home Language Survey is part of the registration packet that is provided to the parent/guardian of all scholars entering Argosy Collegiate Charter School. The Home Language Survey

The Home Language Survey is kept in the scholar's permanent folder. Translated versions of both the Home Language Survey is available upon a parent(s)/guardian(s) request when registering a scholar for initial enrollment. When registering a scholar, if a family indicates that a language other than or in addition to English is spoken and/or used in the home, the EL teachers will reach out to the parents/guardians. The purpose(s) of this initial contact is the following:

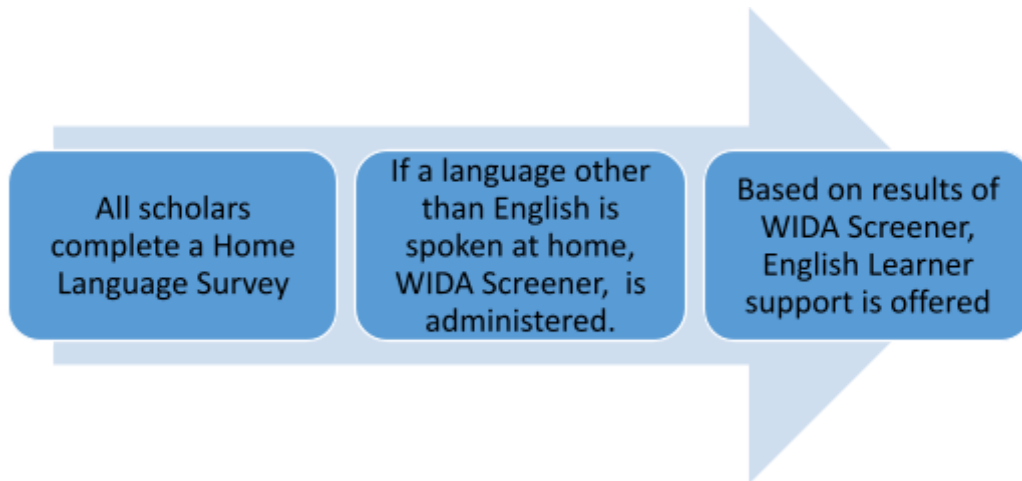
- To establish a working relationship with the family
- To inform the parent/guardian about the programs that are available for EL
- To inform the parent/guardian about the school expectations, policies and procedures
- To assist parents/guardians in finding community resources that may facilitate cultural adjustment for the family
- To inform the parent/guardian of the District EL procedures

A master inventory of all scholars' home language survey results is kept on file by the Director of Student Services. A sample home language survey is included below (*see Appendix B*).

IDENTIFICATION OF ENGLISH LEARNERS

In accordance with the 2017 Language Opportunity for Our Kids (LOOK) Act (Bill H. 4032), Argosy Collegiate Charter School has adopted procedures to "identify and monitor" the English language progress of scholars identified as EL. As of October 2017, in accordance with MA Department of Elementary and Secondary Education guidelines, all scholars whose Home Language Surveys indicate a language other than and/or in addition to English is spoken in the home and/or if the scholar is exposed to said language(s) will be assessed via the WIDA Screener within the first 30 days of school. The WIDA Screener will be administered by a MA licensed EL teacher; the WIDA Screener assesses the scholar's listening, reading, speaking, and writing in English as well as the scholar's Overall English proficiency. Based on the results of the WIDA Screener, placement decisions will be made and communicated to the scholar and scholar's family within the first 30 days of school.

A graphical representation of the process is below:



WAIVER AND OPT-OUT GUIDELINES

Parents of EL scholars have the right to apply for a waiver into an alternative English language program provided by the district or to decline services (see waiver and opt-out request forms). EL scholars whose parents decline entry into the district EL or SEI programs will be provided English language support. Per the Department of Elementary and Secondary Education, “Opt out” indicates an informed decision by the parent to not have the child placed in the district’s English language development program. A “waiver” indicates a desire by the parent to waive the child from participation in the SEI program in favor of enrollment in another ELE program.”

EXIT CRITERIA

Multiple measures are used when making decisions regarding the exit from the SEI program. If scholars exit the program, their classification changes from English Learner (EL) to Former English Learner (FEL). In order to be re-designated as FEL, the scholar must be deemed to be English proficient and able to participate meaningfully in all aspects of the district’s general education program without the use of adapted or accommodated English materials. The criteria used for this determination will include:

- State and local assessments
- Ability to compete with same-age peers in the regular education setting with little or no support.
- Evidence that the scholar has met the WIDA English Language Development (ELD) standards
- Obtains an Overall Composite Score of at least 4.2 and a Composite Literacy Score of at least 3.9 on ACCESS 2.0 for ELLs

Scholars who have been exited from the English Learner Program are monitored in the areas above for 4 school years after exiting services.

PARENTAL NOTIFICATION

The Directors of Student Services will notify parents in writing within one week of a determination if their child is eligible for EL services (*see Appendix C*). The district will provide report cards and progress reports to the parent/guardian of EL scholars in the same manner and with the same frequency as general education reporting. The reports will be written in the primary language of the parent upon request. Staff are to notify the Directors of Student Services of such requests as soon as received. The Directors of Student Services will be responsible for having these documents translated.

ENGLISH LEARNER PROGRAM PLACEMENT AND DEVELOPMENT

The Directors of Student Services, EL Teacher(s) and the building principals review proficiency data from standardized assessments in reading, writing, listening and speaking. Scholar academic records (if any) are reviewed as well. This data is utilized to determine whether the scholar will be placed in an EL support classroom and/or in a Sheltered English Immersion, co-instructed classroom with a licensed EL teacher and an SEI-endorsed content area teacher. Scholars receiving EL services who earned a composite Overall score of 2.5 or below on either the WIDA Screener or the ACCESS for ELLs 2.0 English language proficiency assessment will be considered eligible for placement in an EL support block classroom for additional direct EL services provided by a MA licensed EL teacher in addition to their placement in a co-instructed classroom with a licensed EL teacher and an SEI-endorsed content area teacher. As determined by the EL scholar's English proficiency and IEP or 504 team, dual-identified scholars may receive EL services in a co-instructed classroom with a licensed EL teacher and an SEI-endorsed content area teacher and/or placement in an EL support classroom.

EL scholars that meet the criteria are eligible for any and all support services provided by Argosy Collegiate Charter School including, but not limited to, Special Education, 504, and Title 1. The Directors of Student Services will notify parents in writing within one week of a determination if their child is eligible for ELE services. No EL scholar is to be segregated from their English-speaking peers unless programmatically necessary for instruction by a MA licensed EL teacher. EL scholars will be taught to the same academic standards and curriculum as non-EL scholars and will have the same opportunity to access the full range of K-12 programs. All EL scholars will have access to word-to-word dictionaries for their primary language.

NOTIFICATION OF SERVICES

Argosy Collegiate Charter School uses the Department of Elementary and Secondary of Education's recommended form for notification to parents of English Language Learner Services. Notification forms can be found here:

<https://www.doe.mass.edu/ele/resources/communications.html>. An example of the notification form in English is in Appendix C. Should a parent refuse English Learner services to be provided to their child, parents are asked to complete the "Opt-Out Form" and provide the completed form to the Directors of Student Services (*see Appendix D*).

REGARDING FAMILIES IN NEED OF TRANSLATION/ INTERPRETATION

The below verbiage has been adapted from the "Argosy Collegiate Charter School Translation and Interpretation Policies and Procedures":

Argosy Collegiate Charter School commits to a good faith effort in seeking to identify parent(s), guardian(s), and/or a family's need for translation and/or interpretation by providing the Home Language Survey to families upon initial enrollment of their scholar(s) in order for the family to indicate translation and/or interpretation needs; translated versions of this document will be provided to parent(s)/guardian(s) upon the parent's/guardian's request upon the initial enrollment of the family's scholar(s). Argosy Collegiate commits to ensuring that all families receive and have access to communication in a language they understand through translation and/or interpretation, as appropriate to the family's language needs. A parent(s)/guardian(s) does not have to be of limited English proficiency in speaking, reading, writing, and comprehending English in order to receive translation and/or interpretation; rather, a parent(s)/guardian(s) need be limited in at least one of these areas in order to be eligible to receive language assistance as needed. Additionally, Argosy Collegiate Charter School will accept a parent's/guardian's request for and/or assertion that they need language assistance without requiring any additional corroboration. This need may be asserted via the parent's/guardian's completion of the Home Language Survey upon initial enrollment and/or at any point throughout the family's scholar's enrollment at Argosy Collegiate Charter School. Per federal laws, language assistance services will be provided by certified translators on staff and/or certified external translation/interpretation services at no cost to families (EEOA: 20 U.S.C. 1730 (f); MA General Laws, C. 76, S.5; and CMR 603 26.02 (2)).

Argosy Collegiate strongly advises against utilizing a child, family member, scholar, or personal associate to translate documents or act as an interpreter for an in-person or video conference meeting and/or phone conversations. The use of such individuals as interpreters and/or translators may violate the family's confidentiality, privacy, and/or present as a conflict of interest.

In some cases, a parent(s)/guardian(s) may choose to provide their own interpreter or translator; in these cases, Argosy Collegiate may still need to provide its own interpreter or translator or utilize the identified external translation/interpretation providers identified within the Translation and Interpretation Policies and Procedures document (Revised September 2021) in order to ensure accurate and effective interpretation and/or translation of critical information, particularly in, but not limited to, instances where the competency of the parent's/guardian's chosen interpreter is not fully established. If a parent(s) or guardian(s) would like to use a personal associate as an interpreter and/or translator, Argosy Collegiate will provide the parent(s)/guardian(s) with a waiver that said parent(s)/guardian(s) must sign.

ANNUAL EVALUATION OF THE EL PROGRAM

The district EL Program will be assessed annually through the analysis of a variety of data including but not limited to:

- MCAS
- NWEA MAP Benchmark Testing
- ACCESS Testing
- Attendance rates
- Graduation rates
- Discipline referrals
- Parent surveys

This data will be analyzed and reported out annually by the Director of Student Services. The results will generate specific activities, which will be incorporated into School Improvement Plans annually.

Appendix A:

English Language Learners in Charter Schools: Notice of Rights to Access and Equity of Educational Services

Dear Parent: This document explains the rights of children who are English language learners to attend and receive language support and other services in Massachusetts public charter schools. As defined in state law, an English language learner is a student who does not speak English, or whose native language is not English, and who is not able to do ordinary classroom work in English. This includes students who, without language support services, would have trouble understanding lessons in school, or completing work in school because they are still learning English. In this document, an English language learner will be referred to as an “ELL.” Charter schools must accept and enroll ELLs admitted through the lottery who wish to attend the school. The school must provide direct instruction to help ELLs learn the English language, and subject matter instruction (for example, science or history) that is presented in English using strategies that help the student better understand the content. Full and equal access to the programs and services offered at the school must be made available to ELLs. This is a summary of your child’s rights to attend and receive language support and other services from his or her charter school.

□ Can my student who is an ELL go to a charter school?

Yes. Charter schools are open to all students within the school’s service area, on a space available basis. If more students apply than there are available spaces, a lottery is held to choose who will be admitted in a fair way. All students who wish to attend a charter school have an equal chance of getting in and have an equal right to attend.

See: M.G.L. c. 71 §89 (l) states that charter schools shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, *national origin*, creed, sex, ethnicity, sexual orientation, gender identity, mental or physical disability, age, ancestry, athletic performance, special need, or *proficiency in the English language* or a foreign language, and academic achievement. (*Emphasis added*)

□ What if I don’t want language support services for my student?

If you reject language support services for your student, the school still has to make sure that your student has “meaningful access” to the curriculum and can effectively participate in the classroom work. Your student should be placed with a classroom teacher who holds a Sheltered English Immersion Endorsement or an English as a Second Language license, which means that the teacher has had training on the language needs of ELLs. The charter school has the continued responsibility to monitor your student’s progress as an ELL. If it appears that he or she is unable to participate effectively and meaningfully in his classroom, the school must reconsider the instruction that it provides.

Upon identifying a student as an English learner, the charter school will provide the parent or guardian with its ELL policies and all needed forms in a language that they can understand.

□ My student will need help learning English. What language support services will be made available at a charter school?

Students in charter schools must have access to the same services they would receive if they were in any other Massachusetts public school. If your student is admitted to a charter school, you should expect that the school will conduct a home-language survey and test your student to determine if he or she needs language support services. If language support services are needed, the school must provide them.

Under Massachusetts law, students who are identified as ELLs are generally provided a sheltered English immersion (SEI) program and receive English as a second language instruction (ESL). This requirement applies to all public schools including charter schools, regardless of the number of ELLs enrolled at the school. ELL programs must have two components:

- **Sheltered English immersion.** Sheltered English immersion includes teaching in a way that will make the content of lessons more understandable, and using ways of teaching that will help the student learn the English

language. Sheltered English immersion classes must be taught by specially trained teachers, and must address the same curriculum as the other students receive.

- **English as a second language (ESL) instruction.** ESL instruction provides specific, direct instruction in the English language that is delivered by a licensed ESL teacher. ESL is meant to teach students English language, grammar, vocabulary and usage, and includes instruction in speaking, listening, reading, and writing at a level the student can understand. Students of different ages and language groups may be included in the same ESL classroom. The hours of ESL instruction provided to your student will depend on how well your student speaks, listens (understands spoken English), reads, and writes English. For more information please see the “**Transitional Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners**” found here: <http://www.doe.mass.edu/ell/resources.html>

□ **What other programs and services might my student receive if he or she attends a charter school?**

As in every public school in Massachusetts, ELL students must be given full and equal access to the programs and services of the school. Information and notices to ELLs and their parents must be provided in a language they can understand

- ELLs must receive supports such as guidance and counseling, in a language they can understand.
- ELLs must not be separated from students who are not ELL students except when necessary in order to provide their English learning program.
- ELLs must be allowed to participate fully in all academic courses.
- ELLs must be taught to the same academic standards and curriculum as other students.
- ELLs must have equal access to all programs and services at the school including Title I, Section 504 disability accommodations, and special education, and all clubs, student organizations, activities and sports teams.

Relevant Laws and Regulations:

Charter School Statute: G.L. c. 71 §89

Charter School Regulations: 603 C.M.R. §1.00

Massachusetts law-- English Language Education in Public Schools: G.L. c.71A

Massachusetts Education of English Learners Regulations: 603 CMR 14.00

Federal Civil Rights Law: Title VI of the Civil Rights Act of 1964

Federal Civil Rights law: Equal Educational Opportunities Act of 1974

Federal law: ESEA/ NCLB: *the No Child Left Behind Act of 2001* Governs elementary and secondary education. NCLB is available as Public Law 107-110 Title III — Language Instruction for Limited English Proficient and Immigrant Students:

PART A: 'English Language Acquisition, Language Enhancement, and Academic Achievement Act'

If you have any questions, please contact the Massachusetts Department of Elementary and Secondary Education’s Office of Charter Schools and School Redesign (phone: 781-338-3227; email: charterschools@doe.mass.edu) or Office of English Language Acquisition and Academic Achievement (phone : 781-338-3584; email: ell@doe.mass.edu).

For additional information regarding ELL education and the rights of parents and students, please refer to the following:

- Office of Civil Rights Enforcement Office: phone: 800-421-3481; email: ocr@ed.gov; website: www.ed.gov/about/offices/list/ocr/
- State regulations: 603 CMR 14.00: Education of English Learners Regulations-- 14.06: Parental Right of Enforcement <http://www.doe.mass.edu/lawsregs/603cmr14.html?section=06>
- Requirements for the Participation of English Language Learners in ACCESS for ELLs and MCAS: A Guide for Educators and Parents/Guardians <http://www.doe.mass.edu/mcas/participation/ell.pdf#search=%22ELL%22>

Appendix B

Home Language Survey

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

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

Appendix C

Argosy Collegiate Charter School

School Year **20XX-20XX**

Parental Notification Regarding English Language Education

Dear Parent(s)/Guardian(s):

In order to comply with state requirements, school districts must inform parents of students whose home language is other than English of the rights they may have regarding English language education (ELE). The district will test your child in English reading, writing, speaking and listening to determine if your child is an English learner. If your child is found to be an English learner and eligible for placement in an ELE program, you will receive further notification with your child's English proficiency test results and program placement information.

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

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

Available ELE programs include (check all that apply):

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

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

Districts serving 100 or more English learners or in which English learners comprise at least 5% of the student population, whichever is less, are required to establish an English learner parent advisory council (ELPAC). Similarly, any school designated as underperforming or chronically underperforming and operating an ELE program is required to establish an ELPAC. Parents of English learners are encouraged to participate in such councils.

For more information about the topics discussed in this notice, please contact: _____ [name of district or school contact person] at _____ [phone number] or _____ [e-mail address]. You may also obtain additional information about ELE programs offered by the district at a meeting or conference on _____ [date] at _____ [location].

Appendix D

Argosy Collegiate Charter School
School Year 20XX-20XX
OPT-OUT FORM

Student Name:	Home language:
Opt-out Date:	Years in U.S. Schools:
SASID:	DOB:
School:	Grade:

As required by federal law, my child has taken an English language proficiency test (W-APT, WIDA ACCESS, or WIDA MODEL). My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he is eligible for an English Learner Education (ELE) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline ELE services. I understand that my decision to opt-out of ELE services will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of ELE services does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
3. The school district will report my child to *Student Management Information System* (SIMS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Massachusetts public schools, s/he will be tested annually with ACCESS until s/he attains English proficiency.
5. As long as my child is enrolled in Massachusetts public schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Signature: _____

Date: _____

Appendix E

Argosy Collegiate Charter School
School Year 2000-2000

INTERSCHOOL ENGLISH LEARNER EDUCATION PROGRAM TRANSFER REQUEST FOR PARENTS

This form is to be used by parent(s) or legal guardian(s) who are requesting a transfer of their child to an English language education program available in a different school within the district. Parents are encouraged to contact the school before completing this form to discuss their child's needs and learn about the benefits of the different programs that may be available in the district.

Student Information

Last Name First Name Middle Name Date of Birth

Current School: _____ Current Grade: _____

Type of English language education program child is currently enrolled in (if known):

- Sheltered English Immersion
- Dual Language Education or Two-Way Immersion
- Transitional Bilingual Education
- Other: _____

Transfer Request Information

I am requesting that my child be transferred to _____ [school name] and placed in the following English language education program [check program requested]:

- Sheltered English Immersion
- Dual Language Education or Two-Way Immersion
- Transitional Bilingual Education
- Other: _____

Parent/Legal Guardian Name: _____

Parent/Legal Guardian Signature: _____ Date: _____
month/day/year

Address: _____

Telephone Number(s): _____

Please submit this request to the Office of the Superintendent.