

LOOK ACT REGULATIONS: HOW TO PROVIDE INPUT ON PROPOSED REGULATIONS

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**LOOK Act
Regulations:
How To Provide Input
on Proposed
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May 3, 2018

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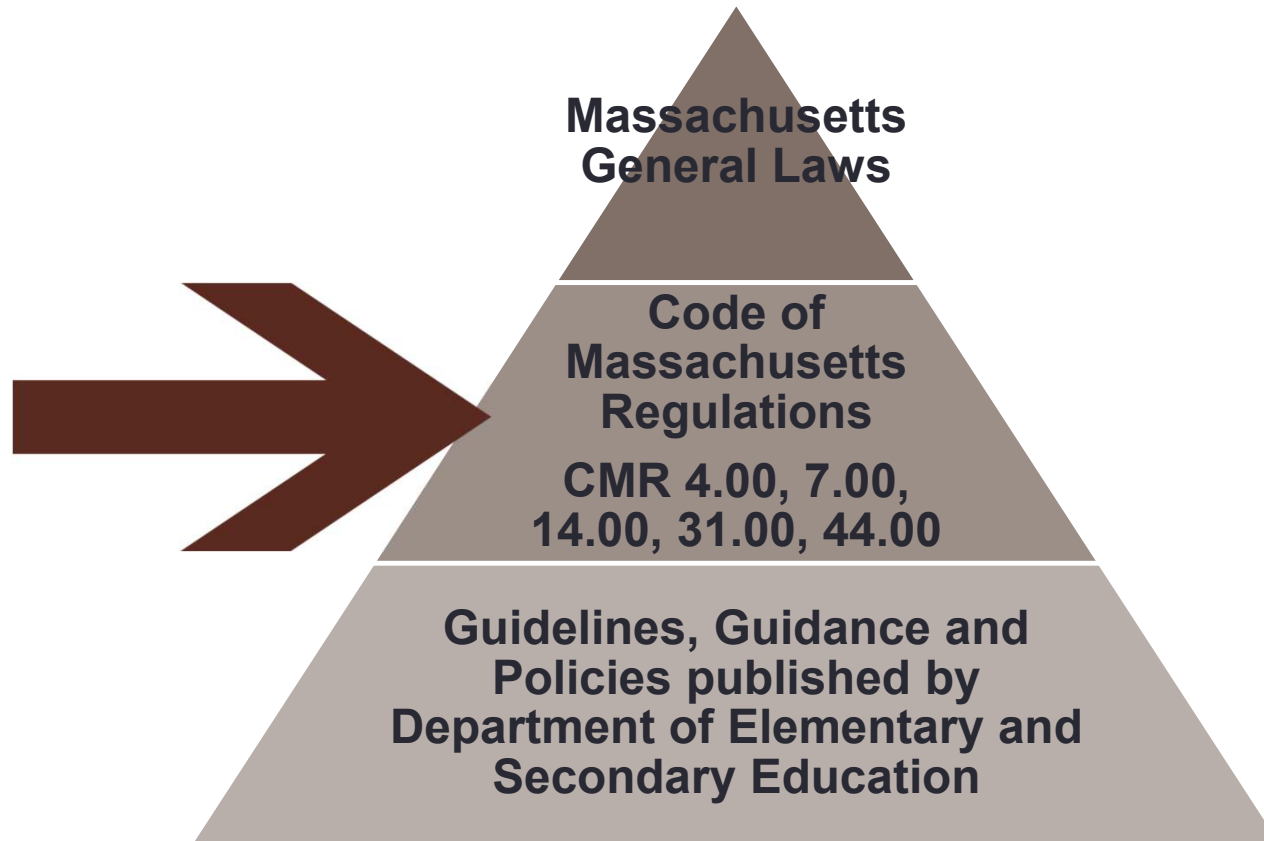
AGENDA

1. Laws, Regulations & Policies
2. What's Included in the LOOK Act
3. Public Comment: How To
4. Review of Proposed Regulation Changes

NOT COVERED TODAY


1. Specific Implementation Question

ESL Policy Wonk 101



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← → ↻ www.doe.mass.edu/ell/guidance/default.html

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Massachusetts Department of
Elementary & Secondary Education











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English Language Learners

Guidance and Laws




Guidance on Programming for ELLs

-   [New Initial Identification Criteria - WIDA Screener for grades 1-12](#)
-   [Guidance on Identification, Assessment, Placement, and Reclassification of English Language Learners](#)
-   [Massachusetts Students with Limited or Interrupted Formal Education \(SLIFE\) Definition and Guidance](#)
-   [Guidance for Defining and Implementing Two Way Immersion and Transitional Bilingual Education Programs](#)
-   [Next Generation ESL Curriculum Project: ESL Curriculum Resource Guide](#)



Laws and Related Documents

-   [Coordinated Program Review Procedures, School District Information Package](#)

Federal Laws


-  [Federal Civil Rights Law concerning limited English proficient students](#)
-  [Title III Language Instruction for Limited English Proficient and Immigrant Students \(legislation\)](#)
-  [U.S. Department of Education Title III desk top reference](#)

State Laws

-  [603 CMR 14.00: Education of English Learners Regulations](#)
-  [Massachusetts General Laws Chapter 71a](#)

Last Updated: October 11, 2017

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QUESTIONS



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LAWS



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LOOK Act

Act Relative to
Language Opportunity
for Our Kids
[Chapter 138 of the Acts
of 2017](#)

New State Law Includes:

- Updates & Language Changes
- Seal of Biliteracy
- Language Acquisition Programming Flexibility and Oversight
- Input from Parents and Guardians
- Educator Qualifications
- Benchmarks, Guidelines and Templates
- Data and Reporting



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DESE Summary of LOOK Act

On November 22, 2017, Governor Baker signed into law the LOOK Act.¹ Broadly, the new law aims to provide districts with more flexibility as to the language acquisition programs they choose to meet the needs of ELs, while maintaining accountability for timely and effective English language acquisition. Below is a brief summary of some of the key changes made by the new law.

Language Acquisition Programming Flexibility and Oversight.

- Provides districts with flexibility in choosing a language acquisition program that best fits the needs of their EL population, while ensuring accountability through Department oversight.
- Requires districts that intend to offer new programs for ELs to submit specific information for review by the Department and the district's parent advisory council. All programs must be based on research and best practices.
- If the Department finds that a proposed program fails to meet the applicable requirements, the Department will notify the district and provide the corrective steps that the district must take before commencing such a program.
- Districts that intend to offer a new sheltered English immersion or alternative instructional English learner program in the next academic year must submit the required information to the Department and the district's parent advisory council by January 1 of the current academic year, which means new EL programs may open no earlier than the 2019-2020 school year.

Increased Input from Parents and Guardians

- Requires districts that serve a significant population of ELs to create EL Parent Advisory Councils, made up of parents/guardians of ELs in the district.
- Requires districts to provide notification to parents/guardians of ELs regarding various topics, including their right to choose a language acquisition program among those offered by the district.
- Parents/guardians of ELs may select any language acquisition program offered by the district, provided that the program is appropriate for the age and grade level of the student.
- Parents/guardians may request a transfer of the student to another language acquisition program available in the district, subject to approval by the superintendent.

DESE Summary of LOOK Act

Educator Qualifications

- Requires the Department to establish licensure endorsements for various language acquisition program types (for example, Two-Way Immersion Programs).
- Requires the Department to annually provide districts with reports of all educators who have current language acquisition program endorsements.
- Requires districts to verify, prior to the beginning of each school year, that each educator in an English learner program is properly endorsed for that program.

Benchmarks, Guidelines and Templates

- Requires the Department to establish: (i) benchmarks for attaining English proficiency for ELs; (ii) guidelines to support districts in identifying ELs who do not meet benchmarks; and (iii) an EL success template for use by districts to assist ELs who are not meeting English proficiency benchmarks.
- Requires districts to provide a copy of these materials from the Department to parents/guardians of ELs within the timeframes specified in the law.
- Requires districts to adopt procedures to identify ELs who do not meet the English proficiency benchmarks and establish various processes relating to them.

Data and Reporting

- Expands EL related reporting requirements for districts to the Department.
- Establishes a data commission to study the collection and dissemination of data on ELs and to make recommendations on streamlining data reporting.
- Expands the student census requirement for districts to include ELs who are in Pre-Kindergarten.



Key LOOK Timelines for Implementation

- Department to publish **benchmarks**, guidelines, and EL success templates by **September 1, 2018**. Districts must adopt procedures relating to them six months later (by **March 1, 2019**).
- **Data** collected in response to the new reporting requirements must be submitted to the Department beginning in **SY18-19**.
- The **State Seal of Biliteracy** will be available for **SY18-19**, after the Board establishes applicable criteria.
- All other components of the LOOK Act begin in **SY 18-19**.

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POLL

PUBIC COMMENT



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PUBLIC COMMENT



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ESL Policy Wonk 101 - Regulations

- Notification of Public Comment
www.doe.mass.edu/lawsregs
- Requires 60 day Public Comments – by May 18
- Must be approved the Board of Elementary and Secondary Education (BESE) – June 26
 - 603 CMR 4.00 – Vocational Technical Education
 - 603 CMR 7.00 – Educator Preparation & Academic Licensure
 - 603 CMR 14.00 – Education of English Learners
 - 603 CMR 31.00 – Seal of Biliteracy
 - 603 CMR 44.00 – Renewal of Academic Licenses



Notification of Public Comment

The screenshot shows a web browser window with the URL www.doe.mass.edu/lawsregs/. The page header includes the **Mass.gov** logo and the text "Massachusetts Department of Elementary & Secondary Education". A navigation bar contains links for "Students & Families", "Educators & Administrators", "Teaching, Learning & Testing", "Data & Accountability", "Finance & Funding", and "About the Department".

The main content area is titled "Education Laws and Regulations". On the left, a sidebar menu lists: "Laws & Regulations Home", "State Regulations", "State Laws", "Federal Laws", "Legal Advisories", "Arbitration Awards", and "Litigation Reports".

The "LawsREGS HEADLINES:" section contains two entries:

- 04/04/18** Notice of Public Comment for the Proposed Amendments to 603 CMR 4.00, 7.00, 14.00, 31.00 and 44.00 — to implement the Language Opportunity for Our Kids (LOOK) Act, and update certain provisions
- 04/07/18** Notice of Public Comment on the Proposed Amendments to 603 CMR 2.00, Accountability and Assistance for School Districts and Schools Regulations

A red arrow points from the "04/04/18" date to the first headline. Below the headlines is a link for "LawsRegs News Archives".

The "Recently Approved Regulations and Regulations Amendments" section lists:

- Special Education Regulations, 603 CMR 28.00, Most Recently Amended by the Board of Elementary and Secondary Education effective July 1, 2018
- Educator Licensure and Preparation Program Approval Regulations, 603 CMR 7.00, Most Recently Amended by the Board of Elementary and Secondary Education effective July 28, 2017, recent amendments effective July 28, 2017
- Vocational Technical Education Regulations 603 CMR 4.00, amendments effective March 27, 2014
- Program and Safety Standards for Approved Public or Private Day and Residential Special Education School Programs
- Prevention of Physical Restraint and Requirements If Used, 603 CMR 46.00, effective January 1, 2016

Notification of Public Comment

The screenshot shows a website page with a blue navigation bar at the top containing links for 'Educators & Administrators', 'Teaching, Learning & Testing', 'Data & Accountability', 'Finance & Funding', 'About the Department', and 'Education Board'. Below the navigation bar is a sidebar with a 'Home' link. The main content area is titled 'Education Laws and Regulations' and contains a 'Notice of Public Comment for the Proposed Amendments to 603 CMR 4.00, 7.00, 14.00, 31.00 and 44.00 – to implement the Language Opportunity for Our Kids (LOOK) Act, and update certain provisions'. The notice text includes: 'Pursuant to its authority under: M.G.L. c. 69, §§ 1B, 1Q; c. 71, § 38G; c.71A, as amended by the Language Opportunity for Our Kids (LOOK) Act, Chapter 138 of the Acts of 2017; and c. 74, the Massachusetts Board of Elementary and Secondary Education (Board) is soliciting public comment on the proposed amendments to Regulations on: Vocational Technical Education, 603 CMR 4.00; Educator Licensure and Preparation Program Approval, 603 CMR 7.00; Education of English Learners, 603 CMR 14.00; Massachusetts Certificate of Mastery, 603 CMR 31.00; and Educator License Renewal, 603 CMR 44.00. The proposed amendments are intended to implement the LOOK Act through standards for English learner education programs and the educators who provide them; establish the State Seal of Biliiteracy; improve the instruction of English learners in career vocational technical programs through standards for career vocational technical educators; and update certain provisions of the vocational technical regulations relating to licensure. Copies of the proposed amendments are available on the Department's website, or by calling 781-338-3584. Written comments on the proposed amendments may be submitted by mail to: Sibel Hughes, OELAAA, Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148; by fax to: 781-338-3395; or by email to: LOOKAct@doe.mass.edu. The following link may also be used to submit public comment on the proposed revisions: [Proposed Amendments to English Learner Education Regulations: Public Comment Survey](#). The deadline for submission of public comment is Friday, May 18, 2018. The Board is expected to vote on the proposed amendments at its regular monthly meeting scheduled for June 26, 2018. Last Updated: April 4, 2018



Q: What Can I Comment On?

A: Any section of the regulations that is open for public comment.

You are not limited to agree or disagreeing with proposed changes.

You can suggest:

- Additional changes
- Deleting or adding sections
- Draft new language to supplement or replace regulations
- Feedback on other sections that do not have proposed changes.



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How to Submit Your Public Comment

Options for Submitting Your Comments

- Written Comments by Mail *Sibel Hughes, OELAAA, Department of Elementary and Secondary Education, 75 Pleasant Street, Malden, MA 02148*
- Written Comments by Email *LOOKAct@doe.mass.edu*
- Written Comments by Fax *781-338-3395*
- Use Survey Tool
www.surveymoz.com/s3/4216987/Proposed-Amendments-to-English-Learner-Education-Regulations-Public-Comment-Survey



Public Comment Survey

Comment on Proposed Regulations

4. Please indicate your level of support for the proposed change(s) to 603 CMR 4.00, and provide any comments, including suggested text, for the specific section of the Regulations outlined below.

	Do you support the proposed change(s) to 603 CMR 4.00?			Comments
	No	Yes	Mixed	
4.02: Definitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4.03: Program Approval Criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4.07: Types of Vocational Technical Teacher Licenses, Requirements for Licensure, and Licenses Issued	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
4.08: Types of Vocational Technical Administrator Licenses and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>



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Remember

- Public comments are public documents.
- All submitted comments can be, and are often, released to the public.
- Avoid using professional title, organization or affiliation unless you have approval.
- For more examples and tips on crafting public comments, visit The Policy Minute post on Public Comment 101 at thepolicyminute.com/2017/03/04/public-coment-101/



QUESTIONS



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REGULATION CHANGES



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English Learner Regulations

Proposed Changes

**These proposed regulation changes are unrelated to the LOOK Act, however, they are included in this package of proposed changes.*

- SEI Endorsement for Vocational Technical Educators*
- Bilingual Education Endorsement
- English Learner Programs
- Parent Advisory Council
- State Seal of Biliteracy
- Academic License PDPs



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Vocational Technical Education 603 CMR 4.00

Proposed Changes:
Add requirement for
Vocational Technical
Educators who teach
English learners to
obtain the SEI
Endorsement

Add requirement for
Bilingual Education
Endorsement (same as
academic licenses)

Add SEI Endorsement to
requirements for a
Professional License

Board: The Massachusetts Board of [Elementary and Secondary](#) Education.

Career Vocational Technical Teacher: For purposes of Sheltered English Immersion, a teacher of a career vocational technical subject in a career vocational technical education program at the secondary level.

Career Vocational Technical Education Program: For purposes of Sheltered English Immersion, a career vocational technical education program shall include programs approved under M.G.L. c. 74; programs that meet the definition of career and technical education listed in the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C. § 2302(5); and any other programs that may be designated by the Commissioner.

Career Vocational Technical Subjects: For purposes of Sheltered English Immersion, such subjects shall include automotive technology, carpentry, culinary arts, engineering, exploratory, masonry, information technology, and any other subjects listed by the Department in guidance.

Certificate of Occupational Proficiency: The Certificate issued pursuant to M.G.L.c.69 § 1D (iii).



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SEI Endorsement Vocational Educators Introduction

- The U.S. Department of Justice and the Board expressed an interest in expansion of the SEI Endorsement requirement for vocational technical teachers.
- In response, in 2016 Commissioner assembled a study committee established a study committee of career vocational technical leaders.
- Study committee met for six months and concluded that the SEI Endorsement course would be beneficial for CVTE educators.
- Currently running **pilot** SEI Endorsement courses for vocational teachers at Greater Lawrence Tech and Worcester Tech.
 - Pilots will end this spring and final evaluations of the course will be reviewed.

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Vocational Technical Education 603 CMR 4.00

Proposed Changes:
Add requirement for Vocational Technical Educators who teach English learners to obtain the SEI Endorsement

Add requirement for Bilingual Education Endorsement (same as academic licenses)

Add SEI Endorsement to requirements for a Professional License

(3) Sheltered English Immersion Endorsement for Preliminary Vocational Technical Teacher License.

Starting on July 1, 2020, a career vocational technical teacher who is assigned to provide sheltered English instruction to an English learner shall either hold a Sheltered English Immersion (SEI) Teacher Endorsement or earn such endorsement within one year from the date of the assignment pursuant to 603 CMR 14.08(3). This provision shall not apply to career vocational technical teachers who are required to obtain the SEI Endorsement in accordance with 603 CMR 14.08(2).

(4) Requirements for the Professional Vocational Technical Teacher License

- (a) Evidence of sound moral character.
- (b) Possession of a Preliminary Vocational Technical Teacher License pursuant to 603 CMR 4.00.
- (c) Massachusetts and/or federal government or industry issued licenses or certifications required by industry or government to work in the technical program area and by the Department to teach the vocational technical subject matter and skills as set forth in "*Guidelines for Vocational Technical Education Programs and Educator Licensure.*"
- (d) Completion of a one-year induction program with a trained mentor.
- (e) The completion of at least three full years of employment in the role of licensed vocational technical teacher in the program area of the license or three years of experience as a Department approved Criminal Justice vocational technical teacher.

(f) Starting July 1, 2020, possession of an SEI Teacher Endorsement.



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Vocational Technical Education 603 CMR 4.00

Proposed Changes:
Add requirement for
Vocational Technical
Educators who teach
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obtain the SEI
Endorsement

Add requirement for
Bilingual Education
Endorsement (same as
academic licenses)

Add SEI Endorsement to
requirements for a
Professional License

(8) Professional Development Points (PDPs):

(a) For the renewal of a Professional Vocational Technical Teacher license, professional development points (150 points) must be earned in ~~a minimum of four~~ the following areas: subject matter knowledge and skills, pedagogy, academic and vocational technical curriculum integration, and safety and health for the educator's primary license. Starting July 1, 2020, of the 150 points, 15 must be related to SEI, English as a Second Language, or bilingual education, and 15 must be related to training in strategies for effective schooling for students with disabilities and instruction of students with diverse learning styles. The primary license is the license so designated by an educator who has more than one license. The primary license is usually the license under which the educator is employed. If the educator is employed in a position that requires more than one license, the educator may designate which of the licenses is the primary license. Professional development must include an additional 30 PDPs in the subject matter and skills of any additional educator license to be renewed.



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603 CMR 4.00 Proposed Regulations

Starting July 1, 2020

- Applicants for a professional vocational teacher license would be required to have the SEI Endorsement.
- Applicants for an initial vocational technical principal/assistant principal license would be required to have the SEI Endorsement.

On or after July 1, 2020

- Educators applying to renew a primary vocational professional license must earn PDPs related to SEI, ESL, or bilingual education and special education/diverse learning styles.

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Educator Licensure 603 CMR 7.00

Adds vocational technical teachers and Bilingual Education endorsement to definitions

Adds requirements and subject matter knowledge requirements for the Bilingual Education endorsement.

Creates Waiver for programs with teachers without Bilingual Education endorsement.

undergraduate program in which the student has satisfactorily met its requirements.

Bilingual Education: An educational program that involves teaching academic content in two languages, English and another language. Program types determine the varying amounts of each language used in instruction. Bilingual education programs include dual language programs, transitional bilingual programs, and any other bilingual program types that may be approved by the Department.

Board: The Massachusetts Board of Elementary and Secondary Education.

Career Vocational Technical Teacher: For purposes of Sheltered English Immersion, a teacher of a career vocational technical subject in a career vocational technical education program at the secondary level.

Career Vocational Technical Education Program: For purposes of Sheltered English Immersion, a career vocational technical education program shall include programs approved under M.G.L. c. 74; programs that meet the definition of career and technical education listed in the Carl D. Perkins Career and Technical Education Improvement Act of 2006, 20 U.S.C. § 2302(5); and any other programs that may be designated by the Commissioner.



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Educator Licensure 603 CMR 7.00

Adds vocational technical teachers and Bilingual Education endorsement to definitions

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(b) Passing score on a test acceptable to the Department, that assesses, or includes the assessment of, listening, speaking, and writing skills in the relevant foreign language for either the Pre-K—6 or the 5—12 level.

(3) Bilingual Education Endorsement

(a) Bilingual Education Endorsement is to be awarded to educators who meet all of the following requirements:

1. A passing score on a foreign language test acceptable to the Department in the relevant foreign language.
2. Demonstration of the subject matter knowledge and skill requirements set forth in 603 CMR 7.14(3)(b), through one of the following:
 - a. Successful completion of a Department-approved course of study for providing bilingual education. The Department shall issue guidelines for approval of this course of study.
 - b. A passing score on a test acceptable to the Department.
3. Completion of 150 hours of field-based experience in a Pre-K through grade 12 transitional bilingual, two-way immersion, or other bilingual education setting.

(b) Subject Matter Knowledge:

1. Knowledge of the foundations of bilingual education and the concepts of bilingualism and biculturalism.
2. Bilingual language acquisition factors as they affect access to the Massachusetts content and language standards.
3. Social-cultural, social-emotional, political, and other salient factors in bilingual



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Educator Licensure 603 CMR 7.00

Adds vocational technical teachers and Bilingual Education endorsement to definitions

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Creates Waiver for programs with teachers without Bilingual Education endorsement.

(c) In each instance when, after a good-faith effort, a district is unable to hire a licensed or certified teacher who has not retired under M. G. L. c. 32, the superintendent of the district has discretion to choose whether to seek a waiver, pursuant to 603 CMR 7.14 (13) (a) or to seek a determination of a critical shortage, pursuant to 603 CMR 7.14 (13) (b).

(d) The Commissioner may issue a waiver to a school district, including a charter school and an educational collaborative, from the educator qualification requirements in 603 CMR 7.15(9)(c)1.a, upon request of the superintendent or charter school leader and demonstration that the district, charter school or educational collaborative has made a good faith effort to hire personnel with the Bilingual Endorsement, and has been unable to find a candidate with the Bilingual Endorsement who is qualified for the position. Provided that the submission requirements in 603 CMR 14.04(4) shall continue to apply to any district or charter school that intends to offer a new Sheltered English Immersion or alternative English learner education program and that applies for a waiver under this subsection. Starting July 1, 2019, persons employed under a waiver must demonstrate that they meet the requirement in 603 CMR 7.14(3)(a)1 and any other requirements established by the Department. The waiver shall be valid for a period of one school year, and may be renewed at the Commissioner's discretion.

(14) Implementation.

(a) Between March 7, 2009 and June 30, 2012, candidates for the following provisional or



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Education of English Learners

603 CMR 14.00

Revised language for placement of students in English learn program types.

Process for DESE review of proposed new programs.

English Learner Parent Advisory Council

14.04: Placement of Students ~~with Parental Waivers in~~ English Learner Education Programs

- (1) ~~A school district shall provide a student who is an English learner with sheltered English immersion instruction and place the student in an English language classroom, as those terms are defined in M.G.L. c. 71A, unless the school district has granted the student a waiver in accordance with M.G.L. c. 71A, § 5. Each school district shall provide a student who is an English learner with an appropriate English learner education through a sheltered English immersion program or an alternative instructional program that meets the requirements of federal and state law.~~
- (2) ~~A school district may place English learners who are granted parental waivers under M.G.L. c. 71A, § 5, in a bilingual education program. All English learner education programs must be research-based and include subject matter content and an English language acquisition component. Both sheltered English immersion and alternative instructional programs shall be based on best practices in the field and the linguistic and educational needs and demographic characteristics of English learners in the school district.~~
- (3) ~~Upon designation of a student as an English learner, the school district shall provide the student's parent or guardian with the school district's waiver policy and timelines, developed in accordance with M.G.L. c. 71A, § 5, and in a language that the parent or guardian can understand. Each school district shall commence language assistance services upon a student's identification as an English learner.~~



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- (4) By January 1, each school district that intends to offer a new sheltered English immersion program or alternative instructional program in the next academic year shall submit to the Department and the school district's English learner parent advisory council a description of:
- (a) the new instructional program selected, its objectives, and research basis as it relates to the student population to be served;
 - (b) how the new program will meet the needs of the student population to be served as compared to any existing program;
 - (c) the resources the district intends to dedicate to effective implementation and ongoing operation of the new program, including the number and expected qualifications of the program's educators;
 - (d) the student population to be served, including the number of students, their grade level, native language, and English proficiency levels;
 - (e) any current English learner program(s), including data concerning its impact on student learning and English language acquisition;
 - (f) how the school district intends to measure and evaluate program success over time; and
 - (g) any other information requested by the Department.
- (5) The Department shall review the information submitted by the school district pursuant to 603 CMR 14.04(4). If the Department finds that a current or proposed English learner education program fails to meet the requirements of federal or state law, it shall notify the school district in writing within 90 days of receiving the information submitted pursuant to 603 CMR 14.04(4). The notice shall cite the requirements with which the program would not comply and include corrective steps that the school district shall take to bring the program into compliance. The school district shall have 30 days to submit a revised proposal that incorporates such corrective steps. The Department shall review the revised proposal to determine if the school district has incorporated the corrective steps identified by the Department, and shall notify the school district in writing if it may commence a proposed English learner education program with or without conditions. A school district that was required to take corrective steps shall not commence a proposed English learner education program unless it has received written notification from the Department that it may do so.

Education of English Learners

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Revised language for placement of students in English learn program types.

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English Learner Parent Advisory Council

Chapter 138 of the Act of 2017

Section 5. (a) The parent or legal guardian of a student eligible to enroll in an English learner program may select any available English learner program offered by the school district; provided, however, that the program shall be appropriate for the age and grade level of the student; and provided further, that for any program selection that would require a student to transfer to a different school within the district, the transfer request shall be approved by the superintendent, in a form prescribed by the department. A school, under advisement of a teacher or guidance counselor, may request a program transfer for an individual child in writing, with notice of the transfer request provided to the child's parents, in a form prescribed by the department.

(b) If a school district or charter school receives requests from the parents or legal guardians of not less than 20 students to implement a specific program to provide language instruction in that school district or charter school, the school district or charter school shall, not later than 90 days after receiving the request, respond and provide: (i) a plan for implementation of the requested program; or (ii) a denial of the request, in writing, including an explanation of the denial.

Proposed 603 CMR 14.06

(6) A request by a student's parent or guardian to enroll the student in or transfer the student into a specific English learner education program offered by the school district shall be reviewed by the superintendent or the superintendent's designee. The school district shall respond to such requests in no more than 20 school days after receipt of the request.

(7) A parent or guardian of an English learner may withdraw the student from an English learner education program in accordance with state and federal law.



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English Learner Parent Advisory Council



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14.09: English Learner Parent Advisory Councils

- (1) Each school district serving 100 or more English learners or in which English learners comprise at least five percent of the student population, whichever is less, shall establish an English learner parent advisory council in accordance with M.G.L. c. 71A, § 6A. Nothing in 603 CMR 14.09 shall prevent any other school district or charter school from creating an English learner parent advisory council if it chooses to do so.
- (2) Each school designated as underperforming or chronically underperforming and operating a program for English learners shall establish an English learner parent advisory council in accordance with M.G.L. c. 69, § 1J(x).
- (3) A school district or school required to establish an English learner parent advisory council shall annually notify parents and guardians of English learners of the opportunity to participate in the council and shall provide the notification in a language that the parent or guardian can understand.
- (4) All parents and guardians of English learners who volunteer to participate in the English learner parent advisory council shall be appointed to the council by the superintendent or the superintendent's designee. Nothing in 603 CMR 14.09 shall prevent a school district from recruiting volunteer parents and guardians of English learners to participate in the English learner parent advisory council.
- (5) The duties of the English learner parent advisory council shall include those listed in G.L. c. 71A, § 6A and any other duties as may be identified by the school district consistent with guidance from the Department. English learner parent advisory councils shall carry out their duties in accordance with state law and guidelines established by the Department. An English learner parent advisory council shall establish by-laws regarding officers and operational procedures. The school district shall, without charge, and upon reasonable notice and consistent with the availability of staff and resources, assist the English learner parent advisory council in carrying out its duties.

Certificate of Mastery: Seal of Biliteracy 603 CMR 31.00

Purpose of Seal of
Biliteracy

District Participation

Criteria to Qualify

Assessments

Accessibility & Reporting
Language

(4) The purposes of the State Seal of Biliteracy are to:

(a) Encourage students to study and master languages;

(b) Certify attainment of biliteracy skills;

(c) Recognize the value of language diversity;

(d) Provide employers with a method of identifying people with language and biliteracy skills;

(e) Provide universities with a method to recognize and give credit to applicants for attainment of high level skills in languages;

(f) Prepare students with skills that will benefit them in the labor market and the global society; and

(g) Strengthen intergroup communication and honor the multiple cultures and languages in a community.



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Language Opportunity Coalition

- Increase language learning opportunities for learning English, native, heritage, and world languages.
- Ensure that all learners have equal access to a high quality education and professional opportunities.
- Bring language teachers, school leaders, and communities together.
- ESL, dual language, bilingual, world language, language immersion, K12, university programs.
- Led by: MABE, MaFLA, MATSOL & MIRA Coalition



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Seal of Biliteracy Pilot Program



Coordinated by the Language Opportunity Coalition

- 2014: Developed award criteria
- 2015: Started pilot
 - Established a workgroup of 50 educators from ESL, dual language, bilingual & world language programs
 - Created the Seal of Biliteracy TOOLKIT
 - Aligned criteria with national guidelines released in 2015
- 2015-16: 10 schools/districts 300+ awards
- 2016-17: 17 schools/districts 900+ awards
- 2017-18: Third & final year of the pilot
 - Almost 150 educators from 100 school districts in the work group.



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Seal of Biliteracy – Chapter 138 of Acts of 2017

- **MA General Laws Section 1Q.** The board of elementary and secondary education shall establish a state seal of biliteracy to be awarded by school districts to students who have attained a high level of proficiency in English and not less than 1 other language in addition to English. To qualify for the seal, a student shall meet criteria established by the board.
- The criteria shall include, but shall not be limited to attainment of a specified level of performance on: (i) the tenth grade English language arts exams of the Massachusetts Comprehensive Assessment System; and (ii) not less than 1 nationally recognized and readily available assessments that measure literacy in a language other than English or an equivalent alternative that the board may establish.

Certificate of Mastery: Seal of Biliteracy 603 CMR 31.00

Purpose of Seal of
Biliteracy

District Participation

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Language

31.07: State Seal of Biliteracy

(1) District Participation in the State Seal of Biliteracy Program.

(a) School districts may award the State Seal of Biliteracy to students who meet the academic criteria listed in 603 CMR 31.07(2).

(b) A school district participating in the State Seal of Biliteracy program shall provide written notification to parents or legal guardians of all students enrolled in the district about the State Seal of Biliteracy program, its purposes, and eligibility requirements, in a language that the parent or legal guardian can understand.

(c) A school district that awards the State Seal of Biliteracy shall affix the unaltered state insignia developed by the Department on the diploma or the transcript, or both, of students who meet the requirements listed in 603 CMR 31.07(2).



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Certificate of Mastery: Seal of Biliteracy 603 CMR 31.00

Purpose of Seal of
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(2) Criteria. To qualify for the State Seal of Biliteracy, a student must meet all graduation requirements and the criteria listed in 603 CMR 31.07(2)(a) and (b).

(a) Demonstrate a high level of proficiency in English through one of the following:

(i) Students in the graduating classes of 2019 and 2020 must attain a scaled score of at least 250 on the grade 10 English Language Arts MCAS administered in 2018 or earlier.

(ii) Students in the graduating classes of 2021 and beyond must score at the meeting or exceeding expectations performance levels on the grade 10 English Language Arts MCAS.

(b) Demonstrate a high level of proficiency in a foreign language through one of the following:

(i) Attaining a minimum score or level on a nationally recognized and readily available assessment approved by the Department that measures literacy in a language other than English. The Commissioner shall determine the minimum score or level, which shall be comparable to the meeting expectations performance level on the grade 10 English Language Arts MCAS. For students in the graduating classes of 2019 and 2020, the minimum score or level shall be comparable to a scaled score of 250 on the grade 10 English Language Arts MCAS administered in 2018 or earlier.

(ii) An alternative evidence method established by the Department in guidance.



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Certificate of Mastery: Seal of Biliteracy 603 CMR 31.00

Purpose of Seal of
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District Participation

Criteria to Qualify

Assessments,
Accessibility & Reporting
Language

(3) The Department shall annually publish a list of approved assessments and acceptable minimum scores or levels for purposes of 603 CMR 31.07(2)(b)(i).

(4) School districts must ensure that low-income students as described in M.G.L. c. 70, § 2 have access to any assessment required to qualify for the State Seal of Biliteracy at no cost.

(5) Implementation and Reporting.

(a) A school district that awards the State Seal of Biliteracy shall maintain a record of all students who have earned the seal and the assessment results used to substantiate the student's biliteracy.

(b) Each school district shall report annually to the Department the names of all students who earned the State Seal of Biliteracy.



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Educator License
Renewal
603 CMR 44.00

Adds Bilingual
Education definition as
option for PDPs.

Board: The Massachusetts Board of Elementary and Secondary Education.

Bilingual Education: An educational program that involves teaching academic content in two languages, English and another language. Program types determine the varying amounts of each language used in instruction. Bilingual education programs include dual language programs, transitional bilingual programs, and any other bilingual program types that may be approved by the Department.

Commissioner: The Commissioner of the Department of Elementary and Secondary Education.



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POLL

SEAL OF BILITERACY PILOT PROJECT



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NEXT STEPS



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Homework

1. Follow the Language Opportunity Coalition for Updates at www.LanguageOpportunity.org
2. Follow The Policy Minute for updates from the Massachusetts Teachers Association staff
3. Check updates on ESE website:
<http://www.doe.mass.edu/ell/look-act.html>
4. Share this information with colleagues!
5. Submit your own comments or feedback to DESE by May 18, 2018.





The Policy Minute

Pre-K to 16 public education policy issues in Massachusetts and beyond. The Policy Minute is a project of the Center for Education Policy & Practice at the Massachusetts Teachers Association.

You're Invited! Webinar on LOOK Regulations

« Previous April 27, 2018 / Edit

Informational webinar on May 3, 2018 on the LOOK Act proposed regulations.

So, you know there are proposed changes for English learner programs, vocational technical teachers and the Seal of Biliteracy. But perhaps you are not quite sure what changes are being proposed or what this means for educators. Don't panic!

Join us on May 3 from the comfort of your own device for a review of the proposed changes and a tutorial on how you can give your own feedback to the Department of Elementary and Secondary Education (DESE) on these proposed changes. This event is hosted by [MATSOL](#) and the [Center for Education Policy + Practice](#).

If you want to do some pre-reading on the proposed changes, we have summaries and links for the [four sets of regulations here](#).

LOOK Act Regulations

Public Comment 101: How to provide input on proposed regulations

Thursday, May 3, 2018 at 4:00 PM

More information and registration is available [here](#).

Questions, comments, concerns and complaints are welcomed. See you then!

#licensure, #LOOK Act, #LOOK Bill, #Seal of Biliteracy, #SEI Endorsement, #Vocational Technical / Edit



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QUESTIONS



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Thank you!

For More
Information

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