School Administrative Unit #32

PLAINFIELD SCHOOL DISTRICT



Lau Plan

Practices and Procedures
for English Language Learners

SUBMITTED TO THE

SUPERINTENDENT AND

SCHOOL BOARD

MONTH 2021

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I. INTRODUCTION

The Plainfield School District admits students who have limited English proficiency regardless of their immigrant status. To be consistent with current educational nomenclature, this document refers to students whose first language is not English as English Language Learners (ELLs). This document defines the requirements for providing and designing appropriate instructional programs for English Language Learners enrolled in the schools of School Administrative Unit # 32.

The population of English Language Learners is broad and includes the following categories: Immigrant children from other countries where English is not the primary or official language; students who, although born in the United States, come from non-English language background families and whose English proficiency is not sufficient for achievement in the standard curriculum classroom; and children who have been adopted into English-speaking homes and have rapidly lost their native languages.

These English Language Learners arrive in public school districts with a wide range of English proficiency, from a level of no competency to a high level of competency in all the language domains. There are numerous linguistic, cultural, socio-economic, and family factors that influence how quickly or slowly students develop proficiency in English while enrolled in English-speaking schools.

II. LEGAL RESPONSIBILITIES

A. Federal Mandates

1. Equal Educational Opportunities Act of 1974

> "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex or national origin."
>
> The failure of an educational agency to rectify appropriately a limited English proficient student's English competencies is a denial of equal educational opportunity and access.

2. Civil Rights Act of 1964, Title VI

> "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."
>
> Title VI of the Civil Rights Act prohibits discrimination against students on the basis of race, color, or national origin in programs receiving federal funds. Any institution or agency receiving federal funds is covered by Title VI. Most educational activities of a recipient agency or institution are covered, including activities or

programs not in direct receipt of federal funds.

The May 25, 1970 Memorandum, Dept. of HEW, 35 Fed. Reg. 11505 (1970) clarified how Title VI applied to national origin minority students: "Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students."

Further, the memo states:
"Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as educational dead-end or permanent track."

The memo places equal emphasis on (1) placing students in appropriate programs and (2) removing students from these programs once their linguistic needs are met.

3. Every Student Succeeds Act (ESSA) -Title III

This is the newly adopted law reauthorizing the Elementary and Secondary Education Act (ESEA), and replaces *No Child Left Behind*. It focuses on equity, academic standards, assessments, innovations, and accountability.

Under Title III, the New Hampshire Department of Education (NHDOE) awards sub-grants to supplemental English language instructional needs and programs for Limited English Proficient (LEP) and immigrant students. The state provides these funds through eligible sub-grantees. Sub-grantees may be composed of a single or multiple districts large enough to qualify for the minimum $10,000 Title III allocation.

Accountability of Funded Title III Programs

Every sub-grantee funded under Title III is subject to federal rules of accountability. In order to evaluate the performance of funded Title III programs each school year, New Hampshire conducts ACCESS® for ELLs statewide assessment. In a similar way, the annual required statewide and district-wide academic assessment is used to determine the levels of proficiency being reached by these students in academic content areas. New Hampshire is currently a member of the WIDA Consortium for English Language Proficiency Assessment.

The Plainfield School District SAU 32 is reviewed and assessed periodically by the New Hampshire Department of Education.

4. Dear Colleague Letter: US Dept. of Justice, Dept. of Education Office of Civil

Rights. This letter to all state educational agencies reminds them of their responsibilities to comply with the laws regarding their legal obligations to ELL students.

https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

Limited English Proficiency Instruction

If the District receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

- Parental notification of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specific program.

- Student participation in regular assessments in a manner that will yield accurate assessment. Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for over one year are required to participate in math and reading/language arts assessments in English.

- Certification that teachers in the program are professionally fluent in English.

- Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:

  -The reasons for the student's identification as LEP and for placement in a language instruction educational program;

  -The student's level of English proficiency, how assessed, and status of the student's academic achievement;

  - The method of instruction used in the student's program;

  -How the program will help the student learn English, and meet age appropriate academic standards for grade promotion and graduation;

  -The specific exit requirements for such program, expected rate of transition, and expected rate of graduation (if Title III funds are used for children in secondary school);

  - How such program meets the objectives of the student's IEP (in the case of a child with a disability);

  - The rights of the parent(s):
    - ➢ to remove or enroll their child from such program upon their request; and
    - ➢ to decline enrollment in the program or to choose another program, if available, and
    - ➢ be assisted in selecting from among various programs and methods of instruction if more than one program or method is offered.

B. State of New Hampshire

School Administrative Units must develop and write Educational Plans for compliance with the Minimum Standards for New Hampshire Public Elementary and Secondary Schools and with the "New Hampshire State Guidance on Programs for English Learners" (*see NH Department of Education website*.)

Each district must have written policies, which establish the procedures by which the school's educational programs, services, instructional practices, and facilities comply with all applicable state and federal laws and regulations of the State Board of Education pertaining to equal education.

C. School Administrative Unit #32

The Plainfield School District does not discriminate in its educational programs, activities, or employment practices on the basis of race, color, national origin, age, sex, or handicap under the provisions of Title VI of the Civil Right Act of 1964, the Age Discrimination Act of 1967, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, and the Education for All Handicapped Children Act of 1975. Any persons having inquiries concerning Plainfield School District's compliance with regulations implementing these laws may contact: Superintendent of Schools, 92 Bonner Road, Meriden, NH 03770 (603) 469-3442. (Plainfield School Board Policy _____)

III. POLICY DOCUMENT

A. Rationale and Goals

SAU #32 has a low-incidence population of English Language Learners.he SAU has a program which enables the students to learn English and eventually compete on an educational basis with their peers. This program strives to meet federal and state criteria.

It is the goal of SAU #32 to develop the English language skills of English Language Learners so that these students can participate in and benefit from the district's regular instructional programs on an equal basis with same-age peers in the mainstream.

B. Coordination

1. ELL Program Coordinator

The ELL Coordinator has the responsibility for overseeing the district's ELL program under the direction of the Director of Student Services. (*See Appendix 2: ELL Program Coordinator Job Description)*

2. ELL Team

The principal in SAU #32 informs faculty of the procedure to coordinate the implementation of ELL services at Plainfield School. Typically, the ELL process is used to coordinate the implementation of ELL services within the building. The ELL Team may include the ELL teacher, principal or Director of Student Services, school counselor, mainstream curriculum teachers, and other staff appropriate to the size of the school and numbers of students needing ELL services. The functions of the ELL Team may include the following:

- To insure the implementation of the identification, proficiency assessment, and instructional placement procedures adopted by the district;
- To ensure the coordination of the ELL program with standard curriculum programs;
- To establish a recordkeeping system for recording assessment results, instructional placement, reclassification procedures, follow-up monitoring activities, student progress, and contacts with parents;
- To establish and distribute grading and promotion criteria and formulae to be used for ELL instruction and standard curriculum courses when ELLs are enrolled in those courses;
- To review, at least annually, the progress of students receiving ELL services;
- To distribute relevant language, instructional, and cultural information about ELL students to the school community;
- To facilitate the collaboration between ELL and standard curriculum staff;
- To participate in training activities for ELL, standard curriculum, and support services staff as appropriate and necessary;
- To mediate conflicts or problems concerning the delivery of ELL services;
- To conduct a program self-evaluation on a regular basis and make changes in process, content, and/or activities based on the findings;
- To provide input regarding the functions of the ELL program
- To assist the ELL coordinator in revising the plan every three years.

C. Identification

1. Target Student Populations

a. Long-term ELL

These students were born in the US or came at an early age. Their parents may not speak much English. They may have sufficient BICS in English and possibly in native language. They are often below grade level in reading and writing in English with few or no literacy skills in native language. They need support with literacy skills, academic subject matter knowledge, and academic language proficiency. They usually need 7-10 years to reach parity with native English-speaking peers.

b. Long-term ELL with educational support at home

These students were born in the US or came at an early age. Their parents usually have literacy skills in English and are well educated. They may have sufficient BICS in English and possibly in native language. They are often below grade level in reading and writing in English with few or no literacy skills in native language. Their parents support their learning at home and provide ample learning opportunities. They need support with literacy skills, academic subject matter knowledge, and academic language proficiency. They usually need 5-8 years to reach parity with native English-speaking peers.

c. Recent arrival with limited formal schooling

These students were born in another country and have been in the US for fewer than three years. They have had limited or interrupted schooling in their native country and therefore have limited native language literacy skills. They may not have good oral skills in English. They usually score low in content subjects and standardized tests. They need support to develop literacy skills, academic subject matter knowledge, and academic English proficiency. They need to learn U.S. cultural norms and to develop conversational English skills. They usually need 7- 10 years to reach parity with native English-speaking peers.

d. ELL with literacy skills in native language

These students were born in their native country or born in the US. They have well-developed literacy skills in their native language. They quickly catch up academically but may still score low on standardized tests. They need to develop conversational English skills and learn cultural norms. They need to transfer academic language and academic content knowledge from native language to English. They usually need 4-7 years to reach parity with native English-speaking peers.

e. International adoptee

These students were adopted from a foreign country by natives of the US. They rapidly develop oral skills in English while more rapidly losing skills in their native language. They may have had limited or interrupted schooling in their native country. They may also have health and/or emotional issues. These students may need more emotional support than others. They need to develop conversational English skills and learn cultural norms. They need support with literacy skills and need to develop or transfer academic English proficiency and academic subject matter knowledge. They usually need 7-10 years to reach parity with native English-speaking peers.

2. Identification Procedures

New students are identified through the student registration procedure which includes a Home Language Survey (HLS) and Follow-Up Addendum, when necessary. These forms are kept in the students' cumulative folders. *(See Appendix 7:*

Home Language Survey and Follow-Up Addendum) In addition, all parents registering kindergarten students as well as new students entering a school are asked to complete a Home Language Survey. The HLS also assists in identifying newcomers through the "Date first enrolled in a US school" section. This information is used for state immigrant reporting.

When necessary, an interpreter who speaks the language of the parents is brought in to interpret for registration and identification purposes.

A classroom survey is distributed at the beginning of each school year to identify currently enrolled students: (1) who have or had a home language other than English or come from a non-English-speaking background; (2) who are not functioning on grade level; and/or (3) whose lack of achievement may be due to limited English proficiency. When teachers and/or administrators refer students presently enrolled in school, they are given the Home Language Survey if there is not one already in their file, and student records are reviewed to ensure that no student eligible for services has been overlooked.

A copy of the Home Language Survey is placed in every student's cumulative file. In addition, a copy of the HLS is kept in each ELL student file.

D. Assessment and Evaluation

1. Initial Formal Assessments

When it has been determined that students have a primary language other than English, their English proficiency is assessed by a NH certified ELL teacher. The *WIDA ACCESS® Placement Test* (W-APT) or *Measure of Developing English Language* (MODEL) is utilized within 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days if enrolled later in the year. The W-APT/MODEL enables students to be classified as follows:

(1) Level 1—Entering
(2) Level 2—Emerging
(3) Level 3—Developing
(4) Level 4—Expanding
(5) Level 5—Bridging
(6) Level 6—Reaching

Records of the scores of the tests given are kept in the students' cumulative files and ELL files. The student's parents or guardians and all relevant staff are apprised of the results and implications of the English language assessment.

2. Informal Assessments

In addition to the formal assessments, ELL teachers may interview classroom teachers and parents, examine school records, and conduct informal assessments on students, such as discussions, oral reading, comprehension checks, etc., to determine the needs and proficiency level of the students.

3. Annual Proficiency Assessment

As required by the federal law and the state of New Hampshire, the WIDA *ACCESS® for ELLs* proficiency test is given annually to all ELL students at the time specified by the state of New Hampshire to determine yearly progress. When necessary, the W-APT/MODEL is given to determine the appropriate tier level of the ACCESS® for students. Students who have significant cognitive disabilities that prevent their meaningful participation in the ACCESS® for ELLs assessment may be given the ALT-ACCESS® for ELLs.

The state of New Hampshire also receives a copy of the scores, and records of the students' scores are placed in their district cumulative files and ELL files. The students' parents or guardians and all relevant staff are apprised of the results and the implications of the English language assessment.

4. Level at which Students Reach Proficiency in English

English Language Learners are considered English proficient when they reach an overall composite level 4.5 on the WIDA ACCESS® for ELLs proficiency test. At Level 4,5, "English language learners will process, understand, produce, and use the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material." *(See Appendix 8:"CAN DO Descriptors for the Levels of English Language Proficiency.")*

5. Instruments Used to Assess Academic Skills in Relation to Grade Level

The district assesses the academic skills of ELLs in relation to the grade level using the following tests:

- Common Core State Assessment
- iReady Reading and Math Benchmark Assessments
- Units of Study Writing Benchmark Assessment

6. Qualifications for Individuals Administering Assessments to ELLs

Individuals administering the W-APT, MODEL, and ACCESS® test to ELLs must be certified ELL teachers who have successfully completed ACCESS® training and earned a certificate demonstrating competency. This certificate must be renewed every year.

E. Program

1. Instructional Placement Procedures

Using the findings of the Home Language Survey, follow-up interview, other school records, and the W-APT/MODEL results, the designated professional, with input from general curriculum teachers and others as needed, determines the appropriate placement and program for referred students. Placement decisions consider: (1) the level of ELL instruction needed, (2) the educational placement for each student, and (3) the need, if any, for ancillary services.

The school's ELL teacher or other designated staff communicates the recommended placements/services to the parents along with required Title III notifications. If the parents decide to execute their right to refuse ELL services, the appropriate release document will be completed and filed. *(see Appendix 1*) The school's ELL teacher/Coordinator will provide the necessary information regarding the student for the purpose of the ELL District Roster.

The interim between registration and placement into the ELL program should be no longer than 30 days of the student being enrolled in the district at the beginning of the school year, and within 14 days if enrolled later in the year. During this interim, English Language Learners are placed in general curriculum classrooms or courses with their same-age peers unless the ELL Team determines that the students' lack of native-language schooling and native-language proficiency warrants lower grade or level placement. Typically, students are not placed more than one year below their same-age English-speaking peers. Students should begin attending general curriculum classes as soon as other attendance requirements are met.

2. Instructional Program

The program provides formal ELL instruction using the "pull-out" or "push-in" model and appropriate ELL instructional materials aligned with World Class Instructional Design and Assessment (WIDA) standards. A plan called the Program Recommendations for English Proficiency (PREP) is developed within the first month of services for each ELL. (*See Appendix 4: PREP outline*.) The PREP includes goals that are measurable and aligned with an evaluation process. The instruction emphasizes the development of all the language domains in a sequenced, multi-level curriculum. The pull-out or push-in instruction can occur at the same time

that their peers are studying English or language arts. The instructional emphasis is on language skills for academic and social purposes: reading readiness, developmental listening, speaking, reading, writing, thinking skills, and study skills. The intensity of ELL instruction should match each student's level of proficiency in English. The recommended intensity of instruction for newcomers ("Entering") and beginners ("Emerging") is at least 2 hours (class periods) of ELL instruction per day. Early intermediate ("Developing") and intermediate ("Expanding") level students should receive at least 1 hour (class periods) per day. Finally, more advanced students ("Bridging") should receive instruction which focuses on the remaining area(s) in which the students have scored 4.0 or lower on the ACCESS® test. Instruction may vary between one hour (class period) per day and one hour per week, depending on individual need. In conjunction with formal ELL instruction, students receive content-area intervention as coordinated by the ELL teacher with the general classroom or program teachers. ELL students are integrated in content-area instruction and other school-based activities as defined by their program needs.

LEVEL	PROGRAM	TEACHERS
Elementary Schools—K-4	Pull-out or Push-in	Certified in ELL
Middle School —5-8	Pull-out or Push in or or Scheduled ELL Class	Certified in ELL

Tutors may be engaged to provide ancillary services under the direct supervision of a certified ELL teacher.

3. Adjunct and Ancillary Services

- Adjunct and ancillary services are provided in accordance with each student's program needs as determined by the ELL Team. These services may include counseling, content-area tutoring, Title I services, and/or special education services. If the student has a disability and requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction program will be utilized in coordination with the existing plan. These services are designed to supplement, not supplant, ELL services.

4. Promotion/Grade Assignments and Credit

a. Elementary Level

- At the elementary level, English Language Learners are placed and normally promoted to the next grade level with their English-speaking peers. ELLs may be

retained in their present grade if:

- The student is so limited in language and learning skills in their first language that it affects the development of cognitive-academic competencies in English, and/or
- A younger peer group would be more supportive to the social and developmental needs of the ELL student.

b. Parental Rights

It is a parental right to:

- decline to enroll a child in the language instruction program
- remove a child from the language instruction program at any time during the school year or
- choose other program options for a child with the assistance of the child's school.

Nonetheless, students whose parents have refused services will still be required to take the annual ACCESS® test until they have reached proficiency. In addition, these students will be monitored for academic performance.

F. Staff

1. Staff Hiring

a. Teachers

Teachers who are trained and certified in ELL are hired. When certified personnel are not available, persons willing to be trained and become certified are employed. The ELL teachers hired are professionally proficient in English.

b. Interpreters and Translators

When interpreters or translators are employed, they are required to read and sign the "Guidelines for Interpreters and Translators." The district may also choose to use a phone or video interpretation service.
(*See Appendix 6: "Guidelines for Interpreters and Translators."*)

2. Staff Development

ELL personnel comply with the SAU #32 Staff Development Master Plan. Workshops and consultation are offered by Plainfield ELL personnel for administrators, classroom teachers, paraprofessionals, and volunteers working with

ELL students. Information packets are provided to classroom teachers and others working with ELLs at the beginning of the school year, or as needed. Other ELL information of interest, including notices of ELL training provided outside the district, is provided to administrators, teachers and others working with ELLs throughout the school year.

Information and professional development activities are:

- Designed to improve instruction and assessment of ELLs;
- Provided to enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for ELLs;
- Based on evidence-based research;
- Of sufficient intensity and duration to have a lasting impact on teachers' performance.

G. Exiting the ELL Program

1. Criteria for Exiting

All students, including those whose parents have declined services, are annually assessed using the ACCESS® for ELLs test, Students exit the ELL program when they have obtained a composite score of 4.5 or higher on the ACCESS® test.

The principal, ELL teacher, or designee notifies the parents and appropriate instructional personnel of the student's language proficiency and reclassification as well as any pertinent language learning needs diagnosed by the exit-testing activities.

2. Post-Service Monitoring

Students who have received direct ELL services are monitored for four years, until graduation, or until they leave the school following transition to monitoring. This is done to ensure continued development of English language proficiency in the absence of direct ELL instruction.

Post-direct-service monitoring may consist of the following activities:

- ELL Periodic Monitor Form –(*See Appendix 7: ELL Quarterly Monitor*)
- Teacher observations
- ELL teacher's checklist
- Student grades and performance on daily work and achievement tests
- Parental input
- Student input and
- Observations from any ancillary providers

If the ELL teacher or the mainstream teacher decides that the student is showing inadequate development of English language proficiency, the Team may revise the services students are receiving to include reinstitution of direct instruction in

English language development and/or tutoring in content areas as indicated. The Team will also submit a "Request for Change of Status" to the Department of Education for approval. (*See Appendix 7*)

H. Program Evaluation and Lau Plan Review

The district conducts a formal annual evaluation of its program for ELLs to determine its effectiveness. The ELL Team is responsible for providing the evaluation data for decision making at the local level and coordination at the SAU level. The annual program evaluation includes ELL student numbers and achievement data. The attached checklist may be used to evaluate the ELL program. (*See Appendix 5: SAU #32 ELL Program Evaluation.)*

I. Equitable Access

The ELL Team periodically reviews the services provided to the target population to ensure that:

- Direct ELL services do not exclude students from comparable educational and ancillary resources and services. This includes access for ELLs to the full school curriculum (both required and elective courses, including vocational education.)
- ELLs are integrated in classes such as P.E., music, art, etc.
- Students are not subjected to unfair practices such as grade/course placement, automatic retention, and/or automatic special education placement.
- Students are not isolated from same-age peers and participate in classes; they have access to extra-curricular activities, events, and assemblies with all the other students.
- ELL services are not provided in inappropriate learning spaces.
- Core materials, equipment, and general supplies used to serve ELLs are comparable to those provided to all other students and are purchased through district funds.
- ELLs have opportunities for full participation in special opportunity programs such as Advanced Classes, Title 1, Special Education programs, etc.
- Achievements, honors, awards, or other special recognition rates of ELLs are similar to those of their peers.
- Counseling services provided to ELLs are comparable to those available to all other students.
- The district supports and promotes parental and community involvement and participation in programs for ELLs.

J. Special Education

The ELL Team and the Special Education Team together review special needs referrals. Students are assessed in compliance with state and district guidelines. The ELL program does not substitute for other educational services for which a student may

qualify. Likewise, special education or Title I cannot substitute for ELL services. If a student is found to qualify for both ELL and Special Education services, the teams will collaborate in all stages of the process and programming.

K. Expected Rate of Graduation

School districts in New Hampshire expect all students, including ELLs, to graduate within 4 years of entering the 9th grade. However, federal provisions provide that students have the right to be in school until they are 21 years of age. Notices to Parents

The district communicates with the parents of students with a home language other than English using methods that parents can understand. When necessary and feasible, forms and notices are translated into the parents' native language,and confidential interpretive services are provided to communicate with parents who do not speak English. The district may use face-to-face, phone, or video interpretation/translation services. Face-to-face interpreters and translators are required to read and sign the "Guidelines for Interpreters and Translators" before they are permitted to translate. (*See Appendix 6: "Guidelines for Interpreters and Translators."*)

Parents of students identified as needing ELL services receive information about the assessment, classification, placement, program, services, and any changes proposed for their children. Parents also receive information of their right to challenge the findings, practices, and/or services offered by the district's ELL program.

L. Complaints

1. Our Complaint Procedure has the following goals:

- To deal with complaints fairly, efficiently and effectively;
- To ensure that all complaints are handled in a consistent manner throughout;
- To use complaints constructively in the planning and improvement of all services.

2. Complaint Procedure

Many complaints can be resolved informally. In the first instance, the district encourages contact with the ELL or mainstream teacher to explain the concerns. If the concerns have not been resolved, parents should contact the building principal. If the parents are still not satisfied, they may contact the superintendent at the SAU.

If parents make contact in person or by phone, they should make a note of the name of the person they spoke to. If a solution is offered at this point, make a note of this as well. If they are still not satisfied or do not wish an informal solution, they may pursue a formal complaint with the NH Dept of Education.

Appendix 1 -Title III Notification and Program Permission Form

Title III Notification
English Language Learner Program
SAU 32
Lebanon, NH

In 2020 - 2021The Plainfield School District is not Title III school. Here is information about your student and the ELL program.

Identification for Eligibility for ELL Services

New students are identified through:

- student registration, including a Home Language Survey.
- a classroom survey used to identify students who have a home language other than English or come from a non-English-speaking background
- a review of student records

Students who have a primary or background language other than English, are given a language proficiency test, the *WIDA ACCESS Placement Test* (W-APT) or the *Measure of Developing English Language* (MODEL) (www.wida.us). The W-APT/MODEL classifies students as follows:

(1) Level 1—Entering
(2) Level 2—Emerging
(3) Level 3—Developing
(4) Level 4—Expanding
(5) Level 5—Bridging
(6) Level 6—Attaining

In addition to the formal assessments, ELL teachers may:

- interview classroom teachers and parents
- examine school records
- conduct informal assessments on students

Using this information, the educational team determines the appropriate placement for referred students. Placement decisions consider:

- the level and amount of ELL instruction needed
- the educational placement for each student
- the need, if any, for other services

Description of the ELL Program

The English Language Learner (ELL) Program is an instructional program for students who are non-English language background students. The student's English language proficiency level determines his/her participation in the program. The goal of the program is to develop English communication and academic language skills so that they can successfully compete academically with their same grade peers in the mainstream classroom without ELL support. Methods of instruction in the ELL Program are research-based and are taught by Highly Qualified, certified ELL teachers.

SAU32's program provides formal ELL instruction using the "pull-out" or "push-in" model and appropriate ELL instructional materials. A plan is developed for each student and updated annually. The pull-out or push-in instruction normally occurs during the least disruptive time of the day. Your child will participate as much as possible in the mainstream curriculum while receiving support from the ELL Program in his/her building. He/She will also have complete access to all programs in the school and work on the same skills as all mainstream students. Instruction focuses on developing English communication and academic language skills through listening, speaking, reading, and writing for success in school. The ELL Curriculum is closely aligned to the mainstream curriculum and the WIDA language proficiency standards. Along with formal ELL instruction, students receive content-area assistance or instruction as coordinated by the ELL teacher with the general classroom teachers. ELL students are integrated in content-area instruction and other school-based activities. ELLs in the high school ELL program earn elective credits toward graduation.

Programs are as follows:

LEVEL	PROGRAM	TEACHERS
Elementary Schools—K-4	Pull-out or Push-in	Certified in ELL
Middle School—5-8	Scheduled ELL Class	Certified in ELL
High School— 9-12	Scheduled ELL Class	Certified in ELL

Tutors may be engaged to provide ancillary services under the direct supervision of a certified ELL teacher.

Time Frame for Delivery of Services

Generally it is expected that students who arrive as non-English speakers will need at least three to five years direct services by a certified ELL specialist and four years of monitored status.

Criteria for Exiting from ELL Program

The goal of the program is to transition ELL students out of the program so that they can successfully compete academically with their same-grade peers in the mainstream classroom without ELL support. Your child will qualify for the ELL Program until he/she meets the State of New Hampshire exit criteria in English proficiency on the ACCESS test. The ACCESS test is a language proficiency assessment that measures listening, speaking, reading and writing skills of non -English background learners. The ACCESS test assigns scores based on a 1 – 6 scoring scale. Students need to attain an overall score of 5. Once exited students will be placed on a 4- year monitor during which the ELL teacher will verify on a regular basis whether the student is maintaining proficiency.

All information regarding your child's progress in attaining English language proficiency will be a part of his/her ELL records and may be accessed through his/her ELL teacher.

Expected Rate of Graduation

School districts in New Hampshire expect all students, including ELLs, to graduate within 4 years of entering the 9th grade. However, federal provisions provide that students have the right to be in school until they are 21 years of age.

ELL Students with Disabilities

If your child is a student with a disability and requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction program will be utilized in coordination with your child's existing plan. The ELL program does not substitute for other educational services for which a student may qualify. Likewise, special education or Title I cannot substitute for ELL services.

Complaints

If you have a complaint about our program or services, we want to hear about it and we will do our best to put it right.

Our Complaints Procedure has the following goals:

- To deal with complaints fairly, efficiently and effectively;
- To ensure that all complaints are handled in a consistent manner throughout;
- To use complaints constructively in the planning and improvement of all services.

Complaint Procedure

Many complaints can be resolved informally. In the first instance, the district encourages contact with the ELL or mainstream teacher to explain the concerns. If the concerns have not

been resolved, parents should contact the building principal. If the parents are still not satisfied,

they may contact the superintendent at the SAU.

If parents make contact in person or by phone, they should make a note of the name of the person they spoke to. If a solution is offered at this point, make a note of this as well. If they are still not satisfied or do not wish an informal solution, they may pursue a formal complaint with the NH Dept of Education.

Parental Rights

It is your parental right to: A) decline to enroll your child in the language instruction program; B) remove your child from the language instruction program at any time during the school year; or C) choose other program options for your child with the assistance of your child's school.

ELL PROGRAM PERMISSION FORM

Date_____

Dear Parents:

Your child,_____, has been tested for English language proficiency and can be in the English as a Learned Language (ELL) Program if you would like.

Student Scores:

WIDA ACCESS for ELLs or WIDA W-APT/MODEL score: Date: _____

Speaking:_____ Listening: _____

Reading:_____ Writing: _____

Composite: _____

Please sign and return this form by_____.

If you have any questions, please call me.

Sincerely,

_____
ELL Teacher

_____ _____
School Phone

☐ Yes, I give permission for_____to be in the ELL Program and I have received the Title III notification

☐ No, I do not give permission for_____to be in the ELL Program and I have received the Title III notification.

_____ _____
Parent's Signature Date

Appendix 2 -ELL Department Job Descriptions

SAU #32
Plainfield School
District Job Description
for
Elementary, Middle, or Secondary English Language Learner/ELL Teacher

TITLE: Elementary, Middle, or Secondary English Language Learner/ELL Teacher
QUALIFICATIONS: Bachelor's Degree, NH Certification in ELL, and fluency in English
REPORTS TO: Principal
SUPERVISES: Students as Assigned
JOB GOALS: As determined in consultation with the Principal and ELL Coordinator PERFORMANCE RESPONSIBILITIES:

Curriculum and Instruction:

- Know and observe the curriculum guides of the district and school
- Maintain a plan of daily instruction based on district curriculum guides and provide emergency plans in the event of illness
- Establish and communicate to students well-defined objectives for each lesson, including related projects and activities
- Maintain responsibility for an instructional program and the utilization of teaching methods which consider the individual needs, interests, abilities and maturity levels of the students
- Coordinate professional development for general teachers
- Collaborate with classroom teachers
- Teach ELL students using either the pull-out or push-in approaches using one-on-one or small group setting
- Be familiar with the languages and cultures of ELLs
- Consult with classroom teachers and, if needed, assist them in:
    - Choosing and adapting materials for proficiency and reading levels of ELLs
    - Using buddies in the classroom
    - Using cooperative learning to provide more interaction
    - Providing opportunities for ELLs to participate successfully at their proficiency level
    - Modifying assignments and assessments
    - Learning about ELLs' cultures, traditions and languages
    - Communicating with parents
    - Recognizing ELLs' knowledge and background
    - Appreciating and celebrating the diversity ELLs bring to the classroom

Professional Duties

- Attend meetings involving ELLs and ELL instructors

- Attend staff meetings and district in-service programs
- Serve on committees as requested
- Maintain responsibility for discharging instructional and non-instructional school related duties as assigned
- Supervise, evaluate, and provide work assignments to assigned instructional assistants/tutors and student teachers
- Administer language proficiency assessments of new ELLs
- Administer the annual required state assessment of ELLs and analyze the results
- Assist families of ELLs when possible
- Locate language translators when needed

Student Supervision

- Evaluate individual student progress on a periodic basis and maintain required records
- Develop, record and implement the individual program recommendations for English proficiency for each student including yearly goals and objectives
- Maintain files on ELL students
- Write periodic reports to be sent home to parents and maintained in each student's cum file
- Justify promotions, retentions and special program recommendations
- Identify and refer unusual student behavior to appropriate specialists
- Report to the nurse any health concern, injury, or illness
- Maintain responsibility for enforcing the building approved discipline plan
- Maintain responsibility for supervision of students being serviced at all times during ELL instruction
- Monitor progress of students exited from the program for 2 years
- Implement accommodations for standardized tests

Administrative Operations

- Know and observe Board policies and regulations
- Account for school, district, and Title III property as required
- Complete periodic reports on the progress of ELL students
- Ensure that all district paperwork in ELL files and student cum files meets state mandates
- Ensure that all program requirements for documentation with mainstream teachers and ELL parents are met
- Remain in school after dismissal of students, as necessary to complete daily duties, attend meetings, hold parent conferences, etc.

- Participate in events promoting inclusion of ELL and celebrating their cultural diversity
- Report to work daily at times assigned and remain on duty through time prescribed

EVALUATION: By the Building Principal and Director of Student Services

SAU #32
Plainfield School
District Job Description
for
ELL Program Coordinator

TITLE: English as a Learned Language Program Coordinator
QUALIFICATIONS: Master's Degree, NH Certification in ELL, and fluency in English
REPORTS TO: Principal, Director of Student Services
OVERSEES: ELL program
JOB GOALS: As determined in consultation with supervisors PERFORMANCE RESPONSIBILITIES:

Curriculum and Instruction

- Coordinate district and state-level departmental recommendations for teaching assignments, schedules, and projection of ELL student population
- Coordinate support for new teachers
- Coordinate district-wide ELL assessments
- Coordinate professional development for ELL and general teachers
- Coordinate ongoing departmental text reviews and selection
- Coordinate tutoring assignments and schedules of ELL tutors within the district
- Serve as ELL liaison to district curriculum committees
- Address ELL issues with ELL teachers regarding services, special needs, or other
- Coordinate volunteers for ELL students
- Update the district compliance plan and program documentation

Professional Duties:

- Set agendas and run department meetings
- Conduct annual program evaluation

Program Supervision

- Maintain database of all ELL students
- Organize social events for ELL students and their families - e.g., potluck dinner
- Ensure that all district paperwork in ELL files and student cum files meets state mandates
- Ensure that all ELL teachers comply with program requirements for documentation with mainstream teachers and ELL parents
- Ensure that all ELL teachers complete periodic reports on student performance

Administrative Operations

- Prepare required reports to Department of Education
- Maintain and update program forms and templates
- Locate language translators when needed
- Maintain a database of translators for students and parents
- Coordinate development of district-level ELL budget recommendations
- Coordinate inventory and purchase of district-level texts, supplies and materials
- Conduct a presentation to The School Board regarding the ELL program if requested

EVALUATION: By Principal or Director of Student Services

SAU #32
Plainfield School
District Job Description
for
Elementary or Secondary English Language Learner/ELL Tutor

TITLE: Elementary or Secondary English Language Learner Tutor
QUALIFICATIONS: Bachelor's Degree, NH Certification, and fluency in English
REPORTS TO: Building ELL Teachers
SUPERVISES: Students as Assigned
JOB GOALS: As determined in consultation with the ELL teachers and ELL Coordinator
PERFORMANCE RESPONSIBILITIES:

Curriculum and Instruction:

- Support and reinforce classroom instruction and ELL instruction as directed and assigned by building ELL teacher
- Provide individual and small group review and reinforcement as directed and assigned by ELL teachers
- Document student progress
- Communicate questions/concerns/accomplishments to classroom teachers and ELL teachers as needed

EVALUATION: Building Principal or Director of Student Services

Appendix 3 -Program Recommendation for English Proficiency (PREP)



PREP
Program Recommendations for English Proficiency

Date:

Student:
Name:
Grade:
L1:
Birthplace:
Date of Arrival in US:
Years of Foreign Schooling:
Parent consent:

E**valuation:**
Assessment:
Results: **L S R W C** (Scores range from 1.0 - 6.0)
Proficiency Level:

Recommended Services:
ELL services_____/week to support mainstream curriculum and develop English language skills

Goal: To enable student to communicate with and understand teachers and peers in the classroom using appropriate social and academic language

Objectives:
Listening:
Speaking:
Reading:
Writing:
Social Development:

Comments:

Accommodations/Modifications: *See attached checklist*

ELL Teacher _____

ELL Accommodations/Modifications

1. Classroom environment

- ❏ Allow adequate wait time for oral response
- ❏ Special seating (front of room, away from distractions, e.g.)
- ❏ Use leveled or simplified texts
- ❏ Simplify language (orally and written) but not content
- ❏ Rephrase or repeat information/directions as needed
- ❏ Provide graphic organizers, outlines, illustrations when possible
- ❏ Pre-teach vocabulary, and create word banks
- ❏ Use closed captioning on videos
- ❏ Use text-to-speech software when possible/available
- ❏ Allow a 'buddy' to help with notes and/or understanding assignments

2. Assignments/Homework

- ❏ Extra time for assignments
- ❏ Abbreviated homework assignments
- ❏ Provide both oral and written directions
- ❏ Provide a calendar with due dates for larger assignments
- ❏ Use downloadable books/texts when possible, so student can listen as well as read

3. Testing

- ❏ Extra response and processing time
- ❏ Abbreviated assessments
- ❏ Allow student to test in a separate, supervised room
- ❏ Test and directions read aloud
- ❏ Allow use of word-to-word translation dictionary or app

Appendix 4 -Program Evaluation Form

Plainfield EL Department
ANNUAL EVALUATION

Date: _____

	Programmatic Procedures	Yes or No
1.	**There are programmatic procedures for identification, instructional placement, English language development, monitoring, exiting, and post-direct service monitoring.**	
a.	The SAU #32 Student Registration Form is used in the district.	
b.	The principal or school's ELL teacher is notified when the first Language Survey questions are answered in the affirmative.	
c.	Language proficiency assessments, including a formal interview and a W-APT/MODEL, are completed within 30 days of registration.	
d.	Each ELL student has a designated ELL Team.	
e.	The district has a recordkeeping system for recording ELL assessment results, instructional placement, reclassification procedures, follow-up monitoring activities, student progress, and parental contacts.	
f.	The district uses the WIDA ACCESS for ELL for proficiency assessment in English language.	
g.	Assessment activities and instruments are designed specifically for students with limited English proficiency.	
h.	Student movement through the instructional and programmatic process is based on the ACCESS for ELL test results.	
i.	The ELL staff offer ELL training to district personnel	
j.	The district has established accommodations to be used for ELL instruction and for standard curriculum courses when students with limited English proficiency are enrolled in those courses.	
	Services	
2	**There is sufficient quality and quantity of ELL services to meet the needs of eligible students.**	

a.	There is sufficient time provided for formal instruction for English Language Learners.	
b.	Ancillary services, such as content area tutoring, are provided to assist students in completing assignments or practicing English	

	features or skills.	
c.	ELL services are continued until the student meets the state's predetermined exit criterion.	
d.	Trained staff with credentials deliver all instructional services.	
e.	Trained staff with credentials provide all program process assessments.	
f.	The ELL program is provided stability of staffing through appropriate planning and funding.	
g.	ELL instruction is based on recent findings and reports from the relevant fields of ELL, Bilingual Education, and Linguistics.	
h.	Native language assistance is provided to students and parents whenever possible.	
	Equal Access Issues	
3.	**Equal access issues are kept in mind as the ELL program/service is designed and implemented.**	
a.	Students are housed in a setting suitable for ELL instruction.	
b.	Students are integrated into general school activities. They are not housed separately from their English language peers.	
c.	There is no supplanting of required ELL services with special education or other federal or state mandated special programs.	
d.	The ELL program and instruction are developmental in nature.	
e.	Students are not automatically placed in lower-track coursework because of low English proficiency.	
f.	Students are given sufficient language development time before they are referred for special education evaluation/services.	
g.	Retention in a lower grade is not based on English language proficiency. Rather, retention is based on specific, multiple criteria, and the onsite ELL Team is a part of the decision.	
h.	Older students are not automatically placed in lower grades as a method for helping them "catch up" with their English language peers. Rather, they are provided an accelerated English development program, which is based on their future career and academic goals.	
	Ongoing Evaluation	

4.	**The ELL program continuously evaluates the efficacy of its outcomes, objectives, procedures, and process.**	
a.	ELL and standard curriculum staff confer periodically about a student's progress, and plan activities and performance outcomes collaboratively.	
b.	There is opportunity for participation and input by non-English	

	language background parents and community. English language guardians are also encouraged to participate.	
c.	The ELL Program has a variety of mechanisms for reporting a student's progress to parents and all relevant professionals who deal with the student.	
d.	The ELL program has a documented coordination plan.	
e.	The ELL program has access to, or includes, professionals who can assist in making decisions about a student's physical and mental health, motivation, and learning needs.	
f.	The district has a plan for appropriately advising English Language Learners about higher education, career, and coursework opportunities.	
g.	The district has resources for assisting students to adjust to the schooling process and protocols of school, culture shock situations, and family conflicts, which may occur when students become more Americanized than their parents.	
h.	Under the direction of the ELL Team, each student who has received direct ELL services is monitored for two full academic years after direct service is terminated.	
i.	The district's documented policies, guidelines, and procedures are consistent with federal and state mandates, decisions of the United States Supreme Court as well as significant lower court decisions, and memoranda from the United States Department of Education and the Office of Civil Rights, Washington, D.C.	
j.	District administrators and school board members are supportive of the ELL program at the local level.	
k.	A program of self-evaluation is done regularly by members of the ELL Team. The findings are shared with the Principal and/or Director of Student Services.	

Goals for the next year:

Appendix 5 – Guidelines for Interpreters and Translators

GUIDELINES FOR INTERPRETERS AND TRANSLATORS

Please read the guidelines below and sign in the space provided to acknowledge that you have read and understood the guidelines. For the purposes of these guidelines, interpreters are those who translate orally, while translators are those who provide a written translation.

♦Interpreters and translators must be professionally proficient in both English and the language that is being translated/interpreted.

♦Interpreters and translators must have an understanding of U.S. culture as well as the culture of the second language.

♦Translators must be professionally fluent in written English and the other language. A precise, accurate, and complete translation should be provided.

♦Interpreters and translators must not insert any opinions or advice during meetings and phone calls or in translations of documents. Interpreters must remain neutral and impartial during meetings. Explanations during meetings can be allowed with permission of those professionals conducting the meetings.

♦Strict confidentiality must be adhered to at all times. Interpreters and translators must not disclose or discuss any information covered in meetings or documents outside of the confines of the setting or context where the information was obtained.

♦Interpreters must translate all the information provided by the professional(s). Likewise, interpreters must disclose all information provided by the student or family during a session to the professional(s), and must tell the student or family that the information is being shared with the professional(s). This also applies to phone calls requested by the school.

♦During a meeting, an interpreter may ask a speaker to pause to allow an accurate translation and to avoid omissions of important discourse. Every attempt should be made to avoid interrupting the flow of the communication by the speaker.

I,_____, have read the above guidelines and agree to abide by them.

_____ _____

Date Signature

Appendix 6 -Additional forms used in the Plainfield ELL Program

DOE Home Language Survey

Follow-Up Addendum

Fluent Test Results Letter

iReady Assessments

Elementary Progress Report

Classroom Teacher Survey

ELL Student Monitoring Survey

Exit from ELL Program Parent Letter

ELL Progress Monitor

Monitored Status Record

DOE Change of Status Form

Student Files Procedure

New Hampshire
Department of Education
Serving New Hampshire's Education Community

Home Language Survey

School: _____ District: _____ Date: _____

Instructions for survey administrator:

1. Please ensure this survey is in a language which is comprehensible to the parent/guardian who is completing it, and provide an interpreter to translate the survey when necessary.
2. If responses indicate a language other than English, contact the Student Services Coordinator or ESOL/ELL Program Coordinator in your school or district immediately.
3. Note the date of referral to Student Services/ESOL Program: *Month:* _____ *Day:* _____ *Year:*_____ (*initial*)
4. File the original *Home Language Survey* in the student's cumulative folder.

Information for parents and guardians:
All public school districts in the United States are required to provide language assistance to the parents and guardians of students in their local schools. In addition, it is the school's responsibility to identify any and all students who may have a language influence other than English. This is in order to determine whether the school is obligated to provide additional academic language services. In New Hampshire, these services are usually called ESOL or ELL Services.

Student Information: Please complete this general information about your son or daughter.			
First name:	Last name:	Date of Birth:	Gender: □ female □ male
Country of Birth:		Date first enrolled in a U.S. school: Month_____ Year_____	Current grade:

Family Information: Please complete this information about your family.	
Name of parent/legal guardian:	Phone number:
Address:	Would you like school notices translated? If yes, in which language: _____

Questions about Language: Please answer the following questions about the languages that you and your family use.
What language(s) does your child hear or speak in your home?
Which language(s) did your child first hear or speak?
If English is the only language listed above, you may skip over the next questions. *If another language is listed, please answer the following questions.*
What language(s) do you use with your child?
What language(s) does your child hear or use at home with relatives and friends?
What language(s) does your child use with people in your community?

Parent/Guardian Signature: _____Date:_____

Follow-Up Addendum

Home Language Survey (for use of ELL Teacher)

Name of student_____ School_____

Survey received by_____ Date received_____

Follow-up questions about eligible ESOL student	ESOL Teacher's notes
Did your child attend school outside the U.S.?	☐ No ☐ Yes Country _____ Circle grades completed: K 1 2 3 4 5 6 7 8 9 10 11 12
Has your child ever attended English Language (ELL) or Bilingual classes?	☐ Yes ☐ No
Which language(s) does your child read?	
In which language(s) does your child write?	
Has your child had any difficulties with learning?	☐ Yes ☐ No
Has your child ever been absent from school for a long period of time? (health)	☐ Yes ☐ No
Has your child's education ever been interrupted for a year or more?	☐ Yes ☐ No

Screening and Eligibility Status

Date of screening_____ Test used_____

Composite score_____ Comprehension_____

Speaking_____ Listening_____ Reading_____ Writing_____

Eligible for ELL services? ☐ Yes ☐ No Recommended instructional level_____

Recommended intensity of services_____

Due date to notify parent/guardian of student's eligibility to enroll in ESOL program_____
(within 30 days of beginning of school year or within 14 days of screening if enrollment after start of school year)

ELL Program Placement

Start date_____ Parent/Guardian declines ESOL services: Letter received____Date_____

Student moves____is withdrawn from____ESOL program Date_____

FLUENT TEST RESULTS LETTER

Date_____

Dear Parent:

Your child,_____, has been tested for English language proficiency and scored as fluent. Therefore, we do not feel that there is any need for your child to receive direct services. If either the teacher or you feel your child needs additional help in the future, we will review the situation.

Please call if you have any questions.

Sincerely,

_____
ELL (English as a Learned Language) Teacher

_____
School

_____
Phone

*W-APT/MODEL Language Proficiency Scores:

Listening:_____ Reading: _____

Speaking:_____ Writing: _____

Composite: _____

Benchmark Assessment

ENGLISH LANGUAGE LEARNER
ELEMENTARY PROGRESS REPORT

Student: **Date:**

Grade: **Classroom Teacher:**

School: **ELL Teacher:**

Schedule:

Language Skills	Beginning	Developing	Well-Developed	Comments
Listening				
Speaking				
Pronunciation				
Reading				
Writing				
Social English				
Academic English				

Work Habits	Needs Improvement	Satisfactory	Exceptional	Comments
Effort				
Behavior				

COMMENTS:

ELL Teacher: _____

LEBANON ELL PROGRAM
CLASSROOM TEACHER SURVEY

Date: _____

As required by the federal government, limited English students must be identified and assessed for English proficiency. Sometimes students are not identified as limited English when they enter the school district.

List all students in your class(es) whom you know or suspect have a second language in the home or have a second language in their background. Include currently identified ELL students.

-
-
-
-

Please return this to your ELL teacher *by*_____even if you do not feel you have any ELL students.
Many thanks.

Teacher's Name_____

LEBANON ELL PROGRAM
CLASSROOM TEACHER SURVEY

Date: _____

As required by the federal government, limited English students must be identified and assessed for English proficiency. Sometimes students are not identified as limited English when they enter the school district.

List all students in your class(es) whom you know or suspect have a second language in the home or have a second language in their background. Include currently identified ELL students.

-
-
-

Please return this to your ELL teacher *by*_____even if you do not feel you have any ELL students.
Many thanks.

Teacher's Name_____

ELL STUDENT MONITORING SURVEY

Date
To:

From:

Your student

_____

_____

received
did not receive ELL services during

the past school year. Please check below to help us determine this student's need for ELL services next year. Thank you.

	at a lower level than most of my students	as well as most of my students	doing better than most of my students
This student understands and speaks English...	_____	_____	_____
This student reads and comprehends what is read...	_____	_____	_____
This student writes...	_____	_____	_____

Please circle any particular areas in which this student needs extra support:

oral vocabulary	sight vocabulary	comprehension
composition	spelling	word structure
pronunciation	sentence structure	following directions
concepts and ideas	writing words and sentences	oral expression

COMMENTS:

Classroom Teacher: _____

Exit from ELL Program Parent Letter

Date_____

Dear Parent(s):

Your child,_____, has completed 4 years of monitoring for English language proficiency after having scored proficient on the ACCESS®. Per state law, your child is now considered fully exited from the ELL program.

Please call_____at_____if you have any questions.

Sincerely,

ELL Team Member Position

_____ELL Teacher

LEBANON SCHOOL DISTRICT
ELL PROGRAM
ELL Progress Monitor

Teacher name:_____Date: _____

_____(student name) is on an ELL monitor status.

Is he/she performing at grade level?

Yes No

If not, please provide comments.

Please return to_____(ELL Teacher)
Thank you.

LEBANON SCHOOL DISTRICT
ELL PROGRAM
ELL Progress Monitor

Teacher name:_____Date: _____

_____(student name) is on an ELL monitor status.

Is he/she performing at grade level?

Yes No

If not, please provide comments:

Please return to_____(ELL Teacher)
Thank you.

Monitored Status Record

Documentation of Progress ▪ Return to ELL Services

Name of School_____District_____

Name of Student_____

Most recent ACCESS for ELLs® scores - school year _____

____Listening ____Speaking ____Reading ____Writing

Monitored, Year One School year _____

Grades _____

Teacher comments _____

Monitored, Year Two School year _____

Grades _____

Teacher comments _____

Monitored, Year Three School year _____

Grades _____

Teacher comments _____

Monitored, Year Four School year _____

Grades _____

Teacher comments _____

Full Exit – Date_____

Return to ELL Services – This process can be done at any time during the four years of monitoring OR after full exit, if needed, to ensure the student's success in the classroom.

Reason for return_____

_____

Parent permission obtained_____ Date_____

Student re-enrolled in ESOL program_____ Date_____

ACCESS for ELLs test ordered _____

ESS student data updated in November

Request to Change Status of English Learner in the ESOL database

Student SASID: Date of Request:

SAU:

School Name:

Home Language Survey on file? Yes_____ No_____

Are screening results on file? Yes_____ No_____ Name of screening test:

If yes, did scores indicate eligibility for ESOL services? Yes_____ No_____

Why was the student entered into the EL category?

Date student entered services:

ACCESS for ELLs test scores for last 2 years (if applicable):

Year	Speaking	Listening	Reading	Writing

Please explain the reasons why this student should be reclassified. (Use additional space as necessary)

Principal Signature and Date

Parent/Legal Guardian Date

Teacher Signature and Date

NHDOE ESOL Ed. Consultant Signature

Approved

Not Approved

Student Files Procedures

The following should be placed in each student's **cumulative file**:

1. Home Language Survey
2. Follow-Up Addendum
3. ELL Permission to Serve Form
4. Program Recommendations for English Proficiency (PREP) report
5. Evaluation reports
6. ACCESS/W-APT/MODEL reports
7. Periodic ELL progress reports
8. Meeting notes containing modifications
9. Monitored Status Record

The following should be placed in the **ELL teacher's student files**:

1. Copy of Home Language Survey and Follow-Up Addendum
2. Copy of PREP
3. Copy of ELL Permission to Serve form
4. ACCESS and W-APT/MODEL results
5. Copies of periodic ELL progress reports
6. Periodic monitors
7. Lesson Plans
8. Communication with parents and teachers
9. Samples of student work

Appendix 7- ACCESS related documentation and forms

Notice to

Administration

Notice to Teachers

Notice to Parents

ACCESS Test/Status Report to Parents

Notice to Administration

Date:

To: Plainfield School District Superintendent, Principal, and Director of Student Services

From: ELL Coordinator/Teacher

Re: ACCESS Testing for English Language Learners (ELLs)

As part of the United States government's ESSA initiative, all children in public schools who have a second language background and who have not yet tested as fully proficient in English are required to be tested each year to measure their yearly progress.

This year, the ACCESS will again be administered to all students who receive ELL services or who refused services but have not tested out of services. ACCESS testing will be administered between_____and_____. The results, however, are not scheduled to be returned to us until_____.

The entire test will be administered to kindergarten through twelfth graders. In many cases, it will be given in four parts on separate days. All students tested are required to take all parts of the test. The kindergarten test is given in one or two sessions and will take less time. We will do our best to arrange testing times that will minimize the disruption to the students' schedules.

Teachers and parents of ELLs will be notified about the ACCESS testing within the next few days.

We thank you in advance for your cooperation. If you have any questions or concerns, please contact me or your school's ELL teacher.

ELL Coordinator/Teacher

Notice to Teachers

Date:

To: Teachers of ELL Students

From: ELL Teacher

Re: ACCESS test of language proficiency

As part of the United States government's ESSA, all children in public schools who have a second language background and who have not yet tested as fully proficient in English are required to be tested each year to measure their yearly progress.

This year, the ACCESS will again be administered to all students who receive ELL services or who refused services but have not tested out of services. ACCESS testing will be administered between_____and_____. The results, however, are not scheduled to be returned to us until_____. We may have a sense of how well students have performed after we administer the test, but we do not know how different items and sections will be counted by the official scorers and cannot accurately report the scores to you until we receive the official results which will be_____.

The entire test will be administered to first through twelfth graders. In most cases, it will be given in four parts on separate days. Since it is not a strictly timed test, we are told to allow up to 75 minutes each for the first, second, and third parts, and 20 minutes for the fourth part. All students tested are required to take all parts of the test. The kindergarten test is given in one or two sessions and will take approximately 60 minutes. We will do our best to arrange testing times that will minimize the disruption to the students' schedules. Please also note that during this testing window we may need to cancel regular ELL service times due to testing schedules. We apologize for this.

I thank you in advance for your cooperation. If you have any questions or concerns, please contact me.

_____

ELL Coordinator/Teacher

Notice to Parents

Date:

Re: ACCESS Test of English Proficiency

Dear Parents:

Soon, your child(ren) will take a test of his or her English language ability (ACCESS). The test will cover reading, writing, listening and speaking and will be given between_____and _____.

The NH Department of Education requires that we test all students in the ELL program every year. The ACCESS test must be administered to all students who receive ELL services or who refused services but have not tested out of services. Once a student achieves 'Full English Proficiency' on this test, (s)he no longer needs to be tested annually. This year the test will be scored to a higher standard. As a result, some students' scores will go down and fewer students may exit ELL program support.

The test will be given over a number of days. We will try to interrupt the school schedule as little as possible.

We will receive the test results by the end of the school year, and will send you a copy of your child's test results.

If you have any questions, please contact me.

Thank you.

ELL Teacher

ACCESS Test/Status Report to Parents

Date:

Dear Parent/Guardian:

Here is your child's report of the ACCESS test, which he/she took this past winter. This test measures your child's English reading, writing, listening, and speaking skills. Copies of this report will be kept in your child's school file and at the NH Department of Education.

A score of 4.5 or higher is required to exit the ELL program.

Based on your child's score he/she

□ will receive active ELL services next year.

□will not receive active ELL services next year. The ELL Team, however, will continue to monitor your child's progress for 4 years. If either the teacher or you feel your child needs additional help, we will review the situation.

If you have any questions, please call me at_____.

Sincerely,

_____

ELL Teacher