Bridgeton School District
Guidance
for
Educating English Language Learners

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LEGISLATION AND ADMINISTRATIVE CODE

The Bilingual Education Act (N.J.S.A. 18A:35-15 to 35-26, P.L. 1974, c. 197) was enacted to ensure that students of limited English proficiency, who do not know sufficient English to work successfully in a mainstream classroom, are provided instruction in the native language which will allow them to continue to develop academic skills while acquiring English language skills. Additionally, the implementation of a process using multiple criteria measures for the placement of limited English proficient students from an ELL program into a mainstream general education program was established. To more clearly delineate district responsibilities, N.J.A.C.6A:15 outlines the various programmatic and administrative requirements for school districts with students who are limited English proficient.

INTRODUCTION

The purpose of this manual is to provide guidance to ensure that Bridgeton Public Schools outlines the requirements of the Bilingual Administrative Code (at N.J.A.C. 6A:15) and provides effective instructional to meet the needs of the English Language Learners (ELLs) in the district. The Bilingual Administrative Code contains reference to the essential elements which will ensure that ELLs are provided with appropriate services and programs.

As the district continues to develop and update the English Language Learners' program, we will use the following six principles for promoting academic achievement. It is our goal to ensure:

1. English language learners are held to the same high expectations of learning established for all students.
2. English language learners develop full receptive and productive proficiencies in English, in the domains of listening, speaking, reading, and writing, consistent with expectations for all students.
3. English language learners are taught challenging content to enable them to meet performance standards in all content areas, including reading and language arts, mathematics, social studies, science, fine arts, health, and physical education, consistent with those for all students.
4. English language learners receive instruction that builds on their previous education and cognitive abilities which reflect their language proficiency.
5. English language learners are evaluated with appropriate and valid assessments that are aligned with state standards which take into account the language acquisition and cultural backgrounds of students.
6. The academic success of English language learners is a responsibility shared by all educators, the family, and community. (The George Washington University, Center for Equity and Excellence in Education, 1996)

Who are English Language Learners?

English Language Learners (ELLs) are second language speakers of English who vary not only in their native languages and cultures, but also in age, length of residency in the United States, academic aptitude and skills, socioeconomic status, prior schooling, motivation, mobility, and degree of cultural adaptation to American schools.

Many students may be highly literate in their first language, or unable to read or write in either the native language or English. Students who are literate in their native language can readily transfer their reading and writing skills to English upon learning appropriate vocabulary.

ELLs arrive in the United States at different ages, and have the same wide range of academic abilities and talents as native speakers of English. The learning tasks which they must confront while they are mastering their second language range from mastering the alphabet for a five-year-old, to comprehending a Shakespearean play for a fifteen-year-old.

Some ELLs are born in the United States to immigrant parents who are not proficient in English; these students may have had little exposure to English prior to entering school. The students may have attended school consistently and may be on grade level in their native language and content; however, some English Language Learners have had little or no schooling prior to their arrival in the United States. Those who are over-age and under schooled must be highly motivated if they are to achieve language and content level parity with native speakers of English.

Other students, such as those whose parents are migrant farmers, may have moved around the United States to follow the crops, and may be behind in their schooling because of their mobility. This group of English Language Learners presents the greatest challenge to their teachers, who must build prior knowledge, accelerate the acquisition of academic knowledge and skills, and support the students as they endeavor to succeed in school.

Even students who are initially delighted at the prospect of beginning a new life may be temporarily challenged by culture shock which results from their confusion at having lost what was familiar and comfortable, and the daily efforts to make sense of the initially incomprehensible American language and culture. In some cases, culture shock may last as long as six months to one year until the student begins to acculturate, i.e., to accept and add elements of the American culture to the norms, values, and customs of his/her own first culture.

The parents of the English Language Learners may be in this country as refugees who are fleeing from an oppressive regime, as immigrants who are seeking a better life for their families, or as visitors who will be returning to their countries after a designated period of time devoted to academic or business pursuits in the United States. Their socioeconomic status may not reflect their educational background. Some professionals who come to the United States accept menial jobs while they learn sufficient English to pass the required tests; consistently, their families may be living at a lower status than they did in their home countries. Some parents have the education and skills to live in the United States at a level comparable to or better than the status which they had before. Other parents, especially those with limited education and little English, may find themselves in difficult economic straights upon arriving in this country. Although it was possible in the 20th century for generations of immigrants to earn a living with virtually no education and little knowledge of English, the same cannot be said for the 21st century, when the minimum of a high school diploma is required for nearly all jobs.

Identification of English Language Learners

The Bilingual Education Act requires all New Jersey school districts identify students who speak another language at home and to determine whether or not they are English Language Learners (ELLs). Students who are limited in proficiency of the English language are to be provided appropriate services. School districts must identify nonnative speakers of English to determine whether they need Bilingual/ESL services. As a result, it is imperative that administration inform school employees who register new students (often these are secretaries, as it is in the Bridgeton Public Schools) that they must routinely ask parents at the time of enrollment if their child/children speak a language other than English, and whether a language other than English is spoken in the home. The following process can assist districts with the identification of English Language Learners.

Needs Assessment Process for identification of English Language Learners
(Appendix A, Registration and Program Placement Procedures)

1. Complete a Home Language Survey to determine if a language other than English is spoken in the home (Appendix B, Bridgeton Public Schools Home Language Survey, currently a part of the student registration packet).

2. Test administration of a language proficiency assessment that has been approved by the New Jersey Department of Education.

3. Notify parents, in writing (in English and their native language), of the student's eligibility of Bilingual, ESL, or English Language Learner services (ELL); including that the parent or guardian has the option of refusing services. (Appendix C).

English Language Proficiency Assessment

Bridgeton Public Schools utilizes the WIDA ACCESS Placement Test™ (W-APT), which is modeled after the ACCESS for ELLs® secure assessment, to determine placement of ELLs in language service programs.

Program Placement of English Language Learners

Placement Considerations

An accurate assessment of students needs is essential to identifying the program which is best suited for each individual. It is imperative not to assume that all immigrant students with limited English proficiency also have lack of concept and content knowledge in their native language.

Placement of Over-age and Under-schooled Students

Making placement decisions becomes more difficult when the district receives English Language Learners who are over-aged and under-schooled. These students may come from countries which have been at war, geographic regions with few schools or great distances between schools and communities, areas without transportation to school, families with limited economic resources to purchase school uniforms, books, and materials, circumstances which restricted schooling because of students' gender, race, ethnic group, or religion. These students are unlikely to bring with them documentation of school attendance and/or report cards.

In addition to assessing the students' English language proficiency, every effort should be made to determine his/her level of concept and content knowledge in the native language. This process is sometimes difficult due to illiteracy in the native language. Anecdotal information from the parents or guardians may provide relevant information about the students' strengths and challenges with regard to learning in or out of the school setting.

Notification and Parental Consent

When a student has been identified for participation in a Bilingual, ESL, or ELL program the law requires that parents must be notified. This notification must be in a language that the parent can understand. Parents have the right to decline bilingual program participation and to remove their child from the program.

Language Program Models

Pursuant to N.J.A.C.6A:15-1.4(a), "the district board of education shall provide all kindergarten to 12th grade LEP students enrolled in the district pursuant to N.J.S.A. 18A:7F-4 with all required courses and support services defined in (b) through (h) below to prepare LEP students to meet the Core Curriculum Content Standards for high school graduation. This may also include tutoring, after school programs, summer programs and remedial services as needed by LEP students. All district boards of education shall also provide appropriate instructional programs to eligible preschool LEP students based on need according to the New Jersey Preschool Teaching and Learning Expectations: Standards of Quality (2004). These standards are guidelines for good practice and are intended for districts that provide preschool programs."

Bilingual Program:

Pursuant to N.J.A.C. 6A15-1.2, a bilingual education program is defined as "*a full-time program of instruction in all those courses or subjects which a child is required by law or rule to receive, given in the native language of the limited English proficient students enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of the limited English proficient students enrolled in the programs, and in the aural comprehension, speaking, reading and writing of English; and in the history and culture of the country, territory or geographic area which is the native land of the parents of limited English proficient students enrolled in the program, and in the history and culture of the United States. All students in bilingual education programs receive English as a second language instruction.*"

Bilingual program models use student's home language, in addition to English, for instruction. Teachers must be proficient in both English and the students' first language. Full-time bilingual programs teach content matter through the student's dominant language. They address the history and culture of both language groups and English as a Second Language (ESL) is included as a subject area. The goal of the program is to help students acquire the English skills required to succeed in their mainstream classes. Initial instruction is provided in the students' first language, in which the native language is also used for clarification.

The bilingual program identified in Bridgeton Public Schools includes:

- **Transitional Bilingual Education (TBE)**: also known as early-exit bilingual education is, an instructional program in which students are taught in two languages—English and the native language of the LEP students. The primary purpose of these programs is to facilitate the LEP student's acquisition of English while they receive academic subject instruction in the native language.
  Transitional bilingual program vary in the amount of native language instruction provided and in the duration of the program.

Source: National Clearinghouse for English Language Acquisition and Language Instruction Education Programs: (http://www.ncela.gwu.edu/) 2006.

Language Distribution of Transitional Bilingual Education (TBE):

The fundamental premise of TBE is that students develop high levels of literacy in the native language and have access to the content areas in their native language, as they acquire English and can be transitioned to all English once they have acquire full proficiency. The standard practice in TBE will be as follows:

GRADE	Native Language Instruction	English Language Instruction (ESL)
PK-K	80%	20%
First	80%	20%
Second	70%	30%
Third	60%	40%
Fourth (additional)	50%	50%

If an ELL enters after 1st grade then the time distribution would be according to the year in the program rather than the grade level:

YEARS in program	Native Language Instruction	English Language Instruction (ESL)
1st year	80%	20%
2nd year	80%	20%
3rd year	70%	30%
4th year	60%	40%
5th year (additional)	50%	50%

ESL Program:

　　The ESL program uses English as both the target language and the language of instruction. In order to facilitate English language learning, districts should design student-centered developmental ESL courses which teach social and instructional language, as well as academic language to be successful in their mainstream classes.
English language learners (ELLs) will also need to become familiar with acceptable classroom behavior, metacognitive strategies, and the higher order thinking skills to be successful in school.

The most common ESL models identified in New Jersey school districts include:

- **ESL In-class support in Bilingual Education Classes** *(K-8)* is when the ESL teacher accompanies the ELLs to mainstream classes to support mastery of vocabulary, content, and concepts during lessons which are taught by the content area teacher. If the ESL teacher has elementary or content certification, and the district encourages team teaching by the two instructors during in-class support, the ESL and mainstream teachers may plan to take turns in providing initial instruction to all students.

- **ESL Leveled Classes** *(High School)* which focuses on age/grade level objectives in language arts, mathematics, science, social studies, and health. The ESL teacher teaches vocabulary, language skills to make concepts comprehensible. These programs are specifically designed for secondary schools, where students attend ESL content area classes and receive high school credits for the courses.

- **High–Intensity ESL Sheltered English Instruction** *(High School)* is administered by a certified content area teacher (math, science, social studies, etc.) and has mastered the strategies of sheltered instruction, uses the district general education curriculum for content that is comprehensible to ELLs.

"Sheltered Instruction (SI) is an approach to teaching where teachers instruction to aid student comprehension of content topics and objectives by providing appropriate background information and experiences. The ultimate goal is accessibility for ELLs to grade-level content standards and concepts while they continue to improve their English language proficiency." (Echevarria, Vogt, Short, 2004)

Bilingual/ESL Curriculum

The purpose of a language service program is "to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet; to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children" (Public Law 107-110. SEC. 3102).

Pursuant to N.J.A.C.6A:15-1.4(c) (1), "the board of education shall establish an ESL curriculum that addresses the Core Curriculum Content Standards and the ESL standards for Pre-K through 12. The ESL curriculum shall be cross referenced to the district's bilingual education and content area curricula to ensure the ESL instruction is correlated to all the content areas being taught."

Common Core State Standards and the New Jersey Core Curriculum Standards

Standards for Mathematics and Language Arts Literacy are part of the Common Core State Standards initiative coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor's Association (NGA) in partnership with other national organizations. New Jersey is one of 44 states, Washington, DC and the U.S. Virgin Islands to join the state-led Common Core State Standards initiative. The New Jersey Core Curriculum Content Standards (NJCCCS) are to be achieved by all students in New Jersey. These standards define knowledge and skills that all students are expected to acquire by the completion of high school. The standards refer to seven academic areas: language arts literacy, mathematics, social studies, science, world languages, visual and performing arts, and comprehensive health and physical education. They also define workplace readiness standards: career planning, use of technology, information, and other tools; critical thinking, decision making, and problem-solving; self-management; and application of safety principles. A standards–based curriculum assures that learners are able to successfully master all they need to know. In general, content standards are designed to:

- Increase student performance,
- Incorporate state of the art teaching strategies, and
- Emphasize the application of learning in "real world" activities

World-class Instructional Design and Assessment (WIDA) Standards

The World-class Instructional Design and Assessment (WIDA) standards are the standards that the state of New Jersey is using as their English Language Proficiency Standards. The WIDA standards are a curriculum and assessment planning tool for content area language objectives. The proficiency-based strands allow educators to gauge where LEP students are and how to appropriately challenge them in reaching the next levels. The WIDA standards provide a curriculum/ assessment resource anchored in academic content standards. The standards also provide a uniform way to measure English Language Learners acquiring language across the language domains of listening, speaking, reading, and writing.
The WIDA standards are designed to:

- Focus on academic language proficiency,
- Illustrate progression of language acquisition, and
- Incorporate high levels of cognitive engagement

WIDA's *five English language proficiency standards* are identical for the classroom and large-scale state assessment frameworks. They reflect the social and academic dimensions of acquiring a second language that are expected of English language learners in grade levels K-12 attending schools in the United States. Each English language proficiency standard addresses a specific context for language acquisition (social and instructional settings as well as language arts, mathematics, science, and social studies). (Appendix E)

- **English Language Proficiency Standard 1**: English language learners communicate in English for SOCIAL AND INSTRUCTIONAL purposes within the school setting
- **English Language Proficiency Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.
- **English Language Proficiency Standard 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of MATHEMATICS.
- **English Language Proficiency Standard 4:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SCIENCE.
- **English Language Proficiency Standard 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of SOCIAL STUDIES.

WIDA ELP Standards Overview: **English Language Proficiency Standards for English language learners in Kindergarten through grade 12.** (http://www.wida.us/Resources/standards/) 2004-2007 WIDA Consortium.

Assessment and Evaluation of English Language Learners

Statewide Assessment

       The statewide assessment system consists of the PARCC (Partnership for Assessment of Readiness for College and Careers) which is administered in grade 3, 4, 5, 6, 7, 8 and the High School Proficiency Assessment (HSPA), which is administered in grade 11. These tests, which are based on the Common Core State Standards (CCSS) and the New Jersey Core Curriculum Content Standards (NJCCCS), provide information about students' developing skills to districts, families, and the community.

Testing Accommodations for English Language Learners

       English Language Learners are entitled to accommodations on statewide standardized assessments. These accommodations may include: reading aloud the test directions in the native language of the students; extended times allocated for each section; bilingual dictionaries; and others.

Classroom Assessment

       Bilingual, ESL and General Education teachers of ELLs should design a wide variety of "authentic" assessments and evaluation tools to determine how well ELLs have met language and content objectives. The assessments used should measure what has been taught in the manner in which it has been presented, whenever possible. If the assessment is in English, it should be at the English proficiency level of the students. Some possibilities include the use of mastery checklists, students' data entry journals or logs, teachers' anecdotal records, conferences with students, teacher observations/ judgment, oral presentations, written reports, portfolios of student work, individual or group projects and class participation, as well as quizzes, tests, and age-appropriate student and/or group self-assessment.

Exiting Bilingual and ESL Programs

English Language Learners (ELLs) must be assessed annually to determine if they are ready to exit the Bilingual or ESL program. ELLs should exit when they have demonstrated readiness to function successfully near or at grade level in an English-only program. The New Jersey Department of Education requires that districts use multiple measures to determine if the student is ready to exit the program. These multiple indicators (also known as multiple measures) of student performance may include, but are not limited to: *(Appendix D)*

- English Language Proficiency Level
- English Language Reading Level
- Statewide Standardized Assessment results
- Teacher judgment
- Student Progress Report Grades

When the review process for exiting a student from a Bilingual or ESL program has been completed, the district must notify the student's parent(s) or legal guardian by mail in English and the parent's native language about the placement decision.

A parent may remove a student who is enrolled in a Bilingual Education program. Please refer to P.L. 1995 C. 327 for information about when and how parents may exercise this right.

Effective Practices for Teaching ELLs

Creating a Community of Learners

English language learners do not make the decision to leave their home countries and relocate to another country. As a result of these circumstances, many English language learners experience a period of sadness because they are leaving family members, friends, and familiar places behind. It is important for Bilingual, ESL and ELL teachers to create a warm, safe environment in their classrooms. In this setting the English language learner will be able to learn academic content while acquiring the English language in a non-threatening, nurturing environment.

Helping English Language Learners Comprehend Text

There should be a wide range of reading levels, including wordless picture books, books which are one or two grade levels below the reading levels of the students, some books which are on grade level, as well as books which are one or two levels above the reading levels of the student. Teachers may have to mediate the language of a difficult passage for ELLs by using one or more of the following strategies:

- Preparing audiotapes of the passage for student to listen to at school and at home;
- Highlighting important names, dates, or phrases in the passage;
- Making marginal notes in the original passage to define difficult words or to clarify ideas;
- Creating a web or brief outline of the passage; or
- Rewriting the passage using shorter sentences.

Encouraging Student-to-Student Interaction

As students progress in English, the teacher can have them perform tasks while working with partners or in groups. Cooperative learning activities provide opportunities for academic language practice and social interaction. Another way to provide student-to-student interaction would be to arrange for peer or cross-age tutors who can provide support for the ELLs. The tutors may be more advanced ELLs, or students from the mainstream program. In order to best utilize this opportunity for learning, the tutoring should be focused on a specific academic task, or set of tasks.

Teaching Academic Skills

All students benefit from thematic interdisciplinary instruction, but this manner of presentation is especially effective because it allows ELLs to learn English as it is used in the content area classes. Some examples of academic language which ELLs must acquire in order to achieve academic success in the mainstream are:

- Asking questions;
- Responding to questions orally and in writing;
- Predicting outcomes and making hypotheses;
- Following directions;
- Interpreting visuals, such as maps, charts, graphs, and tables;
- Drawing conclusions;
- Paraphrasing and summarizing, both orally and in writing;
- Evaluating and defending one's point of view.

Scaffolding

An important way for teachers to facilitate the mastery of these essential skills is by scaffolding. Scaffolding describes the process by which teachers begin instruction at the level where students can function in English, and consistently provide support for comprehension until students can accomplish academic tasks on their own.

Parental/Community Involvement

As a goal to seek parental involvement of immigrant parents must ensure that administrators have set the tone for their building and insured that staff and parents are welcome in the school. It is necessary to provide professional development training for all school employees on issues of cultural sensitivity, respect, and tolerance in order to overcome prejudice, stereotyping, and bias. In addition to training for all school personnel, school districts should hire, where administratively feasible, employees who can communicate with and understand the cultures of the parents of ELLs. This is important for all employees within our schools, but especially the secretarial staff who have the most interaction with the people coming to the school.

To foster school involvement by the parents of ELLs, we will provide comprehensive services and programs for families, including, but not limited to:

- Employing parent coordinators and or community liaisons who speak the language and are familiar with the cultures of ELLs and their families;
- Employing staff members who can communicate with parents of ELLs in language which they understand;
- Designating space for a Parent Center;
- Providing facilitators, space, and materials for programs where children may attend only if they are accompanied by a parent or adult family member;
- Linking parents to adult education opportunities in the school district or surrounding community.

Parents who receive services are likely to remain involved in their children's education, and to see themselves as active partners in the learning process.

APPENDIX

Appendix A: Registration and Exiting Procedures for ELL Students

I. ***Bridgeton High School Registration and Exiting Procedures for ELL Students***
   A. ***Identification and Placement into Language Assistance Program***
       Registration Secretary completes initial registration, which includes Home Language Survey *(Appendix B - Spanish/English versions)*.

       If language other than English is spoken in the home, student will be referred to Bilingual Guidance Counselor for language testing (copy of [Home Language Survey](#) will be given to Bilingual Guidance Counselor).

       Bilingual Guidance Counselor will administer the [W-APT](#) language assessment.

       If student is eligible for Bilingual and or ESL placement, the Bilingual Guidance Counselor will complete and send the Parental Notification Letter (Appendix C) and enroll student into the Bridgeton High School High-Intensity ESL Program.

       A copy of the testing results and the Parental Notification Letter will be forwarded to the High School ELA/ ESL Supervisor and to the District Supervisor of Curriculum Bilingual and ESL Education. A copy of each will also be kept in the student's cumulative folder.

       *If student **does not meet** eligibility criteria for placement in the Bridgeton High School High-Intensity ESL program, the Bilingual Guidance Counselor will again complete and send the Parental Notification Letter (Appendix C) and forward a copy of the test results and the Parental Notification Letter to the High School Supervisor of ELA and ESL; as well as to the District Supervisor of Curriculum Bilingual and ESL Education. The student will remain in general education classes.*

       *Please Note: If the parent refuses to have the student enrolled in a language assistance program, forward the signed copy of the Parental Notification Form with the Parental Opt-Out portion selected to the District Supervisor of Curriculum Bilingual and ESL Education, and the student will remain in general education class.

   B. ***Exiting out of the Language Assistance Program***
       The following ***multiple measures criteria*** will be used to determine if the limited English proficient student has met the criteria to exit the language assistance program:
       - □ *ACCESS for ELLs **(4.5, with 4.0 in Reading and Writing Domains)***
       - □ *State-wide Assessments (PARCC/HSPA/ASHA)*
       - □ *Teacher Recommendation*
       - □ *Report Card Grades*
       - □ *Parental request*

When a student has met the criteria to exit the language assistance program, a copy of the *Parent Notification Letter* (Appendix C) along with a copy of the student's current *ACCESS for ELLs Parent Report* will be mailed to the parent. Students that have exited the language assistance program will be monitored for two years. ESL and general education teachers will track student progress quarterly, by reviewing report card grades, statewide assessment results, and eliciting comments from general education teachers that will be recorded on the *Former ELL Monitoring document (Appendix E2)*. All forms will be submitted to the District Supervisor of Curriculum Bilingual and ESL Education, to remain on file at the district office.

II. ***Preschool Program Registration Procedures for identification of English Language Learner (ELL) students***

    A. ***Identification of ELL students in Preschool program:***
Registration Secretary completes initial registration, which includes Home Language Survey *(Appendix B – Spanish/English versions)*.

If language other than English is spoken in the home, the registration secretary will indicate primary language in GENESIS and forward information to District Supervisor of Curriculum Bilingual and ESL Education to complete the __NJ LEP status and the NJ LEP begin date (which will be the first day that the child begins school).__ Information will also be forwarded by registration secretary to the designated school personnel for placement in the appropriate language assistance program (i.e., Bilingual classroom, general education classroom with a bilingual aide, or to a general education classroom with no support).

III. ***K-8 Program Registration and Exiting Procedures for ELL students***

    A. ***Identification and Placement into Language Assistance Program***
Registration Secretary completes initial registration, which includes Home Language Survey *(Appendix B – Spanish/English versions)*.

If language other than English is spoken in the home, student will be referred to ESL teacher for language testing (copy of completed __Home Language Survey__ will be given to ESL Teacher).

ESL teacher will administer the W-APT language assessment.

If student is eligible for bilingual and/or ESL services, the ESL teacher will complete and send the Parental Notification Letter (Appendix C) and have the student enrolled in the appropriate Bilingual/ESL Program. A copy of the testing results and the Parental Notification Letter will be forwarded to the District Supervisor of Curriculum Bilingual and ESL Education. A copy of each will also be kept in the student's cumulative folder.

*If student **does not meet** eligibility criteria for placement in the Bilingual/ESL program, the ESL teacher will again complete and send the Parental Notification Letter (Appendix C) and forward a copy of the test results and the Parental Notification Letter to the District Supervisor of Curriculum Bilingual and ESL Education. The student will remain in general education classes.*

*Please Note: If the parent refuses to have the student enrolled in a language assistance program, forward the signed copy of the Parental Notification with the Parental Opt-Out portion selected to the District Supervisor of Curriculum Bilingual and ESL Education, and the student will remain in general education class.

B. *Exiting out of the Language Assistance Program*

The following **multiple measures criteria** will be used to determine if the limited English proficient student has met the criteria to exit the language assistance program:
- □ *ACCESS for ELLs (**4.5, with 4.0 in Reading and Writing Domains**)*
- □ *State-wide Assessments (PARCC/HSPA/ASHA)*
- □ *Teacher Recommendation*
- □ *Report Card Grades*
- □ *Parental request*

When a student has met the criteria to exit the language assistance program, a copy of the *Parent Notification Form* along with a copy of the student's current [*ACCESS for ELLs Parent Report*](#) will be mailed to the parent.
Students that have exited the language assistance program will be monitored for two years. ESL teachers will track student progress quarterly, by reviewing report card grades, statewide assessment results, and eliciting comments from general education teachers that will be recorded on the *Former ELL Monitoring document (Appendix E1)*. All forms will be submitted to the District Supervisor of Curriculum Bilingual and ESL Education, to remain on file at the district office.
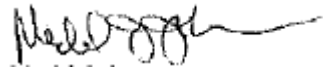
Appendix B: Sample Home Language Survey (English)

Dear Parents:

In order to ensure the accurate identification of students who may be exposed to and/or speak a language other than English, regardless of their English proficiency, the Bridgeton Board of Education is surveying all new public school students. Your assistance in completing this form as soon as possible will be greatly appreciated. We are required by the Office of Civil Rights to file a response for everyone including those who speak English as their sole or primary language.

Respectfully,

Nedd Johnson
Assistant Superintendent of Schools

Home Language Survey

Student's Name: _____   Phone #: _____

Address: _____

School: _____   Grade:_____

Please check the appropriate answer:

Please check the appropriate answer:

1. Is your child exposed at home to any language other than English?

   ☐ Yes, Spanish
   ☐ Yes, other _____
   ☐ No

2. What language did your child speak first?
   ☐ English
   ☐ Spanish
   ☐ other _____

3. What language do you speak most often to your child at home?

   ☐ English
   ☐ Spanish
   ☐ other _____

4. What language does your child use most often at home to speak to you?
   ☐ English
   ☐ Spanish
   ☐ other _____

5. What language does your child most often use when speaking to: friends, brothers, and sisters?
   ☐ English
   ☐ Spanish
   ☐ other _____

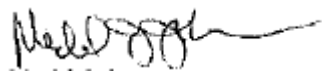6. In what language do you wish to receive school notices?

   ☐ English
   ☐ Spanish
   ☐ other _____

Estimado Padre/Encargado,

Con el fin de garantizar la identificación precisa de los estudiantes que pueden estar expuestos a, y/o que hablan un idioma distinto del inglés, a pesar de su dominio del inglés, la Junta de Educación de Bridgeton está encuestando a todos los nuevos estudiantes de las escuelas públicas. Su ayuda para completar este formulario tan pronto como sea posible será muy apreciada. Estamos obligados por la Oficina de Derechos Civiles para presentar una respuesta para todos los estudiantes, incluyendo a los que hablan inglés como lengua única o principal.

Respetuosamente,

Nedd Johnson
Superintendente de escuelas públicas de Bridgeton

Encuesta Sobre el Idioma que se Habla en el Hogar

Nombre del estudiante: _____

Dirección:_____ Teléfono: _____

Escuela: _____ Grado: _____

Favor de marcar las respuestas que corresponde:

1. ¿Está su hijo(a) expuesto(a) a alguna idioma que no es ingles en su hogar?

   ☐ sí, español
   ☐ sí, otro idioma _____
   ☐ no

2. ¿Qué idioma habló su hijo(a) primero?

   ☐ inglés
   ☐ español
   ☐ otro idioma _____

3. ¿Qué idioma usas usted con más frecuencia cuando hablas con su hijo(a) en su hogar?

   ☐ inglés
   ☐ español
   ☐ otro idioma _____

4. ¿Qué idioma habla su hijo(a) con más frecuencia en hablar con usted en su hogar?

   ☐ inglés
   ☐ español
   ☐ otro idioma _____

5. ¿Qué idioma usa su hijo(a) con más frecuencia cuando habla con sus amigos, hermanos y/o hermanas?

   ☐ inglés
   ☐ español
   ☐ otro idioma _____

6. ¿En qué idioma deseas usted recibir información y/o notas de la escuela y del distrito?

   ☐ inglés
   ☐ español
   ☐ otro idioma _____

Bridgeton Public Schools
Administration Building
41 Bank Street
Bridgeton, NJ 08302

Jeannie Cuevas
District Supervisor of Curriculum Bilingual and ESL
Telephone: 856-455-8030, Ext. 2078
Fax: 856-453-1291
Email: jcuevas@bridgeton.k12.nj.us

Parental Notification of Bilingual/ESL Program Placement or Change

_____ **Initial Placement**　　_____ **Change in Placement**　　_____ **Exit from Program**　　_____ **Not Eligible for Services**

Student Name: _____　　　Student I.D.#: _____

_____　　　_____　　_____
(Student Address)　　　　　　　　　　　　　　　　　　　(School)　　　　　　　　　(Grade)

Dear Parent(s) or Guardian:　　　　　　　　　　　　　　　　　Date: _____

　　　Your child has recently been evaluated for English language services in order to determine the most beneficial educational program for him/her. Based on the results of this evaluation, we are pleased to inform you that your child is eligible to receive instruction in our district's English Language Learners (ELL) program. The goal of the district's ELL program is to help your child learn English while meeting age-appropriate academic standards. Although you may request to have your child removed from the ELL program, students normally participate for a period of 3-5 years. Multiple criteria are used in monitoring progress and making determinations within the ELL program. These criteria are not limited to, but include:

- Classroom participation
- English Language Reading level
- Statewide Standardized Assessment results for Language Arts and Math
- Teacher judgment
- Progress Report content area grades

If your child has an Individualized Education Program (IEP), improvement in their ability to speak, read, and write in English will help meet the objectives of their IEP.

Your child's English language proficiency level was measured using the WIDA ACCESS for Proficiency Test (W-APT).
Level of English Language Proficiency: _____

The method of instruction recommended for your child's English language assistance program is:

_____ Transitional Bilingual Education: Full-time　　　　　_____ English as a Second Language (ESL)

Program Description:
Transitional Bilingual Education (TBE): *also known as early-exit bilingual education is, an instructional program in which students are taught in two languages—English and the native language of the LEP students. The primary purpose of these programs is to facilitate the LEP student's acquisition of English while they receive academic subject instruction in the native language. Transitional bilingual program vary in the amount of native language instruction provided and in the duration of the program.*

ESL In-class support in Bilingual Education Classes *(K-8) is when the ESL teacher accompanies the ELLs to mainstream classes to support mastery of vocabulary, content, and concepts during lessons which are taught by the content area teacher. If the ESL teacher has elementary or content certification, and the district encourages team teaching by the two instructors during in-class support, the ESL and mainstream teachers may plan to take turns in providing initial instruction to all students.*

　　　You have the right to say **YES** or **NO** to your child's participation in the district's ELL Program for the 2015-2016 academic school year. You must mark your decision in the space below. Please return this letter signed and dated, to your child's teacher or to Ms. Jeannie M. Cuevas, District Supervisor of Bilingual and ESL Education, at the district's administration office address listed above, by the date of:
_____

If you have any questions, please feel free to call Ms. Cuevas at 856-455-8030, ext. 2078.

_____ **YES** I agree to the recommendations listed　　　　_____ **NO** I do not agree to the recommendations listed

_____　　_____　_____
　　　　　　　　　　　　　　　　　　　　　　　Parent/Guardian Signature　　　　　　Date

Cc:　　　Evaluating teacher file
　　　　　School Main Office (for student folder)
　　　　　Administration Building (Shawna Pierce for data entry to Genesis program)

(evaluating teacher please complete reverse side)

MULTIPLE CRITERIA DATA TO SUBSTANTIATE RECOMMENDATION

Student Name: _____   Student I.D.#: _____

DATE OF ENTRY IN DISTRICT: _____

Instructions to evaluating teacher:
Please complete multiple criteria measures, as best as possible for each column on this sheet.

Multiple Criteria

Date	Criteria	Findings	Comments
	Home Language Survey		
	W-APT Results Level Used:	Overall Composite Score	
	ACCESS (Tier A/ B/ C)	Overall Composite Score	
	PARCC/ NJASK Standardized Test		
	Previous Year's Academic Final Grades	LA- MA- SC- SS-	
	F&P English Language Reading Level	Level- _____ _____ Above Grade Level _____ On Grade Level _____ Below Grade Level	
	Spanish Language Reading Level	Level- _____ _____ Above Grade Level _____ On Grade Level _____ Below Grade Level	
	Math Level	_____ Above Grade Level _____ On Grade Level _____ Below Grade Level	
	Previous Retention Circle Y/ N	Grade Retained:	
	IEP/ 504 (circle one if applicable)	Comments:	
Teacher Comments:			

Jeannie Cuevas
Supervisora del Distrito de Currículo de Educación Bilingüe e Ingles como segunda idioma
Teléfono: 856-455-8030, Ext. 2078
Fax: 856-453-1291
Correo electrónico: jcuevas@bridgeton.k12.nj.us

Escuelas Públicas de Bridgeton
Edificio de Administración
41 en la calle Bank
Bridgeton, NJ 08302

Notificación al Padre/Encargado del Colocación o Cambio del Programa Bilingüe/ESL

_____ **colocación inicial** _____ **cambio en colocación** _____ **salida del programa** _____ **no es elegible para servicios**

Nombre del Estudiante: _____ ID #: _____

_____   _____   _____
(dirección del estudiante)   (Escuela)   (Grado)

Queridos padre(s) ó guardián: Fecha: _____

Su hijo(a) ha sido recientemente evaluada por los servicios del idioma inglés, con el fin de determinar el programa educativo más beneficioso para él /ella. Con base en los resultados de esta evaluación, tenemos el placer de informarle que su hijo(a) es elegible para recibir instrucción en el programa de nuestro distrito Aprendices del Idioma Inglés (ELL). La meta del programa ELL del distrito es ayudar a su niño(a) aprender Inglés cumpliendo con los estándares académicos apropiados para su edad. Aunque usted puede solicitar que su hijo sea removido del programa de ELL en cualquier momento, los estudiantes participan normalmente por un período de 3 a 5 años. Criterios múltiples se utilizan en la vigilancia de los progresos y hacer determinaciones dentro del programa ELL. Estos criterios no se limitan a, pero incluyen:

- participación en el salón de clases
- nivel de de lectura en la idioma inglés
- la evaluación estandarizada a nivel estatal de las artes del lenguaje y la matemáticas
- comentarios del maestro(a)
- reporte de progreso, las calificaciones de cada clase

Si su niño(a) tiene un programa educativo individualizado, le ayudara en su habilidad de hablar, leer, y escribir en inglés a reunir los objetivos del programa.

Se midió el nivel de inglés de su niño utilizando las pruebas siguientes: ACCESS for ELLs English Language Proficiency Assessment
Nivel de la habilidad del idioma inglés: _____

El método de enseñanza recomendado en el programa Aprendices del Idioma Inglés (ELL) para su hijo(a) es:

_____ Enseñanza bilingüe: Tiempo completo   _____ Inglés como segunda lenguaje (ESL)

Descripción del Programa:
Educación Bilingüe de Transición (siglas en Inglés de esa educación: TBE): *también conocida como educación bilingüe de salida temprana es, un programa de enseñanza en el cual a los estudiantes se les enseña en dos idiomas—Inglés y el idioma natal de los estudiantes de LEP. El propósito primario de estos programas es el de facilitar a los estudiantes de LEP la adquisición del Inglés mientras que reciben enseñanza en materia académica en el idioma natal. El programa bilingüe de transición varía en la cantidad de enseñanza provista en el idioma natal y en la duración del programa.*

ESL En-clase apoya en las Clases de Educación Bilingüe *(de Kínder al-grado 8) es cuando el maestro de ESL acompaña a los ELLs a las clases regulares para apoyar el dominio de vocabulario, contenido, y conceptos durante las lecciones, las que son enseñadas por el maestro de área de contenido. Si el maestro de ESL tiene certificación de primaria o de contenido, y el distrito aconseja la enseñanza en equipo por los dos instructores durante el apoyo en la clase, el maestro de ESL y el de las clases regulares pueden planear tomar turnos al proveer enseñanza inicial a todos los estudiantes.*

Usted tiene el derecho de decir sí su hijo(a) participara en el programa Aprendices del Idioma Inglés (ELL) del distrito para el año académico escolar 2015-2016. Usted debe marcar su decisión en el espacio a continuación. Por favor devuelva esta carta con fecha y su firma, a la maestra de su hijo(a) o a la Sra. Jeannie M. Cuevas, Supervisor de Distrito de Educación Bilingüe e ESL, a la dirección de la oficina de administración del distrito que aparece arriba, antes de la fecha: _____
Si usted tiene alguna pregunta, por favor no dude en llamar a Sra. Cuevas al 856-455-8030, ext. 2078.

_____ **SÍ** estoy de acuerdo con la recomendación del distrito   _____ **NO** quiero que mi hijo(a) recibe los servicios
recomendado por el distrito

_____ Firma del padre(s) ó guardián _____
Fecha

Cc: archivo del maestro(a) evaluando
         oficina de la escuela l (en el archivo principal del estudiante)
         edificio de administración (a la Sra. Shawna Pierce para la entrada de datos al programa de Génesis)

(maestro(a) que da la evaluación: por favor de completar el reverso)

Nombre del Estudiante: _____   I.D. #: _____

FECHA DE ENTRADA EN EL DISTRITO: _____

Instrucciones al maestro dando la evaluación:
Por favor de completar las criterios de medidas múltiples, la mejor manera posible para cada columna en esta hoja.

Criterios Múltiples

Fecha	Criterios	Resultados	Comentarios
	encuesta del idioma del hogar		
	resultados del W-APT Nivel Usado:	puntuación compuesto total	
	ACCESS (Nivel A/ B/ C)	puntuación compuesto total	
	PARCC/ NJASK prueba estandarizada		
	calificaciones académico del año anterior	lectura- matemáticas- ciencia- estudio social-	
	F&P nivel de lectura en la idioma inglés	Nivel- _____ _____ sobre nivel del grado _____ en nivel del grado _____ bajo nivel del grado	
	nivel de lectura en la idioma nativa	Nivel- _____ _____ sobre nivel del grado _____ en nivel del grado _____ bajo nivel del grado	
	nivel de matemáticas	_____ sobre nivel del grado _____ en nivel del grado _____ bajo nivel del grado	
	retenido en un año escolar Circula sí/ no	grado retenido:	
	IEP/ 504 (circula uno si es que aplica)	Comentarios:	
comentarios del maestro(a):			

Appendix D: ELL Program Annual End of Year Review Exiting Form

School: _____   Teacher Name: _____

Enrollment Date: _____ LEP Entry Date: _____ LEP Exit Date: _____	**Bridgeton Public School District** *Annual End of Year Review* English Language Learners Program (Bilingual and English as a Second Language) **Academic Year:** _____

HLS Date: _____

PN Date: _____

PR Date: _____

Student Name: _____   Student ID: _____

DOB: _____   Grade: _____   School: _____

English Language Proficiency
Grades K-12

ACCESS Test: _____

Date: _____

Overall Composite Score: _____

Literacy Composite Score: _____

Reading: _____

Writing: _____

Oral Language Composite Score: _____

Listening: _____

Speaking: _____

State Standardized Achievement Test
Grades 3-12
(PARCC/NJPASS/NJASK/HSPA/etc.)

Test: _____   Date: _____

ELA Score: _____

☐ Exceeding Expectations (5)   ☐ Advanced Proficient
☐ Meeting Expectations (4)   ☐ Proficient
☐ Approaching (3)   ☐ Partially Proficient
☐ Partially Meeting (2)
☐ Not Yet Meeting (1)

Math Score: _____

☐ Exceeding Expectations (5)   ☐ Advanced Proficient
☐ Meeting Expectations (4)   ☐ Proficient
☐ Approaching (3)   ☐ Partially Proficient
☐ Partially Meeting (2)
☐ Not Yet Meeting (1)

PROGRAM RECOMMENDATIONS

Program Placement:

☐ Continue in Program   ☐ Exit Program
☐ Change in Program

English Language Reading Level: _____
(using the F&P scale)

LEVEL OF ACADEMIC ACHIEVEMENT

Subject	*End of Year Grade*
English /Language Arts	
Math	
Science	
Social Studies	

☐ *See Report Card in Permanent Folder for Complete Grade Report*

Teacher's Comments**:**

_____

_____

_____

Signatures:

_____ _____
English as a Second Language Teacher   Date

_____ _____
District Supervisor of Bilingual Education   Date

Office Use Only: ——— Continue in Language Assistance Program

——— Change in Language Assistance Program

——— Exit Language Assistance Program   *revised: 2015jc*

BPS Former ELL Monitoring Form (Grades K-5)

Pages 1 and 2 to be completed by the appropriate ESL Staff

Student Name	
Student ID#	

Grade in 1st year of monitoring		Academic Year	

Name of classroom teacher *(1st year of monitoring)*		*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL teacher for review.*
Name of classroom teacher *(2nd year of monitoring)*		
Name of ESL teacher *(1st year of monitoring)*		*The ESL teacher is responsible for reviewing this form each time that it is completed with the classroom teacher.*
Name of ESL teacher *(2nd year of monitoring)*		
Building ESL Coordinator (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)		

Exiting ACCESS for ELLs® Results:

Overall Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

F&P Reading Levels:
(Exceeds Expectations, Meets Expectations, Approaches Expectations, Does Not Meet Expectations)

	1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
1st Year of monitoring				
2nd year of monitoring				

	1st year of monitoring		2nd year of monitoring	
Is the student receiving any special services? *(any academic services/programs in addition to the standard academic program)*	NO	YES	NO	YES
If yes, describe the services (1st year):				
If yes, describe the services (2nd year):				

Report Card Results:

	1st year of monitoring				2nd year of monitoring			
	1st	2nd	3rd	4th	1st	2nd	3rd	4th
ELA								
Math								
Science								
Social Studies								

Student Name: _____

1st year of monitoring		1st	2nd	3rd	4th
I received and reviewed this form. *(ESL staff member initials)*		_____	_____	_____	_____

Complete the following items _only_ if the information on this form indicates that the former ELL student is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL student. *(if the answer is "Yes", describe the collaboration in the comments section)*		
1st	**Yes No**	*Comments:*
2nd	**Yes No**	*Comments:*
3rd	**Yes No**	*Comments:*
4th	**Yes No**	*Comments: requirement*

NOTE: *A student may _not_ be recommended for re-evaluation if collaboration between the ESL and classroom teachers has not taken place.*

	1st	2nd	3rd	4th
I recommend that this student be re-evaluated for ELL services.				

If a recommendation is made to re-evaluate the student, have the parents been notified?	**YES**	**NO**

2nd year of monitoring		1st	2nd	3rd	4th
I received and reviewed this form. *(ESL staff member initials)*		_____	_____	_____	_____

Complete the following items _only_ if the information on this form indicates that the former ELL student is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL student. *(if the answer is "Yes", describe the collaboration in the comments section)*		
1st	**Yes No**	*Comments:*
2nd	**Yes No**	*Comments:*
3rd	**Yes No**	*Comments:*
4th	**Yes No**	*Comments:*

NOTE: *A student may _not_ be recommended for re-evaluation if collaboration between the ESL and classroom teachers has not taken place.*

	1st	2nd	3rd	4th
I recommend that this student be re-evaluated for ELL services.				

If a recommendation is made to re-evaluate the student, have the parents been notified?	**YES**	**NO**

Appendix E1: Former ELL Monitoring Document Grades K-5 (cont.)

Student Name: _____

1st Year of Monitoring	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____	Quarter			
Rate the student's performance in each of the following areas (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)						1st	2nd	3rd	4th
1. The student completes assignments on-time. -									
2. The student communicates effectively with teacher. -									
3. The student participates effectively in class projects. -									
4. The student participates effectively in class discussions. -									
5. The student is able to work independently. -									
6. The student attends class regularly. -									
7. The student displays effort and enthusiasm in class. -									
8. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - - - - -									
9. The student shows evidence of difficulty with language. -									
10. The student has discipline problems that interfere with his/her academic progress. - - - - - -									
						1st	2nd	3rd	4th
Have ESL strategies been used to respond to language needs of the student? (If yes, please note what strategies were used and in what content area.)									

Do you recommend that this student be considered for re-evaluation for ELL services?				

2nd Year of Monitoring	Teacher's Initials:	1st _____	2nd _____	3rd _____	4th _____	Quarter			
Rate the student's performance in each of the following areas (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)						1st	2nd	3rd	4th
1. The student completes assignments on-time. -									
2. The student communicates effectively with teacher. -									
3. The student participates effectively in class projects. -									
4. The student participates effectively in class discussions. -									
5. The student is able to work independently. -									
6. The student attends class regularly. -									
7. The student displays effort and enthusiasm in class. -									
8. The student requires additional assistance with assignments. - - - - - - - - - - - - - - - - - - -									
9. The student shows evidence of difficulty with language. -									
10. The student has discipline problems that interfere with his/her academic progress. - - - - - -									
						1st	2nd	3rd	4th
Have ESL strategies been used to respond to language needs of the student? (If yes, please note what strategies were used and in what content area.)									

Do you recommend that this student be considered for re-evaluation for ELL services?				

BPS Former ELL Monitoring Form (Grades 6-12)

Pages 1 and 2 to be completed by the appropriate ESL staff

Student Name	
Student ID#	

Grade in 1st year of monitoring		**Academic Year**	

Name of Guidance Counselor *(1st year of monitoring)*		*The Guidance Counselor is responsible for attaching the student's schedule at beginning of each year and attaching the quarterly report card for monitoring ESL teacher review.*
Name of Guidance Counselor *(2nd year of monitoring)*		
Name of ESL teacher *(1st year of monitoring)*		*The ESL teacher is responsible for reviewing the updated form quarterly and conferencing with content area teacher(s) if a concern is made.*
Name of ESL teacher *(2nd year of monitoring)*		
Building ESL Coordinator/ Supervisor (Responsible for ensuring that this form is completed each quarter and maintained in the student's academic record)		

Exiting ACCESS for ELLs® Results:

Overall Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

Report Card Grades for English Language Arts Literacy classes (English Comp. /English Lit.)				
	1st Marking Period	**2nd Marking Period**	**3rd Marking Period**	**4th Marking Period**
1st Year of monitoring				
2nd year of monitoring				

	1st year of monitoring		2nd year of monitoring	
Is the student receiving any special services? *(any academic services/programs in addition to the standard academic program)*	**NO**	**YES**	**NO**	**YES**
If yes, describe the services (1st year):				
If yes, describe the services (2nd year):				

Report Card Results (per marking period):

1st year of monitoring						2nd year of monitoring					
CLASS	**1st**	**2nd**	**CLASS**	**3rd**	**4th**	**CLASS**	**1st**	**2nd**	**CLASS**	**3rd**	**4th**

Student Name: _____

1st year of monitoring Content Area: _____	1st initials	2nd initials	3rd initials	4th initials
I received and reviewed all pages of the form. Monitoring ESL teacher: _____	_____	_____	_____	_____

Complete the following items _only_ if the information on this form indicates that the former ELL student is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL student. *(if the answer is "Yes", describe the collaboration in the comments section)*				
1st	**Yes**	**No**	*Comments:*	
2nd	**Yes**	**No**	*Comments:*	
3rd	**Yes**	**No**	*Comments:*	
4th	**Yes**	**No**	*Comments: requirement*	

NOTE: *A student may not be recommended for re-evaluation if collaboration between the ESL and content area teachers has not taken place.*

	1st	2nd	3rd	4th
I recommend that this student be re-evaluated for ELL services.				

If a recommendation is made to re-evaluate the student, have the parents been notified?	**YES**	**NO**

2nd year of monitoring Content Area: _____	1st initials	2nd initials	3rd initials	4th initials
I received and reviewed this form. Monitoring ESL teacher: _____	_____	_____	_____	_____

Complete the following items _only_ if the information on this form indicates that the former ELL student is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL student. *(if the answer is "Yes", describe the collaboration in the comments section)*				
1st	**Yes**	**No**	*Comments:*	
2nd	**Yes**	**No**	*Comments:*	
3rd	**Yes**	**No**	*Comments:*	
4th	**Yes**	**No**	*Comments:*	

NOTE: *A student may not be recommended for re-evaluation if collaboration between the ESL and content area teachers has not taken place.*

	1st	2nd	3rd	4th
I recommend that this student be re-evaluated for ELL services.				

If a recommendation is made to re-evaluate the student, have the parents been notified?	**YES**	**NO**

Appendix E2: Former ELL Monitoring Document Grades 6-12 (cont.)

Student Name: _____ **Year of Monitoring: 1 or 2   Date:** _____

| **Content Area:** _____ | Teacher's Initials: | 1st _____ | 2nd _____ | 3rd _____ | 4th _____ | Quarter | | | |

Rate the student's performance in each of the following areas (*1 = never 2 = seldom 3 = sometimes 4 = often 5 = always*)	1st	2nd	3rd	4th
11. The student completes assignments on-time.				
12. The student communicates effectively with teacher.				
13. The student participates effectively in class projects.				
14. The student participates effectively in class discussions.				
15. The student is able to work independently.				
16. The student attends class regularly.				
17. The student displays effort and enthusiasm in class.				
18. The student requires additional assistance with assignments.				
19. The student shows evidence of difficulty with language.				
20. The student has discipline problems that interfere with his/her academic progress.				
	1st	2nd	3rd	4th
Have ESL strategies been used to respond to language needs of the student? (If yes, please note what strategies were used and in what content area.)				

| Do you recommend that this student be considered for re-evaluation for ELL services? | | | | |

If you have additional comments, attach them to this form when you return it into the ESL teacher.
Make sure you date the comments and identify which monitoring year and quarter you are commenting on.

Appendix F: WIDA Standards: Performance Definitions

Performance Definitions

At the given level of English language proficiency, English language learners will process, understand, produce or use:

6- Reaching	• specialized or technical language reflective of the content areas at grade level • a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level • oral or written communication in English comparable to proficient English peers
5- Bridging	• specialized or 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 proficient English peers when presented with grade level material
4- Expanding	• specific and some technical language of the content areas • a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs • oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support
3- Developing	• general and some specific language of the content areas • expanded sentences in oral interaction or written paragraphs • oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support
2- Beginning	• general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support
1- Entering	• pictorial or graphic representation of the language of the content areas • words, phrases or chunks of language when presented with one-step commands, directions, WH-, choice or yes/no questions, or statements with with sensory, graphic or interactive support

WIDA Consortium: **Understanding the WIDA English Language Proficiency Standards: A Resource Guide.** (http://www.learnnc.org/lp/media/scos/eld/Resource_Guide_web.pdf) 2004-2007.

WIDA Consortium: **Understanding the WIDA English Language Proficiency Standards: A Resource Guide; Performance Definitions.** (https://www.wida.us/standards/RG_Performance%20Definitions.pdf) 2004-2007.

Appendix G: Language Distribution for Bilingual Classes

Kindergarten Schedule-

Time	Monday	Tuesday	Wednesday	Thursday	Friday
15 Minutes	Arrival L1	Arrival L1	Arrival L1	Arrival L1	Arrival L1
5 Minutes	Morning Meeting L1	Morning Meeting L1	Morning Meeting L1	Morning Meeting L1	Morning Meeting L1
30 Minutes	Tier 1 Instruction *(Shares Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shares Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shares Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shares Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shares Reading, Whole Group and Phonics Instruction)* L1
60 Minutes	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1
5 Minutes	Cleanup and Transition L1	Cleanup and Transition L1	Cleanup and Transition L1	Cleanup and Transition L1	Cleanup and Transition L1
20 Minutes	Recess	Recess	Recess	Recess	Recess
70 Minutes	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1
60 Minutes *(30 Minutes- Lunch) (30 Minutes- Recess)*	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess	Lunch and Recess
20 Minutes	Rest and Independent Reading L1	Rest and Independent Reading L1	Rest and Independent Reading L1	Rest and Independent Reading L1	Rest and Independent Reading L1
40 Minutes	ESL *(Language, Vocabulary, Stories, Songs, and Writing)* L2	ESL *(Language, Vocabulary, Stories, Songs, and Writing)* L2	ESL *(Language, Vocabulary, Stories, Songs, and Writing)* L2	ESL *(Language, Vocabulary, Stories, Songs, and Writing)* L2	ESL *(Language, Vocabulary, Stories, Songs, and Writing)* L2
30 Minutes	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1
40 Minutes	Specials	Specials	Specials	Specials L2	Specials
10 Minutes	Sharing, Reviewing, Closing L1	Sharing, Reviewing, Closing L1	Sharing, Reviewing, Closing L1	Sharing, Reviewing, Closing L1	Sharing, Reviewing, Closing L1

Language Distribution: 80% L1 Native Language (Spanish)   20% L2 English

Core Content: Language Arts, Math: L1-Native Language (Spanish)   ESL: L2 English
Science /Social Studies: L1-Native Language (Spanish)

First Grade Schedule-

Time	Monday	Tuesday	Wednesday	Thursday	Friday
15 Minutes	Arrival L1	Arrival L1	Arrival L1	Arrival L1	Arrival L1
20 Minutes	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1
60 Minutes	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1
90 Minutes	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1
30 Minutes	Lunch	Lunch	Lunch	Lunch	Lunch
40 Minutes	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2
45 Minutes	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1
40 Minutes	Specials L2	Specials L2	Specials L2	Specials L2	Specials L2
35 Minutes	Remediation L1	Remediation L1	Remediation L1	Remediation L1	Remediation L1

Language Distribution: 80% L1 Native Language (Spanish)   20% L2 English

Core Content: ESL: L2 English
Language Arts, Math: L1-Native Language (Spanish)
Science /Social Studies: L1-Native Language (Spanish)

Second Grade Schedule-

Time	Monday	Tuesday	Wednesday	Thursday	Friday
15 Minutes	Arrival L1	Arrival L1	Arrival L1	Arrival L1	Arrival L1
20 Minutes	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1
60 Minutes	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1
90 Minutes	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1	Math *(Whole Group Instruction, Math Centers)* L1
30 Minutes	Lunch	Lunch	Lunch	Lunch	Lunch
40 Minutes	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2
45 Minutes	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2
40 Minutes	Specials L2	Specials L2	Specials L2	Specials L2	Specials L2
35 Minutes	Remediation L1	Remediation L1	Remediation L1	Remediation L1	Remediation L1

Language Distribution: 70% L1 Native Language (Spanish)   30% L2 English

Core Content: ESL: L2 English
Language Arts, Math: L1-Native Language (Spanish)
Science /Social Studies: L1-Native Language (Spanish) and L2 English

Third Grade Schedule-

Time	Monday	Tuesday	Wednesday	Thursday	Friday
15 Minutes	Arrival L1	Arrival L1	Arrival L1	Arrival L1	Arrival L1
20 Minutes	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1	Tier 1 Instruction *(Shared Reading, Whole Group and Phonics Instruction)* L1
60 Minutes *(40 Minutes – L1)* *(20 Minutes – L2)*	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1 and L2	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1 and L2	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1 and L2	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1 and L2	Tier 2 Instruction *(Literacy Centers, Guided Reading, Writing)* L1 and L2
90 Minutes	Math *(Whole Group Instruction, Math Centers)* L1 and L2	Math *(Whole Group Instruction, Math Centers)* L1 and L2	Math *(Whole Group Instruction, Math Centers)* L1 and L2	Math *(Whole Group Instruction, Math Centers)* L1 and L2	Math *(Whole Group Instruction, Math Centers)* L1 and L2
30 Minutes	Lunch	Lunch	Lunch	Lunch	Lunch
40 Minutes	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2	ESL *(Reading, Writing, Speaking, Listening)* L2
45 Minutes	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2	Science or Social Studies *(Whole Group Instruction, Investigations, Project Work)* L1 and/or L2
40 Minutes	Specials L2	Specials L2	Specials L2	Specials L2	Specials L2
35 Minutes	Remediation L1	Remediation L1	Remediation L1	Remediation L1	Remediation L1

Language Distribution: 60% L1 Native Language (Spanish)   40% L2 English

Core Content: ESL: L2 English
Language Arts, Math: L1-Native Language (Spanish)
Science /Social Studies: L1-Native Language (Spanish) and L2 English

References

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