NORTH SCHUYLKILL SCHOOL DISTRICT

Mission Statement

The North Schuylkill School District will graduate students who have a passion for learning and are empowered to be self-sufficient and successful.

The North Schuylkill School District seeks to provide every child, regardless of national origin or native language, quality, and meaningful educational instruction. Consequently, students who are English Language Learners (ELLs) are provided instructional services through English as a Second Language (ESL)/Title III program which is designed to meet their unique needs.

ESL PROGRAM

I. Goals and Objectives

The goal of the North Schuylkill School District is to provide English as a Second Language program for each student whose dominate language is not English for the purpose of facilitating the student's achievement of English proficiency and to meet the academic standards under Chapter 4.12.

II. Student/Parent Orientation

The ESL Staff will assist with student acclimation. The orientation program for parents and students will include but is not limited to the following:

North Schuylkill School District
➢ a tour of the building
➢ review of school procedures: homework, attendance, etc.
➢ review of the ESL program
➢ review of content area classes
➢ review of special programs available
➢ meeting with administration, guidance counselors, and faculty (when possible)
➢ review of extracurricular activities
➢ a question/answer period

District and IU 29 staff will strive to provide these orientations to the students and parents in their preferred mode of communication and in the language they are able to understand.

III. Student Identification and Placement

Enrollment:

For specific enrollment requirements and procedures see BEC entitled Enrollment of Students.

Identification:

Students and/or Student Guardians complete a Home Language Survey upon registration with school district. (See Appendix A: HLS) **North Schuylkill** students whose Primary Home Language is other than English should be referred to the Schuylkill IU 29 ESL Coordinator for language proficiency screening as required by federal law. Parents or guardians will be notified of assessment and placement information. (See Appendix B: Notification of Services)

Exemption from English language proficiency testing:

Students identified as PHLOTEs may be exempt from a formal English language proficiency assessment if they meet two of the following three criteria:
  School records indicating:
    a. Final grades of B or better in core subject areas (Mathematics, Language Arts, Science and Social Studies);
    b. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA; and
    c. Scores of Basic in Reading, Writing and Math on the PSSA

Any student who may be classified within any of the following categories should be provided English as a Second Language instruction:

    d. A student who understands, speaks, reads and writes his/her native language fluently but who does not understand, speak or write English.
    e. A student who understands and speaks his/her native language but has limited or no ability to read and write his/her native language and who does not understand, speak or write any English.
    f. A student who has limited understanding of spoken English but does not speak it.
    g. A student who understands and speaks English on a limited basis but who is unable to read or write English.
    h. A student who apparently understands and speaks English but who encounters difficulty in comprehending the specialized language and concepts contained in the different content areas.
    i. A student who understands and speaks English with a limited vocabulary.

Assessment:

  Initial identification and reclassification:

    The ESL Coordinator will assess newly enrolled students without academic records for their English language proficiency within 30 days of the beginning of the school year and within 14 days during the school year using the following instrument:
        • W-APT (WIDA ACCESS Placement Test)

    The District shall conduct the following assessments for additional information:
        • Student observation
        • Standardized tests
            a. **PSSA Reading and Mathematics**
            b. **PSSA Science**
            c. **PSSA Writing**
            d. **CDT Testing**
        • Classroom test, quizzes, participation
        • Multiple formal and informal assessments

The ESL team, composed of **the ESL teacher, building principal, ESL Coordinator, guidance counselor and classroom teacher(s)** will review student background information and test results. Educators must take into consideration the State's ELP levels described within the PA ELPS standards when placing students in an instructional program for ELLs. Instructional placement of ELLs will be age and grade appropriate. **North Schuylkill**

Annual English Language Proficiency Testing:

All ELLs (English Language Learners) receiving daily ESL instruction during the designated test window will participate in Pennsylvania's annual English Language Proficiency testing. Students who have exited or are being monitored do not participate in this yearly test.

ACCESS Tier Assignment: W-APT results are used to determine the annual state English language proficiency assessment, ACCESS for ELLs©, tiers (A, B or C). The following guide must be used for tier selection and placement:

Grades 1-12
W-APT Composite Proficiency Score	Tier
1.0 – 2.4	A
2.5 – 4.0	B
>4.0	C

Placement:

When using the W-APT for Identification and/or placement in second semester grade 1- through grade 12, a composite proficiency score of 4.6 or higher meets the minimum requirement for a student to be exempted from ESL.

When using the W-APT for Identification and/or placement of pre-kindergarten and entering kindergarten students, a raw score for listening and speaking of 15 or higher meets the minimum requirement for a student to be exempted from ESL. A student entering in the second half of the kindergarten year will take all four components: listening, speaking, reading and writing or only the oral portion (listening and speaking).

First semester, first grade students are required to take all four components of the Kindergarten W-APT. PDE has not yet provided reading and writing raw scores needed to make placement decisions for first semester, first grade students. PDE is in the process of reviewing its policy concerning placement decisions in connection with the Kindergarten W-APT and will provide guidance as soon as it is available. In the interim period, multiple criteria including standardized tests, oral interviews and observations will be considered in making placement decisions.

After it is determined that the student is in need of ESL instruction, a recommendation for age/grade appropriate placement, as well as classroom strategies, grading, and parent involvement, will be made by the ESL team.

Students will be assessed periodically via formal and informal testing. A variety of factors will determine the length of ESL instruction and support services, e.g., age, language competency, rate of progression, and the support and techniques used by classroom teachers in teaching content areas.

IV. Instructional Program

Planned Instruction for ESL Classes:
North Schuylkill School District will run an English as a Second Language (ESL) program. An ESL team reviews student background information and test results. An instructional plan will be developed that is appropriate to the student's language proficiency level and congruent with the District curriculum. The student will be placed in an ESL program in place of a language arts program. The student will be placed in the regular education program for all other subject areas and activities. ESL classes will be part of the daily schedule and thoughtfully planned from the administrative level so that students are not removed from other content classes. As the proficiency of the student advances, a student may require only minimal instructional time, which may be in the form of ongoing support; however, this support will be planned, structured time within the school day. The number of recommended instructional hours will be determined by the student's needs.

Recommended instructional hours are as follows:

   a. Entering (Level 1)/ Beginning (Level 2) students: up to 2 hours
   b. Developing (Level 3) students: 1-2 hours
   c. Expanding (Level 4) students: up to 1 hour
   d. Bridging (Level 5) students: up to 1 hour or support dictated by student need
      Levels are defined by the PA ELPS

Planned Instruction in Academic content areas:
North Schuylkill School District will provide ELLs with meaningful, comprehensible access to instruction in all content areas required by PA academic standards. The PA ELPS PreK-12 is an overlay to the academic standards and will be incorporated in planned instruction for ELLs by all teachers. The district will support instructional planning and evaluation efforts between the ESL teachers and content area teachers by providing opportunities for collaboration as appropriate.

Exiting Students:

Students will be recommended to exit the ESL program when they meet the mandated State criteria as listed below.

Assurance of implementation of the exit criteria by LEAs will take place within the Federal Programs Consolidated Monitoring Plan.

Required Exit Criteria: (must meet both criteria)

   1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).

      SPECIAL CIRCUMSTANCES:

      • For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA.

      • For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.

   2. Accountability score of 5.0 on an ACCESS for ELLs Kindergarten assessment or total composite score of 5.0 on a Tier C ACCESS for ELLs assessment *(See items A and B below for cutoff score flexibility). (Kindergarten guidance 8/11)*

A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student once in any school year.

Grade Level	**ACCESS Score**	**Required W-APT Scores***
Kindergarten	*Cutoff score flexibility not allowable for kindergartners	
1-5	4.6-4.9	5.0 in each domain
6-8	4.7-4.9	5.0 in each domain
9-12	4.8-4.9	5.0 in each domain

> * A student must score 5.0 <u>in each domain</u> (listening, speaking, reading and writing). A composite proficiency score cannot be used.

B. A score of <u>PROFICIENT</u> on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

Additional Exit Criteria: (must meet 1 of the 2 criteria)

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).

2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.

<u>Monitoring Students</u>:

Upon exiting the program the students will be monitored for two years. A letter will be sent to the parents indicating that the student's progress will be monitored for two full academic years. (Appendix C: Notification of Monitor Status) The ESL teacher or other appropriate district staff will complete the PA Department of Education recommended Post-Exit ELL Monitoring Form for two years. (Appendix D: Monitor Forms) This form will be kept in the student's permanent file. At the conclusion of the two-year monitoring the student will be recommended for exit from ESL. Monitored students will not return to ESL for a non-language issue; therefore, they need to follow the rules under the following grading/retention section.

<u>Grading/Retention Policy</u>:

ELLs will be graded using the same grading system as all other students. Grades will reflect what the students know and are able to do at their level of English language proficiency. Grading will also reflect the collaboration and coordination of supports by both ESL teachers and content area teachers.

Students who are receiving ESL as well as those being monitored must demonstrate the following in order to pass a class/grade:

        a. Actively listen in class.
        b. Take notes.
        c. Attempt to do the assigned work. If help is needed, the student must ask the regular education teacher or go to the ESL teacher. If the student does not complete the assignments and does not ask for help, it will be considered a missed assignment.
        d. Behave appropriately in class.
        e. Bring materials to class.
        f. Follow class rules.

ESL students and those being monitored are not to fail a class or be retained based solely on their lack of language proficiency; however, they can on the basis of excessive absenteeism, unwillingness to participate in class, and consistent refusal to do homework.

If an ELL is retained in a grade, the district will be able to demonstrate that the appropriate modifications were made to instruction and assessment in order to allow ELLs meaningful access to the general curriculum as well as to promote second language learning.

The ESL teacher will brief the faculty prior to the start of the school year about realistic expectations for all students in their classes.

Exited Students:

Following the two-year monitoring, the student will exit the ESL program and no longer receive ESL support. A letter will be sent to the parents indicating the recommendation to exit. (Appendix E: Notification of Exit)

V. Participation in District Testing

Procedures for ESL students for PSSA: (see annual PDE Accommodation Handbook for official guidelines)

        a. All limited English proficient students beyond their first year of enrollment in US schools are to be included in the PSSA assessment.
        b. Limited English proficient students who are in their first year of enrollment in US schools may opt out of the Reading and Writing assessments only.
        c. Exited ESL students may be classified in the LEP subgroup during the two-year monitoring process.
        d. English language learners should receive appropriate accommodations as outlined in PDE's PSSA Accommodation Handbook. A list of accommodations will be kept in the student's folder. (Appendix F: PSSA Testing Accommodation Record for ELLs)
        e. Spanish version of the PSSA Math and Science tests will be available as an accommodation for a student whose dominant language is Spanish. The student must have been in U.S. schools for less than 3 years and must be proficient in Spanish.

Procedures for state-required assessments: (added 2/16/11)

        a. ELLs will participate in all state-required assessments (i.e. Keystone Exams, etc.) with allowable accommodations.

VI. Student Participation in Related and Extra-Curricular Activities

All students are encouraged to participate in a variety of extra-curricular activities offered by the district. The ESL team will monitor ESL students in regards to their participation in extra-curricular activities.

Secondary
Honor Society
SADD
Spartan Spectrum
Student Council
Play
Chorus
Yearbook
Band
FBLA
Peer Helpers
Peer Mediators
Big Brothers/Big Sisters
Sports
Elementary
Special Chorus
Band
Tone Chimes
Student Clubs

VII. Pupil Services

Counseling:

English language learners will have access to counseling services in order to assist in their adjustment to a new culture and placement in the school program with peers.

Instructional Guidelines for ELLs with Disabilities: (changes according to PennLINK 10/21/10)

The ESL teacher will be a member of the Individualized Education Program (IEP) team when the student is an ELL. ESL teacher input will provide essential guidance to the IEP team related to the process of second language acquisition, parent communication, cultural responsiveness and reduction of a language barrier. In addition, the ESL teacher will fulfill the IEP team member requirement of having a person: (1) with knowledge about the general education curriculum (ESL programs and ESL instruction), (2) to interpret the instructional implications of evaluation results, and (3) with knowledge or special expertise regarding the student.

When possible the ESL teacher will be a member of the evaluation team as well. Assessment data, such as the data from classroom observations, progress monitoring, and the results of formative and summative assessments, including data from the annual English language proficiency assessment, ACCESS for ELLs, will be discussed and be part of the evaluation. The evaluation team will consider other data sources such as years in the US, years of instruction in English, and level of English language proficiency per W- APT and/or ACCESS for ELLs. Data related to the second language acquisition process will be part of the present levels indicating how the student is performing in listening, speaking, reading and writing skills, and how he/she compares to the other ELLs with similar profiles, as well as how he/she progresses in relation to what is developmentally appropriate for the English proficiency level of the student per the WIDA Can-DO descriptors and the WIDA Summative Assessment Framework. The expertise of the ESL teacher will be necessary to determine valid recommendations regarding evaluation/placement and on- going ESL instruction for ELLs.

Prior to referral of an ELL for evaluation the district will ensure that the ESL program involves planned instruction by a properly certified ESL teacher and adaptations/modifications in the delivery of content instruction by all teachers. The following will be considered and evidence of such will be available: 1) ESL instruction is sufficient in quantity and quality, 2) the core ESL program is effective and aligned to the proficiency level of the student, 3) appropriate adaptations/accommodations are provided by content teachers, 4) collaboration exists between the ESL and content teachers, and 5) instruction/home-school communication are culturally responsive.

All ELLs who are eligible for special education may continue to receive ESL instruction at their appropriate English language proficiency and developmental levels. The IEP team determines how ESL instruction and special education services can be coordinated and delivered to meet the students' individual needs. Based on these individual needs, ESL instruction will range from full inclusion in an ESL Program to consultative support. Programs will collaborate to ensure that both the language needs and special education requirements are met.

When developing an IEP for an ELL, the IEP team may deviate from the guidelines listed in Section IV. The determination of direct instruction time for a student with a disability is based on the student's English language proficiency level, the nature of the student's disability, and the IEP team's decision based on those factors. For students with significant cognitive disabilities that have not acquired any language skills, the IEP team may determine that "participation" in the ESL program is not appropriate for the student.

Migrant:

Students identified as migrant and who are English language learners will be provided ESL instruction, as would any other student who would be eligible for ESL. District will receive a list of migrant students annually from the Migrant Education Program personnel.

Vocational-Technical Education:

English language learners will have access to vocational-technical education classes. Participation in such classes is not to be determined by their level of English proficiency. Necessary accommodations will be made and students will be provided ESL instruction appropriate to their level of proficiency.

Federal and Other Programs:

English Language learners may participate in all federal or other programs for which they qualify. An English as a Second Language team will direct collaboration of services. **North Schuylkill**

VIII. Staff Development Related to Program

District Staff:

All Principals and secretaries receive an Orientation to ESL, provided by the Schuylkill IU 29, focusing on procedures for enrollment and cultural information.

All administrators, teachers and support staff will receive an Introduction to ESL training focusing on the BEC, procedures for enrollment and cultural awareness provided by the Schuylkill IU 29.

ESL Staff:

All ESL staff will meet the requirements of Program Specialist – ESL certificate as stated by the Pennsylvania Department of Education and will be English certified or working towards English certification if providing the sole English instruction at the secondary level.

ESL staff will receive appropriate training to teach ESL. Schuylkill IU 29 or other professional development providers will provide training as listed in the Act 48 plan.

This training will focus, but not be limited to the following:

- ➢ ESL methods
- ➢ second language acquisition
- ➢ cross cultural processes
- ➢ adapting content area instruction

Content Area Teachers:

Content area teachers will have access to in-service on the following:

- ➢ cultural information
- ➢ second language acquisition
- ➢ adapting/modifying classroom instruction
- ➢ appropriate assessment practices

New Hires:

New teachers will receive "Introduction to ESL" training as part of the Induction Training. Additional new staff, such as administrators or support personnel, will receive training as requested by the district.

IX. Funding

The district budget will include provision for resources/materials, staffing for language instructional programs and professional development for all school personnel as part of core programming. Federal funds can be used to supplement local funding for language instructional programs, but not to supplant state/local funds.

X. Title III

The district will monitor annual Title III allocations and make appropriate decisions as to apply for the funding, join a consortium or decline funding. Schuylkill IU 29 will serve as the lead of the Title III Consortium and follow all federal guidelines.

XI. Community Involvement

Program planning will be a collaborative effort between administrators and Intermediate Unit 29 ESL staff. In communicating with parents in the home, parents will have the option of receiving the written information about assessment, academic achievement, and related issues, in their native language or their preferred mode of communication.

If the native language cannot be written by **North Schuylkill** School District staff, then the Intermediate Unit 29 ESL Coordinator will be contacted or district staff will access www.transact.com to provide this service or

an interpreter of the District's choice will be hired. The same will apply if an interpreter is needed for meetings.

<<<Program Advisory Committee>>>

If a parent wishes to make suggestions or requests for alteration about any facet of the ESL program, they may contact the District Superintendent or Intermediate Unit 29 ESL Coordinator.

XII. Communications with Parents

The district will communicate with parents in the parents' preferred language and mode of communications. The district will utilize IU 29 translation/interpretation services and documents from TransACT and PaTTAN.

XIII. Program Evaluation

An annual evaluation of the ESL program will take place to ensure the ESL programs are tailored to meet the needs of individual students (see Appendix **G**: Review of School District ESL Program) Data to help monitor the program will include but is not limited to the following: **North Schuylkill**

- ➤ report card grades
- ➤ student assessments
- ➤ attendance
- ➤ rate of participation in extra-curricular activities
- ➤ graduation rate
- ➤ discipline rate
- ➤ socialization observations
- ➤ parent involvement
- ➤ staff development programs
- ➤ completion of a senior project

XIV. Monitoring

PIMS/LEP System:

The district will submit data annually into the PIMS/LEP System.

Self-Assessment Instrument:

The district will complete a self-assessment prior to any scheduled on-site visit conducted by the Regional Monitor.

If no on-site visit is planned, the district will update the files of the self-assessment annually. (Appendix G: Review of School District ESL Program)

On-Site Monitoring:

The state will communicate with the district to arrange for an on-site monitoring. The Regional ESL Coordinator will contact the district to set an on-site date and identify the monitoring team.

APPENDICES

(These are samples and should be made district specific.)

ESL Plan - Appendix A:

HOME LANGUAGE SURVEY*

The Office of Civil Rights (OCR) requires that school districts/charter schools/full day AVTS identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the method for the identification.

School District: _____   **Date:** _____

School: _____

Student's Name: _____   **Grade:** _____

1. **What is/was the student's first language?** _____

2. **Does the student speak a language(s) other than English?**
    (Do not include languages learned in school.)   ☐ **Yes** ☐ **No**

    If yes, specify the language(s): _____

3. **What language(s) is/are spoken in your home?** _____

4. **Has the student attended any United States school in any 3 years during his/her lifetime?**
    ☐ **Yes** ☐ **No**

    If yes, complete the following:

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

Person completing this form: _____

Parent/Guardian signature: _____

*The school district/charter school/full day AVTS has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the school district/charter school/full day AVTS has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the school district/charter school/full day AVTS may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the school district/charter school/full day AVTS in the future.

PDE 10/05

ESL Plan - Appendix B

Parent Notification Form

DISTRICT: _____

SCHOOL: _____

DATE: _____

TO THE PARENTS OF: _____

The school provides special instruction for students whose home language is not English. This instruction supports

the regular classroom work given during school. The ESL program is taught by

_____ who will work with _____ during the

school day.

The teacher and principal feel that _____ will benefit from this service and have

scheduled this extra help. If you have any questions about our program, please call the school at

_____.

Sincerely,

_____

ESL Instructor

ESL Plan - Appendix C

<div align="center">Notification of Monitor Status</div>

Dear Parent or Guardian:

Your child, _____, has met the criteria for exiting the English as a Second Language (ESL) program. His/her language proficiency test scores as well as his/her teacher evaluations indicate proficiency in English.

Your child's progress will be monitored for 2 full academic school years in order to ensure continued success. If at any time your child experiences difficulty with academic demands they may be recommended to receive additional ESL support.

If you have any questions, please contact the ESL teacher, the ESL Coordinator or the appropriate guidance counselor.

_____ ESL Teacher _____

_____ ESL Coordinator _____

_____ Elementary Guidance _____

_____ Secondary Guidance _____

Post-Exit ELL Monitoring Form (Elementary)

Pages 1 and 3 to be completed by the appropriate ESL/Bilingual Education Staff

Student Name	

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/Bilingual Education teacher for review.*
Name of classroom teacher (*2nd year of monitoring*)		
Name of ESL/Bilingual Ed teacher (*1st year of monitoring*)		*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
Name of ESL/Bilingual Ed teacher (*2nd year of monitoring*)		
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:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

	Reading	Mathematics	Writing
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**
LA								
Math								
Science								
Social Studies								

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 implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

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

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 implemented to respond to the language needs of the former ELL?				
Do you recommend that this student be considered for reclassification as an ELL?				

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

Student Name: _____

To be completed by appropriate ESL staff

# 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 is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(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 reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an ELL.				

If a recommendation is made to reclassify, 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 is struggling:

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(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 reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an ELL.				

If a recommendation is made to reclassify, have the parents been notified?	**YES**	**NO**

Post-Exit ELL Monitoring Form (Middle/Secondary)

Pages 1 and 4 to be completed by the appropriate ESL/Bilingual Education staff

		Monitoring Year (circle):
Student Name		**1st year	2nd year**

Grade		**Academic Year**	

Name of Language Arts teacher		*The classroom teacher is responsible for completing this form at quarterly intervals and returning it to the ESL/Bilingual Education teacher for review.*
Name of Mathematics teacher		
Name of Science teacher		
Name of Social Studies teacher		
Name of ESL/Bilingual Ed teacher		*The ESL teacher is responsible for reviewing this form each time that it is completed by the classroom teacher.*
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:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

PSSA Results (Below basic, Basic, Proficient, Advanced):

Reading	Mathematics	Writing

Is the student receiving any special services? *(any academic services/programs in addition to the standard academic program)*	**NO**	**YES**

If so, describe the services:

Report Card Results:

	1st	Comments	2nd	Comments	3rd	Comments	4th	Comments
LA								
Math								
Science								
Social Studies								

Student Name: _____   Monitoring Year (circle):   **1ˢᵗ year** | **2ⁿᵈ year**

Language Arts	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 implemented to respond to the language needs of the former ELL?	**Y N**	**Y N**	**Y N**	**Y N**
Do you recommend that this student be considered for reclassification as an ELL?	**Y N**	**Y N**	**Y N**	**Y N**

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

Mathematics	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 implemented to respond to the language needs of the former ELL?	**Y N**	**Y N**	**Y N**	**Y N**
Do you recommend that this student be considered for reclassification as an ELL?	**Y N**	**Y N**	**Y N**	**Y N**

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

| Student Name: _____ | Monitoring Year (circle): **1ˢᵗ year** | **2ⁿᵈ year** |

Science	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 implemented to respond to the language needs of the former ELL?	**Y N**	**Y N**	**Y N**	**Y N**
Do you recommend that this student be considered for reclassification as an ELL?	**Y N**	**Y N**	**Y N**	**Y N**

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

Social Studies	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 implemented to respond to the language needs of the former ELL?	**Y N**	**Y N**	**Y N**	**Y N**
Do you recommend that this student be considered for reclassification as an ELL?	**Y N**	**Y N**	**Y N**	**Y N**

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

| Student Name: _____ | Monitoring Year (circle): **1st year** \| **2nd year** |

Student Name: _____   Monitoring Year (circle): **1ˢᵗ year** | **2ⁿᵈ year**

To be completed by appropriate ESL staff

	1st	2nd	3rd	4th
I received and reviewed this completed form.	_____ (Initial)	_____ (Initial)	_____ (Initial)	_____ (Initial)

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

I have collaborated with the classroom teacher to incorporate instructional strategies to respond to the language needs of the former ELL. *(if the answer is "Yes", describe the collaboration in the comments section)*

		Comments:
1st	Yes No	*Comments:*
2nd	Yes No	*Comments:*
3rd	Yes No	*Comments:*
4th	Yes No	*Comments:*

NOTE: A student may <u>not</u> be recommended for reclassification if collaboration between the ESL and classroom teacher has not taken place.

	1st	2nd	3rd	4th
I recommend that this student be reclassified as an ELL.	**YES NO**	**YES NO**	**YES NO**	**YES NO**

Additional Recommendation(s):

If a recommendation is made to reclassify, have the parents been notified?	**YES**	**NO**

ESL Plan - Appendix E

Notification of Exit

Dear Parent or Guardian:

Your child's academic progress has been monitored for two full academic years and has been recommended for exit from the English as a Second Language (ESL) program.

If you have any questions, please contact the ESL teacher, the ESL Coordinator or the appropriate guidance counselor.

_____	ESL Teacher	_____	
_____	ESL Coordinator	_____	
_____	Elementary Guidance	_____	
_____	Secondary Guidance	_____	

ESL Plan - Appendix F: PSSA Testing Accommodation Record for ELLs (Updated 1/10)

PSSA Testing Accommodation Record
for English Language Learners

Complete for each school year and retain in permanent file.

Student: _____

School Year: _____

District: _____ **Building:** _____

ESL Instructional Hours _____ hrs/day

Persons (Name/Title) completing form:

_____

List all instructional/assessment accommodations provided on a daily basis:

Based on the above accommodations, indicate appropriate standardized testing accommodations:

- ☐ Student is in his/her first year of enrollment in US schools and is not required to take the Reading/Writing PSSA. The Math and Science PSSA must be taken.
- ☐ Student will take the Spanish version of the Math PSSA (has Spanish proficiency and enrolled in US schools fewer than three years).
- ☐ Student will take the Spanish version of the Science PSSA (has Spanish proficiency and enrolled in US schools fewer than three years).
- ☐ Take the test with his/her ESL teacher (as opposed to the classroom teacher)
- ☐ Testing in a separate room
- ☐ Small group testing
- ☐ Word to word translation dictionaries (without pictures); not for any portion of the Writing test or Reading PSSA
- ☐ Qualified interpreter: instructions for all tests, body of Math, PSSA-M, Science and Writing Prompts (enrolled in US schools fewer than three years).
- ☐ Scheduled extended time
- ☐ Scheduled breaks
- ☐ Multiple testing sessions
- ☐ Other _____

ESL Plan - Appendix G (Updated 2007)

REVIEW OF SCHOOL DISTRICT
ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAMS

I. ADMINISTRATION

ADMINISTRATION: Philosophy

☐ Yes   ☐ No   1.   Is there evidence of administrative respect for diversity of cultures and languages in the District mission statement?

☐ Yes   ☐ No   2.   Is there a written description of the ESL program (s)?

☐ Yes   ☐ No   3.   Is there a written plan for involving English language learners (ELLs) in the regular education programs?

☐ Yes   ☐ No   4.   Does the ESL program provide for English language acquisition?

☐ Yes   ☐ No   5.   Does the ESL program provide for academic (content area) instruction?

☐ Yes   ☐ No   6.   Are ELLs guaranteed access to the full school curriculum (both required and elective courses including vocational education and technology) while they are receiving ESL services?

☐ Yes   ☐ No   7.   Is the academic success of ELLs recognized as a responsibility shared by all educators, the family and the community?

☐ Yes   ☐ No   8.   Is there evidence of administrative awareness that knowledge of more than one language and culture is advantageous for all students?

ADMINISTRATION: Policy

☐ Yes   ☐ No   9.   Are ELLs held to the same high expectation of learning established for all students?

☐ Yes   ☐ No   10.   Is there a written statement regarding principles for administering or developing the ESL program?

☐ Yes   ☐ No   11.   Is the program available from Kindergarten through grade twelve?

☐ Yes   ☐ No   12.   Is there a program/principal's handbook detailing program policy?

☐ Yes   ☐ No   13.   Is the ESL program administrator a part of the District administrative team?

☐ Yes   ☐ No   14.   Is there a statement of commitment to staff development?

☐ Yes   ☐ No   15.   Are fiscal resources equitably allotted for implementation of this program?

ADMINISTRATION: Procedures

☐ Yes   ☐ No   16.   Are the District's procedures effective in identifying all students who have a primary or home language other than English?

☐ Yes   ☐ No   17.   Is documentation regarding each student's primary or home language maintained in the student's files, including special education files?

☐ Yes   ☐ No   18.   Is the ESL program included in all District initiatives and/or long-range planning?

☐ Yes   ☐ No   19.   Is the District timely in identifying and placing ELLs who need special education services?

☐ Yes   ☐ No   20.   Are job descriptions available for all ESL program staff?

ADMINISTRATION: Staffing

☐ Yes   ☐ No   21.   Is a qualified person, with supervisory and ESL experience, responsible for the management of the district's ESL program?

☐ Yes   ☐ No   22.   Are ESL instructors certified teachers?

☐ Yes   ☐ No   23.   Are ESL teachers trained in ESL methodology?

☐ Yes   ☐ No   24.   Do instructional assistants/teacher aides always work under the supervision of a certified teacher?

☐ Yes   ☐ No   25.   Do instructional assistants/teacher aides perform ESL instructional duties?

☐ Yes   ☐ No   26.   Do instructional assistants/teacher aides provide content area tutorial support?

☐ Yes   ☐ No   27.   Is support staff (e.g., counselors, secretaries, nurses, bus drivers, etc.) knowledgeable about their roles with regard to ELLs and their families?

☐ Yes   ☐ No   28.   Are there specific staff designated to identify potential English language learners?

☐ Yes   ☐ No   29.   Are there specific staff designated to administer, evaluate and

interpret the assessments used with LEP students?

☐ Yes ☐ No 30. Are there specific staff designated to identify and gather community resources?

☐ Yes ☐ No 31. Has the District identified and trained interpreters (oral) and translators (written)?

☐ Yes ☐ No 32. Is District administrative staff (e.g., content supervisors, assistant superintendent, etc.) familiar with programmatic requirements for English as a Second Language instruction?

☐ Yes ☐ No 33. Is District administrative staff (e.g., content supervisors, assistant superintendent, school board members, etc.) familiar with legal and regulatory requirements for English as a Second Language programs?

☐ Yes ☐ No 34. Does all staff participate in in-service training reflective of the language and cultural needs of English language learners?

Summary of ESL Program Staffing (Questions 21 – 34)

Responsibilities	Person(s)
ESL program supervision	ESL Coordinator: Building Principal:
ESL teacher(s)	List:
Instructional assistant(s)	List:
Support staff (i.e. IST staff, counselors, nurses, Reading Specialists, etc.)	List:
Student identification	Home Language Survey and ESL teachers
Student assessment: initial Student assessment: on-going	Schuylkill IU 29 Supervisor of Curriculum & ESL, ESL teachers and designated district administrators
Interpreter/translator	District staff and IU 29 translators and interpreters

ADMINISTRATION: Program Monitoring

☐ Yes ☐ No 35. Is the District monitoring the effectiveness of its ESL program(s)?

☐ Yes ☐ No 36. Does the monitoring include gathering and evaluating data to compare ELLs currently in the ESL program with former ELLs exited from the program, and with native speakers of English?

☐ Yes ☐ No 37. Has the ESL program ever been modified as a result of program monitoring?

☐ Yes ☐ No 38. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to grade retention?

☐ Yes ☐ No 39. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to **achievement**?

☐ Yes ☐ No 40. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to **attendance**?

☐ Yes ☐ No 41. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to participation in **extracurricular activities**?

☐ Yes ☐ No 42. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to **dropout rates**?

☐ Yes ☐ No 43. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to **graduation rates**?

☐ Yes ☐ No 44. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to placement in **special education**?

☐ Yes ☐ No 45. Does the monitoring include gathering and evaluating data to compare ESL program students with non-program students with respect to placement in **gifted programs**?

II. PROGRAM DESIGN AND DELIVERY

PROGRAM DESIGN AND DELIVERY: Standards

☐ Yes ☐ No 1. Does the ESL program have goals and objectives?

☐ Yes ☐ No 2. Is the curriculum aligned with ESL standards and with other academic standards?

☐ Yes ☐ No 3. Are ELLs expected to meet content standards in all areas, including language arts, mathematics, social studies, science, world languages, the fine arts, health, and physical education, consistent with those for all students?

☐ Yes ☐ No 4. Does the faculty develop strategies to address any lack of achievement in academic standards by ELLs?

PROGRAM DESIGN AND DELIVERY: Curriculum and Instruction

☐ Yes ☐ No 5. Is planned instruction for ESL written and approved by the School Board?

☐ Yes ☐ No 6. Is the District mission statement used to guide instruction?

☐ Yes ☐ No 7. Does the planned instruction address strategies for assisting students to make progress toward academic standards required for high school graduation?

☐ Yes ☐ No 8. Is the curriculum aligned with instructional goals, texts, instructional practices and assessments?

☐ Yes ☐ No 9. Is the ESL program articulated clearly enough that all stakeholders can see the relationship between it and the general education program?

☐ Yes ☐ No 10. Is planning time provided for ESL teachers to meet with content area teachers of English language learners?

☐ Yes ☐ No 11. Are assessment results used for program modification?

☐ Yes ☐ No 12. Are textbooks and other instructional materials adequate to implement the program?

☐ Yes ☐ No 13. Do ELLs develop full productive and receptive proficiencies in English in the domains of listening, speaking, reading, and writing, consistent with expectations for all students?

☐ Yes ☐ No 14. Do ELLs receive instruction that reflects their language proficiency levels?

☐ Yes ☐ No 15. Do instructional media and library collections reflect the needs of the instructional program for ELLs?

☐ Yes ☐ No 16. Do ELLs have equal access to computers and other technologically advanced instructional assistance?

☐ Yes ☐ No 17. Does the general education curriculum reflect the cultural background(s) of all students?

☐ Yes ☐ No 18. Does the instructional program for ELLs in special education take into account their language needs with respect to the IEP?

☐ Yes ☐ No 19. Does the instructional program for ELLs in migrant education take into account their language needs?

PROGRAM DESIGN AND DELIVERY: Identification

☐ Yes ☐ No 20. Does the district utilize a HLS for identifying students who

have a primary or home language other than English (PHLOTE)?

☐ Yes   ☐ No   21.   Has the District determined a consistent procedure for determining that a student is an ELL and eligible for ESL services?

PROGRAM DESIGN AND DELIVERY: Assessment

☐ Yes   ☐ No   22.   Does the District assess the English language proficiency of all students identified as having a primary or home language other than English?

☐ Yes   ☐ No   23.   Are PHLOTE students assessed for oral language, reading and writing proficiency and English comprehension?

☐ Yes   ☐ No   24.   Does a plan exist for accommodations for ELLs in statewide or district-wide assessments?

☐ Yes   ☐ No   25.   If the District conducts proficiency assessments for PHLOTE students, are these assessments formal assessments (e.g., tests)?

☐ Yes   ☐ No   26.   Are these assessments informal assessments (e.g., teacher interviews, observations, performances)?

☐ Yes   ☐ No   27.   Do assessments take into account the language acquisition stages?

☐ Yes   ☐ No   28.   Do assessments take into account the cultural background of the students?

☐ Yes   ☐ No   29.   Are portfolios used to assess progress of ESL program students?

PROGRAM DESIGN AND DELIVERY: Exit

☐ Yes   ☐ No   30.   Does the District follow the state required exit criteria?

☐ Yes   ☐ No   31.   Do exit criteria include assessment of English proficiency?

☐ Yes   ☐ No   32.   Do exit criteria include assessment of academic achievement?

PROGRAM DESIGN AND DELIVERY: Coordination with Other Programs

☐ Yes   ☐ No   33.   Are ELLs provided equal opportunity for participation in **gifted programs**?

☐ Yes   ☐ No   34.   Are ELLs provided equal opportunity for participation in

vocational/technical programs?

☐ Yes ☐ No 35. Are ELLs provided equal opportunity for participation in **college preparatory programs**?

☐ Yes ☐ No 36. Are ELLs provided equal opportunity for participation in **advanced placement programs**?

☐ Yes ☐ No 37. Do ELLs have equal access to appropriate early childhood programs?

☐ Yes ☐ No 38. Does the District ensure coordination between the regular and the special education programs in meeting the particular needs of ELLs who are in special education?

☐ Yes ☐ No 39. Does the staff perceive that the District identifies and places all ELLs who need special education services in a timely manner?

☐ Yes ☐ No 40. Do IEPs for ELLs include special consideration of English as a Second Language instruction?

☐ Yes ☐ No 41. Does the District ensure coordination between the regular and the special education programs in meeting the particular needs of ELLs who are in **migrant education** programs?

III. SUPPORT SERVICES and COMMUNICATION

SUPPORT SERVICES AND COMMUNICATION: Supportive Services

☐ Yes ☐ No 1. Are all staff members knowledgeable of their role(s) with regard to LEP students?

☐ Yes ☐ No 2. Does the district maintain enrollment information that includes the number of ELL students for each school?

☐ Yes ☐ No 3. Does data collected regarding **achievement** include ELLs?

☐ Yes ☐ No 4. Does data collected regarding **grade retention** include ELLs?

☐ Yes ☐ No 5. Does data collected regarding **attendance** include ELLs?

☐ Yes ☐ No 6. Does data collected regarding participation in **extracurricular activities** include ELLs?

☐ Yes ☐ No 7. Does data collected regarding placement in **special education** include ELLs?

☐ Yes ☐ No 8. Does data collected regarding **dropout rates** include ELLs?

☐ Yes ☐ No 9. Do instructional media and library collections reflect the multicultural needs of the student population?

☐ Yes   ☐ No   10.   Do ELLs participate in special opportunity programs? (e.g., Gifted, Advanced Classes)

☐ Yes   ☐ No   11.   Is the assessment for participation in special opportunity programs similar for ELLs and non-ELLs?

☐ Yes   ☐ No   12.   Are migrant students identified and provided appropriate services?

☐ Yes   ☐ No   13.   Are migrant students provided appropriate English as a Second Language Instruction?

☐ Yes   ☐ No   14.   Is there coordination between the content area and ESL teachers and the migrant education program?

☐ Yes   ☐ No   15.   Are Title I funds appropriately utilized for services that are not remedial, but complement English as a Second Language instruction?

☐ Yes   ☐ No   16.   Are counseling and related services provided in the language best understood by the student?

☐ Yes   ☐ No   17.   Are MDEs, when necessary, conducted in the language best understood by the student?

☐ Yes   ☐ No   18.   Is transportation available to ELLs?

☐ Yes   ☐ No   19.   Is career guidance available to ELLs?

SUPPORT AND COMMUNICATION SERVICES: Communication Systems

☐ Yes   ☐ No   20.   Are there methods in place to provide school communications to language minority **families** in a language they can understand?

☐ Yes   ☐ No   21.   Are assessment results explained to the language minority community in a language they can understand?

☐ Yes   ☐ No   22.   Is a meeting held at the beginning of each year to inform language minority families of ESL program and other District services?

☐ Yes   ☐ No   23.   Does the District seek input from parents on information and decisions that affect all critical aspects of the education of ELLs?

☐ Yes   ☐ No   24.   Are there methods in place to provide school communications to **students** who are not proficient in English?

☐ Yes   ☐ No   25.   Are language minority parents or guardians of special

education students notified of procedural safeguards in their native language or preferred mode of communication?

☐ Yes   ☐ No   26.   Is there a parent advisory committee to the ESL program?

☐ Yes   ☐ No   27.   Does the school community understand the goal of the ESL Program?

☐ Yes   ☐ No   28.   Do staff members, who work with families in the identification of PHLOTE students, speak and understand the appropriate language(s)?

☐ Yes   ☐ No   29.   Has the school community been informed of the legal requirements for the ESL program?

☐ Yes   ☐ No   30.   Does the school community understand the roles of the ESL program staff?

☐ Yes   ☐ No   31.   Does the community at-large understand the goal of the ESL program?

IV. STAFF DEVELOPMENT

☐ Yes   ☐ No   1.   Is a needs assessment conducted for staff development?

☐ Yes   ☐ No   2.   Are goals established?

☐ Yes   ☐ No   3.   Is a realistic plan developed and implemented?

☐ Yes   ☐ No   4.   Do ESL staff members participate in the planning of in-service activities?

☐ Yes   ☐ No   5.   Are there staff development offerings about ELLs available to all staff?

☐ Yes   ☐ No   6.   Are equitable resources dedicated to staff development of ESL program teachers?

☐ Yes   ☐ No   7.   Have staff who administers the District's ELL identification procedures received special training on these procedures?

☐ Yes   ☐ No   8.   Is all school staff knowledgeable of the procedures for identifying students who have a primary language other than English (PHLOTE)? If "no" explain why not?

☐ Yes   ☐ No   9.   Has the District trained the staff who administer, evaluate and interpret the results of the assessment methods used?

☐ Yes   ☐ No   10.   Have the needs of the ESL program been considered in the development of the District staff development plan?

Date form completed:

_____

Name and Position of person completing form:

_____