



# ESOL Compliance Plan

SAU #28  
Pelham, NH

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## Rationale

The New Hampshire State Department of Education calls for equal education opportunity and absence of discrimination in educating all students. Discrimination against national origin minorities on the basis of limited English skills is prohibited by case law connected with the Civil Rights Act of 1964, Title VI. According to the Equal Education Act of 1974, U.S.C.1703, the failure of an educational agency to rectify appropriately a Limited English Proficient (LEP) student's English competencies is a denial of equal opportunity and access. Design and implementation of educational services for linguistic minorities are addressed in various federal laws, decisions of the Supreme Court, memoranda from the U.S. Department of Education and Office of Civil Rights, and most recently in the No Child Left Behind Education Act of 2001, Title III.

## Description

English Learners (ELs) may be recent immigrants or refugees who don't speak or understand any English at all; may be less recent immigrants or refugees who know a little of the language; may have been born in the U.S. of immigrant parents who speak only the language of their heritage at home; may be children of families who have been in this country for generations but still maintain their heritage language at home; or may have been adopted from another country by a U.S. family. The acquisition of English takes time and progresses at different rates for students based on their exposure to English, their literacy in their dominant language, and their age. The ESOL program is designed to help these particular students achieve success both inside and outside the classroom.

Currently the ESOL program consists of a District ESOL Coordinator who coordinates services in the three schools in Pelham, as well as two ESOL Tutors who service the students directly. At the elementary school level, some students are pulled out of the classroom to work individually or in small group with the ESOL Tutor. Other students get help in the classroom from the ESOL Tutor. This can vary depending on the student's needs, teacher and the schedules of all involved. In the middle and high school level, students generally meet with the ESOL Tutor during the Intervention block, or a pre-determined class to work on general education content and specific English language acquisition skills. The ESOL Tutor may push into the general education classroom to provide support during instruction of content by the general education teacher.

## Identification & Assessment of English Learners

At registration, all families enrolling a student in the Pelham School District are given a Home Language Survey to complete. If the student speaks a language other than English or that the student has a language other than English spoken in the home, the form is passed on to the ESOL Coordinator and an initial screening is scheduled. The assessment tool used for the screening is the W-APT. Once assessed, the Coordinator will determine if services are needed and if so, how often. A letter providing the results of the screening and requesting permission to provide services, if indicated, is sent home.

Students receiving ESOL services, students whose parents declined services, and students for whom no ESOL Tutor was available, will be assessed annually with the ACCESS for ELLs® test in four domains of listening speaking, reading, and writing.

When ELs have become proficient in English, based on performance on the ACCESS for ELLs® test, they are put on "Monitor" status. Monitor status remains in effect for 2 years to make sure that exiting the program was the appropriate decision. The ESOL Tutor will check students' progress quarterly by reviewing grades on report cards. If an EL does not receive grades of C or better and low grades are related to second language acquisition, he or she may be re-entered in ESOL program with parental permission. Upon attainment of

proficiency on the ACCESS for ELLs© test, the student returns to monitored status. During the Monitor phase ELs are not assessed using the ACCESS for ELLs© test.

### Services

ESOL services will be provided by certified/certifiable ESOL staff. ESOL instructional time includes time spent on English language acquisition, general education content instruction, and social/cultural adjustment. Actual time allotments depend on age, grade, oral and literacy skills in the native language, educational background and the context of the classroom(s) in which the student is placed. Recommended instructional times by level are as follows:

Entering and Beginning	2 hours daily
Developing and Expanding	1 hour daily
Bridging	1 hour per week to 1 hour per day

Appropriate and up-to-date materials will be provided for students' use. ESOL students will be placed in courses/classrooms based on their level of ability and age. The Pelham School District does not maintain self-contained classes for ELs, although at times, and if appropriate students at the High School may register for credit-bearing ESOL classes. Weekly collaboration and communication between the general education teacher(s) and the ESOL Tutor is expected. All ELs in the Pelham School District receive a Individual Language Plan (ILP) which is updated annually and provided to the general education teacher(s) at the start of each school year or semester. District professional staff receive training in best practice for English Learners, including specific accommodations and modifications appropriate to this population.

ELs have the opportunity to participate in special programs (e.g., Gifted and Talented, Advanced Placement courses, Title I, Special Education, etc.) if they meet the eligibility requirements. If an English Learner qualifies for additional services, such as Title I supplemental instruction, tutoring, and/or Special Education services, the district or school may not choose or limit the program(s) in which the student is entitled to enroll. In addition, the ESOL program cannot substitute for other educational services for which the student may qualify. Likewise, SPED and/or Title I services cannot substitute for ESOL services. English Learners have the right to enroll in school until they reach the age of 21.

### Modifications and Accommodations

Reasonable and appropriate modifications and accommodations will be made by the classroom teacher, in consultation with the ESOL Tutor, on assignments and tests. These accommodations could include any of the following:

- shorten assignments
- allow more time to complete assignments/tests
- allow use of bilingual dictionary/electronic translator
- complete assignments/tests in a 1:1 or small group setting with the ESOL professional

According to law, students who have been in the U.S. for less than a year at the time of NECAP testing, are exempt from the Reading/Language Arts/Writing portions but must take the Math and Science portions.

### Monitor & Exit Criteria

Students who have achieved English language proficiency will be placed on Monitor status for two years prior to being fully exited from the ESOL program. To be placed on Monitor status, a student must show proficiency in English by scoring a 5 in the Overall category of the ACCESS for ELLs® as well as a 4 or higher in each of the four sub tests (Listening, Speaking, Reading and Writing). The decision to be put on Monitor status is based

on the ACCESS for ELLs® scores and made with the student, teacher(s), ESOL Tutor, parent/guardian, and ESOL Coordinator. A letter will be sent home to the parent/guardian informing them of the new status. A student on Monitor status will not receive services or take the annual ACCESS for ELLs® test. A student must be on monitor status for two years before being fully exited from the ESOL Program. The ESOL Tutor will check students' progress quarterly by reviewing grades on report cards. If an EL does not receive grades of C or better and low grades are related to second language acquisition, he or she may be re-entered in ESOL program with parental permission. Upon attainment of proficiency on the ACCESS for ELLs® test, the student returns to monitored status.

When a student has proven s/he is successful without ESOL services for two years, s/he is fully exited from the program. Again, a letter will be sent home to the parent/guardian stating the new status. After fully exiting, if a student should fail to be successful in the classroom due to their English skills, s/he can be reassessed and re-entered into the ESOL program.

Should any student wish to exit the program or any parent wish to exit their child before it is deemed appropriate, a parent/guardian (or self if 18 years old) will need to write a letter stating so. This student will still be administered the Access test until s/he scores proficient.

### Documentation

Documentation related to the ESOL program and individual students will be house with the ESOL Coordinator, the ESOL Tutor in the form of working files, and in the student cumulative files. Program documentation is available on the Pelham School District website and from the ESOL Coordinator. The ESOL Tutor maintains working files on each of the ELs on their active caseload, students on Monitor status, and students whose parents declined the services of the ESOL program. Working files will contain copies of all required paperwork listed below as well as student work samples, formative assessments, and ACCESS for ELLs® test results. Student cumulative files will contain originals of all required paperwork and ACCESS for ELLs® test results.

#### Required Paperwork:

- Home Language Survey
- W-APT Screening Test
- Parent Notification Letter
- Permission to Receive ESOL Services Letter (if services were offered)
- ACCESS for ELLs® test results
- Annual Placement Letter(s)
- Monitor Status Overview
- Return to ESOL Services Letter (if services are needed during Monitor phase)
- Exit Notification Letter

All documents will be retained in accordance with Pelham School District policies.

### Program Evaluation

It is the goal of the Pelham School District that English Learners enrolled in our school district succeed at the same rate as their native English speaking peers. To that end we work to provide a high-quality ESOL program aimed at achieving English proficiency for English Learners in a reasonable and responsive time-frame. The ESOL program is reviewed annually by building and district administrators. Areas reviewed include services provided, assessment results, and ESOL Tutor effectiveness. Results and outcomes of the ESOL program are reported annually to the School Board.