



MOUNT LAUREL SCHOOLS

**English Language
Learner Program**

Adopted April, 25 2023

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MISSION

The Mount Laurel School District is committed to providing the instruction and support our English Language Learners (ELLs) need to succeed academically while developing English language proficiency. We ensure our emergent multilingual students receive equitable access to the learning opportunities provided by the district. Our ESL program is designed to foster students' academic, linguistic, personal and social growth.

GOALS & OBJECTIVES

The Mount Laurel School District recognizes the unique learning needs of ELLs and provides language assistant services as required by the New Jersey Department of Education Title III and Bilingual/ESL Education unit.

The Mount Laurel School District's ESL Program supports ELLs through the use of effective instructional practices, resources, and professional staff development. The program's identification and assessment process, curriculum, and instructional practices are reviewed annually.

Specialized instruction is delivered through the district's English as a Second Language Program and includes the following:

- Focus on basic interpersonal communication skills and cognitive academic language proficiency
- Supports English reading, writing, speaking and listening
- Taught by a certified ESL Teacher
- Includes various ESL program models such as co-teaching, push-in small-group work, and pull-out programs
- Provides ELLs with at least one period of English language support every day
- Differentiated based on English language proficiency (ELP). Lower ELP students may receive more program services than higher ELP students.
- Aligns the Board-approved ESL curriculum with the WIDA English Language Development Standards and supports ELLs' ability to access the content and language of their subject-area classes.

ENGLISH LANGUAGE LEARNERS & MULTILINGUALISM

ELLs represent a diverse group of students with different language, academic, and social-emotional needs. Students who speak the same language or have similar levels of language proficiency may need very different kinds of support to succeed in the classroom. In addition to learning a new language, ELLs often must face anxiety resulting from losing connection with familiar cultural practices, which can negatively impact educational progress.

ELLs need support as they transition into becoming multilingual learners. The cultural identity ELLs bring is respected and celebrated for the strength it is, as they build a sense of belonging within our community. As students embrace American culture and the English language, it is vitally important for students to maintain their native culture and language as well.

The NJ Department of Education defines English as a Second Language (ESL) as:

A daily developmental second-language program of at least one period of instruction based on student language proficiency that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects. Mount Laurel's Language Instruction Education Program (LIEP) includes a process for identifying and placing students, differentiated instruction based on language proficiency, and assessment.

TITLE III & IMMIGRANT STUDENTS

“Immigrant children and youth” are defined as individuals who are (a) aged 3 through 21; (b) were not born in any State; and (c) have not been attending one or more schools in any one or more States for more than three full academic years. A “State” is defined as each of the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico.

School districts must count all students that meet the federal definition of immigrant students, including those born in U.S. territories. School districts receive immigrant funds which must be used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth.

STUDENT IDENTIFICATION

All students entering New Jersey public schools must be evaluated using the ELL Identification Process, which involves three indicators:

1. New Jersey Home-Language Survey
2. Records Review Process
3. Testing for Identification

Multiple Indicators for Identification

Step	Entrance Steps	Personnel
Step 1	Home Language Survey	Any individual with knowledge of student or ability to interview (e.g. Parent, Trained intake person, front office staff)
Step 2	Records Review	NJ Certified Teacher E.g. Basic Skills, ESL, Administrator
Step 3	Testing	NJ Certified Staff, preferred ESL/ E.g. ESL supervisor, lead, teacher

Home Language Survey

- Parents are given a Home Language Survey (HLS) to complete at registration or at home.
- Wherever possible, the HLS should be written in both English and the native language of the parents.
- Parents should be asked which language they wish to receive correspondence from the school.
- If requested, important correspondence should be in the native language if possible.

Records Review

- Student records are reviewed, including school report cards or records from previous education institutions, standardized assessment reports, birth certificates

Testing for Identification

- If the HLS and records review indicate evaluation is needed to determine placement students are administered a screener
- The W-APT and WIDA Screener are English Language Proficiency Tests approved by the NJ Department of Education
- The Placements tests are adaptive tests that gauge students’ proficiency in WIDA English Language Development in Speaking, Listening, Reading, and Writing.
- Students are eligible for entrance with a composite proficiency level below 4.5.

[Home Language Survey](#)

STUDENT PLACEMENT & PROCEDURES

Parents/guardians must be notified of program placement by mail within 30 days of the beginning of the school year or 14 days from the time of identification for mid-year enrollees. The notice must be in English and in the language in which the parents/guardians possess a primary speaking ability if possible.

Considerations for Students with Disabilities who may be ELLs

Students with a disability who may need to be identified as an ELL but may have a disability that precludes assessment of a domain because no appropriate accommodations are available for the affected domain(s), (e.g., a non-verbal ELL who, because of an identified disability, cannot take the speaking portion of the assessment) can be evaluated with an English language proficiency test using a composite of the remaining domains that are able to be assessed.

When screening tests are not an appropriate or reliable identification method due to a student's disability (e.g. a significant cognitive disability), school districts/charter schools must convene a team:

Step 1: Convene a Team

Members of the team should have knowledge of second language acquisition, and how the development of another language interacts and/or displays within the context of the student's identified disability. The team must consist of representatives from the child study team (e.g. Learning disability teacher consultant, social worker, school psychologist) and the teacher providing language instruction (e.g. ESL teacher).

Step 2: Review Student's Individual Education Program (IEP)

Review the student's IEP to understand the student's developmental context and its impact on second language acquisition. Ensure the IEP provides additional context to make the student's instruction accessible including, scaffolding and sheltered instruction practices. The goals and objectives for the student's learning environment, as written in the IEP, must reflect and be relevant to the student's disability and language status and needs. Any accommodations for students must be documented in the state assessment section of the IEP during the development of the student's individualized plan.

Step 3: Understand the relationship of the disability within the context of culture and language

Consistent with IDEA regulation, it is important that Child Study Teams for students with disabilities who may be ELLs include persons with expertise in second language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English language proficiency level and a disability.

Step 4: Determine and test students with the appropriate English language development domains.

Based on the review of the student's IEP, identify which domain(s) student can/should be exempted from. Allowable accommodations are based on the identified disability documented in the student's IEP under the state assessment section.

Grade Placement

ELL students should be placed in a grade level that is appropriate according to educational experience and their age. Placement different from an age-appropriate grade level will be based on factors other than proficiency in English. Placing a student in a grade that is not consistent with his or her age might be considered a violation of his or her Civil Rights because that decision is based on a variable such as limited English proficiency, missing school records, national origin, or some other factor. It is important that when placing a student that all the needs of the student be considered, and not just his or her level of English language proficiency. Those needs include emotional, social, and developmental needs. All must be integrated to produce positive results.

ELL LANGUAGE DEVELOPMENT & PROFICIENCY

WIDA English Language Development Standards Statements

English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within a school setting.

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Performance Definitions for levels of English language proficiency

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

6 Reaching	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content area 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	<ul style="list-style-type: none"> • Technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports • Oral or written language approaching comparability to that of English proficient peers when presented with grade level material
4 Expanding	<ul style="list-style-type: none"> • Specific and some technical language of the content areas • A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related 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 occasional visual and graphic support
3 Developing	<ul style="list-style-type: none"> • 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 occasional visual and graphic support
2 Beginning	<ul style="list-style-type: none"> • 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 visual and graphic support
1 Entering	<ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content area; • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

DIFFERENTIATION AND GRADING CONSIDERATION

The goal of these recommendations is to set students up for success, increase their linguistic and academic abilities, encourage their progress in meeting language learning goals, and recognize their effort in meeting those goals.

- ELL student proficiency levels range from 1-6, beginning at the non-verbal and word level, and incrementally progressing towards grade level proficiency. See the WIDA [“Can Do Descriptors”](#) for more information.
- The following need to be considered when differentiating for ELLs: level of language proficiency, grade level expectations, native language skills, class placement, program structure, as well as other contributing factors.
- Each student is different. What may work with one student may not work with another student. That is why there is an overlap in the proficiency level bands below.
- Content area teachers should work in consultation with ESL teachers to evaluate student performance.
- Grading on individual assignments should reflect how well an ELL student performs using appropriate modifications. Report card grades should reflect the guidelines below based on the student’s language proficiency level. See chart below for guidance.
- Students should not be receiving report card grades below a “C” on the report card where language is the contributing factor. Students between levels 1 and 2.5 should not receive a “F” where content has been taught. Consult with the ESL teacher for guidance.

WIDA proficiency levels 1.0 (entering) – 2.5 (developing)	WIDA proficiency levels 2.0 (developing) – 5.5 (bridging)	WIDA proficiency levels 3.5 (developing) – 6.0 (reaching)
<p>A student is given a passing grade (P) if he or she performs the following tasks:</p> <ul style="list-style-type: none"> • Attempts as much of an assignment as he or she can • Completes portions of modified work • Uses reference materials (math dictionary, picture dictionary, vocabulary sheets, word walls, and/or bilingual dictionary) • Is attentive during instruction/ group work • Copies notes when necessary • Communicates needs and feelings verbally or non verbally • May complete work in native language (translanguaging) to be translated digitally <p>A student is given an (N)* Needs Improvement if he or she generally does not perform the above tasks.</p> <p><small>*This should be done with consultation with the ESL teacher.</small></p>	<p>A student is given standard grades for <u>modified</u> work.</p> <p><i>Examples of modified work include, but are not limited to the following:</i></p> <ul style="list-style-type: none"> • Completes modified assignments. Appropriate accommodations may include: <ul style="list-style-type: none"> ○ Assessments read aloud, extended time, language modifications, word banks, reducing problems or steps because of linguistic complexity, drawing pictures, completing graphic organizers, etc. ○ Additional modifications based on collaboration between the ESL and content-area teacher ○ See grade level appropriate “Can Do” Descriptors to determine learning expectations for a student’s proficiency level. ○ Individual grades may be added for class participation, note taking, and use of references to reflect classroom effort in a student’s final grade. 	<p>A student is given standard grades for work that is mostly comparable to his or her peers.</p> <ul style="list-style-type: none"> • Completes class work, assessments, and homework with modified assignments, though these modifications will differ from students at lower language proficiency levels. Appropriate accommodations include: <ul style="list-style-type: none"> ○ Providing 1½ time to complete their tests, the use of bilingual dictionaries/ translation resources ○ Additional modification based on collaboration between the ESL and content-area teacher.

ANNUAL ASSESSMENT

Students must be assessed annually with the ACCESS for ELLs or Alternate ACCESS for ELLs test. If students are not eligible for exit, they must continue to be identified in NJSMART as an ELL and must receive appropriate ELL program services as determined by N.J.A.C. 6A:15. There is no time limit for an ELL to exit program services.

Progress is monitored continually to assess students' current instructional needs.

New Jersey, as a member of the WIDA Consortium, uses the ACCESS for ELLs suite of assessments as a tool to measure English Language Learners (ELLs) proficiency in the English language. Students are assessed in four domains: Speaking, Listening, Reading, and Writing.

The New Jersey ACCESS for ELLs suite of assessments includes:

- ACCESS for ELLs
- Kindergarten ACCESS for ELLs
- Alternate ACCESS for ELLs (For students with the most significant intellectual disabilities)

ACCESS for ELLs is administered online in New Jersey, except for Kindergarten and Alternate ACCESS assessments, which are paper-based.

NJSLA ELL Exemption

All ELLs must take the NJ state-wide assessments. The only exemption applies to ELLs who entered school in a U.S. state or Washington D.C, as well as a language assistance program, after June 1 of the academic year in which the assessment will be administered. These students do not have to take the Language Arts Literacy portion of NJSLA. Newly arrived ELLs must take the math and science sections. ELLs from Puerto Rico are eligible for this exemption.

Promotion and Retention

Federal law states... "In accord with federal law, it is a violation of the Regulation Implementing Title VI of the Civil Rights Act of 1964 if limited English proficient students are retained in a grade for failure to demonstrate basic skills in English."

ADDITIONAL GUIDELINES (GIFTED, DISABILITIES, ACCESS)

Gifted Education and ELLs

New Jersey regulations (N.J.A.C. 6A:8-1.1) define gifted and talented students as: students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities. This definition includes students in grades K-12. Additionally, the U.S. Department of Education Office for Civil Rights, in its January 7, 2015 Dear Colleague Letter clearly states that ELLs cannot be excluded from gifted programs due to their lack of English proficiency (p. 21).

Please refer to the Mount Laurel School District's [Gifted Academic Program Handbook](#) for more information regarding assessment and placement of students.

Considerations for Students with Disabilities or Potential Disability:

Students with a disability who may need to be identified as an ELL but may have a disability that precludes assessment of a domain because no appropriate accommodations are available for the affected domain(s) (e.g., a non-verbal ELL who, because of an identified disability, cannot take the speaking portion of the assessment) can be evaluated with an English language proficiency test using a composite of the remaining domains that are able to be assessed.

ELLs with disabilities must be provided *both* the language assistance and disability-related services to which they are entitled under Federal law.

Providing Meaningful Access to All Curricular and Extracurricular Programs

Per the U.S. Department of Justice and U.S. Department of Education:

- English language learners must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- English language learners are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, gifted and talented, career and technical education, arts, and athletics programs; advanced placement and clubs.

EXIT CRITERIA, RECLASSIFICATION, RE-DESIGNATION, MONITORING

The district conducts annual reviews to determine Limited English Proficient (LEP) student progress to determine appropriate placement by analyzing oral and written test scores, grades, and teacher evaluations. Students must meet the following criteria to exit the ESL program:

Exit Criteria: There is a mandatory 2-step process for exiting ELLs from a LIEP, including:

1. Meeting or exceeding standardized state-approved cut score of 4.5 on the ACCESS; A4 on Alternate ACCESS
2. English language observation form. Multiple indicators (e.g. classroom performance, the student's reading level in English, judgment of the teaching staff member(s), and performance on achievement tests)

Parental Notification

The district must notify the parents/guardians when students meet the exit criteria and are placed in a monolingual English program. A score report from the ELP test used for exit must be included in the parent/guardian notification for exit.

Exited students who are not progressing in the mainstream English program may be considered for reentry to the ESL program. The progress of exited students is monitored for two years using the form below to inform appropriate placement changes in the future. When a former or current LEP student does not progress appropriately, student data is reviewed in order to make instructional recommendations for interventions and accommodations to consider, if applicable, for placement in other programs (e.g. dyslexia, special education, 504).

[Student Exit/English Language Observation Form](#)

[Monitoring Form](#)

ANNUAL NOTIFICATION

Annually, in accordance with ESSA §1112(e)(3), each school district /charter school must notify the parents/guardians when a student continues to be identified as ELLs. The notice must be in English and in the language in which the parents/guardians possess a primary speaking ability. A score report from the English language proficiency test used for continuation must be included in the parent/guardian notification. This notification must be sent to parents/guardians within 30 days of the beginning of the school year.

THREE-YEAR PROGRAM PLANS

The New Jersey Board of Education requires all school districts to submit Board-approved three year plans detailing their district's program for ELLs. Mount Laurel School District's three-year plan includes consideration of the challenges ELLs face with language acquisition and cultural changes. The three-year program details the foundational and grade-level skills students need to successfully transition to classes with their English-proficient peers.

DECLINING SERVICES

The NJ Department of Education provides provisions regarding parental consent to the bilingual education law. Parents or guardians of English Language Learners have the right to decline enrollment of their child in bilingual/ESL program services. Parents or guardians may request these services at a later date, but the district may determine the point to enroll the child in order to best meet the students' needs.

During the first three years of a student's participation in the ESL program, a parent or guardian may only remove the student at the end of the school year. If the parent or guardian wishes to remove the student prior to the end of the school year, he/she must have the approval of the county superintendent of schools.

Students identified as ELLs must participate in annual ACCESS assessments even if parents or guardians have refused services for the student.

[NJ Department of Education Title III & Bilingual/ESL Education Parental Consent Law](#)

CIVIL RIGHTS POLICY

In 2015, the U.S. Departments of Justice and Education released a [Dear Colleagues Letter](#) outlining civil rights obligations for ELLs. See below for additional information related to this topic.

- [Resource Guide: Supporting Undocumented Youth](#)
- [USDE Civil Rights for EL Building Thinking Classrooms PDLs Webpage](#)
- [USDE ELL Program Toolkit](#)

RESOURCES

- **U.S. Department of Education Translated Policies and Guidance:** [Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents](#)
- [New Jersey Department of Education English Language Learner Entry and Exit](#)
- [New Jersey Department of Education website Title III Webpage](#)
- [New Jersey Department of Education Title III & Bilingual/ESL Education - For Parents](#)
- [¡Colorín Colorado! A Bilingual site for educators and families of English language learners](#)

Appendix

Mount Laurel School District Home Language Survey

To be conducted by the school's ESL Teacher

Home Language Survey (Parent/Family Version)

Purpose: The home language survey is used solely to offer appropriate educational services ([U.S. ED EL Toolkit](#), Chapter 1). This survey is the first of three steps to identify whether or not a student is eligible to be identified as an English language learner (ELL). "Home" is defined as a student's current place of residence.

Student Information:

Student Name: _____ Date of Birth (YYYYMMDD): _____

Current Address: _____

Survey Questions:

1.) List all languages used in the student's home.

2.) Was the first language used by the student a language other than English?

_____ No _____ Yes

3.) Does the student speak or understand a language other than English?

_____ No _____ Yes

4.) When interacting with others at home (example: parents, guardians, siblings), does the student understand or use a language other than English **most of the time**?

_____ No _____ Yes

5.) When interacting with others outside the home (example: friends, caregivers), does the student understand or use a language other than English **most of the time**?

_____ No _____ Yes

Mount Laurel School District
ELL Exit Decision

Exit Criteria: Department-Established Standard on English Language Proficiency Test

- The student took the ACCESS for ELLs or WIDA MODEL and scored a composite proficiency level of 4.5 or higher;
or
- The student took the Alternate ACCESS and scored a composite proficiency level of A3 Engaging or higher.

Exit Step 1 Decision: Yes No

English Language Observation Form

This step verifies that students can successfully achieve in classrooms where the language of instruction is English and whether the student has the opportunity to participate fully in society. As required by the New Jersey Bilingual Administrative Code, N.J.A.C. 6A:15-1.10, the form takes classroom performance, the student's reading level in English, judgment of the teaching staff member(s), and performance on achievement tests into account.

Purpose: This form determines whether or not an ELL is ready for exit from ESL status.

Directions: School staff with knowledge of the student and solid background on second language development must meet to complete this form when Exit Step 1 Decision is "Yes". This form must be completed collaboratively based on observations of an English language learner in content classes in which English is the medium of instruction. Where available, certificated ESL and/or bilingual staff must lead the meeting. When not available, accommodations should be made so a language specialist can attend the meeting. Complete only if Exit Step 1 Decision is "Yes".

Student name: _____ **Student State ID:** _____ **Grade:** _____

Student Birth Date: _____

Certificated ESL and/or Bilingual Staff in attendance: _____

Additional staff members in attendance (Names and titles) : _____

Meeting date: _____

Other teachers present (at least one): English Language Arts Math Other _____

Listening used in the classroom**Notes and other information:**

- Listens and follows along
- Responds to teacher questions
- Interprets oral information to complete content-related tasks
- Responds to unexpected/spontaneous questions appropriately
- Asks for clarification if necessary
- Provides clarification if necessary
- Clears up misunderstandings (by backtracking, restating, etc.)
- Other:

Speaking used in the classroom**Notes and other information:***In general, teachers elicit student responses that are mostly*

- Words/phrases
- A sentence
- Connected sentences

Non-ELLs use mostly

- Words/phrases
- A sentence
- Connected sentences

Observed student uses mostly

- Words/phrases
- A sentence
- Connected sentences

To what extent does the observed student use language in the ways expected for the task?

- All or most of the time
- Some of the time
- Rarely

Performance on achievement tests (e.g. local benchmark tests) and reading level in English demonstrate that the student has the ability to achieve at levels similar to his/her non-ELL peers in the classrooms where the language is English.

- All or most of the time
- Some of the time
- Rarely

Based on this observation form, student has shown the ability to successfully achieve in the classrooms where the language of instruction is English.

Note: Determination must consider the performance of non-ELLs in similar settings who have similar characteristics to the student being evaluated (e.g. disability, grade level, educational background, etc.).

English Language Proficiency Scores - NJSLA

Reading Score: _____ Met or exceeded _____ Approaching _____ Did not yet meet/Partially Met

Writing Score: _____ Met or exceeded _____ Approaching _____ Did not yet meet/Partially Met

Overall Score: _____ Exceeded _____ Met _____ Approached _____ Partially Met _____ Did Not Yet Meet

ACCESS for ELLs English Language Proficiency Test
Listening: _____ Speaking: _____

Reading:

Writing:

OVERALL:

Date:

ESL Teacher Recommendation:

Teacher:

I recommend that this student

___ *remains in ESL*
___ *exits ESL*

Signature: _____

Date:

Classroom Teacher Recommendation:

Teacher:

I recommend that this student

___ *remains in ESL*
___ *exits ESL*

Signature: _____

Date:

Exit Step 2 Decision: Yes (Ready for exit) No (Not ready for exit)

Final Decision (Check one)

- Student is exited from ESL status because he/she meets received a “Yes” on ESL Exit steps 1 and 2
- Student is still an ELL because he/she received a “No” on ESL Exit steps 1 and/or 2

Mount Laurel School District

Exited ELL Monitoring Form

Student Name:

Grade in 1st year of monitoring:		Academic Year:	
Year 1: Name of classroom teacher(s) <small>(ELA/ Math/Science)</small>			
Year 2: Name of classroom teacher(s) <small>(ELA/ Math/Science)</small>			
Name of ESL Monitor			

NJSLA Results if Applicable
(Exceeded, Met, Approaches, Partially Met, Did Not Yet Meet)

	Language Arts	Mathematics	Science
Year 1			
Year 2			

	Year 1		Year 2	
Is the student receiving any special services? <i>(any academic services/programs in addition to the standard academic program)</i>	NO	YES	NO	YES
If yes, describe the services (1 st year):		↓		↓
If yes, describe the services (2 nd year):				

Exiting ACCESS for ELLs® Results:

Composite	Listening	Speaking	Reading	Writing	Literacy	Comprehension	Oral Language

Report Card Results:

	Year 1				Year 2			
	1st	2 nd	3 rd	4th	1 st	2nd	3 rd	4th
ELA								
Math								
Science								

Monitoring Year One	1 st half of school year	2 nd half of school year
I received and reviewed this form. (ESL teacher initials)	_____	_____

Complete the following items only if 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)		
1 st	Yes No	ESL Monitor Comments:
2 nd	Yes No	ESL Monitor Comments:

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

I recommend that this student be reclassified as an ELL (Check box if applicable)	
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If a recommendation is made to reclassify, indicate date parents were notified:	Date:
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Monitoring Year Two	1 st half of school year	2 nd half of school year
I received and reviewed this form. (ESL teacher initials)	_____	_____

Complete the following items only if 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)		
1 st	Yes No	ESL Monitor Comments:
2 nd	Yes No	ESL Monitor Comments:

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

	1 st half of school year	2 nd half of school year
I recommend that this student be reclassified as an ELL. (Check box if applicable)		

If a recommendation is made to reclassify, indicate date parents were notified:	Date:
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MOUNT LAUREL TOWNSHIP BOARD POLICY [6142.2]

ENGLISH AS A SECOND LANGUAGE; BILINGUAL PROGRAMS

The board shall provide bilingual, English as a second language (ESL) and/or English language services programs of instruction for pupils who:

- A. Do not speak English and need instruction toward mastery of the English language;
- B. Speak English but reside in a home where English is not the primary language spoken, and need instruction toward mastery of the English language;
- C. Speak a language other than English, are more capable of performing school work in that language, and need their basic educational program taught in that language.

Definitions

"Bilingual education program" means a full-time program of instruction in all courses or subjects that a child is required by law or rule to receive, given in the native language of ELLs enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the program, and in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.

"English as a second language (ESL) program" means a daily developmental second-language program of at least one period of instruction based on student language proficiency that teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the students' experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.

"English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability.

"English language services" means services designed to improve the English language skills of ELLs. The services, provided in school districts with less than 10 ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.

Identification of Eligible English Language Learners

The board shall determine the native language of each English language learner at the time of the student's enrollment in the district and maintain a census indicating all identified students whose native language is other than English.

The board of education shall develop and the chief school administrator or his or her designee shall implement a screening process, initiated by a home-language survey, to determine which students whose native language is other than English in grades kindergarten to 12 must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.

The board shall ensure that the English proficiency of students who are not screened out by the home-language survey shall be determined by:

- A. Administering a Department-approved English language proficiency test;
- B. Assessing the level of reading in English;
- C. Reviewing the previous academic performance of students, including their performance on standardized tests in English; and
- D. Reviewing the input of teaching staff members responsible for the educational program for ELLs.
- E. Students who do not meet the Department standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered ELLs. The board, through the chief school administrator or his or her designee shall also implement age-appropriate methodologies to identify preschool ELLs to determine their individual language development needs.

Programs and Services

The goal of English as a second language and English language services programs is to assist pupils to achieve fluency (including listening, comprehension, speaking, reading, and writing skills) in English and incorporate the cultural aspects of the students'

experiences in their ESL instruction. The goal of the bilingual program is to permit pupils to learn subject matter in their primary language while developing English language skills. The goal of all such programs shall be achievement of the New Jersey Student Learning Standards.

Students enrolled in bilingual, ESL, and English language services programs shall have full access to educational services available to other students in the district. To the extent that is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.

All district high school English language learners (ELLs) shall satisfy both state and district requirements for graduation, except that any English language learners may demonstrate attainment of state minimum levels of proficiency through passage of the Alternative High School Assessment (AHSA) process in his/her native language and an English fluency assessment approved by the Department of Education or passage of the AHSA process in English with appropriate accommodations.

Parents/guardians of English language learners shall be notified by mail of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL or English language services education program. This notification shall be issued within 30 days of the child's identification and shall include the information that the parents may choose to decline to enroll their child into the bilingual program. The notice shall be in writing and in the language in which the parent/guardian possesses a primary speaking ability, and in English, and shall include the following information:

- A. Why the student was identified as an ELL;
- B. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;
- C. The student's level of English proficiency, how the level of English proficiency was assessed, and the student's academic level;
- D. The method of instruction the school will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
- E. How the program will meet the student's specific needs in attaining English and meeting State standards;
- F. The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs, and, in the case of high school students, the expected rate of graduation; and
- G. How the instructional program will meet the objectives of the individualized education program of a student with a disability.

Progress reports for students in bilingual, ESL, or English language services programs shall be made to parents/guardians on the same schedule as the reports of all pupils enrolled in the district. Progress reports shall be in writing and in both English and their primary speaking language unless doing so places unreasonable burden on the board.

Exiting the Program

Students shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department-established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum:

Classroom performance;

- A. The student's reading level in English;
- B. The judgment of the teaching staff member or members responsible for the educational program of the student; and
- C. Performance on achievement tests in English.

When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the parent/guardian shall be notified by mail of the placement determination. The notice shall be in English and in the language in which the parents/guardian possesses a primary speaking ability. If the parent(s), guardian, or teaching staff member disagrees with the placement, he or she may appeal the placement to the Commissioner, after appealing the decision to the board.

Removal from the Program

Parents/guardians may remove a pupil who is enrolled in a bilingual, ESL or English language services program at any time; except that during the first three years of the pupil's participation in a bilingual education program, he/she may only be removed at the end of each school year. Removal prior to the end of the school year shall be approved by the executive county superintendent. If the executive county superintendent determines that the pupil should remain in the bilingual education program until the end of the school year, the parents/guardians may appeal that decision to the commissioner of education/designee pursuant to law. The commissioner shall render a decision within 30 days of the filing of the appeal.

Parent Involvement

The board is committed to providing the maximum practicable involvement of parents/guardians of ELLs in the development and review of program objectives and dissemination of information to and from the board and communities served by the bilingual, ESL, or English language services education programs. The board directs the chief school administrator or his or her designee to establish a parent advisory committee on bilingual education of which the majority membership shall be parent(s) of ELLs.

Inservice Training

The board shall ensure that the chief school administrator oversees the development of a plan for inservice training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the New Jersey Student Learning Standards and the World-class Instructional Design and Assessment (WIDA) English language development standards. All bilingual and ESL teachers shall receive training in the use of the ESL curriculum. The professional development plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through inservice training (see board policy 4131/4131.1 Staff Development, Inservice Education).

Implementation

The chief school administrator shall direct development of a plan for bilingual program, ESL program, or English language services that is in compliance with state guidelines. The plan shall be submitted every three years to the Department of Education for approval. The plan shall include information on the following:

- A. Identification of students;
- B. Program description;
- C. The number of certified staff hired for the program;
- D. Bilingual and ESL curriculum development;
- E. Evaluation design;
- F. Review process for exit; and
- G. A budget for the bilingual and ESL program or English language services.

The board may request a waiver of the requirement for a full-time bilingual or ESL program when there are 20 or more students eligible for the bilingual education program in grades kindergarten through 12, to establish annually an instructional program alternative. The request must be approved by the Department of Education, and the school district must be able to demonstrate that it would be impractical to provide a full-time bilingual program due to the age range, grade span, and/or geographic location of eligible students.