

District ESOL Compliance Plan

SAU #95

Windham School District

Windham, NH

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Rationale

The purpose of SAU #95 is to be a continuously improving, learning community, providing quality services to enable all children to master the knowledge and competencies necessary to function skillfully throughout life.

The New Hampshire State Department of Education standards call 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 Every Student Succeeds Act of 2015.

English Language Learners (ELLs), may be recent immigrants or refugees who don't speak or understand any English at all; they may be less recent immigrants or refugees who know a little of the language; they may have been born in the U.S. of immigrant parents who speak only the language of their heritage at home; they may be children of families who have been in this country for generations but still maintain their heritage language at home; or they may have been adopted from another country by a U.S. family. Generally, ELLs have difficulty achieving academic success equal to their English-dominant peers and, sometimes, ordinary class work is difficult because of insufficient English skills. The ESOL Program is designed to help these particular students achieve success both inside and outside the classroom.

Identification of ELLs

Each student's parent/guardian, at registration, fills out a Home Language Survey. If a parent/guardian requests an interpreter or the need is obvious, the school will provide one. If there is indication that the student speaks/understands 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 teacher and assessment takes place. The assessment tool used is the K-WAPT and WIDA Screener. Once assessed, the ESOL teacher will determine if services are needed and if so, how often. A letter requesting permission to service the newly identified ELL is sent home. If the parent/guardian agrees to services, the form and K-WAPT or WIDA Screener results are properly filed in the ESOL office and student's cumulative file and the student is immediately put on the schedule and services begin. If the parent/guardian does not agree to services, the form and the K-WAPT or WIDA Screener results are also properly filed in their cumulative file

as well as in the ESOL office file.

The District Data Coordinator enters the data on all eligible students into the State ESOL Fall and Mid-year roster reports.

Services

ELLs will be placed in courses/classrooms based on their level of ability and with same age peers, or in exceptional circumstances, within one year of their same age peers. Services will be provided by a certified/certifiable ESOL teacher. ESOL instructional time includes time spent on language development, ESOL content instruction, support for academic classes and social 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. Appropriate, up to date materials will be provided for students' use. There will be collaboration between the classroom teacher(s) and the ESOL teacher providing services. Classroom teachers should be made aware of accommodations.

Minimum recommended instructional times (using ACCESS 2.0/K-WAPT/WIDA Screener scores as guidance) are as follows:

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|--|--------------------------------|
| ● Entering to Emerging levels (1,2) | 2 hours or class periods daily |
| ● Emerging to Developing levels (2,3) | 1 hour or class period daily |
| ● Developing to Expanding levels (3,4) | 1 hour daily to 1 hour weekly |
| ● Bridging level (5) | as needed |
| ● Monitoring | 4 years (no services) |

Accommodations

Reasonable accommodations will be made by the classroom teacher on assignments and assessments. These accommodations include, but are not limited to:

- shortened assignments
- allowing more time to complete assignments/assessments
- allowing use of bilingual dictionary/electronic translator
- doing assignments/assessments with the ESOL staff member
- altering the grading system

Assessment

All students eligible for ESOL services (whether they receive them or not) must take the ACCESS 2.0 for ELLs test yearly until they have a cumulative score of 4.5. Scores will be sent to parents, a copy placed in their cumulative folder, and a copy in their ESOL file. Informal progress assessment on English acquisition should be done three times a year.

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

Parental Notification

Windham School District must send home a letter indicating the student's eligibility for the local ESOL program. It must be sent within 30 days if the student is screened at the beginning of a school year or within 14 days if the student arrives at any other time during the school year. An interpreter and/or translator is required if the parent requests or if the need is obvious. Parents have the right to accept or decline ESOL services. Parents also may at any time remove their child from services after acceptance as well as re-enroll at any time, provided the child is still eligible. All paperwork pertaining to the decision of services should be filed in the student's cumulative file and in their ESOL file.

Windham School District must send an annual letter to parents indicating their child's eligibility status. This is sent home with the ACCESS 2.0 for ELLs scores once they are received.

Monitor/Exit Criteria

To be considered proficient in English and placed on monitor status, a student must score a 4.5 overall on the ACCESS 2.0 for ELLs. A letter will be sent home to the parent/guardian informing them of the new status. Once on monitor status, the student will be checked in on to ensure that success is being met. A student on monitor status will not receive services or take the annual ACCESS 2.0 for ELLs test. A student must be on monitor status for four years before being fully exited from the ESOL Program.

When a student has proven s/he is successful without ESOL services, 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 re-enter (after testing) the ESOL program with parent permission.

All paperwork pertaining to status change should be filed in the student's cumulative file and ESOL file.

Instructional Program

An ESOL instructional program must be available for all eligible students in grades K-12. Eligible preschoolers must be serviced only if the preschool is public, free, and open to all preschoolers in Windham

Currently the ESOL Program of SAU 95 consists of the Executive Director of Student Services who oversees services in the four schools in Windham and three

ESOL Teachers who provide direct services to the students.

At the elementary school level, some students are pulled out of the classroom to work individually or in a small group with the ESOL teacher. Other students get help in the classroom from the ESOL teacher. This can vary depending on the student, teacher, ESOL teacher, their schedules and the ELL's needs. In the middle school and high school, students generally meet with the ESOL teacher during study hall or a pre-determined class to work on content area or a specific English language skill. Sometimes the ESOL teacher pushes into the ELL's classroom to better service him/her.

If the K-WAPT or WIDA Screener results indicate the necessity for more intense ESOL services, the elementary student will receive more one-on-one time with the ESOL professional, and the middle and high school ELL will take part in an ESOL English class (credit-bearing at the high school level).

Evaluation and Documentation

The Office of Student Services will retain all documentation in regards to student English proficiency test scores, placement, services provided, parent/guardian contact and other related ESOL information. Similar information will be found in the student's cumulative file as well.

Materials used for working with ELLs are provided through the district and the Title III grant.

Access to School Activities & Programs

All ELLs have equal access to school activities and events. Parents are informed of these activities and events in a language they can understand.

Retention/Dropout/Special Education

There will be no disparity between the retention and dropout rates of ELLs and their peers. ELLs will not qualify for Special Education services at a rate that differs from their native English-speaking peers.

Credits/Graduation

ELLs earn credits at a rate similar to that of their English-speaking peers. ESOL courses are listed in the Program of Studies for the high school and in the Student Handbook for the middle school. All ESOL courses taken and passed receive credit toward graduation. Like their peers, ELLs can remain in school until the age of 21.

Other Educational Services

If an ELL qualifies for additional services (Title I, Special Education, etc.), s/he must receive all. One service does not "trump" another, nor does one serve as a

substitute for another. Whatever service(s) an ELL qualifies for, s/he must receive.

Qualified Staff

Staff who provide ESOL instruction, must have ESOL certification. If a certified ESOL teacher cannot be found, the district must hire one who can obtain a Statement of Eligibility and pursue the ESOL certification via the ALT. IV path.

Middle School and High School content courses that are designed for ELLs should be taught by certified ESOL teachers who are Highly Qualified in their content area. Certified ESOL teachers at the Elementary level, who provide core content instruction should be Highly Qualified in Elementary Education.

The ratio of ESOL teachers to ELLs should be equivalent to the ratio of mainstream classroom teachers to students in the district. Exceptions should be made in the case of the ESOL teacher traveling between two or more schools and in the event of newcomers, who require more service hours.

ESOL teachers and mainstream classroom teachers should collaborate frequently in order to ensure the success of the ELLs. ELLs need a curriculum that is appropriate, accessible, and aligned with the mainstream curriculum.

Only ESOL teachers certified to administer the K-WAPT, WIDA Screener and ACCESS 2.0 can administer these assessments. They must complete the ACCESS 2.0 training initially and maintain the credential as specified by WIDA and the NHDOE.

According to Federal regulations, ESEA Title I, Sec. 1111(b)(2)(B) and Title III, Sec. 3116 (d)(2), 3121, 3122 (a)(3), paraprofessionals and tutors may only reinforce the core English acquisition instruction that is provided by the certified ESOL teacher. Lessons should be planned under the supervision of the ESOL teacher and may then be carried out by the paraprofessional/tutor.

Professional Development

The district must provide at least one professional development activity per year for its ESOL staff. Professional Development related to ELLs and instruction should be provided yearly for all school staff and administrators.

Goals

The following are the goals the ESOL teachers aspire to:

- Students will be fully integrated, without ESOL assistance, into mainstream classrooms when each is ready.
- Students will learn to communicate in English, both orally and in written form, with their peers, teachers, school staff, and the community.
- Students will learn acceptable behavior in social and school situations.

- Students will function successfully outside of the school setting to become productive members of society.