

Approved

**Union City Area School District's
English Language Instructional Program Plan
(UCASD ESL Program)**

2006-2007 School Year
Last Revision 11-04-2010

Written and proposed by:
Heather-Lee M. Baron, Ph.D.
ESL Coordinator

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MISSION

The mission of the Union City Area School District's English Language Instructional Program Plan (UCASD ESL Program) is to educate and meet the needs of all our students; no matter what their language and/or cultural heritage.

SUMMARY

This plan is designed to aid in the procedures necessary to enroll, educate, and exit English Language Learners (ELLs) who are being or have been enrolled in the Union City Area School District's student body. It is also designed to meet the requirements demanded by the state of Pennsylvania's Department of Education and the Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations.

PROCEDURES

School Enrollment

Any student who is newly enrolled in the Union City Area School District (UCASD) will be given a *Home Language Survey* to be completed by the student's parent(s)/guardian(s). If a student's first language is other than English he/she must be administered the Woodcock-Munoz and/or the WIDA ACCESS Placement Test (W-APT) by either the ESL Coordinator or the district's Assessment Coordinator. The W-APT will also be administered within the first 30 days of each school year or 14 days after enrollment depending on the individual student's situation.

ESL Referral

A student whose Woodcock-Munoz and/or the WIDA ACCESS Placement Test (beginning 2007-2008 school year) results do not show proficiency in English must be referred to the district's ESL Coordinator using an *ESL Referral Form*.

ESL Program Enrollment

When a student is referred to the ESL Coordinator for participation in the UCASD ESL Program a family interview must be conducted and a *Family Interview Form* completed. If the ESL Coordinator and the student's parent(s)/guardian(s) decide that the student requires additional

help with the English language the student will be admitted into the district's ESL Program. A *Parent/Guardian Notification and Permission for Student ESL Enrollment* form will be filled out and the parent(s)/guardian(s) will receive a copy of the Union City Area School District's English Language Instructional Program Plan.

Any student enrolled in the UCASD ESL Program will receive standards-based ESL support for a minimum of 5-7 years from his/her enrollment date (this requirement is null and void once the student graduates). However, this does include students who exit the program before the 5-7 years has ended. Those who exit the program before this timeframe is completed will continue to receive services from the district's ESL Coordinator; such as, student interviews, teacher and parent interviews, review of student status, etc.

Exemption from the UCASD ESL Program Instruction

Students may be exempt from specific instruction or from being enrolled in the UCASD ESL Program if their parent(s) notify the district, in writing, that the plan goes against their religious beliefs.

ESL Re-enrollment

If it is discovered that a student who was once enrolled in the UCASD ESL Program begins to have academic difficulties due to his/her language he/she may be re-enrolled in the program. Re-enrollment may likely occur after the review of a student's status and a Review of Student Status Form is completed. Re-enrollment may also occur at the recommendation of someone pertinent to the ESL student's situation (e.g. parent, teacher, case manager, principal, etc.). A Review of Student Status Form must be completed, as well as, a Continuation of ESL Services Form.

Union City Area School District's ESL Program

A. Student Instruction

Students enrolled in the UCASD ESL Program will receive standards-based ESL instruction in *replacement of/ as an addition to his/her language arts/English instruction* for the amount of time recommended below. The UCASD ESL Program also recommends that those students enrolled in the program receive the following amount of ESL instruction, dependent on his/her level of proficiency:

- Pre-K (all levels): 1 hour of ESL instruction daily.
- Entering (level 1) and/or Beginning (level 2): 2 hours daily.
- Developing (level 3): 1-2 hours daily.
- Expanding (level 4): 1 hour daily.
- Bridging (level 5): up to 1 hour or support based on the individual child's needs.

Again, these are only recommended amounts of time and must be adapted to meet the needs of each individual student.

Every teacher who will have instructional time with an ESL student will receive a copy of, will become familiar with, and will utilize the *Language Proficiency Standards for English Language Learners PreK-12* put out by the Pennsylvania Department of Education.

The teacher(s) who conduct ESL instruction will have and retain the proper qualifications as required by the Pennsylvania Department of Education. Therefore, this/these individual(s) must hold an ESL Program Specialist Certification.

B. Parent/Guardian Communication

If requested by the parent(s)/guardian(s) of an ESL student and/or it is obvious that communication between the school district and the family is deterred by a language barrier an interpreter will be provided by the school district.

An organization that may assist with this provision is the Multicultural Community Resource Center located at 554 East 10th Street, Erie, PA 16503. The phone number is (814) 455-0212. The website URL is www.multiculturalcrc.org.

C. Special Education and Modifications

Special Education

An ESL student enrolled in the UCASD ESL Program is eligible for special education services if it is determined by the district's Coordinator of Special Education that a disability exists. However, the student's disability cannot be determined only on his/her limited English. In other words, English language use and/or ability cannot be the only determinant for special education services.

Grades

ESL students who are in the very beginning stages of learning the English language may receive a pass/fail grade in all/any subject area(s) necessary, if the student's class teacher(s), parent(s)/guardian(s), ESL Coordinator, building-principal, and superintendent feel this would be best for the student.

State Assessment (PSSA)

All ESL students must participate in the Pennsylvania System of School Assessment (PSSA) unless they are eligible for the state's one time exemption. Other accommodations will continually be updated on the Pennsylvania Department of Education website http://www.portal.state.pa.us/portal/server.pt/community/testing_accomodations_security/7448 under the heading 'Accommodations for English Language Learners'. It is the district's responsibility to stay current with these changes.

D. Extra-curricular Activities

Title III Supplemental Programs

Students enrolled in the UCASD ESL Program are permitted and are encouraged to participate in any extra-curricular activities that are part of the district's Title III Supplemental Programs, such as, clubs, tutoring, mentoring, etc.

Parents will be notified of all Title III Supplemental Programs, provided by the district, within 30 days from the start of the school year. This includes the UCASD ESL Program described in this English Language Instructional Program Plan. These notifications are posted on the district's website; <http://ucasdweb.iu5.org/>.

Note: The Union City Area School District no longer belongs to the IU5 Title III consortium. No Title III funds are received.

General School Activities

All students enrolled in the UCASD ESL Program are permitted and are encouraged to attend and/or participate in any extra-curricular activities they choose as long as they follow the guidelines set out in the UCASD Student Handbook. These guidelines are stated below.

STUDENT ATHLETE ACADEMIC ELIGIBILITY RULES

Students who participate on an athletic team must pursue a defined, full-time curriculum approved by the principal. Students must have passed at least four full-credit subjects or the equivalent during the previous grading period, except that eligibility for the first grading period is based on final grades from the preceding school year. If a student fails to meet this requirement, eligibility will be lost for at least 10 to 15 school days of the next grading period. Beginning the first day report cards are issued. If a school has four grading periods a student will be ineligible for at least 15 school days; if it has six grading periods it would be at least 10 days. (Union City Middle and High School have nine week grading periods.) Any student who receives a percentage below 60% in 2 or more subjects as of each Friday during the grading period is ineligible for competition but may practice. These are minimum district requirements that are stricter than P.I.A.A. regulations. Some athletic coaches have stricter academic regulations than stated by the district. Participants are informed of additional requirements for their desired sport by each particular coach. Any student involved in extra-curricular activities must refrain from use/possession of all tobacco, alcohol and non-prescription drugs. Failure to do so will result in thirty (30) calendar days of suspension from participation in competition and/or performances, and the student must meet with the drug and alcohol counselor. The student must continue to attend all practices to remain in the activity. The Superintendent will review subsequent offences and appropriate action will be taken.

EXTRA-CURRICULAR ATTENDANCE POLICY

To be eligible to attend any athletic or extracurricular event at Union City Area MS/HS a student must have attended school on that day. Any student who is absent, or has been sent home by the school nurse or building principal, is ineligible to attend any extra-curricular event on that day. A student serving either I.S.S. or O.S.S. is forbidden to attend any extra-curricular events.

EXTRA-CURRICULAR TRANSPORTATION POLICY

The U.C.A.S.D. provides transportation to and from all approved athletic/extra-curricular activities. Any parent/guardian, who wants their child to ride home from an event with them rather than via the bus, must get a note signed by a principal in advance. This policy is for the protection of our students. Our coaches and chaperones are forbidden to deviate from this policy.

E. Participation in the Annual State Required English Language Proficiency Assessment (ELP)

All students enrolled in the UCASD ESL Program are required to partake in the annual state English Language Proficiency Assessment (ELP); Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs). The district's ESL Coordinator and/or the Assessment Coordinator must administer the ACCESS for ELLs.

The district is responsible for keeping up-to-date with the Annual State English Language Proficiency Assessment Timeline posted on the Pennsylvania Department of Education's ESL webpage (<http://www.wida.us/states/Pennsylvania.aspx>).

F. Completion of District ESL Forms

The following forms must be completed for each student enrolled in the UCASD ESL Program in a timely manner, corresponding with the student's progression through the program.

- a. *Home Language Survey*- This form is to be completed by every student enrolled in the Union City Area School District's parent(s)/guardian(s). It is designed to determine the student's native and/or primary language. If the student's first language is other than English he/she must be administered the Woodcock-Munoz and/or the WIDA ACCESS Placement Test (beginning 2007-2008 school year) by either the ESL Coordinator or the district's Assessment Coordinator.
- b. *ESL Referral*- Those students whose native and/or primary language is something other than English may be referred to the UCASD ESL Program using the ESL Referral and those whose results from the Woodcock-Munoz and/or the WIDA ACCESS Placement Test (beginning 2007-2008 school year) are not proficient *must* be referred.
- c. *Family Interview*- If a student is referred to the UCASD ESL Program a meeting must be set up between the district's ESL Coordinator and the student's parent(s)/guardian(s), at minimum. It is recommended that teachers and building principals also be involved. This form is designed to get a well-rounded view of the student's background to better help inform the district's decision(s) about what the student may or may not need.
- d. *Parent/Guardian Notification and Permission for Student ESL Enrollment*- This form is to be completed if both the ESL Coordinator and the student's parent(s)/guardian(s) agree that the student should be enrolled in the UCASD ESL Program. A copy of the Union City Area School District's English Language Instructional Program Plan should be explained and given to the student's parent(s)/guardian(s) at this time.
- e. *ESL Student Checklist*- This form is to be kept in the student file of any student who has been enrolled in the UCASD ESL Program. It is designed to better organize the ESL student's progress with regard to grades, assessments, and district ESL forms.
- f. *ESL Conference Report*- This form is to be used when a conference between the ESL student's parent(s)/guardian(s), teacher(s), and the district's ESL Coordinator is requested by any of these individuals, the student themselves, and/or another who would be pertinent to the situation to record what was discussed during the meeting.
- g. *ESL Progress Report*- Each student enrolled in the UCASD ESL Program will be evaluated using this form at minimum once a year. However, it is recommended that an evaluation occur in both December and May of every school year. This form is designed to evaluate the ESL student's progression through the UCASD ESL Program. This form should be completed by both the ESL Coordinator and the student's teacher(s).
- h. *Review of Student Status Form*- This form must be completed near the end of every school year or when it is thought that the ESL student may be able to begin the exiting process. It should be completed by the ESL Coordinator, the ESL student,

- his/her teacher(s), building principal(s), school psychologist (if applicable) and case manager (if applicable). The Review of Student Status Form is designed to determine whether the ESL student should remain in the UCASD ESL Program or begin the exiting process.
- i. *Continuation of ESL Services Form*- This form is to be used to recommend that an ESL student continue on in the UCASD ESL Program. Referrals may only come from those pertinent to the ESL student's situation (e.g. parent, teacher, case manager, principal, etc.) and must be submitted to the ESL Coordinator and/or superintendent.
This form may also be used to re-enroll an exited ESL student back into the UCASD ESL Program due to the need of additional assistance in academic areas that are being affected by language barriers. Re-enrollment may likely occur after the review of a student's status and a Review of Student Status Form is completed. Re-enrollment may also occur at the recommendation of someone pertinent to the ESL student's situation (e.g. parent, teacher, case manager, principal, etc.).
 - j. *Change in Student Placement (Exit) Form*- This form is to be used to recommend that a student enrolled in the UCASD ESL Program begin the exiting process. Referrals may only come from those pertinent to the ESL student's situation (e.g. teacher, case manager, principal, etc.).
 - k. *Summary Sheet for Exiting Procedures*- This form is designed to identify that an ESL student has been exited from the UCASD ESL Program by meeting the required exiting criteria on the form. That criteria is as follows, however, is not limited to, achievement of ESL program objectives and social skills indicators (as found on the *ESL Progress Report*), successful completion of the PA state English language proficiency exam, passing grades, proficient/passing formal and/or informal assessments, school approved attendance rate, no disciplinary problems, a student portfolio that shows student growth, positive teacher observations, positive interactions during extra-curricular activities (if applicable).
 - l. *Post-Exit ELL Monitoring Form*- This form is to be completed quarterly by the classroom teacher and returned to the ESL coordinator.
Note: There is an elementary form and a middle/high school form.
 - m. *ESL Student Record –PHLOTEs*- This form is to be kept for district and state clarification of information for the LEP System (see ADDITIONAL DISTRICT REQUIREMENTS section) regarding students whose primary home language is other than English (PHLOTE). It should be completed by the district's ESL Coordinator.
 - n. *ESL Student Record –ELLS*- This form is to be kept for district and state clarification of information for the LEP System (see ADDITIONAL DISTRICT REQUIREMENTS section) regarding students are English language learners (ELLS). It should be completed by the district's ESL Coordinator.

Exiting the ESL Program

Those students who are enrolled in the UCASD ESL Program and have been recommended for a change in placement by someone pertinent to his/her specific situation and have met the criteria

of the *Summary Sheet for Exiting Procedures* may be exited from the program. The requirements for exiting are as follows, however, are not limited to, achievement of ESL program objectives and social skills indicators (as found on the *ESL Progress Report*), successful completion of the PA state English Language Proficiency Assessment, passing grades, proficient/passing formal and/or informal assessments (PSSA score of basic or higher and ACCESS for ELLs score of proficient or higher), school approved attendance rate, no disciplinary problems, a student portfolio that shows student growth, positive teacher observations, positive interactions during extra-curricular activities (if applicable).

These requirements meet the national and state guidelines for exiting students from schools' English Language Instructional Programs. These guidelines are stated below.

Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. Every LEA must include the following exit criteria in the LEA Program Plan for ELLs.

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use both of the required exit criteria listed below. In addition, LEAs must ensure that students meet one of the two additional exit criteria provided below to exit from an English language instructional program:

Required Exit 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. Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment. The Proficient (Bridging) score will be based on the total composite assessment results. (see below for an explanation of the updated specific score requirements)

Additional Exit 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.

In addition to the release of this Pennlink, PDE will post the required statewide LEP exit criteria on the website at www.pde.state.pa.us/esl.

ACCESS for ELLs(c) tier assignment and proficiency score requirements for exit from English language instructional programs:

Composite Proficiency Scores

ACCESS proficiency scores, as presented on the teacher report, consist of a whole number followed by a decimal. The whole number indicates the student's proficiency level (1.0 = Entering, 5.0 = Bridging). The decimal, ranging from 1-9, represents the progress within the proficiency level that the student achieved. For example, 4.0 is the lowest score in the Expanding proficiency level, while 4.9 is the highest score before a student progresses into the Bridging proficiency level.

ACCESS Tiers and scoring caps

The ACCESS assessment is broken into three tiers (A, B or C) at each grade level cluster. Scores for the Tier A assessments are capped at 4.0. Scores for the Tier B assessments are capped at 5.0. The Tier C assessment is the only assessment on which a student can achieve a score from 1.0 to 6.0.

ACCESS criteria for exit

For the 2006-2007 school year, a student with a composite score of 5.0 on a Tier B assessment or 5.0 or higher on a Tier C assessment may be exited after meeting the other PA exit criteria previously described. For subsequent years, only scores above 5.0 on a Tier C assessment will be acceptable for exit.

Kindergarten

The maximum overall composite language proficiency score that a student taking the Kindergarten form of ACCESS can receive is 3.7.

To be considered for exit, a kindergarten student must, at a minimum:

- * have an oral language score of 3.8.
- * have a composite proficiency score of 2.7.

Beginning in the 2007-2008 school year, the ACCESS kindergarten assessment score range will be 1.0 to 6.0 and the same exit criteria as all other grade level clusters will apply.

ADDITIONAL DISTRICT REQUIREMENTS

LEP System

The district is responsible for completing the annual data collection system for the Pennsylvania Department of Education (PDE); also known as, the Limited English Proficient (LEP) System. This is generally done between January and February; more information can be found on the PDE website at www.pde.state.pa.us/esl.

Updates

The Union City Area School District's English as a Second Language (ESL) Student Plan / UCASD ESL Program will be updated and revised every year by the district's ESL Coordinator.

ACRONYM GLOSSARY

ACCESS for ELLs- Assessing Comprehension and Communication in English State to State for English Language Learners

ELL- English language learner

ESL- English as a second language

LEP- limited English proficient

PA- Pennsylvania

PDE- Pennsylvania Department of Education

PHLOTE- primary home language other than English

UCASD- Union City Area School District

WIDA- World-class Instructional Design and Assessment Consortium

WIDA ACCESS- (this is the annual state required English language proficiency assessment).

APPENDIX OF UCASD ESL PROGRAM FORMS

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 (if other than parent/guardian): _____

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.

**The school district/charter school/full day AVTS receives Title III Funds from the Federal Government. How the school district/charter school/full day AVTS utilizes these funds can be located on its website:

<http://www.ucasd.org/>.

Student Name _____ **Date** _____

School _____ **Interpreter** _____

Interviewer _____ **Title** _____

Parent(s)/Guardian(s) Interviewed _____

Relationship to Student _____

Parent/Guardian Notification and Permission for Student ESL Enrollment

I, _____, have received a copy of the Union City Area School District's English Language Instructional Program Plan. It has been explained to me and all of my questions regarding this plan have been answered. I understand that, through this program, my child/ward will receive standards-based instruction that will be guided by the Pennsylvania Department of Education's Academic Standards, as well as, the Language Proficiency Standards for English Language Learners. With this, I agree that my child/ward should be enrolled in the Union City Area School District's English as a Second Language Program (UCASD ESL Program).

ESL Referral

Student Name _____ Date _____

Grade _____ DOB _____

Languages _____

Country _____

School _____

ESL Contact _____

Student referred by _____

Title _____

Comments:

Signature of person referring and date

Signature of ESL Coordinator and date

Student Name _____

Date _____

School _____

Interpreter _____

Interviewer _____

Title _____

Parent(s)/Guardian(s) Interviewed _____

Relationship to Student _____

Family Interview

1. Where was the student born?

2. How long has he/she lived in the United States?

3. What is the student's native language?

4. What is the primary language used at home?

5. What language does the student use when ...
Talking to family _____ Talking to friends _____
Watching TV _____ Listening to music _____
Completing homework _____ Playing in the community _____
Other _____

6. What language do you prefer for school communication? Would you like us to provide an interpreter when we discuss your student with you?

7. What is the student's educational history? What schools has he/she attended?

8. Is there a significant difference between our educational system and that of the student's prior experience?

9. Has the student ever been retained?

10. Have there been any significant gaps in the student's school attendance? (e.g. refugee, migrant, travel, etc.)

11. Who assists the student with homework? What is their primary language and what language do they use when helping with homework?

12. Do you have any concerns regarding the student's development? (e.g. physical, emotional, intellectual, etc.)

13. Does the student have any major health concerns?

14. Do you have any additional information that should be mentioned at this time regarding the student?

English as a Second Language (ESL) Student Checklist

Child's name _____

<u>ITEM</u>			<u>DATE COMPLETED ASSESSMENT/SUBJECT + SCORE</u>						
<input type="checkbox"/> Home Language Survey	...	Date							
<input type="checkbox"/> ESL Referral	...	Date							
<input type="checkbox"/> Parent Notification/Permission Form	...	Date							
<input type="checkbox"/> Family Interview	...	Date							
<input type="checkbox"/> ESL Conference Report	...	Date	Date	Date	Date	Date	Date	Date	Date
<input type="checkbox"/> ESL Progress Report	...	Date	Date	Date	Date	Date	Date	Date	Date
		Date	Date	Date	Date	Date	Date	Date	Date
<input type="checkbox"/> Review of Student Status	...	Date	Date	Date	Date	Date	Date	Date	Date
<input type="checkbox"/> Continuation of ESL Services	...	Date	Date	Date	Date	Date	Date	Date	Date
<input type="checkbox"/> Change in Student Placement (exit) Form		Date							
<input type="checkbox"/> Summary Sheet for Exiting Procedures		Date							
<input type="checkbox"/> Final Grades	Grade level	Date	Math	Lang. Arts	Science	Soc. Studies			
	Grade level	Date	Math	Lang. Arts	Science	Soc. Studies			
	Grade level	Date	Math	Lang. Arts	Science	Soc. Studies			
	Grade level	Date	Math	Lang. Arts	Science	Soc. Studies			
	Grade level	Date	Math	Lang. Arts	Science	Soc. Studies			
	Grade level	Date	Math	Lang. Arts	Science	Soc. Studies			
	Grade level	Date	Math	Lang. Arts	Science	Soc. Studies			
<input type="checkbox"/> District-Wide Assessments	...	Date	Assessment		Score				
		Date	Assessment		Score				
		Date	Assessment		Score				
		Date	Assessment		Score				

ITEM

DATE COMPLETED ASSESSMENT/SUBJECT + SCORE

		Date	Assessment _____	Score _____
		Date	Assessment _____	Score _____
		Date	Assessment _____	Score _____
☒ PSSA	...	Date	Reading ___ Writing ___ Math ___	
Advanced (A)		Date	Reading ___ Writing ___ Math ___	
Proficient (P)		Date	Reading ___ Writing ___ Math ___	
Basic (B)		Date	Reading ___ Writing ___ Math ___	
Below Basic (BB)		Date	Reading ___ Writing ___ Math ___	
		Date	Reading ___ Writing ___ Math ___	
		Date	Reading ___ Writing ___ Math ___	
☒ Woodcock-Munoz Survey	...	Date	Score _____	
		Date	Score _____	
		Date	Score _____	
☒ WIDA ACCESS Placement Test	...	Date	Score _____	
		Date	Score _____	
		Date	Score _____	
☒ ACCESS for ELLs	...	Date	Score _____	
		Date	Score _____	
		Date	Score _____	
		Date	Score _____	
		Date	Score _____	
		Date	Score _____	
☒ Begin Exiting	...	Date	Score _____	

ESL CONFERENCE REPORT

Date: _____ **Student name:** _____

Grade: _____ **School:** _____

ESL teacher: _____ **Classroom teacher:** _____

Conference requested by: _____

Relation: ___ Parent ___ ESL Teacher ___ Classroom Teacher ___ Other _____

Interpreter: _____ **Not needed:** _____

Parent Comments:

ESL Teacher Comments:

Classroom Teacher Comments:

Additional Comments:

Outcome/Action Plan:

ESL PROGRESS REPORT

Date: _____ **Student name:** _____

Grade: _____ **School:** _____

ESL teacher: _____ **Classroom teacher:** _____

Evaluation Code: M = Mastered S = Satisfactory/Proficient L = Limited Progress N = No Progress to Date

ESL Program Objectives

Evaluation and Date

LEVEL A (Non-English)

The student will:

1. Understand English when it is spoken at a normal rate of speed.

2. Speak English as demonstrated by their ability to:

- Imitate words and phrases pronounced by the teacher.

-Respond in a word or phrase to simple questions.

-Describe familiar situations in simple terms.

3. Acquire a functional oral vocabulary of approximately 500 words.

4. Develop skills to read what has been learned orally.

5. Write basic words/phrases/sentences that have been orally learned.

Comments:

ESL Program Objectives

Evaluation and Date

LEVEL B (Intermediate)

The student will:

1. Continue to gain proficiency in English oral language production and comprehension as demonstrated by their ability to:

- respond orally using a full sentence or explanation.

- respond orally to questions related to a short selection narrated by teacher or on tape.

- describe orally an experience, situation or picture.

2. Continue to read in English those materials that are based on oral language experiences.

3. Continue to read books, magazines, and other materials appropriate to their interests and abilities.

4. Write simple sentence structures in English based on their oral language experiences (sentences using familiar words and expressions).

Comments:

ESL Program Objectives

Evaluation and Date

LEVEL C (Advanced)

The student will:

- 1. Understand English as spoken on the radio, television, and in normal flow of conversation.** _____
- 2. Express their ideas in English with fluency and accuracy.** _____
- 3. Read materials used at school in grade level classes (with adaptations if necessary).** _____
- 4. Write reports, letters, and compositions.** _____

Comments:

SOCIAL SKILLS: Progress Indicators

The student will:

- 1. Complete all classwork.** _____
- 2. Complete all homework.** _____
- 3. Behave and follow all school rules.** _____
- 4. Demonstrate consistent attendance.** _____
- 5. Work carefully.** _____
- 6. Listen attentively in class.** _____
- 7. Participate in class discussions and activities.** _____
- 8. Participate in extra-curricular activities.** _____

REVIEW OF STUDENT STATUS FORM

Date: _____ **Student name:** _____

Grade: _____ **School:** _____

ESL teacher: _____ **Classroom teacher:** _____

Conference requested by: _____

Relation: ___ **Parent** ___ **ESL Teacher** ___ **Classroom Teacher** ___ **Other** _____

Interpreter: _____ **Not needed:** _____

ESL Teacher/Staff Comments:

Classroom Teacher Comments:

Principal or Building Contact:

Psychologist (if applicable):

Student:

CONTINUATION OF ESL SERVICES FORM

Date: _____ **Student name:** _____

Grade: _____ **School:** _____

ESL teacher: _____ **Classroom teacher:** _____

It is the recommendation that _____ continue ESL instruction for the forthcoming school year _____. Please, see the review of Student Status Form for additional information and comments from the staff.

Person completing this form: _____

CHANGE IN STUDENT PLACEMENT (EXIT) FORM

Date: _____ **Student name:** _____

Grade: _____ **School:** _____

ESL teacher: _____ **Classroom teacher:** _____

Conference requested by: _____

Relation: ___ **Parent** ___ **ESL Teacher** ___ **Classroom Teacher** ___ **Other** _____

Interpreter: _____ **Not needed:** _____

_____ has completed the ESL program, according to a formal review of the student's progress. This student should be monitored for at least two years after exiting the ESL Instructional Program.

Person completing this form: _____

Comments:

SUMMARY SHEET FOR EXITING PROCEDURES

Date: _____ **Student name:** _____

Grade: _____ **School:** _____

ESL teacher: _____ **Classroom teacher:** _____

Conference requested by: _____

Relation: ___ **Parent** ___ **ESL Teacher** ___ **Classroom Teacher** ___ **Other** _____

Interpreter: _____ **Not needed:** _____

_____ has completed the ESL program, according to a formal review of the student's progress. This student should be monitored for at least two years after exiting the ESL Instructional Program. The final decision regarding the student exiting or not exiting the program is based on the following checklist of exit criteria:

EXIT CRITERIA

TEACHER COMMENTS

- ___ **Achievement of ESL Program Objectives and Social Skills Indicators (ESL Progress Report).**
- ___ **Successful completion of the PA ELP Exam.**
- ___ **Review of report card grades.**
- ___ **Review of formal/informal assessments.**
- ___ **Review of attendance rate.**
- ___ **Review of discipline.**
- ___ **Review of student portfolio +/- student file.**
- ___ **Review of teacher observations.**
- ___ **Participation in extra-curricular activities.**

Team signatures and titles:

_____	_____
_____	_____
_____	_____

Student Name: _____

1st Year of Monitoring	Teacher's Initials:	1st	2nd	3rd	4th
	_____	_____	_____	_____	_____

Rate the student's performance in each of the following areas
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- The student completes assignments on-time. -----
- The student communicates effectively with teacher. -----
- The student participates effectively in class projects.-----
- The student participates effectively in class discussions. -----
- The student is able to work independently. -----
- The student attends class regularly. -----
- The student displays effort and enthusiasm in class. -----
- The student requires additional assistance with assignments. -----
- The student shows evidence of difficulty with language. -----
- The student has discipline problems that interfere with his/her academic progress. -----

Quarter			
1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
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
	_____	_____	_____	_____	_____

Rate the student's performance in each of the following areas
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- The student completes assignments on-time. -----
- The student communicates effectively with teacher. -----
- The student participates effectively in class projects.-----
- The student participates effectively in class discussions. -----
- The student is able to work independently. -----
- The student attends class regularly. -----
- The student displays effort and enthusiasm in class. -----
- The student requires additional assistance with assignments. -----
- The student shows evidence of difficulty with language. -----
- The student has discipline problems that interfere with his/her academic progress. -----

Quarter			
1 st	2 nd	3 rd	4 th

	1 st	2 nd	3 rd	4 th
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

1 st year of monitoring	1 st	2 nd	3 rd	4 th
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)		
1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	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.

	1 st	2 nd	3 rd	4 th
I recommend that this student be reclassified as an ELL.				
If a recommendation is made to reclassify, have the parents been notified?				YES NO

2 nd year of monitoring	1 st	2 nd	3 rd	4 th
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)		
1 st	Yes No	Comments:
2 nd	Yes No	Comments:
3 rd	Yes No	Comments:
4 th	Yes No	Comments:

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

	1 st	2 nd	3 rd	4 th
I recommend that this student be reclassified as an ELL.				
If a recommendation is made to reclassify, have the parents been notified?				YES NO

Student Name: _____

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

Language Arts

Teacher's Initials: _____ 1st _____ 2nd _____ 3rd _____ 4th _____

Rate the student's performance in each of the following areas
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- 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. -----

Quarter			
1st	2nd	3rd	4th

	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 _____

Rate the student's performance in each of the following areas
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- 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. -----

Quarter			
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
	_____	_____	_____	_____	_____

Rate the student's performance in each of the following areas
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- The student completes assignments on-time. -----
- The student communicates effectively with teacher. -----
- The student participates effectively in class projects. -----
- The student participates effectively in class discussions. -----
- The student is able to work independently. -----
- The student attends class regularly. -----
- The student displays effort and enthusiasm in class. -----
- The student requires additional assistance with assignments. -----
- The student shows evidence of difficulty with language. -----
- The student has discipline problems that interfere with his/her academic progress. -----

Quarter			
1st	2nd	3rd	4th

Have ESL strategies been implemented to respond to the language needs of the former ELL?

1st	2nd	3rd	4th
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
	_____	_____	_____	_____	_____

Rate the student's performance in each of the following areas
 (1 = never 2 = seldom 3 = sometimes 4 = often 5 = always)

- The student completes assignments on-time. -----
- The student communicates effectively with teacher. -----
- The student participates effectively in class projects. -----
- The student participates effectively in class discussions. -----
- The student is able to work independently. -----
- The student attends class regularly. -----
- The student displays effort and enthusiasm in class. -----
- The student requires additional assistance with assignments. -----
- The student shows evidence of difficulty with language. -----
- The student has discipline problems that interfere with his/her academic progress. -----

Quarter			
1st	2nd	3rd	4th

Have ESL strategies been implemented to respond to the language needs of the former ELL?

1st	2nd	3rd	4th
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**

To be completed by appropriate ESL staff

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

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

