

# Goffstown School District ESOL Local Compliance Plan: Collection of Forms, Explanations, and Resources

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## English Speakers of Other Languages



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ESOL Yearly Timeline	
September	<ul style="list-style-type: none"> <li>New Students' parents/guardians complete state approved Home Language Survey (HLS). <b>Collect Home Language Surveys (HLS)</b>, contact each building ESOL admin to obtain copies of them. Check with NBCS for any newly enrolled students as well.</li> <li><b>Begin screening:</b> WIDA MODEL Kits (grade level clusters K-12 housed at the SAU) or WIDA Online Screener and Paper. Visit Kindergarteners AM/PM, as well as all new students in other grades. If it is determined by reviewing the responses on the HLS, and/or is evident through observations, that there are possibly other language influences which may impact the student's English language development, a referral to a trained ESOL professional for screening is required. Administer the WIDA MODEL or NH WIDA if appropriate within 30 calendar days of first day of school. <i>If student enrolls after 30 days, the screener must be administered within 14 days of the student's first day of enrollment.</i></li> <li><b>Parent notification:</b> For students enrolling prior to, or at the beginning of the school year, the district has 30 days from the first day of school to notify parents regarding EL identification. For students enrolling during the school year (i.e., 30 days or more from the first day of the school year), districts have 14 days to notify parents regarding EL identification. Letters and other communication need to be in a language parents can understand.</li> <li><b>Preliminary Data Collection:</b> for students who qualify. Spreadsheet gets emailed <u>monthly</u> to Assistant Superintendent, as well as ESOL "team." Preliminary Data should include: number of students flagged based on HLS, number of students who qualified for services, and number of students in each proficiency level across the 5 schools.</li> <li>Provide Classroom teachers and all personnel who work with the students a copy of the <b>Individual Language Profile (ILP)</b>. This is usually in the form of a dialogue/meeting with teachers.</li> <li><b>Schedule services:</b> meet with Principals, and/or building ESOL admins for copies of master schedules. Meet with classroom teachers, Title I, and special educators to coordinate services.</li> <li>Look for Professional Development from NHDOE for WIDA, ACCESS, and other ESOL related topics.</li> <li>Investigate <b>ACCESS 2.0 certification</b> (<i>if not already certified</i>) to administer ACCESS 2.0 and Alternative ACCESS. (This is done annually).</li> </ul>
October	<ul style="list-style-type: none"> <li>Obtain all new students' information: Primary Language, Country of Origin, DOB, DOBP, SASID, date enrolled in US School, years of formal foreign education, service hours/wk.</li> <li>Any student enrolled on or before <b>OCTOBER 1</b> will be entered in the Mid-Year Data Collection on the NHDOE Database. Look for updates on that timeline from Title III Dir. at NHDOE.</li> <li>ACCESS 2.0 Materials and online test ordering window should be expected to open late October.</li> </ul>
November	<ul style="list-style-type: none"> <li><b>Prepare ESOL Progress reports:</b> First, discuss progress reports with students' classroom teachers and building ESOL admin, then make copies for each student, to be sent home (trimester/quarterly). Schedule meetings with parents (Zoom, in person, or phone call, using a translator if needed or requested).</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Collect student work samples throughout the year</b> (at least one writing sample/year in student culm file). Also, collect any parent/teacher communication for culm file each year.</li> <li>• ACCESS 2.0 Test Coordinator will give “permissions” through the Data Recognition Corporation (DRC), to the technology coordinator who will be able to remotely download the secure browser on the laptops to be used for testing.</li> <li>• Connect with building admins to secure the laptops needed for testing.</li> </ul>
<b>December</b>	<ul style="list-style-type: none"> <li>• Assistant Superintendent will send out an, “ACCESS Testing Window” reminder email to all building admins.</li> <li>• Trimester 1 and Quarter 2 ESOL progress reports go home on or before Parent/Teacher Conference Day. Be available for teachers who would like you to attend any EL parent meetings.</li> <li>• Develop ACCESS testing schedules, and reserve testing sites with building level ESOL admin.</li> <li>• Email teachers and administrators of ACCESS test schedules</li> </ul>
<b>January</b>	<ul style="list-style-type: none"> <li>• Receive ACCESS materials</li> <li>• Check materials and order any additional materials</li> <li>• Testing window begins (exact dates vary) and ends in early March</li> <li>• Provide a list of designated supports and/or accommodations for students taking the SAS. Note: accommodations and/or designated supports must be common practice as indicated in the child’s IEP, 504, or ILP. (See latest updated Accessibility and Accommodations supplement for ACCESS testing).</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• ACCESS 2.0 Testing is in full swing.</li> <li>• Be sure and keep teachers updated as to their students’ progress, and offer support whenever available</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• <b>Testing should be completed by early March</b></li> <li>• Materials inventoried and shipped back mid - March deadline (dates vary)</li> <li>• Continue regular services</li> </ul>
<b>April</b>	<ul style="list-style-type: none"> <li>• Test Coordinator will go into the DRC Site to complete <b>Data Validation</b> for all students who participated in the ACCESS 2.0.</li> <li>• Keep an eye out for an email from the DRC which will have directions and a window in which to complete the validation.</li> <li>• Confirm data validation with ESOL team</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• <b>Receive ACCESS 2.0 reports in late May</b></li> <li>• Share results with building ESOL administrators, teachers, students (discuss as is appropriate for age).</li> <li>• Login into DRC to obtain translated reports/parent letters. Send out results to parents in a language they understand along with a letter discussing results, and be available for conversation with parents regarding results.</li> </ul>
<b>June</b>	<ul style="list-style-type: none"> <li>• <b>Prepare ILP’s for the next year using results from May ACCESS 2.0 reports</b></li> <li>• Continue to organize/add to student files (make sure all students’ files are updated, who are on monitored status)</li> <li>• Send ACCESS 2.0 results home to parents (translate into their home language if needed)</li> </ul>

	<ul style="list-style-type: none"><li>• Connect with building admins for incoming students who register between now and the start of the new school year.</li></ul>
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Goffstown School District ESOL Handbook

SUBJECT:	TOPICS to ADDRESS: <i>excerpted directly from the NH State Guidelines</i>
<p><b>Identification of Students</b></p> <p>The school district has a procedure to identify all students who have a primary and/or home language other than English.</p> <p>Topics to Address or Alignment to procedure are;</p>	<ol style="list-style-type: none"> <li>1. All families must complete the current New Hampshire Home Language Survey (HLS) at the time of a student's enrollment. <i>(See copy of HLS under Supporting Documents, Other Forms)</i></li> <li>2. The district must/will provide an interpreter if a parent request one, or if the need is obvious. <i>(District practice is to contact building ESOL admin first).</i></li> <li>3. Home Language Surveys, <i>approved by the NHDOE</i>, will be completed by the parents/guardians. All completed HLS forms will be reviewed by building ESOL admin and ESOL teacher.</li> <li>4. If it is determined by reviewing the responses on the HLS, or is evident through observations, that there are possibly other language influences which may impact the student's English language development, a referral to a trained ESOL professional for screening is required. Administer the WIDA MODEL or WIDA Screener Online and Paper, if appropriate within 30 calendar days of first day of school. <i>If student enrolls after 30 days, the screener must be administered within 14 days of the student's first day of enrollment.</i> Parent notification happens during and initial consultation to discuss previous schooling, SEL and other factors, then a letter is sent home discussing screener results and program placement.</li> <li>5. The NH ESOL certified teacher(s) is/are the ONLY professional(s) who may administer the screening. <i>(See credentials in Supporting Documents)</i></li> <li>6. The ESOL teacher scores the screening and determines if the student is eligible for English language acquisition instructional services. <i>(See description and instructions for WIDA Model Screener Kit and WIDA Screener Online and Paper pgs. 6-7)</i></li> <li>7. A copy of the score sheets, writing samples, and HLS will be collected in student's permanent record:               <ul style="list-style-type: none"> <li>○ If found not eligible, place an ESOL non-eligible label on the HLS and place score sheet in cumulative file.</li> <li>○ If found ELIGIBLE, place copies of HLS and WIDA Screener and score report, as well as parent notification and ILP inside the student's ESOL cumulative file.</li> <li>○ The ESOL teacher should keep a copy of each document for all eligible ELLs in the ESOL working files.</li> </ul> </li> <li>8. The ESOL teacher must notify parents of their child's eligibility status within the required time limits. <i>(See parental notification letters in Supporting Documents, Letters)</i></li> </ol>

	<p>9. The Assistant Superintendent with ESOL teacher/coordinator will enter data on eligible students in the State ESOL fall and mid-year roster report.</p> <p>10. The district ESOL coordinator will keep a spreadsheet with ALL eligible ELLs listed; including monitored, and newly exited. It will have important personal information on each student, including W-APT Model scores, and all ACCESS scores. This will be updated monthly and shared with the Asst. Superintendent along with any other ESOL teacher in district.</p>
<p><b>State Approved Screener Assessments</b></p> <p><b>WIDA: W-APT MODEL Screener Kit (Used by the school district)</b></p> <p>The kit is used as a flexible, on-demand language proficiency assessment. This screener can be administered at any time during the school year, depending on the needs of the district, school, teacher, or student, to identify students who may be candidates for English as a Second Language (ESL)/bilingual services.</p> <p>~~~~~</p> <p><b>Alternative Screening:</b></p> <p>The NHDOE has also approved the WIDA Kindergarten Online Screener as well as the WIDA Grades 1-12 Screener Online and Paper for districts' use.</p> <p>LEAs are responsible for providing the paper materials for the WIDA Screener. The LEAs will purchase the materials they need directly through the WIDA Store. However, the WIDA Screener Online will be free.</p>	<p>MODEL kits can be used for these purposes:</p> <ul style="list-style-type: none"> <li>• To determine the academic English language proficiency level of students in grades k-12, new to a school or to the U.S. school system;</li> <li>• To place students into the necessary amount and type of instructional services and support</li> <li>• To serve as an <i>interim assessment during the school year</i>, providing information that informs instructional planning and other decisions related to students' education.</li> </ul> <p>The WIDA MODEL may serve <u>two</u> additional purposes:</p> <ul style="list-style-type: none"> <li>• Progress Monitoring (a great way to have other supporting data to supplement ACCESS scores, ESOL progress reports, and mainstream teacher progress and report cards)</li> <li>• <i>Regarding Progress Monitoring:</i> It's important to use the orange highlighted sections for the screener and save the other portions of the kit for progress monitoring.</li> <li>• To guide instructional and curricular decisions while waiting for ACCESS for ELLs score reports.</li> </ul> <p>Scores are reported for each of the four language domains and in several composites as follows:</p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Oral Language (50% Listening, 50 % Speaking)</li> <li>• Literacy (50% Reading, 50% Writing)</li> <li>• Overall (30% Oral Language, 70% Literacy)</li> </ul> <p><b>The proficiency levels (1-6)</b> resulting from the WIDA MODEL are directly related to the WIDA ELP Standards. Another useful resource for teachers is WIDA's grade-level cluster CAN DO Descriptors. This publication provides examples of what ELLs can be expected to do in each of the four domains</p>



<p>Score sheets can be found on the WIDA Screener page. The MODEL calculator is a very useful and FREE tool found on the WIDA website.</p> <p>Instructions on how to give the WIDA Screener Online and the Model are found on the WIDA website or the NHDOE website  <a href="https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/nh-ell-id-placementguidance.pdf">https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/2020/nh-ell-id-placementguidance.pdf</a>.</p> <p>Face-to-face training for new teachers will be offered at no cost each year by the NH Department of Education. This training is not mandatory.</p>	<p>at each of the five proficiency levels defined in the WIDA ELP Standards. To interpret students' results from the MODEL, refer to the <a href="#">WIDA ELP Standards and/or CAN DO Descriptors</a>.</p> <ol style="list-style-type: none"> <li><b>Scoring – Kindergarten:</b> Only the Listening and Speaking sections need to be administered for 1<sup>st</sup> semester kindergarten students.  This goes for both the WIDA Kindergarten Online Screener as well as the WIDA Model for Kindergarten.  In both screeners, if the student's Oral Language Proficiency score is no less than 4.5, with no less than 4 in both Listening and Speaking, the student meets the minimum criteria for English Language Proficiency.  All 4 sections must be administered for 2<sup>nd</sup> semester kindergarteners and all first graders. If the student achieves a Composite Score of 4.5 or higher, they have met the minimum requirement for English language proficiency.  NH will no longer require minimum domain scores as long as all 4 domains were completed.</li> <li><b>Scoring – Grades 1-12:</b> If the student achieves an Overall Composite Score of 4.5, the student met the minimum proficiency.</li> <li><i>(See Screening Kindergarten Students for ESOL Eligibility handout in Supporting Documents)</i></li> </ol> <p>In order to administer either screener, you must be a certified ESOL teacher; a certified teacher or professional staff member who regularly works with EIs. Certified ESOL teachers must review the results of the screening and approve the student status. Certified ESOL teachers are ultimately responsible for the screening results.</p>
<p><b>Placement of Students</b></p> <p>Eligible students in the school district (with parent permission) are placed with their age-appropriate peers in mainstream classrooms, to access the same curriculum.</p> <p>English as a Second Language (ESL) or English Language Development (ELD) Program of techniques, methodology,</p>	<ol style="list-style-type: none"> <li>Students should be placed in classrooms with their <b>age-peers or within one year of their age-peers* (*exceptional cases)</b></li> <li>Students who score at “entering” or “beginning” level on the screener may be placed in a magnet or self-contained class for English Learners for a limit of one year. In unusual circumstances, a student may remain in a self-contained EL classroom for 1.5 years. <b>(The Goffstown School District does not have a self-contained ELL classroom).</b></li> <li>For High School students <i>(see Graduation Requirements/Credits pg. 14)</i> GHS ELs receive English language development instruction in a pass/fail course depending</li> <li><b>Determining Service Hours:</b></li> </ol>



<p>and special curriculum designed to teach ELs explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing).</p> <p>ESOL teachers in our district practice push-in and/or pull-out methods of teaching students based on their individual needs.</p> <p><i>(See “determining service hours” topic 4 to the right)</i></p>	<p><b>Levels 1, 2: Entering or Emerging</b> (newcomers and beginners): Min 2 hours per day (2 class periods)</p> <p><b>Levels 3, 4: Developing or Expanding</b> (early intermediate and intermediate): Min 1 hour per day (1 class period)</p> <p><b>Levels 5,6: Bridging</b> (more advanced): Between and 1hr per day and 1hr per week.</p> <p>5. If a student qualifies for ESOL services, and her/his parent(s) have declined services, the school district is still responsible for that student’s English language acquisition. This can be done by meeting with the student’s teachers, and ESOL admins to determine how to best meet that child’s needs.</p>
<p><b>Parent Notification</b></p> <p>Compliance guidelines require that the parents/guardians of the students be notified as to their child’s eligibility for ESOL services.</p>	<ol style="list-style-type: none"> <li>1. If it is determined by reviewing the responses on the HLS, and/or is evident through observations, that there are possibly other language influences which may impact the student’s English language development, a referral to a trained ESOL professional for screening is required. Administer the WIDA MODEL or WIDA Screener Online and Paper, if appropriate within <u>30 calendar days</u> of first day of school. <i>If student enrolls after 30 days, the screener must be administered within <u>14 days of the student’s first day of enrollment</u>.</i> Parents/guardians must be notified (in the same timeline) of the screener results and program placement. this must be in a language they can understand. <i>(See Parent Notification Letter in Supporting Documents, Letters)</i></li> <li>2. The school district will provide an oral interpretation <i>(see topic #2 under, “Identification of Students,”pg 5)</i> or a translation of required parental notifications if requested by the parents or if the need is obvious. (Parents have the right to enroll their child in the program or to decline such instructional services.)</li> <li>3. The ESOL teacher should file the written response from parents in the student’s cumulative file and keep a copy in the ESOL working file.</li> <li>4. A parent may choose to remove a student from ESOL services at any time. Likewise, they can choose to re-enroll the student in the program if the student is still eligible for services. It is important for the parent(s) to know that even if ESOL services are declined, the student is still enrolled in the ESOL program and must take the</li> </ol>

	<p>ACCESS 2.0 test until she/he reaches English proficiency. <i>(See Monitoring and Exiting on p.10)</i></p> <ol style="list-style-type: none"> <li>5. The School District must send parents an annual letter, which indicates the continuing placement of eligible students in the program for English Learners. This can be efficiently accomplished by including the placement letter with the ACCESS for ELLs® test score report. <i>(See eligibility letter in Supporting Documents, Letters)</i></li> <li>6. When a student achieves proficiency in English, as measured by qualifying ACCESS for ELLs® test scores, the school district will notify parents of the student's transition into "Monitored Status," and explain that no direct ESOL instruction will be provided during this <u>four-year period</u>.</li> <li>7. The School District should also notify parents when students in monitored status successfully complete the four-year period and officially exit the program for English Learners. A copy of this letter should be filed in the student's cumulative file. <i>(See full exit letter in Supporting Documents, Letters)</i></li> </ol>
<p><b>Assessment</b></p> <p>All eligible students must take the ACCESS 2.0 for ELLs® English proficiency test. (Includes those enrolled in ESOL services and those whose parents declined ESOL services). A qualified ESOL teacher must assess them annually, in the four domains of listening, speaking, reading, and writing.</p>	<ol style="list-style-type: none"> <li>1. A copy of the score report for the ACCESS 2.0 test is to be sent home to parents, shown and discussed with building ESOL admins, and placed in student's cumulative file. Scores can be ordered in the parents' home language, if need be.</li> <li>2. Share scores and implications for instruction with the ESOL teacher, and building ESOL admin, as well as classroom teacher(s).</li> <li>3. NH State guidelines recommends that progress in second language acquisition should be informally assessed at least three times a year. (Formative and summative assessments are administered and aligned with the district's core programs: math, ELA). All educators working with identified EL students are required to complete quarterly progress monitoring of students.</li> <li>4. Students enrolled for less than one full academic year are exempt from taking the Reading/Language Arts portion of the State content assessment. However, they must participate in the Math and Science assessments.</li> </ol>

<p><b>Monitoring and Exit</b></p> <p>Students transition to monitored status for <u>four years</u> upon attainment of proficiency in English, as measured by the ACCESS 2.0 for ELLs© test.</p>	<ol style="list-style-type: none"> <li>1. No direct ESOL instructional services are to be provided during the monitoring period.</li> <li>2. ESOL teachers check students’ progress quarterly (or three times a year, based on the district’s reporting cycle) by reviewing grades on report cards. <i>(See Monitored Status form, and Full Exit in Supporting Documents, under Other Forms)</i></li> <li>3. If an English Learner does not earn grades of C or better and it is determined that the grades are related to struggles with second language acquisition, he or she may be re-entered in ESOL services with parental permission. Upon attainment of proficiency on the ACCESS 2.0 for ELLs© test, the student returns to monitored status.</li> </ol> <p><b>Below is the process we at the Goffstown School District use for potential re-enrollment and/or Special Education Referral:</b></p> <ul style="list-style-type: none"> <li>○ Initial meeting with teachers to review concerns (this meeting can be an MTSS meeting, a scheduled meeting with building ESOL admin and ESOL teacher, or a scheduled meeting with just ESOL admin)</li> <li>○ Gather student work (i.e. Writing, formative, summative assessments, etc.) Samples from teacher review, ACCESS Test scores over time, and dialogue about how the student is doing in class, in social situations, ect. (Qualitative and quantitative)</li> <li>○ Dialogue with last year’s ESOL teacher (if in district) to provide background information</li> <li>○ Dialogue with parent - to inform what will be done (meeting with student, observation, ect.) to gather feedback from parents to add any additional input)</li> <li>○ Dialogue with student</li> <li>○ Compile data from class observations within different settings, dialogue with student and family - Dialogue with building ESOL admin, ESOL coordinator, and Assistant Superintendent to provide results and next steps if monitoring more closely is needed (Student Learning Plan - with specific goals and timeframe)</li> </ul>
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	<ul style="list-style-type: none"> <li>○ Communicate findings and next steps to teachers and building ESOL Admin, as well as parents.</li> </ul> <ol style="list-style-type: none"> <li>4. The ESOL teacher documents a student's monitored status in the cumulative file, as well as in the ELL's electronic or paper-based working file.</li> <li>5. When a student successfully completes the <u>four-year monitoring</u> period, he or she officially exits the ESOL program. Documentation of this fact should be clearly noted in the student's cumulative folder, as well as in the electronic or paper ESOL files.</li> <li>6. ESOL withdraw form (<i>from NHDOE</i>) is to be used if there is a legitimate question/concern about a student's LEP status, and the ESOL teacher, classroom teachers, and ESOL Admins feel it is appropriate to withdraw a student from the ESOL program. Contact Assistant Superintendent and Title III Director prior to initiation of the process.</li> </ol>
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<p><b>Instructional Program</b></p> <p>The school district has developed a comprehensive educational program that addresses the English language acquisition needs of its identified English Learners. The overall goal of a program is to provide ESOL instruction of sufficient intensity that English Learners can successfully access the mainstream curriculum.</p> <p>The ESOL program is offered to all English Learners in K-12, regardless of the number of eligible students.</p> <p>~~~~~</p> <p>The Goffstown School District uses the small group or individual pullout program, and/or ESOL instruction in the mainstream classroom. This is all based upon students' individual needs. <i>(See #3 to the right)</i></p> <p>The school district uses English proficiency practice programming such as but not limited to Finish Line for ELLs®, aligned with the language arts and math curriculums (Wonders and Everyday Math).</p>	<ol style="list-style-type: none"> <li>1. The school district chooses to implement one or more models for providing ESOL instruction that will meet the second language acquisition needs of its enrolled English Learners. Choices in THIS district include: small group or individual pullout program, ESOL instruction in the mainstream classroom, and sheltered instruction in the mainstream classroom. The school district considers how the ESOL schedule can be coordinated with required content courses for English Learners.</li> <li>2. Curriculum for the district's ESOL students is appropriate for all levels of English proficiency, based on research, respectful of English Learners' diverse cultures, and aligned with WIDA English Language Development Standards and Common Core State Standards.</li> <li>3. <i>(See determining services hours, under "placement of students" pg. 8)</i> Intensity of ESOL instruction should match each student's level of proficiency in English. Recommended intensity of instruction for newcomers ("Entering") and beginners ("Emerging") should receive at least 2 hours (class periods) of ESOL instruction per day. Early intermediate ("Developing") and intermediate ("Expanding") level students should receive at least 1 hour (class periods) per day. For more advanced students ("Bridging"), instruction should focus on remaining area(s) in which the students have scored 4.0 or lower on the ACCESS 2.0 test. Instruction may vary between one hour (class period) per day and one hour per week, depending on individual need.</li> <li>4. The ratio of ESOL teachers (who are based in one school only) to English Learners should be equivalent to the ratio of classroom teachers to all other students at elementary, middle, and high school levels in the school district. The ESOL teacher-student ratio may need to be adjusted downward when ESOL teachers travel to two or more schools, when "newcomers" enroll, and in situations where students cannot be clustered in small groups for ESOL instruction. (As is with the school district). Appropriate instructional space must be provided. Materials, equipment, and supplies are purchased with district funds.</li> <li>5. ESOL teachers and classroom/content teachers should collaborate regularly to provide instruction that is appropriate for English Learners' respective levels of proficiency and aligned with the mainstream curriculum.</li> </ol>
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	<ol style="list-style-type: none"> <li>6. The School District is required to purchase materials, equipment, and supplies for their ESOL program with district funds. Local funds must also be used to hire ESOL teachers, tutors, coordinator, and/or paraprofessionals.</li> <li>7. Paraprofessionals may <b>only reinforce</b> the core English acquisition instruction that is provided by a certified ESOL teacher. <b>ONLY</b> the certified ESOL teacher may administer direct ESOL instruction to the student during the school day.</li> <li>8. ESOL instruction for K-12 eligible students should take place during regular school hours.</li> <li>9. Eligible preschoolers must be served only if the local preschool is public, free and open to ALL preschoolers in the district (not just a preschool for children with special needs or a Title I preschool). <i>We at Goffstown, have a working relationship with the Glen Lake preschool program to keep an eye out for potential ELLs and to offer advice for the teachers so they can meet the students' needs.</i></li> <li>10. English is the official language of instruction in New Hampshire. This rule applies to ESOL instructional services as well as mainstream classes. <i>Note: a school district may request a waiver from this rule from the State Board of Education.</i></li> <li>11. ESOL teachers should meet and/or be in contact once a week to collaborate. ESOL teachers will meet with building level ESOL admins and senior ESOL admin once monthly to collaborate.</li> <li>12. ESOL teachers should be regularly collaborating with students' mainstream teachers.</li> <li>13. All teachers will share resources and techniques.</li> </ol>
<p><b>Equitable Access and Resources</b></p> <p>The school district follows NH State Guidelines as outlined by the U.S. Department of Education Office for Civil Rights to ensure equitable access and resources for English Language Learners.</p>	<ol style="list-style-type: none"> <li>1. English Language students (ELs) at the Goffstown School District have access to the full school curriculum (both required and elective courses) while they are enrolled in the ESOL program.</li> <li>2. ELs have access to "specials," extra-curricular activities, events, sports, College prep, qualifying tests, assistance with financial aid, Gifted and talented programs, Advanced Placement courses, Title I, Special education, _all school activities. The Goffstown School District will inform parents in a language they understand.</li> </ol>

	<ol style="list-style-type: none"> <li>For a complete description of resource materials for planning and self-assessment, see documents under the Office of Civil Rights section on the NHDOE website: <a href="http://www.education.nh.gov/career/equity/index.htm">http://www.education.nh.gov/career/equity/index.htm</a></li> <li>The regional OCR office is located in Boston, MA. The current director is Thomas Hibino. Phone 617-289-0011.</li> <li>It is crucial that the assistant superintendent be made aware of any concerns before making the call to OCR.</li> </ol>
<p><b>Graduation Requirements and Course Credits for ESOL High School Students</b></p> <p>EL students in the school district have the opportunity to graduate on time, and earn credits for ESOL courses.</p>	<ol style="list-style-type: none"> <li>ELs must be able to earn sufficient credits to graduate within a reasonable amount of time.</li> <li>ESOL classes have a credit-bearing status and are listed in the high school catalog of instructional offerings.</li> <li>ELs may remain in high school until age 21 in order to receive adequate and appropriate instruction, and to accumulate sufficient credits to graduate.</li> <li>Students who are actively enrolled in the ESOL program at GHS will receive direct ESOL instruction as a course, and will receive a pass/fail credit for each semester they are enrolled in that course. Determining whether a student should be enrolled in one or two sessions of this course per year will depend on the student's service hours.</li> <li>High school students who are currently enrolled in ESOL instruction, or have been on Monitored Status while in high school, <i>should be made aware</i> that it is likely that most colleges/universities will require or strongly encourage that they take the Test of English as a Foreign Language (TOEFL), or a similar language assessment, in addition to the ACTs or SATs. <i>(See TOEFL parent notification letter in Supporting Documents, Letters)</i></li> </ol> <p><b>Retention/Dropout:</b></p> <ol style="list-style-type: none"> <li>The retention and dropout percentage rates for ELL students should not be higher than the percentage rates for their grade level peers.</li> </ol>



<p><b>EL/SPED</b></p> <p>To meet the specific language acquisition and special education needs of identified ELLs, the School District should ensure collaboration of ESOL teachers and special educators, as well as coordination of their respective programs.</p> <p><i>(Please refer to our district procedure for re-enrollment and/or SPED services in Monitoring and Exit on page 12).</i></p>	<ol style="list-style-type: none"> <li>1. The school district has a clear procedure for identifying ELs who may be in need of special education services.</li> <li>2. To avoid over-identification of ELs with special education needs, it is essential to distinguish between students with language differences and students with learning challenges or disabilities.</li> <li>3. Testing instruments used to evaluate ELs for language dominance or special education placement are valid and reliable for EL, and are administered by qualified evaluators.</li> <li>4. The school district notifies parents of their rights and responsibilities in the language they can best understand. (Procedural Safeguards are now available in 10 languages. The documents are available on the NHDOE Special Education website.) <a href="http://www.education.nh.gov/instruction/special_ed">www.education.nh.gov/instruction/special_ed</a></li> <li>5. The school district identifies and places all ELs who qualify for special education services in a timely manner.</li> <li>6. The ESOL team will determine if accommodations based on the students' IEPs, 504s, or what is regularly used as common practice in their classrooms, need to be made for assessments. The ESOL teachers will work with Assessment Coordinators and other teachers who work with those students to ensure appropriate accommodations are made.</li> </ol>
<p><b>Other Educational Services</b></p> <p>The school district follows the NH State Guidelines for ELLs who qualify for additional services.</p>	<ol style="list-style-type: none"> <li>1. If an English Learner qualifies for additional services, such as Title I supplemental instruction, tutoring, and/or Special Education services, the district or school may not choose or limit the program(s) in which the student is entitled to enroll.</li> <li>2. In addition, <b>the ESOL program cannot substitute for other educational services</b> for which the student may qualify. Likewise, <b>SPED and/or Title I services cannot substitute for ESOL services.</b></li> </ol>

<p><b>Qualifying Staff</b></p> <p>The school district only certified ESOL teachers are to give direct instruction and assessments to ELs.</p>	<ol style="list-style-type: none"> <li>1. Teachers who provide instruction in English language acquisition will have an ESOL endorsement.</li> <li>2. Certified ESOL teachers who are Highly Qualified in their respective content area(s) should teach Middle School and High School content classes that are designed for ELs. Certified ESOL teachers who work in Elementary Schools AND provide core content instruction (magnet classes) will be Highly Qualified in Elementary Education.</li> <li>3. Only certified ESOL teachers administer the WIDA Screener Online and Paper, WIDA MODEL Kits, and ACCESS for ELLs® assessments. Teachers must complete ACCESS training, offered by the NHDOE or WIDA, to become certified to administer these tests. <i>(See teacher credentials in Supporting Documents)</i></li> </ol>
<p><b>Professional Development</b></p> <p>The school district provides opportunities and funding for professional development for ESOL staff.</p>	<ol style="list-style-type: none"> <li>1. The district provides or funds at least one professional development activity per year for its full-time and part-time ESOL teaching staff. This may include regional conferences, online webinars, and workshops at the NHDOE, as well as local training opportunities</li> <li>2. Professional development related to ESOL instructional strategies and/or cultural competency should also be provided yearly for school faculty, staff and administrators.</li> </ol>
<p><b>Evaluation and Important Documentation</b></p> <p>The school district documents services that are provided and shows that they are appropriate and sufficient.</p>	<p>The District will:</p> <ol style="list-style-type: none"> <li>1. Show means to identify Limited English Proficiency (LEP) students</li> <li>2. Evaluate placements to ensure they are appropriate</li> <li>3. Assess appropriateness of instructional practices and material used during ESOL instruction and, if recipient of Title III funds, document scientifically-based resources used for ESOL instruction</li> <li>4. Evaluate staff</li> <li>5. Include regular summary reports and other reports of LEP student progress</li> <li>6. Report parental involvement and document communications with parents</li> </ol>

	<ol style="list-style-type: none"> <li>7. Document collaboration between ESOL teacher and mainstream teachers, as well as ESOL Admins</li> <li>8. Document support, training, and technical assistance offered</li> <li>9. Document process for informing teachers of LEP status (<i>See templates for ILPs in Supporting Documents, Individual Language Profiles</i>)</li> <li>10. Show multiple criteria for integrating ELLs into any transitional phases of the program - Show multiple criteria for exiting program, and method of documentation for <u>4-year monitoring period</u>.</li> </ol>
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## **Supporting Documents**

## ACCESS 2.0 Ordering

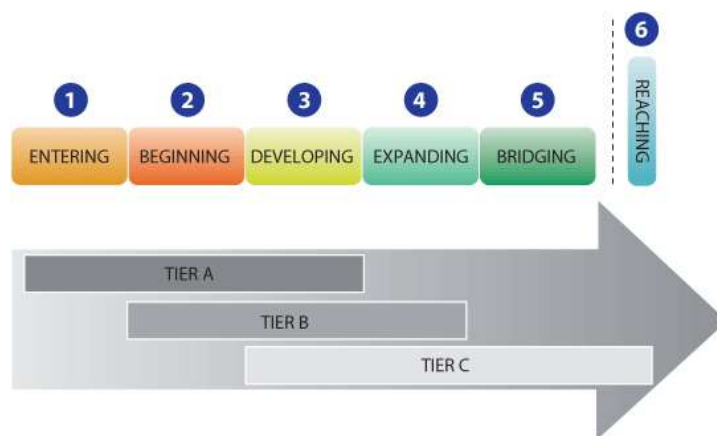
ACCESS 2.0 for ELLs test items are written from the performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grade 1
- Grade 2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Within each grade-level cluster (except Kindergarten), ACCESS 2.0 for ELLs consists of three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each students' range of language skills. ACCESS 2.0 online is adaptive. Therefore, tier placement will be determined upon the student's completion of the listening and reading tests.



Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing. (WIDA website: <http://www.wida.us/assessment/ACCESS/>)

## Ordering ACCESS for ELLs® Materials

1. ACCESS 2.0 for ELLs© English language proficiency test booklets and online materials can be ordered from the WIDA Assessment Management System or AMS site in late October through November. Please see the Important Dates Calendar on the ACCESS website for exact ordering dates. ([NH DOE Website](#)) ([WiDA](#))
2. AMS will send ordering information to Superintendents and Test Coordinators before the test ordering period begins.
3. An explanation of how to order tests will be sent out via email through WIDA AMS, and will be posted on the ACCESS 2.0 website before the ordering period begins.
4. Please order materials according to student grade and school.
5. If there are several schools in your district, you may share extra booklets within your district. For example, if a student is enrolled in January at Elementary School A (ES A) and Elementary School B (ES B) has an extra booklet that corresponds with that student's need, then ES B may send the booklet to ES A to use because they are in the same district. Please do not provide booklets to schools that are outside your district.
6. Please do not order extra tests. Only order tests for the students you are responsible for testing. AMS will send extra writing booklets for grade 1-3 to use with students who enroll after the test period begins. There will also be an extra materials ordering window in January, which will be posted along with the original test ordering window dates.
7. If you have students who enroll after the test order period ends and you do not have any extra booklets in your district that can be used for those students, you may order the needed test booklets from AMS.

## ACCESS 2.0 for ELLs® Common Questions

1. ACCESS 2.0 for ELLs© is the English Language Proficiency test used by schools/districts in New Hampshire to determine the proficiency level of English Learners (ELs) on a yearly basis in each domain (listening, speaking, reading, and writing).
2. Proficiency in English is attained when an EL reaches an overall composite score of no less than 4.5.
3. The testing window for the ACCESS 2.0 test is in January and March each year. Exact

dates are posted annually on the Important Dates calendar on the WIDA website.

***Who can administer the ACCESS 2.0 test?***

4. Only certified ESOL teachers; certified teachers or professional staff (i.e., Guidance) who actively work with ELs on a regular basis, or; Alternate IV candidates who actively take ESOL classes and regularly work with ELs in a school setting may administer the ACCESS test. Those who are eligible must take and pass the ACCESS 2.0 for ELLs© training and obtain ACCESS certification.
5. Anyone who is eligible and has obtained ACCESS certification but is not a certified ESOL teacher must be under the direct supervision of a certified ESOL teacher. The certified ESOL teacher is responsible for testing and test results.
6. The ACCESS certification training and quizzes are found on the WIDA website ([www.wida.us](http://www.wida.us)) and may be taken at any time. The training and quizzes must be taken every year to remain certified to administer the ACCESS 2.0 online paper pencil, Alt ACCESS, and Kindergarten tests. The speaking portion of the training should be reviewed each year just before testing takes place. A score of 80% is needed in each section of the ACCESS training course to become a certified ACCESS test administrator.
7. District Administrators are responsible for ensuring that only those who are eligible (see above) and are certified to administer the ACCESS 2.0 for ELLs© English language proficiency test is allowed to do so.

***Training***

8. Training videos on the WIDA site are available to illustrate how ACCESS 2.0 tests should be administered. Please view at least one of these videos before administering the test.
9. Face-to-Face training will be presented in the fall of each school year at no cost by the NHDOE. This training is not mandatory but is strongly suggested for new teachers.
10. Training dates will be posted on the Training calendar found on the ACCESS website.

**Participation in ACCESS 2.0 for ELLs®**

***Who must participate in ACCESS testing?***

1. All students who have been screened and determined to be English Learners must take the ACCESS 2.0 for ELLs© English proficiency test each and every year in each domain (listening, speaking, reading and writing) until the student reaches proficiency.



2. Parental permission does not need to be obtained to test students.
3. Students whose parents have declined permission to enroll their child in the ESOL program must be tested each year, in all four domains (listening, speaking, reading and writing).
4. EL students for whom no ESOL teacher was available must be tested each year, in all four domains (listening, speaking, reading and writing).
5. Proficiency is attained when an ELL student in grades K- 12 reaches the ACCESS for ELLs® composite score of no less than 4.5.
6. If a student is re-entered into ESOL services due to a second language acquisition issue, the student must take the ACCESS 2.0 until they re- attains proficiency.
7. Students who have attained proficiency and are in **Monitored** status **DO NOT** take the ACCESS test.
8. *(See criteria for participation in the Alternate ACCESS for ELLs on next pgs)*

## Individual Language Profiles (ILPs)

- Kindergarten (1<sup>st</sup> semester)
- Kindergarten (2<sup>nd</sup> semester)
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

## ESOL Progress Reports

- **Elementary**

- Emerging/beginning
- Developing/expanding
- Expanding/bridging

- **Middle School**

- Emerging/beginning
- Developing/expanding
- Expanding/bridging

- **High School**

- Emerging/beginning
- Developing/expanding
- Expanding/bridging

## Letters

- ACCESS test notification (before test) to parents
- ACCESS test results letter to parents (proficient)
- ACCESS test results letter to parents (not yet proficient)
- ACCESS test reminder email to teachers
- Declined ESOL services letter (offer to re-enroll student in services)
- Full EXIT letter
- Permission for ESOL services letter
- Permission for ESOL services letter (simplified Mandarin Chinese)
- Permission for ESOL services letter (Chinese pinyin)
- Permission for ESOL services letter (Spanish)
- Letter to parents about ESOL progress report (trimester)
- Letter to parents about ESOL progress report (quarterly)
- End of the year progress report letter to parents
- TOEFL notification letter, with TOEFL brochure
- What is ACCESS? Info sheet

## Other Forms

- Home Language Survey (HLS)
- Monitored Status form
- Full Exit form
- ESOL observation form
- Template for Drafting Strands of MPI's

## Scheduling

- Meet with administrators to obtain master schedules
- Email teachers and Special Education teachers to coordinate services
- Consult time with teachers (beginning of the day for potential meetings too)
- Weekly ESOL Department meetings

## Resources Available

- Wonders ELL (handbooks, teacher guides, online subscription)
- Everyday Math (online component)
- Phonemic Awareness (picture-word/word sorts/etc.)
- Content Area Resources (social studies, math, science, language arts, etc.)
- IXL
- Teachers, Administrators, Special Educators, Para-educators, Parents, and Students
- Finish Line for ELLs®

## Organize Student Files

- Include copies of WIDA screener score sheets
- Parent Notifications
- ACCESS test scores
- Student Samples (1-2)
- Communication Log
- Monitor/Exit Status Sheets



Contact Information:

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WIDA Consortium	WIDA Client Services Center	<a href="mailto:help@wida.us">help@wida.us</a>	Toll Free 1-866-276-7735	<a href="http://www.wida.us">www.wida.us</a>
Data Recognition Corp. (DRC)	DRC WIDA Customer Service	<a href="mailto:WIDA@datarecognitioncorp.com">WIDA@datarecognitioncorp.com</a>	Toll Free 1-855-787-9615	<a href="http://DataRecognitionCorp.com">Data Recognition Corp</a>